The University of Alabama

2010-2011

Strategic Diversity Report

August 2011
The University of Alabama
2010-2011 Strategic Diversity Report

Table of Contents

I. Executive Summary ........................................................................................................................................... 1
   A. Overview of Major Diversity Initiatives ........................................................................................................... 1
   B. Highlights of Progress Made in Increasing Black Representation in Student Body, Faculty, EEO-1 and EEO-3 Staff ................................................................................................................................. 5

II. Report of Initiatives Accomplishing UA’s Five Strategic Diversity Goals ................................................. 9
    Goal One ............................................................................................................................................................ 9
    Goal Two .......................................................................................................................................................... 25
    Goal Three ..................................................................................................................................................... 92
    Goal Four ....................................................................................................................................................... 103
    Goal Five ....................................................................................................................................................... 145

Attachment I
Table 1
Degree Completions Conferred by Level and Race ......................................................................................... 159
Table 2
Racial Composition of Student Body by Level and Race ................................................................................. 162
Table 3
Racial Composition of Full-time Faculty (EEO 2) by Race ............................................................................ 165
Table 4
Racial Composition of Full-time Administrators (EEO 1) by Race ............................................................... 166
Table 5
Racial Composition of UA Faculty and EEO-1 Applicant Pools .................................................................. 167
Attachment II

Table 1
Enrollment Summary by Racial/Ethnic Status ................................................................. 169

Table 2
Faculty Employment Record by Status, Sex, and Race ................................................. 171

Table 3
Faculty by Race and Tenure Status .................................................................................. 172

Table 4
Executive/Administrative/Managerial Personnel by Status, Sex, and Race ................. 174

Table 5
Professional Personnel by Status, Sex, and Race ............................................................. 176

Table 6
Secretarial/Clerical Personnel by Status, Sex, and Race ................................................. 180

Table 7
Technical/Paraprofessional Personnel by Status, Sex, and Race .................................. 184

Table 8
Skilled Crafts by Status, Sex, and Race ............................................................................. 188

Table 9
Service Maintenance Personnel by Status, Sex and Race ............................................. 192

Table 10
Graduation Rates by Race and Sex ................................................................................ 196

Table 11
Faculty (EEO 2) by Rank .................................................................................................. 197
The University of Alabama
2010-2011 Strategic Diversity Report

I. Executive Summary

Between 2007 and Spring 2008, the University developed and finalized a Strategic Diversity Plan (SDP) which is published on the Provost’s website, www.provost.ua.edu/information/strategic-diversity-plan. The Plan established five goals that commit the University to better communicate its commitment to diversity as part of its educational mission; create and sustain an inviting, respectful and inclusive campus environment; increase diversity within the faculty and senior level administration and the student body; and annually review goals and assess effectiveness of the action steps and initiatives in enhancing diversity within the University’s educational mission. This fifth annual Strategic Diversity Report (SDR) reviews UA initiatives designed to achieve each of the Plan’s five goals, and reviews data to assess the progress of these efforts. Collectively, the initiatives described in this fifth SDR have contributed to a Fall 2010 campus profile that includes:

- enrollment of 6,153 minority and international students (20.3%), 3,741 of whom are African Americans (12.37%);
- employment of 917 minority staff members (22.5%), 808 of whom are African Americans (19.83%); and
- employment of 190 minority and international full-time faculty members (16.17%), 70 of whom are black (5.96%), which includes two black non-resident aliens.

A. Overview of Major Diversity Initiatives

Section II of UA’s SDR provides details on hundreds of diversity-related initiatives, courses and programs supportive of SDP goals. This overview highlights a few of the initiatives that are enhancing awareness and appreciation of cultural and individual diversity, promoting community, and preparing students for the global society in which they will live and work.

The University’s diversity initiatives are not isolated to one department or one division or one course of study. Rather, the efforts described in this SDR 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 strategic diversity plans that complement the University’s plan. Collectively, UA’s efforts and commitment continue to garner national recognition. To name just a few accolades, in 2010, an African-American Associate Professor assumed the chairmanship of the National Diversity Committee of the 8,000-member Society of Professional Journalists, the nation’s largest, most broad-based organization of journalists. In February 2011, a national panel of journalism educators selected UA’s Multicultural Journalism Program for the Journalism Education Association’s
2011 *Diversity Award*, its highest honor for diversity. The award recognizes leaders in promoting diversity in scholastic media and those working to break down walls across cultures. In May, 2011, UA was named for the third year in a row to the *President’s Higher Education Community Service Honor Roll with Distinction*, the highest federal recognition a university can receive for its commitment to volunteering, service learning and civic engagement. Over 15,000 UA students had completed more than 710,000 hours of community service with more than 120 community partners, and 120 UA faculty members offered service-learning courses with an estimated 5,300 students participating. Previously, the Graduate School won the prestigious *Council of Graduate Schools/Peterson’s Award* for innovation in creating an inclusive graduate student community. That resulted in a $20,000 matching award, which UA used to create new mentoring programs for underrepresented and underserved graduate students to increase retention and decrease time to degree. In 2010, these mentoring programs were featured at the Statewide Diversity Conference, and in December 2011, they will be featured in a national panel presentation at the 2011 Council of Graduate Schools national meeting. For 2009, UA’s *School of Medicine Program in Rural Medicine* moved into the Top Fifteen Rural Medicine programs, named by *U.S. News and World Report’s “America’s Best Graduate Schools.”* In 2011, it moved to 14th in the country. The *College of Education’s Wheelchair Athletics* stayed in the national spotlight, with its women’s wheelchair basketball team winning its third consecutive National Championship this year. Throughout this report are hundreds of examples of courses, initiatives, publications, research, presentations, and workshops spearheaded by UA faculty, staff and students that likewise bring state, regional and national attention to UA’s commitment to diversity as part of its educational mission.

To assist the Provost in coordinating, assessing, and better publicizing the effectiveness of its numerous initiatives, Provost Bonner appointed Dr. Jimmy Williams as *Special Advisor to the Provost for Diversity*. Capitalizing on Dr. Williams’ years of experience as an African-American faculty member in Criminal Justice, as Associate Dean of the College of Arts and Sciences and as past chair of that college’s Diversity Committee, this appointment provides additional centralized resources to continue incorporation of the SDP goals throughout the entire University. Dr. Williams’ contributions to encouraging diversity extend beyond UA. In November 2010, Dr. Williams was invited to make a presentation, “Multicultural Affairs: Making connections with Students,” at the 2010 National Conference on Minority Recruitment, Retention, and Diversity Enrichment in Las Vegas, Nevada. Also that month, Dr. Williams made a presentation on “Diversity in Higher Education,” for the UA McNair Scholars Program. In December, he was appointed to serve on the Alabama Higher Education Diversity Organization Board of Directors.

Two Fall 2010 initiatives celebrating and publicizing accomplishments of African Americans associated with UA were particularly noteworthy. First, on November 3, 2010, students, faculty and staff participated as UA paid tribute to Autherine Lucy Foster, James Hood and the late Vivian Malone Jones, the three African-American students whose enrollment represented UA’s first steps toward desegregation. Their courage and determination was recognized at the dedication of the *Atherine Lucy Clock Tower and Malone-Hood Plaza* at Foster Auditorium. A community celebration hosted by UA’s Black Faculty and Staff Association followed, with music by the Alabama Brass Quintet and the Afro-American Gospel Choir. In addition, students, faculty and staff were invited to attend a
panel discussion on the early days of UA’s desegregation. Foster, Hood and relatives of Jones participated in the discussion moderated by Dr. E. Culpepper Clark, former dean of UA’s College of Communication and Information Sciences and author of the book “The Schoolhouse Door: Segregation’s Last Stand at the University of Alabama.” UA communication staff members who created a dedication booklet for this historic event were presented with ADDY awards by the Tuscaloosa Advertising Federation at its Annual Awards Competition in February 2011 and UA received a Mosaic Award for multiculturalism and diversity. Second, on November 4, 2010, former U.S. Secretary of State Condoleezza Rice signed copies of “Extraordinary, Ordinary People: A Memoir of Family,” in the lobby of Foster Auditorium and delivered remarks to an audience of UA and Stillman College students. She also met with members of the Blackburn Institute, a selective UA student organization whose members examine public policy issues.

The vision statement, “engaging communities and changing lives” continues to focus efforts in the entire division of The Office of the Vice President for Community Affairs, led by the University’s first African-American Vice President, Dr. Samory Pruitt. Key initiatives in this division 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; The Center for Community-Based Partnerships, which promotes faculty and student involvement in programs that address health, economic, and educational disparities in rural and underrepresented communities and which publishes the Journal of Community Engagement and Scholarship (JCES), a nationally recognized research journal whose focus is engagement scholarship, a major goal of which 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 designed to increase the number of qualified minority-owned businesses doing business with UA; and The Office of Equal Opportunity Programs, whose mission is to promote a positive climate for diversity and to ensure that UA has adequate policies and procedures in place to guard against and prohibit discrimination and/or harassment. The EOP office has recently provided leadership to the implementation of a new UA campus-wide veterans’ initiative, Veterans Education and Transition Support (VETS), designed to provide education and support to veterans and military personnel as they transition from soldier to student and persist to graduation. Finally, the Realizing the Dream Committee, also spearheaded by Dr. Pruitt and which originated 22 years ago to promote an annual community concert to celebrate the goals and aspirations of Dr. Martin Luther King, continues with its full year of activities, including a Distinguished Lecture Series in the fall and spring, a performing arts presentation, and a banquet to honor individuals who have made significant contributions to the community in continuing with Dr. King’s dream.

Within Academic Affairs, The Center for Ethics and Social Responsibility continues to develop creative new service-learning initiatives for UA students to become more aware of and appreciative of cultural and individual diversity, and to develop ethical and socially responsible citizenship. Further indicative of the University’s efforts to enhance socioeconomic diversity, the College of Education has implemented its one million dollar grant from the Jack Kent Cooke Foundation to help high-achieving, low-income community college students enroll in one of Alabama’s four-year colleges. Its $800,000 federal grant,
“Transforming Elementary Educators into Advocates, Change Agents, and Highly Qualified Special Educators” (TEACHER), which provides a master’s degree program in special education for elementary school teachers in West Alabama counties will assist the College of Education in increasing the number of minority special educators in the region. 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. This program supplements other need-based aid programs at UA, including the very successful Coca-Cola Foundation Scholars program, offering scholarships to students who demonstrate financial need and are first generation college students in their immediate family. A grant from the Suder Foundation to improve the success of first generation college students is being implemented for a first cohort of Suder Freshmen Scholars for Fall 2011. 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. UA’s Cuba initiative has provided remarkable, once-in-a-lifetime opportunities for UA students and faculty to interact with the University of Havana community.

For years, UA has been a leader in implementing effective minority student recruitment programs. Ideas generated by its African-American Advisory Board for Undergraduate Admissions, use of new technology, and an Admissions Senior Counselor overseeing progress toward goals for minority enrollment will collectively ensure continued progress in recruitment. 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. UA’s fairly new cUltivAte Peer Mentor program, http://studentinvolvement.ua.edu/cultivate.cfm, is coordinated by the Office of Student Involvement and sponsored by the UA Office of New Student and Parent Programs, Crossroads Community Center, and the Creative Campus Initiative. Its goal is to build community and facilitate the development of a support network for incoming students. cUltivAte Peer Mentors are students at the sophomore through senior level who have a strong desire to impact the freshman class and assist new students with the transition into college life. These students are all leaders in other areas of the UA community, and they seek to engage freshman students in the UA atmosphere and help them to connect with other students, campus organizations, and the University itself. In addition, Undergraduate Admissions partnered with the Black Faculty and Staff Association to mentor African-American freshmen and transfer students, and an 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 Living/Learning Residential Communities are particularly effective in building community and improving minority retention.

Finally, 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 Leadership Academy and the University’s Leadership University for mid-level managers.
B. Highlights of Progress Made in Increasing Black Representation in Student Body, Faculty, EEO-1 and EEO-3 Staff

UA annually assesses its progress compared to other institutions around the country and posts data on its Strategic Diversity Plan website: http://provost.ua.edu/information/strategic-diversity-plan/ua-compared-to-other-public-four-year-institutions/. UA is proud to share the following highlights of its progress. Consistent with the Knight settlement agreement, these highlights focus on African-American representation within the University community.

1. African-American Representation Among UA Degree Recipients

• 3rd among flagships: Using 2009-10 data, UA ranks third among the 50 flagship institutions for percent of total degrees conferred to black students, fifth 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 (9.92%), graduate and first professional (10.94%), and total (10.21%) degrees conferred ranks UA significantly ahead of both the respective averages and medians for flagships and public doctorals (the range of averages being 4.08-6.55% and the range of medians being 3.39-5.19%).

• 1st in SREB Doctoral Fellows: UA has had 64 SREB doctoral fellows earn the Ph.D. degree – more than any other university and 48 are employed in positions utilizing their UA degree. For the current academic year (2010-11), there were 23 SREB doctoral fellows enrolled on campus. Doctoral Scholars have been awarded to students who attend 83 institutions in 29 states.

• Top 100 rankings from Diverse Issues in Higher Education: UA was recognized in the June 9, 2011; July 7, 2011; and August 4, 2011 issues of 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: 52nd among all institutions in the number of doctoral degrees in all disciplines conferred to African Americans;
  o Master’s Degrees: 93rd in the number of master’s degrees in all disciplines conferred to African Americans; 30th in the number of master’s degrees in Communication, Journalism, and related programs conferred to African Americans; 37th in the number of master’s degrees in Communication, Journalism, and related programs conferred to total minorities; and
  o Baccalaureate Degrees: 72nd in the number of baccalaureate degrees in all disciplines conferred to African Americans; and 26th in the number of
bachelor’s degrees in Communication, Journalism, and related programs conferred to African Americans.

2. **Assessment of Retention and Graduation Rates Among UA’s Students**

   • **UA’s graduation rate for African Americans higher than SUG average:** The ultimate measure of success for students is graduation and increasingly, the standard measure is the six-year graduation rate. For the most recent cohort (freshmen entering Fall 2004 and graduating by August 2010), UA’s 6-year graduation rate for African-American students was 57.6%. Although that is lower than its graduation rate for all students (67.3%), it is higher than the 2010 average for African-American students at 31 Southern University Group (SUG) institutions: 55.9%.

   • **Higher retention rates for African Americans at UA:** The retention rate for UA freshmen entering Fall 2009 and continuing to the sophomore year is 84.8%. Black freshmen at UA had a slightly higher retention rate of 86.9%. For at least the past decade, black students have had higher retention/continuation rates for their second and third year than first-time freshmen as a whole, and particularly white first-time freshmen. For the Fall 2008 cohort (the latest SUG information available), that trend continued, and UA’s Black and Hispanic first year retention rates (86.4% and 87.7% respectively) exceeded the average Black and Hispanic retention rates for 31 SUG institutions (85.4% and 86.2% respectively).

3. **African-American Representation in UA’s Student Enrollment**

   • **2nd among flagships:** For Fall 2010, UA ranks second (12.17%) among the 50 states’ flagship institutions for highest percent black enrollment, with only the University of Mississippi (15.74%) ranking higher. UA’s percent black enrollment is more than double the average and the median for the 50 flagships.

   • **Top 23% among public doctoral:** As of Fall 2010, UA is in the top 23% (ranking 37 out of 160) of all public doctoral institutions (excluding HBCUs) in percent black enrollment. UA’s percent black enrollment was 4.12 and 6.19 percentage points higher than the average and median respectively for the public doctoral institutions.

4. **African-American Representation in UA’s Faculty**

   • **3rd among flagships and exceeds median and average:** Among the 44 flagship institutions reporting for Fall 2010, UA ranks third in percent black full-time faculty with 5.79%, not counting UA’s two black non-resident aliens. That is significantly higher than the flagship average of 2.84%.

   • **Top 11% among public doctorals and exceeds median and average:** Among the 139 public doctoral institutions reporting data for Fall 2010 (excluding HBCUs), UA ranks in the top 11% of all institutions in percent black full-time faculty; again
significantly higher than the median and average for public doctoral institutions (3.36% and 3.33% respectively).

- **192% increase in black faculty in 19 years:** In 1991, UA employed 24 full-time black faculty out of 918 for 2.61%. For Fall 2010, UA had 70 black faculty (including two black non-resident aliens) (5.95%), an increase of 46 (or 192% increase). SREB reports in its most current Factbook (2009) that 5.4% of faculty employed nationally at all public four-year colleges and universities are black.

5. **African-American Representation in UA’s EEO-1 Administrators & EEO-3 Professional Staff**

- **Notable Promotions/Hires:** A significant appointment was Provost Bonner’s selection of Dr. Jimmy Williams as Special Advisor to the Provost for Diversity. Dr. Williams has served for several years as Associate Dean in the College of Arts and Sciences and is very active in the area of diversity. In addition, the Intercollegiate Athletic Department successfully hired Coach Anthony Grant as the University’s first black head coach for men’s basketball and Coach Wendell Hudson, an African American, serves as the female basketball coach. In January 2011, Dr. Thad Ulzen was named Interim Dean of the College of Community Health Sciences and in March 2011, Dr. Elva Bradley was promoted to Assistant to the Vice Provost.

- **Eight New EEO-1’s since 1991:** In Fall 2010, 11 of UA’s 104 EEO-1 administrators were African Americans. This represents a 267% increase from the 3 employed in 1991.

- **Five colleges with African Americans in EEO-1 positions:** Of UA’s schools and colleges, five currently have African-American assistant or associate deans or interim dean (College of Arts and Sciences, College of Education, College of Communication and Information Sciences, College of Community Health Sciences; and the College of Commerce and Business Administration has two for a total of six).

- **UA’s percent black EEO-1’s exceeds national median and average:** The University’s 2010 percentage of black EEO-1 administrators (10.58%) exceeds that of most comparable public four-year institutions across the country.
  - **3rd among flagships:** Among full-time EEO-1 administrators at the 44 flagship institutions reporting Fall 2010 data, UA ranks third highest in percent black representation, at 10.58%. That percentage is more than double both the median and average for percent black EEO-1’s at the flagships (4.98% and 5.16%, respectively).
  - **Top 17% of public doctoral:** Among 139 public doctoral institutions (excluding HBCUs) reporting in Fall 2010, UA ranks in the top 17% for highest percent black EEO-1’s, well above the national median of 6.02% and average of 6.84% for those public doctoral institutions.
• UA’s percent black EEO-3 professional staff exceeds national median and average: The University’s 2010 percentage of black EEO-3 professionals (9.51%) also exceeds that of most comparable public four-year institutions across the country:
  
  o 7th among flagships: Among full-time EEO-3 administrators at the 44 flagship institutions reporting Fall 2010 data, UA ranks 7th highest in percent black representation at 9.51%. That percentage is well above the median and average for percent black EEO-3’s at the flagships (4.07% and 5.05%, respectively).
  
  o Top 30% of public doctoral: Among 139 public doctoral institutions (excluding HBCUs) reporting in Fall 2010, UA ranks in the top 30% for highest percent black EEO-3’s, more than the national median of 6.2% and average of 7.87% for those public doctoral institutions.
II. Report of Initiatives Accomplishing UA’s Five Strategic Diversity Goals

GOAL ONE

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

Action Steps:
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.

1. Initiatives of the Office of the Provost in Communicating Commitment to Diversity

The Office of the Provost and Executive Vice President, Dr. Judy Bonner, is charged by the President for overall responsibility for promoting and implementing the University’s SDP and complying with the Knight settlement obligations. In academic year 2010-11, this office has completed the following initiatives:

a) SDP Website: Updated the SDP website, which contains the Knight Settlement Agreement; the SDP, the Board’s and President’s statements on Commitment to Diversity, the most recent Strategic Diversity Report and data, and the most recent national data comparing UA’s black representation in student body, faculty and EEO-1 & EEO-3 staff to that at flagships and other public doctoral institutions. See http://provost.ua.edu/information/strategic-diversity-plan/. This Office also updates UA’s Guide to Courses with Diversity and Multicultural Content (http://provost.ua.edu/courses_final.pdf).

b) Input from BFSA Leadership, Special Advisor to Provost for Diversity & Assistant to the Vice Provost: Dr. Bonner met quarterly with leadership of the Black Faculty Staff Association (BFSA) and communicated frequently with its President to reiterate support for diversity and discuss ideas to enhance the success of a SDP. She partnered with BFSA and provided support for the Freshman Mentoring Program, Tenure and Promotion for Black Faculty, Black Honors Day Convocation and the Foster Auditorium Project. She also sponsored a series of luncheons with the African-American faculty with Jimmy Williams to give them the opportunity to discuss issues which might be of concern to them. She took the untenured black faculty to dinner to discuss the tenure pathway and issues related to it as part of a mentoring program for black faculty. The Provost also provided support for the BFSA Scholars Day Program. As a result of BFSA’s request for additional leadership in diversity matters, in June 2009 Provost Bonner named Dr. Jimmy Williams, Associate Dean in the College of Arts & Sciences, as Special Advisor to the Provost for Diversity. In March 2011, Dr. Bonner
promoted Dr. Elva Bradley, an African-American female, to the position of Assistant to the Vice Provost for Academic Affairs. This position will have a primary focus on grant writing to obtain outside funding for critical areas of service to UA’s students and faculty.

c) **Annual Reports to Obtain Information About Progress Toward Goals:** For the fifth year in a row, Dr. Bonner provided to each academic unit five years of racial composition data on student enrollment, degrees conferred, full-time faculty and EEO-1’s to help each college assess progress in enhancing racial diversity. Administrators thereafter report to the Provost on initiatives undertaken in their areas of supervision that support achievement of the five goals of the current SDP, and the Provost uses this information in her evaluation of the Deans in achieving diversity in their respective academic units and to prepare this annual report.

d) **Encouraged UA Participation in Minority Faculty Recruitment Workshops and System Statewide Conference:** The Provost has had several communications with the Council of Deans to encourage participation in diversity conferences and recruitment activities. She encouraged participation in the 2010 Fourth Annual Alabama Statewide Higher Education Diversity Enhancement Conference held in Huntsville on November 8, 2010, with 16 of the 122 participants from UA. She provided funding for a webinar, “Affirmative Action for the Savvy Employer: Staying Up-to-Date on the Changing OFCCP Landscape,” presented by Lehr Middlebrooks & Vreeland, P.C. on January 27, 2011.

e) **Encouraged Use of SREB Doctoral Scholars in Recruiting:** Provost Bonner has promoted use of the SREB On-line Scholar Directory as a source of minority applicants; purchased an annual contract to have unlimited job postings for both faculty and staff to InsideHigherEducation.com; and provided a list of SREB Doctoral Scholars to the Deans and encouraged them to actively pursue these graduates for open faculty positions.

f) **Provided Resources for Publicizing UA’s Diversity Commitment:** Dr. Bonner placed a half-page color diversity ad in the Diverse Issues of Higher Education’s special edition in February 2011 to celebrate Black History Month and provided the resources to print 2,000 copies of the UA Diversity Viewbook. She has also assembled a group to develop a brochure that visually displays the progress of African-American enrollment, degrees, and faculty since 2002.

g) **Provided Support for Dedication of Autherine Lucy Clock Tower and Malone-Hood Plaza at Foster Auditorium, Visit by Condoleezza Rice, & Visit by Carl McNair:** As discussed on pages 2-3 of this report, Dr. Bonner provided support for the November 3 tribute to Autherine Lucy Foster, James
Hood and the late Vivian Malone Jones, and to the November 4 presentation by former U.S. Secretary of State Condoleezza Rice to UA and Stillman College students. Dr Bonner also provided funds to the McNair Program to bring Carl McNair, brother of Ronald E. McNair, to campus during the Spring semester to speak at the McNair Scholars Honors Convocation.

2. Initiatives of Other Areas in Accomplishing Goal One

A variety of initiatives throughout UA reflect a genuine commitment to diversifying the student body, faculty and staff and building a tolerant and inclusive community environment. Those initiatives are described in more detail below in reports on Goals Two-Four. For example, many colleges communicate their commitment to diversity in their programming efforts, by student and faculty recruitment initiatives, and by including diversity statements in student recruitment materials and career services materials. Some examples of methods in which various areas have explicitly communicated their commitment to diversity as a part of UA’s educational mission include the following:

a) College of Arts & Sciences. Under the leadership of its current Dean, promotion of diversity is one of the core educational initiatives of the College of Arts and Sciences.

- **Statement of Diversity.** The A&S college initiatives website widely publicizes the college’s commitment to diversity as part of its educational mission:
  
  In the liberal arts, exploration and discovery is all. It is a point of pride and necessity with students and scholars of the liberal arts to approach the world around us with profound respect and appreciation for its marvelous diversity. This perspective informs our desire for diversity in our faculty and student population and in the perspectives that are part of our academic discourse. The College seeks to incorporate diversity into our daily activities as well as our long-range decision making.

- **Diversity Committee & Diversity Logo.** Retained since Spring 2001, a Diversity Committee made up of 15 A&S faculty members serving three-year terms has promoted A&S diversity initiatives by inviting students and administrators to address the committee with concerns; hosting an international coffee hour; distributing at regional and national conferences t-shirts and pens bearing the College’s diversity logo; and initiating development of a proposal to recruit underrepresented/minority students. Approximately three dozen of the College’s faculty members have served on this committee. The Dean’s liaison to this committee, the Associate Dean for Multicultural Affairs, Dr. Jimmy J. Williams, oversees the College’s diversity/multicultural initiatives and projects.

- **Recent Initiatives:** The College’s recent initiatives that communicate promotion of diversity include the following:
  
  - Supported the activities of UA’s Intercultural Campus Council;
  - Revised the UA diversity brochure (in collaboration with University Relations);
o Supported the Malone-Hood Plaza and Atherine Lucy Clock Tower Dedication;
o Supported the University of Alabama System’s Fourth Annual Statewide Diversity in Higher Education Conference, November 2010;
o Supported the Realizing the Dream Legacy Banquet, January 14, 2011;
o Supported the Lavender Graduation Ceremony; and
• Commenced the planning for a multicultural conference on November 14, 2011, entitled “Teaching and Learning in a Global Society: Effective Communication Skills for Multicultural Environments.”

• A&S Financial Support for UA Diversity Efforts: This past year, the College provided financial support to:
o Black Faculty and Staff Association (BFSA) to mail certificates to Arts and Sciences undergraduate students recognized at the BFSA Honors Day Program;
o Dr. Utz McKnight, coordinator for the Seminars on Race Research, to pay for attendees’ lunches, Fall 2010 and Spring 2011;
o Dr. Seth Appiah-Opoku, coordinator of the Ghana Summer Program, to award scholarships to students participating in the program;
o Sustained Dialogue, to pay for a break at their workshops, February 2011;
o Department of Communications, in support of their activities for African-American Heritage Month;
o BFSA to pay for attendees’ lunches at their professional staff development subcommittee meeting, March 2, 2011;
o Black Student Union, in support of their projects, Fall 2010; and
o Fund Day in Bower’s Park, an event organized by the UA Chapter of the NAACP to support the Tuscaloosa community as a result of the April 27, 2011 tornado.

b) Culverhouse College of Commerce and Business Administration (hereinafter C&BA). Promotion of diversity as part of C&BA’s educational mission is reflected in its mission statement, college goals, and faculty and student recruitment initiatives described in Goals Three and Four.

• C&BA Mission Statement. Communicated on its website, this mission statement emphasizes diversity with the following language:
  We will maintain integrity in all of our actions, respect for individual differences and diverse opinions, a participative decision-making style, and quality as the test of all of our actions. We will value performance and diversity and operate in an environment of open communication and shared commitment.
• **Diversity as Specific Goal.** In association with this educational mission statement, an explicit strategic goal of C&BA is “to maintain diversity in our faculty, staff and student body.” As an indication of a specific effort to communicate the commitment to diversity, C&BA continually seeks to improve UA’s ability to recruit and retain African-American and minority candidates through focused advertising and targeted event opportunities.

• **Manderson Black MBA Alumni Association (MBMBAA).** To help communicate the College’s commitment to diversity, C&BA established its MBMBAA to spur more involvement of UA’s African-American MBA alumni with the program, more effectively recruit and retain African-American and minority students, and make diversity an essential part of the Manderson Graduate School of Business MBA curriculum and culture. The MBMBAA continues to mature and find ways to promote diversity in the School. Established as a resource and advisor for the Manderson Graduate School of Business (MGSB), the MBMBAA assisted this year by reaching out to C&BA students who were planning to attend the National Black MBA Association meetings to help them prepare for interviews and presentations.

c) **College of Communication and Information Sciences (hereinafter CIS).** Under the leadership of its Dean, commitment to diversity as part of CIS’s educational mission has been re-emphasized as a high-priority item on the College’s agenda, as reflected in the following ways:

• **Development of CIS Diversity Statement and Diversity Plan.** The Dean has stressed in faculty meetings the importance of College diversity efforts, and the College faculty has developed a diversity statement and diversity plan adopted unanimously by the College’s faculty in January 2008. The Diversity Statement and Plan is posted on the College’s website at [www.cis.ua.edu](http://www.cis.ua.edu) and provides the College a documented, public commitment to diversity and a roadmap for achieving it. It is intended to be an evolving document that can adapt to changing circumstances and is responsive to faculty concerns and input. At the same time, it articulates basic diversity principles that are essential as a community of scholars and highlights the College’s commitment to those principles. 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 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. CIS believes that such a display of the diversity statement contributes to the educational mission of the College.

• Commissioning of a recruiting DVD that prominently features minority students and faculty and is linked to the College’s website (see Introductory Video at [http://www.cis.ua.edu/](http://www.cis.ua.edu/)).

• **School of Library & Information Studies (SLIS) Director’s Commitment to Diversity.** The Director routinely invites each faculty and staff member, as they join the SLIS community, to make a commitment to building a more
diverse community in the School. Beginning in 2006, without exception, each faculty and staff member has signed a statement promising to do their part in “developing a learning community that is welcoming and congenial to colleagues and students whose ages, ancestries, colors, creeds, disabilities, genders, personal lifestyles, races, religions, sexual orientations, or military/veteran status vary from their own.” The commitment is reviewed annually at a faculty meeting.

d) College of Education. The College of Education publicizes its commitment to diversity in the following ways:

1. The College head communicates a commitment to diversity (1) in public presentations to alumni and supporters of the College, (2) through leadership in hiring a diverse faculty and staff, (3) by ensuring diverse appointments to College boards and committees, and (4) through implementation of policies that promote diversity.

2. A commitment to diversity is articulated in the College’s mission and goals. The College’s diversity statement can be accessed at http://education.ua.edu/about/ncate/standard-4-diversity/.

- The Conceptual Framework (http://education.ua.edu/about/conceptual-framework/) is posted on the College website (http://education.ua.edu/) and outlines the College’s commitment to engaging in ongoing processes and dialogue that lie at the heart of socially-responsible, culturally relevant, and research-based effective practice.
- The diversity related dispositions (http://education.ua.edu/about/ncate/standard-4-diversity/) are posted on the website. These statements, grounded on the Conceptual Framework, outline the behaviors the College expects of its students. Relative to diversity, College administrators and faculty model and expect students to demonstrate a commitment to facilitating democratic and just environments, with respect for diversity, through culturally responsive teaching.
- As part of its mission, the College has a non-discrimination and anti-harassment policy which supplements the institution’s policies. (See http://education.ua.edu/wp-content/uploads/2010/05/nonniscrimpolicy.pdf).
- The College incorporates a commitment to diversity in recruiting materials for faculty, administrators, and students in the following ways:
  i. All position advertisements contain a statement of commitment to diversity. The “Ability to teach with a multicultural perspective” is listed as a qualification on position announcements.
  ii. The College is committed to recruiting and graduating diverse students using several mechanisms. Efforts to attract minority students are explained in the College’s Overall Recruitment Plan, accessible at http://education.ua.edu/wp-content/uploads/2010/05/recruit.pdf.
e) *College of Engineering.* The College of Engineering publicizes its commitment to diversity in a variety of ways discussed in Goal 4, including through its Multicultural Engineering Program, and in its promotional materials, which include diverse genders, races, and ethnicities in photo shoots and which stress the fact that students can receive an excellent engineering education at a diverse liberal arts university. In addition, the College proudly supports professional organizations like the Society of Women Engineers, the National Society of Black Engineers, and the Society of Hispanic Professional Engineers, each of which provides career networking and professional advising and reflects a diverse college community. The National Society of Black Engineers also communicates the College’s commitment to diversity through its tutoring at a predominately African-American middle school in Tuscaloosa to help develop science, technology, engineering, and mathematics skills of young African-American students.

f) *Graduate School.* In addition to engaging in aggressive student outreach recruitment efforts, as described in the section on Goal Four, the Graduate School continues to communicate diversity as its strategic goal to enhance learning and attract and retain excellent students.

- **Articulation of working goals underpinning all of the school’s initiatives.** The Dean paraphrased the following two working goals that make it clear that diversity in all its forms and service to students and faculty are linchpins of all other quality goals and initiatives. Those two goals are:
  
  i. Partner with colleges and departments to develop nationally-prominent graduate programs that synergistically contribute to the University goal of a 30,000-student, first-tier, student-centered research university by enhancing UA’s scholarly, teaching and service missions, and
  
  ii. Increase the size, quality, and diversity of the graduate student body and maximize opportunities for graduate student and graduate faculty development.

- **Redesigned website.** The Graduate School website homepage site ‘Opening the Schoolhouse Door’, was revised using UA’s historical context as a counterpoint for the concerted quest to make diversity and excellence co-aspirations in graduate education.

- **Commitment to diversity attracting national attention.** Clearly, diversity in all its forms and service to students and faculty are recognized as linchpins of all other quality goals and initiatives. African-American graduate student enrollment has increased at UA in each of the past eight years, and now (Fall 2010) stands at 618 (13.5% of the graduate student body). Our 2004-05 UAOPS goal for African-American graduate student enrollment was set at 9%; this was revised to 12 - 15% in 2008. UA has begun to attract national attention for leadership in recruiting, retaining, and graduating students from underrepresented minority groups: UA ranked 3rd among the 50 flagship university campuses in percentage of African-American graduate degree recipients (IPEDS; 10.60% of all graduate degree recipients in 2008-09, the most recent year available), and 3rd among all U.S. doctoral-granting institutions in the percentage of first-generation doctoral graduates (2004-06
data-last available year). UA has gotten national press attention for leading the nation in both enrollment and graduation of Southern Regional Education Board (SREB) Doctoral Scholars, with 23 Scholars currently enrolled and 64 Scholar graduates, at least 48 of whom are employed in positions utilizing their UA doctorates. In December 2008, The University of Alabama Graduate School won the prestigious Council of Graduate Schools/Peterson’s Award in Washington, D.C. for innovation in creating an inclusive graduate student community, in competition with 16 other nationally-prominent graduate schools. The $20,000 matching award has created new mentoring programs for underrepresented and underserved graduate students to increase retention and decrease time to degree, and will be featured in a national panel presentation at the 2011 Council of Graduate Schools meeting.

• Additional efforts. The Graduate School administrative staff has redoubled efforts to be highly visible in minority recruitment efforts, international student recruitment, and in meeting with minority student organizations. In addition, for the past few years, OGS has funded 4-5 students from the African-American Graduate Student Association to attend the National Black Graduate Student Association annual meeting. Details on recruiting efforts and outcomes may be found at the Graduate School website under “Recruitment and Outreach.”

g) College of Human Environmental Sciences. HES Strategic Plan states that, “The faculty of the College has increased and is more diverse.” This plan, including the goal and the action steps, is posted on the College website (http://www.ches.ua.edu). Students’ perceptions of the commitment to diversity are included as an item on the National Survey of Student Engagement, administered to seniors. Communicating diversity begins at the youngest age in this college. For example, the Children’s Program in the Child Development Research Center is designed 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. 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.

h) School of Law. The Dean is personally involved as a champion of diversity in the Law School through many of his speeches, programs, and fund raising for organizational support. He also seeks diversity in his recruitment of outstanding students, faculty, and staff from a broad range of backgrounds and experiences. Every significant program at the Law School has some aspect of diversity as a core value. During 2010-11, the Law School bestowed its highest honor, the Sam W. Pipes Distinguished Alumnus Award, on Frank James, an African-American Birmingham lawyer and former UA Law faculty member. The honor was conferred at the annual Farrah Law Banquet held in Birmingham. Approximately 250 people attended the banquet, and 974 alumni and friends of the Law School received invitations announcing that Mr. James would be receiving the Pipes Award. The Award was also publicized in other Law School web and email communications. The
Dean also informed the chair of each major law school committee about the Law School’s and the University’s diversity goals, and charged each committee to seek diversity, where applicable. All of the committees had as part of their charge seeking diversity in hiring pools, programming, faculty visitors, and speakers. The Dean has also communicated a commitment to diversity to the Admissions office, the entire faculty, to various student organizations, and to alumni.

The Dean directed that the professional staff incorporate diversity training workshops into orientation for all new students. Each year since 2008, Professor Bryan Fair has given an address regarding diversity during the orientation for all new students. Professor Fair regularly meets with the leaders of minority student organizations to encourage them to collaborate and co-sponsor events. Professor Fair also serves as advisor to the Black Law Student Association and the Gay-Straight Alliance (Outlaw). Associate Dean Bill Brewbaker works with a diverse group of approximately 40 student organizations to help promote a diverse and welcoming environment for all students.

i) Capstone College of Nursing (CCN) philosophy, published in handbooks in print and on websites and discussed with all students, describes the values and beliefs of the faculty of the College and provides a framework for the CCN curricula. It includes the following statements that are relevant to awareness and appreciation of cultural and individual diversity, promotion of community tolerance, and preparation for living in a global society:

“The CCN faculty believe that human beings influence and are influenced by the changing world in which they live. The unique experiences of life influence or assist persons to develop as individuals equipped with the capacity to love, value, care, nurture, learn, and creatively respond to situations. . . . The faculty defines society as individuals held together by any common bond and recognizes the diversity of cultural goals and values within the global society. . . . Society . . . accommodates to needs, changing values and availability of . . . . resources.”

*The . . . learning process is enhanced when learners as well as teachers possess and practice self-awareness, acceptance, understanding and effective communication.*

The strategic plan of the Capstone College of Nursing includes objectives to increase minority enrollment, to increase the number of minority students who are ambassadors, and to promote research related to rural health, racial and ethnic disparities in health, culture and health care. This plan is posted on each floor of the college and in its elevator.

There are six core values in the plan, the first is excellence; the second is diversity. The Chair of the Faculty Organization is a full professor who is African American. Under Goal 1, objective 1.14 states: Increase minority enrollment by at least 10% for
BSN and 20% for MSN. Under Goal 2, objective 2.1.10 states: Increase the number of minority students who are ambassadors. Objective 2.2 states: Promote research related to rural health, racial and ethnic disparities in health, culture and health care.

The College communicated its commitment to diversity this year by conducting the DNP Intensive Seminar as part of the DNP joint program with UAB and UAH. The College selected the theme for this three-day Intensive to be “Building a Diverse Healthcare workforce.” Speakers for the Intensive were Dr. Beverly Malone, Chief Executive Officer with the National League for Nursing and an internationally renowned African-American Nurse Leader, and Dr. Norma Martinez Rogers, immediate Past President of the National Association of Hispanic Nurses. Kicking off the Intensive was a reception for students and faculty at the Foster Auditorium Plaza where Dr. Virginia Adams, Consultant on Diversity and Global Issues for the National League for Nursing, provided comments on the historic nature of the setting. As noted in last year’s report, Dr. Adams was hired by the College to enhance the abilities of faculty to assist students from disadvantaged backgrounds to succeed in higher education. This year’s intensive workshop was attended by more than 200 faculty and students from across the System’s three institutions.

j) School of Social Work. Social Work communicates its commitment to diversity by (a) printing its diversity policy statement in its student handbooks and including other statements regarding diversity in its handbooks and syllabi; (b) assessing students’ attainment of program objectives related to diversity; (c) including diversity concerns in events and conferences and by publicizing those and other aspects of Social Work’s commitment; and (d) attending to diversity issues when it recruits administrators, faculty, staff, and students. Brief examples of how Social Work communicated commitment to diversity as a part of its educational mission follow. More details are provided in the sections on Goals 2-4.

* Diversity in Courses: Many years ago, faculty promulgated this policy on inclusion of cultural diversity content in the curriculum: “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 is done by appropriate School committees.
* In their syllabi, several faculty members include statements about diversity and students’ obligation to be respectful of differences.
• One of the objectives of both the BSW and MSW programs articulates the focus on diversity: “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.” This statement is printed in the student handbooks that are available on Social Work’s website.

• One of the themes of the BSW and MSW programs is Valuing Diversity: “Social workers value and work respectfully with people who are different from themselves.” This theme statement is printed in the student handbooks.

• In 2009-2010, new BSW/MSW program competencies and practice behaviors, in alignment with the Council on Social Work Education’s Educational Policy and Accreditation Standards were adopted and included in syllabi, field education learning contracts, field education student evaluations, exit surveys, and in about-to-be administered employer and alumni surveys. Included in the foundation competencies and practice behaviors are the following, which have direct relevance to diversity:

  2.1.4 Engage diversity and difference in practice
  2.1.4a Social workers recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
  2.1.4b Social workers gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
  2.1.4c Social workers recognize and communicate their understanding of the importance of difference in shaping life experiences.
  2.1.4d Social workers view themselves as learners, appreciate client differences, and actively learn from their clients and colleagues.

  2.1.5 Advance human rights and social and economic justice
  2.1.5a Social workers understand the forms and mechanisms of oppression and discrimination and their effects on vulnerable populations.
  2.1.5b Social workers advocate for human rights and social and economic justice.
  2.1.5c Social workers engage in practices that advance social and economic justice.

  2.1.9 Respond to contexts that shape practice
  2.1.9a Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
  2.1.9b Social workers provide leadership in promoting sustainable changes in policy, service delivery, and practice to improve the quality of social services.

• BSW students are educated to become generalist social work practitioners and our MSW students to become advanced social work practitioners, who build
on the generalist model with advanced skills. The definition of generalists practice, taken from the CSWE EPAS follows, with a sentence related to diversity highlighted.

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

- Social Work attends to diversity issues by engaging speakers and organizing conferences and workshops, ensuring that diverse speakers and diversity topics are included.
- Social Work ensures that student recruitment and retention materials and other publicity about the school include pictures that highlight diverse faculty, staff, and students and content that illustrates commitment to diversity. Each educational program and each student organization have bulletin boards and additional general bulletin boards are located prominently in the halls of the School. On those bulletin boards, one can see flyers for diversity-related events, articles about diversity issues, and pictures illustrating the diversity in the School and applauding the activities and accomplishments of diverse individuals and groups. The School is accessible and the wheelchair ramps and classroom technologies serve as reminders of need to provide accommodations to those who need them. Many of the faculty and staff display Safe Zone logos on the doors, a sign to members of our LGBTQ community that there they will find a safe place to discuss issues related to sexual orientation (the School is also listed on the Safe Zone website). The School has some assistive technology available, besides that provided by the Office of Disability Services, including an easy to use portable AT&T Telecommunications Device for the Deaf (TDD 2700) to accommodate telephone conversations with persons with hearing impairments. Many of the instructional videos are closed captioned and all new videos that are ordered are closed captioned. When instructors have a student who has a hearing impairment, ODS will format the older videos with closed captioning. One of the multimedia classrooms (room 104) has an assisted listening device.

- The School of Social Work, along with the Episcopal Diocese of Alabama, and Canterbury Chapel at The University of Alabama sponsor the Sawyerville Scholars Leadership College, now in its fifth year. The Sawyerville Scholars
Leadership College is a two day program offered to twenty sophomore, junior, and senior high school students from Hale County. Faculty, students, supporters, and alumni from the School of Social Work help the students to develop and strengthen their leadership skills through lecture, discussion and exercises.

- Each year the Affirmative Action and Cultural Diversity Committee and the Executive Committee reviews work regarding diversity within our educational mission. At the recommendation of the AACD, consideration is being given to searching for a Latino Scholar.

k) **Capstone International Center.** The Capstone International Center’s mission statement is published in each issue of its newsletter which is mailed throughout the United States and is listed on its website, [http://international.ua.edu/](http://international.ua.edu/). It reads: “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 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 global outreach, teaching and research.”

l) **Community Affairs, Office of Equal Opportunity Programs.** The Office of Equal Opportunity Programs maintains a website, [http://www.eop.ua.edu/](http://www.eop.ua.edu/), that is focused on communicating the University’s commitment to diversity and compliance with non-discrimination and affirmative action laws and regulations. This office facilitates the review and update of the President’s Statements on Commitment to Diversity, Equal Opportunity, and American with Disabilities Act; posts the updated statements to the University website and distributes them via hard copy to University employees; and posts the Strategic Diversity Plan and Knight Settlement. This office also reviews various recruiting materials to ensure inclusion of the University’s most current statements on diversity, equal opportunity, and affirmative action. Finally, the University Compliance Officer/Director provides 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) incorporation of diversity workshop as a requirement for Spring Orientation for new students, (2) including diversity courses as part of the Core Curriculum, and (3) identifying scholarship opportunities for a more diverse pool of students. The University Compliance Officer/Director participated on the design team that planned and coordinated the 2010 Fourth Annual Statewide Diversity in Higher Education Conference. The conference, held November 9, 2010, at UAH focused on identifying, retaining, and engaging diverse faculty, staff and students. The University Compliance Officer/Director represented The University of Alabama in the founding of the inaugural Alabama Association of Higher Education Diversity Officers (ALAHEDO), serves as the institutional member representative, and a member of the Program Committee charged with developing workshops, conferences, and other activities to promote diversity within its member
institutions. The Association’s first annual meeting is scheduled in conjunction with the November 7, 2011, UA System’s Statewide Diversity Enhancement Conference. The Office of Equal Opportunity Programs collaborated with the Department of Human Resources’ Benefits Office to review the institution’s policies/procedures on collection and handling of genetic information on employees in compliance with the Genetic Information Nondiscrimination Act (GINA). The inclusion of GINA as a basis of which the University does not discriminate has been included in current published nondiscrimination statements.

m) **Community Affairs, Crossroads Community Center.** Crossroads communicates the University’s commitment to diversity through display materials presented to potential students and their families at Bama Bound, Get on Board Day, International Get on Board Day and University Days (about 40 events). The display has student photos from actual Crossroads events representing the faiths and cultures that grace the Capstone. The University’s commitment to diversity is also communicated through its website, Facebook pages, through its *Turn on the A.C. (Alabama Culture)* radio show, and at its Engagement Events with the surrounding community, all of which are discussed in section 1 c of Goal 2 below.

n) **Student Affairs.** Communication of diversity as part of UA’s educational mission is encompassed within the mission statement of the Division of Student Affairs, which is “to maximize every student's UA learning experience,” and explicitly includes a goal that students develop “skills for living in community (inclusiveness and respect, citizenship and responsibility, and interpersonal skills).” Student Affairs websites, brochures, and publications are expected to use inclusive language and graphic images representing diverse populations. The following areas communicate a commitment to diversity in a variety of ways:

- **The Career Center** facilitates individualized career development for all UA students and alumni. Through training on career development for diverse populations, the staff seeks to approach each client interaction with the knowledge necessary to provide constructive guidance. Resources and information on the Career Center website and in the Career Resource Center address unique career concerns for underrepresented populations. The Career Center collaborates with UA departments and corporate sponsors to provide students, alumni, and the UA community opportunities to learn about diversity in the workplace and to network with professionals who have personal success stories. Additionally, Career Center consultants work closely with all student organizations to present educational programs related to their unique career planning needs.

- **The Counseling Center** ensures representation of ethnically diverse students appear in primary marketing tools, including brochures on Counseling Center programs and services and the website. The Center promoted outreach efforts focusing on minority students through email and print distribution of announcements and continues to monitor and expand new web resources for minority students on the Counseling Center website.
• In *Housing and Residential Communities*, community living standards for students living in UA housing require students to be “responsible for developing and maintaining an atmosphere that promotes social awareness, social appreciation and acceptance of those who may be different from you.”

• The *Office of Student Judicial Affairs* incorporates the University’s Capstone Creed, which requires students to “act with fairness, honesty and respect; foster individual and civic responsibility” in all advertisements and printed materials. The *Code of Student Conduct* requires that students “must observe rules that benefit their classmates and their University” and that they are to “respect the dignity, rights and property of others.”

• The *Office of Graduate Student Services* embraces fully the commitment to diversity in a variety of ways. It is realized that diversity is not just about black and white, but extends into cultural, economic, academic, and ethnic differences. Through New Graduate Student Orientation, the commitment to diversity is addressed by providing opportunities for students to interact with graduate students from various backgrounds. This commitment is also addressed by seeking to offer diversity in the events and programs. Cohort Lunch groups for students with dependents, students interested in the LGBTQ support network, out-of-state students, and students hailing from other countries or regions were included in Orientation programming. These cohorts proved to be successful in offering new students a connection to other peers, broadening continuing graduate students and expanding their exposure to diversity, and provided a unique connecting point for understanding differing cultures. Additions to program offerings in 2010-2011 included sessions designed to assist students coming to UA from Historically Black Colleges and Universities. GSS also shows its commitment to diversity by infusing the ideas of connection and uniqueness into the mission of the office and addressing these ideas on the departmental website. Students are addressed in a variety of forums throughout the year, where diversity is espoused and expanded: New Graduate Student Orientation, the New GTA Workshop, various departmental orientations (Social Work, Psychology, etc.). Additionally, a variety of programs is hosted/aimed at breaking down departmental barriers. The program, First Fridays @ Five, brings together students of all different backgrounds and puts them in contact with people that are different from them. Even in the little details of programming, steps have been taken to ensure that international students and others are taken care of in regards to dietary customs, religious observances, and family needs. Programming typically extends beyond the student and reaches to the family as well.

• The *Office of Greek Affairs* regularly communicates with parents, alumni, students and prospective students and their parents regarding commitment to diversity and the appreciation of the diversity of the Greek community. This is communicated as part of “Bama Bound” information sessions for prospective students and their parents, Greek Excellence Awards banquet, and all publications from the Office of Greek Affairs, which discuss a commitment to diversity and show a diverse visual representation of students.
at the Capstone, promoting the idea of one Greek “community” as opposed to separate “black and white” communities.

• The Office of the Assistant Dean of Students: New Student Programs attempts to ensure that its student population reflects diversity. Through strategic recruitment and programs for students once they arrive at the Capstone, the department strives to achieve diversity in everything it does, including promoting cultural diversity in its office environment through the photographs in the office as well as in all student publications.

• The Office of Student Media. During student leader training conducted at the beginning of the Fall semester, a commitment to diversity among the student staffs as well as within the content of the media published is discussed.

• Student Organization Funding. The Financial Affairs Committee allocates funding to all registered student organizations based on funding proposals. Several of the funding proposals incorporate a commitment to diversity through the variety and diversity of the student organization projects and initiatives.

• Diversity is an integral part of the Women’s Resource Center mission found on all of the department’s marketing materials. The mission states: “The Women's Resource Center maximizes the learning experience of every UA student and the greater UA community through outreach, services and advocacy to empower women and encourage their active and equal participation.” This mission is further articulated based upon a set of values, one of which is diversity. The mission reads: “Through our programming, we foster an environment that promotes understanding of the differences which enrich our lives and celebrates the contributions of the entire campus community.” As WRC develops programming and outreach efforts, it strives to include the input, needs and interests of women of all racial and ethnic groups, ages, sexual orientations, and religious beliefs; creates a welcoming environment that reflects the diversity of our campus community; and celebrates and acknowledges the contributions of all women.

o) Intercollegiate Athletics. In 2010, the Department of Intercollegiate Athletics finalized the development of a revised mission statement, which better captures the essence of our mission and core values. The revised mission statement, as did the previous mission statement, defines the department’s commitment to diversity. Specifically, one of the six core values of the mission statement is “Respect – We will demonstrate diversity and inclusiveness within our department...providing opportunities regardless of gender, race or physical challenges.” In addition, the mission statement is published in various other electronic and print media, such as on www.rolltide.com, in the sport media guides, and in the Student-Athlete Handbook. Finally, the University’s Statement on Diversity is included annually in the Student-Athlete Handbook.

During the 2010-11 academic year, IA solicited the input of architects to advise us on how best to display the Athletics Department’s new mission statement in each of our
facilities. We will begin implementing the architect’s suggestions during the 2011-12 academic year so that each facility prominently displays the mission statement.

p) University Press. The University of Alabama Press works to communicate commitment to diversity as part of UA’s educational mission through its outreach efforts. The Press sustains active and continuing programs to publish both scholarly and general-audience works on the South in general and Alabama in particular, emphasizing Civil Rights heritage, African-American poetry and poetics, and on the history and culture of ethnic, minority, and disadvantaged communities. Such effort can be quantified through reporting the number of titles published in these areas. For example, the Press’s most recent publications which help communicate the institution’s commitment to diversity as part of its educational mission include: Alabama Civil Rights Trail: An Illustrated Guide to the Cradle of Freedom, by Frye Gaillard; The House by the Side of the Road: The Selma Civil Rights Movement, by Richie Jean Jackson; The Pecan Orchard: Journey of a Sharecropper’s Daughter, by Peggy V. Allen; The Kings of Casino Park: Black Baseball in the Late Twentieth Century, by Thomas Aiello; Warriors Without War: Seminole Leadership in the Late Twentieth Century, by Patricia Wickman; and Beside the Troubled Waters: A Black Doctor Remembers Life, Medicine, and Civil Rights in an Alabama Town, by Sonny Hereford and Jack D. Ellis. In addition, the Press has several acquisitions that will contribute to the institution’s diversity initiatives. These are: What I Say: Innovative Poetry by Black Writers in America, ed. by Aldon Nielson and Lauri Ramey; Desert Rose: The Life and Legacy of Coretta Scott King, by Edythe Scott Bagley; W. C. Handy: The Life and Times of the Man Who Made the Blues, by David Robertson; and Thirteen Loops: Race, Violence, and the Last Lynching in America, by B. J. Hollars.

GOAL TWO

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 following initiatives/programs throughout the University are effectively implementing these three action steps toward achieving Goal Two.

1. Offices Created to Provide Leadership in Promoting a Diverse, Inclusive and Respectful Campus Environment

a. The Office of the Vice President for Community Affairs

This office seeks to combine the capacity of a major research university with community partners in an effort to expand the classroom for students and faculty, while assisting in improving the quality of life for those living in our local and regional communities. It also seeks to address 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. New and ongoing initiatives of this office related to sustaining an inviting and inclusive campus environment are publicized at http://communityaffairs.ua.edu/. The Crossroads Community Center, discussed below in section c, reports to the Vice President for Community Affairs.

The Office of Equal Opportunity Programs, which also reports to the Vice President for Community Affairs, supports the University's efforts to foster a diverse student body and workforce by working with administrators, departments, and committees to ensure that University policies and programs comply with applicable nondiscrimination requirements. This past year, the University Compliance Officer/Director provided liaison support to the Equal Opportunity Committee (EOC), a university standing committee designed to advise the administration on equal opportunity issues. She also sponsored several training seminars discussed in Goal 2, Section 3 of this report, and as ADA coordinator, serves as a member of the ADA Committee, discussed in Section f below.

The University Compliance Officer/Director served as lead administrator of a cross-functional work group that organized a campus-wide veterans’ initiative, Veterans Education and Transition Support (VETS), designed to provide education and support to veterans and military personnel as they transition from soldier to student and persist to graduation. The concept entailed a network structure consisting of a core administrative unit linked to academic and administrative units that provide education and support services to students, in addition to community resources and veterans’ organizations. Resource persons within each respective academic and support units were designated to provide a comprehensive and seamless system to address the needs of veterans. A dedicated website (http://vets.ua.edu/index.html) was developed to provide resource information for veterans. The University Compliance Officer/Director coordinated the public launch of the VETS initiative with a visit from author and founder of the National Veterans Foundation, Floyd “Shad” Meshad. Meshad has been a long-time advocate for veterans’ rights. The event
consisted of a discussion/luncheon with student veterans, the Campus Veterans Association and other campus student leaders; and a reception and keynote presentation that were open to the community. The University Compliance Officer/Director collaborated with a School of Social Work professor, Social Work graduate students, and the Office of Disability Services staff to develop a survey instrument that was administered to student veterans to gather information about their educational experiences at UA and identify challenges they face in their transition from soldier to student. The results of the survey will be used to develop innovative programs/initiatives to address the academic and personal needs of student veterans.

The University Compliance Officer/Director served on the Steering Committee that developed a marketing campaign to advertise UA’s distance education programs for military personnel. The campaign was developed as a companion piece to be aired during pre-game festivities at the 2010 Alabama-Mississippi State football game during which 13 former University of Alabama players were celebrated for their service during World War II. The celebration was part of Veterans Day ceremonies on campus and the release of the book “When Winning Was Everything,” by Delbert Reed, which features 60 of the 325 former UA players and coaches who served in the military.

The Center for Community-Based Partnerships (CCBP), led by Vice President Samory Pruitt as the Executive Director and a 40-member council of faculty and staff with interest in community-based scholarship, provides seed funding for faculty/staff projects and conference expenses, produces a fall and spring newsletter that showcases UA outreach efforts, and produces a peer-reviewed journal focusing on community-based research (see http://ccbp.ua.edu/ for more details). A number of the following projects initiated and/or co-sponsored by the CCBP and Council involve work intended to address health, economic, and educational disparities in rural and underrepresented communities:

- **Capstone Entrepreneurship Camp** is a partnership between CCBP and the Culverhouse College of Commerce and Business Administration that gives 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. This camp, held in June 2010, consisted of students from 11 counties across the State of Alabama, and represented many different cultures and backgrounds.

- **The Black Belt 100 Lenses** program, a joint endeavor between the Black Belt Community Foundation (BBCF) and 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. A website, www.BlackBelt100Lenses.org, has been created to exhibit the photographs from around the state. The site currently contains more than 1,700 photographs taken by youth in four Black Belt Counties. Programs to exhibit these photographs have been held at UA, and current UA students from those Black Belt counties have been invited and recognized during the programs.
• CCBP continued in 2011 to support financially and with personnel participation the Multicultural Journalism Program (MJW), now in its 28th year. Dr. Ed Mullins, dean emeritus of the College of Communication and now director of Research and Communication at CCBP, co-founded MJW and directed or co-directed the annual workshop for the program. The program has added substantially to diversity in the news media, and in February 2011, a national panel of journalism educators selected it for the Journalism Education Association’s 2011 Diversity Award, its highest honor for diversity. The award recognizes leaders in promoting diversity in scholastic media and those working to break down walls across cultures. More than 600 high school students interested in journalism have come to the UA campus for a 10-day intensive summer workshop that teaches them to produce news in a multicultural society for print, broadcast, and online journalism platforms.

• In 2011, CCBP interns provided print, video, graphic and research support to the Alabama Entrepreneurial Research Network, a network of 17 rural, underserved counties in Alabama, most with populations with minority populations of 50 percent or greater.

• CCBP has provided news release, communication, and website support to the Black Belt Community Foundation and has assisted in the redesign of its official site www.BlackBeltFound.org.

• A CCBP graduate assistant continued to direct Homegrown Alabama, a local multicultural market for farmers who use environmentally friendly production techniques. A senior staff member serves as advisor for the program, which is also financially supported by CCBP. Research about the program will be presented at the Imagining America Conference in Fall 2011 in Minneapolis.

• CCBP’s PARTNERS, Vol. 5. No. 1, a feature magazine of CCBP, will emphasize the cultural roots of foods and food preparation, with stories about the environment, ethnic foods, foods and society, and foods and health.

• CCBP produced a fourth volume of Journal of Community Engagement and Scholarship (JCES), a nationally recognized research journal whose focus is engagement scholarship, a major goal of which is to conduct action research with underserved communities to help solve problems the communities have identified.

• In 2011, CCBP launched a campus-wide survey to assess the range and depth of engaged scholarship, which focuses on community-based research that includes all the issues of haves and have-nots in society. The main idea behind engaged scholarship is to solve problems steeped in social issues and concerns. This survey will greatly influence future UA multicultural goals.

• Grant Writing Workshops. This is an initiative of the Division of Community Affairs, Division of Financial Affairs, and the Center for Community Based Partnerships to train and educate community leaders, faith-based leaders and educators across the Alabama Black Belt Region on how to use the computer to search and apply for grant opportunities. Two workshops were held during the 2010-2011 academic year; one in Selma, Alabama, and one at Beville State Community College in rural Pickens County. Dr. Margaret Purcell served as the lead trainer for the grant workshops, and she was assisted by the Director of Community Development from the CCBP.
• **Health Care Reform Policy Summit.** Community Affairs, in partnership with Culverhouse College of Commerce and Business Administration and other units across campus, sponsored a one-day Health Care Reform Policy Summit. The meeting was held at the Grand Cahaba Conference Center in Birmingham, Alabama. The purpose of the meeting was to engage key business leaders, government, and community leaders in the identification of issues and solutions relating to health care reform. The plans for a follow-up summit are being planned for the next academic year.

• **Health and Economic Development Summit.** Community Affairs supported the Health and Economic Development Summit held in the spring semester and sponsored by the National Black Church Family Council. The Director for Community Development from the CCBP participated in a panel discussion with other regional and local leaders concerning poverty and its impact upon health and economic development.

• **Pilgrim Rest Missionary Baptist Church Disaster Relief Project.** Community Affairs, Center for Community Based Partnerships, and Omega Psi Phi Fraternity, Inc. have worked side-by-side with members of the Pilgrim Rest Missionary Baptist Church to operate a relief station to provide resources for those individuals who have been displaced by the natural disaster that occurred in Tuscaloosa on April 27, 2011. This relief station has provided hundreds of families with food, clothing, water, positive conversation and other essential items needed to live from day-to-day after a natural disaster.

• **The Joint DNP Intensive Project.** Community Affairs supported the 2011 Joint DNP Intensive that was held in April 2011 on the UA campus. The DNP Intensive is offered for Doctor of Nursing Practice (DNP) students and faculty at UA, University of Alabama in Birmingham, and the University of Alabama at Huntsville. Nurses pursuing the DNP degree are provided the opportunity to explore issues in nursing as well as examine evidence-based projects developed by students on all three campuses. The theme for this year’s project was “Building a Diverse Health Care Work Force.” The Vice-President for Community Affairs and Director for Community Development served on the planning committee and participated on the formal program.

• **Tuscaloosa VA Medical Center Outreach to Veterans on College and University Campuses Project.** Community Affairs is working closely with Student Affairs to provide ongoing support to the veterans and the dependents of veterans who are attending UA. The Vice President for Community Affairs provided a letter of support for the Tuscaloosa’s VA application for a grant to provide outreach to students on college and university campuses. The grant was recently funded and representatives from UA are serving on the advisory committee to assist with the implementation of the project. The main objective of the project is to provide an opportunity to form a bridge between local colleges/universities and the VA Medical Center. This program will serve as a safe haven for veterans who have decided to pursue higher education but need the support of their fellow peers to deal with the challenges of entering academia. The Director for Community Development is a veteran and is serving on this advisory committee.
• **Black Belt Community Foundation Faith-Based Project** is an initiative of Community Affairs, UA Institute for Rural Health Research, Black Belt Community Foundation, and the CCBP to educate and encourage faith-based organizations to assist with community development and community education efforts in the Black Belt Region. Two meetings were held at the Capstone during the spring semester of 2010 to begin these conversations. The attendance included local pastors from many different denominations, representatives from local health care agencies, leaders from Rural Scholars Program, representatives from Institute of Rural Health Research Institute, representative from the Black Belt Community Foundation and personnel from the Center for Community-Based Partnerships. A follow-up meeting was held during the 2010 fall semester and a proposal was submitted in January 2011 to the National Center for HIV/AIDS, Viral Hepatitis, and TB Prevention. Additional meetings have been scheduled throughout the summer of 2011 to include representatives from the School of Social Work in this project.

• In order to work toward the improvement of conditions in diverse communities and the multicultural education of UA students, **CCBP awarded seed funds** in 2011 to a number of projects that have as their goals, respectively:
  - To facilitate action research and experiential learning by UA students about class disparities in the Tuscaloosa community and the role of mass media in exposing residents to services of both the Tuscaloosa Prayer Network's Hope Initiative and Tuscaloosa's Temporary Emergency Services. Surveys and student reflection journals will uncover engaged scholarship issues.
  - To expand the department's Biology Outreach Program to schools with inadequate resources in the Tuscaloosa area, helping them raise test scores, stay in school, and learn to value the study of biology.
  - To document, preserve, and share stories of the foot soldiers of the Civil Rights struggle for racial equality in Alabama. UA students will cultivate relationships in Hale County while developing documentary filmmaking skills. Stories will be compiled into a cohesive multimedia presentation for use by the Safe House Black History Museum in Greensboro, Alabama. Videos will be permanently displayed in the museum being expanded by the Rural Studio.
  - Forza Financial makes uncollateralized loans at competitive interest rates and provides incubatory services and consultations to low-income, small business entrepreneurs in the Black Belt region of Alabama. Forza's microfinance services offer the possibility of sustainable and viable financial services in Alabama. This grant will assist some clients become fully operational.
  - To introduce multi-racial Matthews Elementary School students to the fun and educational aspects of art resulting in their developing skills such as visual-spatial abilities, reflection, self-criticism, and the willingness to experiment and learn from their mistakes.
  - To establish permanent UA M Blitz program with Project M South located in Greensboro, a predominantly African-American community. M Blitz inspires students and faculty to engage the community through design. In a collaborative setting, students and faculty will put their talent and creative skills to use by identifying a small, accomplishable goal and develop it into a
tangible, sustainable program, product, or process that can produce positive changes within the community at large.

- **CCBP** provides website training services for faith-based groups, helping them to put their organizations’ activities online using free software. More than a dozen churches and other groups are now online, thanks to this service.

- **Parent Leadership Academy (PLA): Building Community by Supporting our Children** is an initiative of the CCBP, the College of Education and the College of Human Environmental Sciences in conjunction with the Tuscaloosa City and Tuscaloosa County School systems. The curriculum of the Parent Leadership Academy is intended to maximize the leadership potential of parents to collaborate with educators and become active partners in the education of their child and other children in the community. PLA participants are a diverse group of elementary school parents who are active in their respective schools. Since its first class of parents in 2008, the PLA’s four classes have graduated over 153 parents through 2011.

- **HEROES, “Helping Embrace Real Opportunities in Everyday Situations,”** is an after-school program for elementary school students in underrepresented areas that introduces students in local schools to heroes through good books and presentations by local heroes. The program brings together students, UA faculty, and local schools to help students discover greatness in others and in themselves. Local role models visit and discuss with students how they overcame problems in their work, school and family life.

- **CCBP** operates a seven-day a week **Language Lab** that helps hundreds of residents for whom English is a second language. Hispanics, Koreans, Japanese, Chinese, Rwandans and others have received coaching in the lab this year. They use the highly rated Rosetta Stone software preferred by industry. Also, CCBP’s program assistant, Yun Fu, has a master’s degree in this area and helps children of foreign nationals working at UA and other areas in the community to go beyond the Rosetta Stone basics, giving them a head start for college. High school and college students, UA employees, community partners, realtors, and credit union employees who want to serve customers who speak languages other than English are taken through step-by-step training in acquiring second and third language skills.

b. **The Minority Business Council and Contract Administration and Construction Administration**

The Minority Business or Vendor Development Council, led by Vice President Samory Pruitt, is another initiative that helps the University community communicate its commitment to diversity as part of its educational mission. The Council, which includes representatives from Contract Administration, Construction Administration, Purchasing, the Action Card Office, and other UA departments, organizes and sponsors semi-annual minority vendor fairs or minority business forums, which offer minority-owned and operated businesses lessons and tactics for getting more general business, construction and vending contracts, managing risks, and improving networking and communication with UA. The Division of Community Affairs, Center For Community-Based Partnerships, Division of Financial Affairs (Procurement Services and Construction Administration) and the South Region Minority Supplier Development Council have planned and completed five of six
“Breakfast and Business” sessions from August 2010 through June 2011 for minority business owners who are interested in doing business with UA. An average of 55 minority business owners have attended each event and had an opportunity to meet with key UA personnel and learn about opportunities within UA. This has been very successful in bringing general contractors and subcontractors together and allows them an opportunity to network and increase exposure for their companies and their services. Participation by minority architects and consultants has also steadily increased and has resulted in numerous design projects being awarded to these firms.

Contract Administration meets annually with the South Region Minority Supplier Development Council to develop contacts and participate in the Council’s activities. Also, two members of the Procurement Services staff represented UA at the South Region Minority Supplier Development Council’s annual “Business Connections” trade show held August 19, 2010. Contract Administration participates in teleconferences with the Federal Transit Administration – Office of Civil Rights several times a year for updates on the FTA’s DBE program’s rules and regulations. This year, Contract Administration attended a three-day workshop focused on increasing DBE participation, goal setting, and reporting in light of changes to the federal regulations governing the DBE program. UA continues to encourage the utilization of MBE/DBE vendors in its bid documents and during the pre-bid process. Successful bidders on projects are also required to document minority and women-owned participation for both FTA and non-FTA projects. Contract Administration continues to revise and improve the University’s DBE program. The current DBE program can be viewed in its entirety at: https://facportal.fa.ua.edu/sites/defaultfacilities/site/construction admin/cabplate/DBE%20Program/1/DBE%20Program.pdf. In addition, Contract Administration continues to maintain and increase its list of minority and women-owned businesses which is distributed to potential bidders at the pre-bid meetings for capital projects. This list serves not only to encourage minority and women-owned participation on UA projects, but also increases the profile of these minority and women-owned businesses among prime contractors in the local business community. Since the list was introduced, bidders have recommended minority and women-owned businesses for addition, thus increasing the profile of these businesses and giving future bidders additional MWBE/DBE vendors to select.

c. Crossroads Community Center

The **Crossroads Community Center**, an initiative of the Office for Community Affairs, was established in Fall 2005 to provide campus-wide leadership in areas of cultural programming and intercultural education and to facilitate meaningful engagement among students, employees, and community. Housed at the heart of the campus in the Ferguson Center, Crossroads is a friend to many students who feel alone, perhaps because they are from an underrepresented group or a group that has been marginalized in the past. The Crossroads programs mentioned below reach out to these communities. Crossroads coordinates faculty, staff and students in the development of a culturally-engaged campus community. Crossroads’ joint efforts foster more informed and open perspectives, promote community, and better-prepare UA students to live and work in an ever-expanding global environment.
Crossroads Community Center sponsors the *Turn on the A.C. (Alabama Culture)* radio show, broadcast live on WVUA-FM, 90.7 The Capstone. On this show, Crossroads student interns develop their own intercultural leadership skills as they host interesting cultural interviews on fun topics, discuss culture through World Music, and engage listeners in cultural exploration.

United by the title, *Sharing Cultures, Touching Lives*, Crossroads hosts programs throughout the year that offer individuals the opportunity to share their cultural traditions and learn about one another. Most prominent among these events are: African-American Heritage Month, Scottish Tartan Week, Asian Pacific American Heritage Month, Hispanic Latino Heritage Month, Veterans Day, and Native American Heritage Month. Through *The Crossroads Network* monthly meetings throughout the year, this office coordinates cultural activities on campus by organizing interdisciplinary planning meetings among departments and programs, coordinating scheduling of multicultural events, and publicizing the heritage month events on combined posters. Many valuable intercultural conversations and lasting friendships are created through the Crossroads Network as students, faculty and staff work together to strengthen the impact of one another’s programs.

**REALTALK** offers the opportunity for discussion of community issues in a safe and supportive atmosphere. Facilitated by Crossroads staff and student interns, *REALTALK Conversations* have addressed life at UA for members of many cultures and communities: African Americans, White Americans, Hispanic Americans, International Students, Muslim Americans, gay students, and students with disabilities. These conversations are opportunities to demonstrate that students care about each other and to develop positive relationships on campus and with neighbors. REALTALK provides a chance for people on campus to learn about one another and share experiences and concerns about campus life.

**Sustained Dialogue Program** is a bi-monthly, two-hour dialogue meeting, with 8-12 participants who discuss probing subjects that divide the community (such as race, class, gender) and work toward collective action designed to address these issues. *Sustained Dialogue* equips its participants with the communication skills necessary for increasingly diverse academic, social, and work environments, and provides an opportunity to engage in conversation with people they may not otherwise meet in an atmosphere of intensity and respect. For 2010-11, this program had 40 participants. *Sustained Dialogue* addresses issues in an unmistakably interesting way and contributes to retention by giving students a place to connect with one another. This year’s dialogue process culminated in the student groups offering two events in April of 2011. One group presented a discussion about Freedom of Speech on campus and another discussion group presented a program entitled “Mental Health Monologues: Erasing the Stigma.”

UA Sustained Dialogue is affiliated with the Sustained Dialogue Campus Network. Rooted in the conflict resolution work of senior diplomat Hal Saunders (a key drafter of the Camp David Peace Accords), Sustained Dialogue is a five stage process that transforms relationships and improves communities. Founded at Princeton University, SD now serves a network of fourteen colleges and universities that are committed to engaging differences as
strengths. By offering their students experience with the SD model of dialogue, these colleges and universities improve their campus communities and enhance the professional and personal lives of their students in the years following their academic study. In August of 2010, the national Sustained Dialogue intercultural specialists hosted a weekend workshop at UA, *Facilitating Intercultural Dialogue*, for 80 students and staff from 15 campus organizations and departments. This workshop provided professional training in strategies for effective intercultural communication. This knowledge provided participants a foundation for leadership in campus organizations and workplace communities and a preparation for lifelong learning in intercultural understanding. In February, 2011, The UA Sustained Dialogue again hosted these nationally renowned specialists, Amy Lazarus and Rhonda Fitzgerald of Sustained Dialogue Campus Network, for a Campus Forum about the Relationship Model of Intercultural Dialogue that forms the basis of the Sustained Dialogue approach.

*Global Café* invites students to share culture. Celebrated each month, at the heart of our campus in the Ferguson Center, Global Café offers students an opportunity to relax and enjoy Global Music and Creative Expression through photography, dance, spoken word and music of many cultural traditions. Students lead students in one another’s music and dance. Themes for Global Café are as diverse as the students themselves, reaching from Neo-Soul to Country Western. By sharing culture through music and the arts, students of many backgrounds are welcomed and engaged in the campus community. Through these initiatives, students and staff honor heritage, develop their Global Skills Set for today’s society and shape a positive environment on our campus.

Also during the 2010-2011 academic year, Crossroads hosted *First Wednesdays@Crossroads*, a casual networking opportunity for campus organizations and individuals with an interest in intercultural work. *First Wednesdays* is an informal meet-and-greet event that invites students, faculty, and staff to connect with one another. Held at lunchtime in the Crossroads Lounge on the first Wednesday of the month, these gatherings offer intercultural fun and friendship and give students a chance to feel connected and learn about supportive organizations across campus.

Crossroads also hosts *Interfaith Initiatives*, designed to foster respect for religious freedom and cultivate respect and peace among those on the campus of different spiritual traditions and religious beliefs. By facilitating respectful and honest conversation, Crossroads seeks to build a climate of fairness toward one another in campus classrooms and in daily lives. Crossroads also publishes the *Intersections Quarterly Newsletter*, www.crossroads.ua.edu/intersections.html, which addresses spiritual issues of the world’s cultures in an effort to create a better understanding of the wealth of wisdom our students, faculty, staff, and community members bring to UA.

*Community Engagement Events* in the community publicize the University’s commitment to diversity as part of UA’s educational mission. One example of these events is Community Culture Fest. Now in its third year, *Community Culture Fest* acts as an instrument of communication between the University and the surrounding community, communicating commitment to diversity. Crossroads Community Center coordinated the
planning and production of three Culture Fest gatherings (in McKenzie Court, in Downtown Northport, and in the Holt community). On April 17, 2011, The University of Alabama, Holt High School, Nucor Steel and many Holt community organizations hosted Culture Fest in Holt. In cooperation with local civic leaders and community organizations, Crossroads Community Center facilitated conversation and nurtured networks during the development process for these community musical festivals for the past three years. Thousands of people attended these annual events and visited the many community organization information booths that are central to their success. The local African-American and Latino communities were partners in the planning and implementation of these events. As history would have it, this event took place just ten days before tornadoes devastated the community of Holt. After these tornadoes, representatives of the office, the division and the university returned to Holt to assist with the disaster response. Through this initiative, UA spotlights the organizations and individuals in the community who are important to us throughout the year, Crossroads communicates the University’s commitment to serve all communities, and youth are informed about the opportunities of a college education.

The monthly Community Conversations Series invites open, honest and balanced talk about intercultural relationships and faith traditions of UA and the Tuscaloosa community. Programs included Cultural Sensitivity in the Campus Community, Being an International Student at UA, Sexual Assault Awareness, Latino Culture at UA, and Remembering Katrina Five Years Later. Students find their voices in the discussion of sensitive topics about inclusion and belonging, engage new acquaintances in candid conversation, and learn directly from their neighbors about the many cultures and experiences we each bring to the university.

The Spoken Secrets Poetry Jam is a student-led initiative of the Crossroads Community Center that offers an atmosphere for students, faculty and staff to showcase their talents through poetry, music, dance, and art. The multi-cultural gathering brings students of different backgrounds together to share their talents and listen to one another. Held once a semester in the Ferguson Theater, this popular program gives students, faculty, and staff a chance to find their voices and develop their confidence in declaring their culture, values, and personal experiences on stage before the public.

In addition, Crossroads professional staff advise and mentor Sustained Dialogue (described above), the Alabama International Relations Club, Apwonjo (literally, I Teach, an African interest organization), and 100 Black Men (a mentoring organization). Through these organizations, Crossroads does its part in assisting the larger university in the nurturing of student organizations that can welcome and support individual students and shape a positive campus environment.

Crossroads publishes online an intercultural calendar for each academic year, a list of multicultural experts on campus, a multicultural resource list, and a list of UA cultural student organizations (http://crossroads.ua.edu/resources.html). The Crossroads website is updated regularly to publicize the multicultural programs and relationships that are shaped throughout the year by this office. The website publicizes campus intercultural efforts and, through its many helpful links, connects students and faculty to national resources in the
field. Crossroads’ Facebook Page and Facebook Discussion Group are managed by the Crossroads office and are linked to the University’s Facebook page and homepage so that individuals who are visiting the University online learn of the University’s commitment to diversity. Through these Facebook initiatives, students, staff and faculty of all faiths and cultures enter into discussion, and relationships are strengthened.

d. The Center for Ethics & Social Responsibility (CESR)

The Center for Ethics & Social Responsibility, directed by Mr. Stephen F. Black, was established in Summer 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’s purpose is reflected in Mr. Black’s quote on the Center’s website: "At the heart of ethical and socially responsible citizenship is a moral obligation to understand that every individual's life has dignity and worth, and that every individual's health, education, and potential are worth fighting for." [http://cesr.ua.edu/index.html](http://cesr.ua.edu/index.html). 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. These initiatives include the following:

- **Moral Forum** seeks to encourage both open-mindedness and conviction by challenging students to research and debate a controversial moral issue. By requiring students to substantiate different sides of an issue, they develop a heightened sense of respect for perspectives other than their own. In the wake of the Macondo disaster, Fall 2010 students researched the following resolution: “Given the current technological constraints, it is morally right for the federal government to maintain a moratorium on deep-water offshore oil drilling in U.S. territorial waters.” The course culminated in a three-week debate tournament. The 2010 tournament was held in the School of Law and the Ferguson Center with the support of 60 volunteer judges, including law students, graduate and undergraduate students, and faculty from across campus. An audience of more than 300 gathered to watch the final round, after which the Center for Ethics & Social Responsibility distributed $10,000 in scholarships.

- **Documenting Justice** teaches students how to use film to document and analyze the many dimensions of culture and social experience and, in so doing, encourages empathy and compassion through extensive participant-observation of individuals outside of the students' normal sphere. Working in pairs, students create documentaries focusing on issues of concern in Alabama. The 2010-2011 class of Documenting Justice produced films exploring: educational disparities surrounding the ACT test as seen through the lens of two students from public high schools only ten miles apart; former Alabama Chief Justice Roy Moore’s reflections on his controversial life in politics, including his removal from office in 2003; the struggle of Alabama’s catfish farmers as they fight against the Asian catfish market, an industry once aided by Auburn researchers in the 1960s attempting to eliminate hunger; how residents in Rosa, Alabama, where mines have been quiet for more than two decades, react when a coal company announces it’s opening its doors in the heart of the community; the influx of young people – most
from the north – who come to Greensboro attempting to make a difference through various nonprofit organizations; the story of two Latino activists as they reflect on what an unprecedented anti-immigration bill passed by the Alabama Legislature could mean to their lives and the state’s future. More than 1,000 UA students and faculty members, and business and community leaders attended the 2011 Documenting Justice screening.

- **Documenting Justice International** applies the pedagogy of Documenting Justice, but students spend time abroad filming a story of justice, exposing both the student-filmmakers as well as the students at the screening to life and culture outside of the United States. Approximately 350 people attended the 2010 international film screening, which consisted of documentaries filmed in Cuba, Uruguay, Rwanda, and the border town of El Paso, Texas. Currently, three International Documenting Justice students are filming abroad in Italy, Morocco, and China.

- **Tuscaloosa Pre-K Initiative**, a visionary partnership consists of high quality, comprehensive programming that focuses on the development of the child, his or her family, and the participating undergraduate and graduate students. Through collaboration between 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 the best health and education services possible for academically at-risk children and their families. During the 2010-2011 academic year, more than 62 UA students volunteered to work in Pre-K classrooms, and several UA classes partnered with the Tuscaloosa Pre-K Initiative in a service-learning aspect. They include: CD 225: Introduction to Communicative Disorders; SPE 100: Exceptional Lives in Society; and NEW 237: Cooperation and Conflict. Students from the UA School of Music and Music Education provide weekly musical instruction. The Capstone College of Nursing and Student Health Center have provided Tuscaloosa Pre-K students with full physical examinations every year of the partnership, including the 2010-2011 school year. Health problems including heart murmurs, high blood pressure, and a possible case of juvenile diabetes have been detected.

- **SaveFirst** provides training to students on tax preparation and financial literacy. Students then serve working-class families through free tax preparation and educational seminars. In 2011, more than 180 UA students worked at free tax preparation sites across the state to prepare more than 3,000 returns for working Alabama families – helping them to secure $6 million in tax refunds and saving them $850,000 in commercial tax preparation fees. More than 60 of these students enrolled in a service-learning course on poverty in which students discussed and reflected on issues contributing to poverty and current policies affecting working families.

- **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, UA announced an incredible 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 collaboration between CESR and Impact Alabama aims to provide a cost-effective direct response to the 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 that children ages six months to five years in Head Starts and lower-income daycares are screened for vision problems and receive appropriate examination, diagnosis, and treatment. UA continues to be the leading participant in our statewide screening efforts. During the 2010-2011 academic year, UA students screened more than 2,500 children at 60 sites in 14 Alabama counties. A potential vision problem was detected in approximately 10.7 percent of those children screened by UA students. Last Fall, UA football quarterback and student Greg McElroy joined the UA FocusFirst staff for our 100,000th child celebration screening at the Tuscaloosa Head Start.

- **Tuscaloosa Academic Enrichment**, a collaboration between The University of Alabama and the Tuscaloosa City School System, provides high-quality academic and cultural learning experiences to at-risk incoming high school freshmen in the City of Tuscaloosa. During the summer, low-income youth experience far greater summer learning losses than their higher-income peers, particularly in reading comprehension and language skills. Using research-based approaches and models of effective practice, Tuscaloosa Academic Enrichment strives to reverse this trend by ensuring that academically at-risk incoming Tuscaloosa high school freshmen have access to high quality learning and enrichment opportunities during the summer months. Instruction is provided by UA faculty and staff, UA students taking service-learning courses, and student volunteers. In 2010, 18 students attended four weeks of instruction in literacy and language, math, transition skills for high school, and life skills. In addition, daily enrichment activities consisted of hands-on recreational exercises involving everyday uses of science, physics, engineering, and history, and civic-engagement training.

- **Bridge Builders of Montgomery**, a unique service-learning course, allows students to examine leadership development, cultural competency, and relationship building while working with Alabama’s youth, ages 15-18. In addition to class discussions and coursework, students serve as counselors at a weeklong Bridge Builders session. Bridge Builders is a non-profit organization that brings together a diverse group of Alabama high school students to develop their leadership skills through community projects, discussions, and experiential learning. Bridge Builders works to develop high school students into future leaders who will lay aside individual, social,
economic, and cultural differences to work for the benefit of all. Its mission is to help ordinary youth find their voice, experience their power, and build positive relationships to do the extraordinary. Two UA students enrolled in the 2010 Bridge Builders of Montgomery course held at UA June 6-24 at Huntingdon College in Montgomery.

- **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 facilitates learning about educational disparities, examines progressive education reform efforts across the country, and investigates the benefits chess play holds for school-age children. In addition to class discussions and coursework, students develop lesson plans and spend two hours a week teaching children chess in collaboration with Freedom Chess Academy, a Tuscaloosa non-profit organization. The program has grown exponentially since Spring 2010, when three UA students taught chess to 12 sixth graders. During the Spring 2011 semester, 15 UA students are teaching chess to 60 first through seventh graders at Tuscaloosa Magnet Elementary School and Tuscaloosa Magnet Middle School. Thirty students are already registered for the Fall 2011 course and CESR hopes to expand the initiative to at least one other elementary school and a high school.

- **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 the first year of the CollegeFirst program, 15 UA students, along with students from other universities, tutored 90 high school students in Birmingham and 40 high school students in Huntsville. In the second year of the CollegeFirst program, 40 UA students, along with students from other universities, tutored 215 high school students in Tuscaloosa, Birmingham and Huntsville.

- **Virtual Advantage** provides computer science and honors students with real-world experience helping Alabama nonprofits develop websites. New in Fall 2010, Virtual Advantage is a partnership between the UA Center for Ethics & Social Responsibility and the Alabama Association of Nonprofits in which UA students create or redesign websites for non-profit organizations. The costly rates often charged for professional
website-development services have long kept the benefits of a quality Web presence out of reach for many nonprofits. Virtual Advantage eliminates this barrier while providing real-world experience for college students studying website design, marketing, business, journalism and photography. During the Fall 2010 and Spring 2011 semesters, 20 undergraduate and graduate students developed sites for nine nonprofits across Alabama.

- **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 Center has undertaken a variety of projects to help better equip faculty members and engage students in the process of developing a more comprehensive service learning effort at UA, including the establishment of a UA Service Learning Course Directory, administration of a comprehensive 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. The Center’s emphasis on service-learning has contributed to national recognition for UA. In May, 2011, UA was named for the third year in a row to the *President’s Higher Education Community Service Honor Roll with Distinction*, the highest federal recognition a college or university can receive for its commitment to volunteering, service learning and civic engagement. In the 2009-2010 academic year, approximately 15,100 UA students completed more than 710,000 hours of community service with more than 120 community partners. Additionally, 120 UA faculty members offered service-learning courses, and an estimated 5,300 students participated in those service-learning courses.

- **Alternative Spring Break** projects sponsored by CESR immerse students in new communities, allowing them to learn about problems people different from themselves face, while also lending a hand. Participants in the 2011 trip provided vision screenings to low-income children in south Alabama.

- **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.

c. **Women’s Resource Center**

The Women’s Resource Center maximizes the learning experience of every UA student and the greater UA community through outreach, services and advocacy to empower women and encourage their active and equal participation. A history of the growth of this center and the programs and resources is available on line at [http://wrc.ua.edu/](http://wrc.ua.edu/). As the WRC 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 WRC is following values that support the broader goals of the institution: social justice, community,
leadership, safety, mentoring, research, education and diversity. Some examples of the WRC’s commitment to promoting inclusiveness include:

- hiring a staff which represents racial and ethnic diversity;
- increasing representation of diversity in printed and electronic materials, including the *Our Voice* newsletter and other brochures, and library holdings targeted to and representative of underserved populations;
- maintaining an intentional focus on recruitment and retention of diverse student participants in all of its sponsored student groups;
- providing a variety of diversity training, including training for all sponsored student organizations and for the entire campus community through the offering of Harbor training and Unscripted Theatre of the Oppressed performances;
- the provision of counseling and advocacy services to clients who identified as members of marginalized populations; and
- partnerships with the College of Arts and Sciences, Department of Women’s Study program, and Freshman Learning Communities to support the Women Involved in Learning and Leading living-learning community for female students.

f. Offices Promoting Inclusive Environment for Individuals with Disabilities

The *University of Alabama Wheelchair Athletics* ([http://www.uads.ua.edu/](http://www.uads.ua.edu/)) creates sport and fitness opportunities for persons with disabilities and provides practical experience for all students at UA who wish to learn how to work with persons with disabilities in a sport and recreation setting. This outreach program in the College of Education was established through funding from UA in order to address a need for persons with disabilities. UA is one of only three universities in the country that offers both a men’s and women’s collegiate wheelchair basketball program and the only university in the Southeast to field wheelchair athletic teams. In 2011, the UA women’s wheelchair basketball team defended their title and won the third consecutive Women’s National Championship in Arlington, Texas, while the men’s team placed 4th in the Men’s National Championship.

The *Office of Disability Services* (ODS) serves as the central contact point for students with disabilities at UA. ODS works individually with students to determine appropriate and reasonable academic accommodations, to ensure that students' academic performance is evaluated apart from the limiting effects of disability, and to promote student responsibility and self-advocacy. The number of students registered with ODS has risen from 468 during AY 2004-2005 to 1,172 during AY 2010-2011, an increase of over 150% in five years. All four professional staff members have earned Master’s degrees in either Rehabilitation Counseling or Social Work and three Social Work students served as interns during the 2010-11 academic year. In addition to working with students, ODS:

- conducts training sessions for University departments and meets with faculty members to heighten awareness of the role of ODS and ADA/§504 requirements as well as make presentations to groups outside the University;
- develops partnerships with other campus departments (i.e. Faculty Resource Center, the IT Department at the College of Continuing Studies, the Office of Orientation
Programs, and the Registrar’s Office) to better serve and retain students with disabilities;

- works with the new “Early College” program through the College of Continuing Studies that has referred several students for disability services;

- hosted the Federal Workforce Recruitment Program (WRP), an initiative to match students with disabilities to internships and long-term employment with Federal agencies and private corporations, during the Fall 2010 semester;

- attends Student Health Fairs, University Days, and Bama Bound sessions as a means of providing direct student outreach;

- collaborates with Furnishings and Design to place special furniture in classrooms for students with physical disabilities;

- continues to work with appropriate campus partners to improve community knowledge of accessibility to sporting and other events, chiefly through the UA Gameday website;

- continues to work in partnership with the Director of Parking and Transportation Services, the Alabama Disabilities Advocacy Program (ADAP), and the Office of the Associate Vice President for Auxiliary Services to combat abuse of accessible parking tags and plates at UA events, so that accessible parking is available to those for whom it was intended;

- collaborates with and provides representation to the board of a program of the University’s Psychological Clinic, UA-ACTS (The University of Alabama Autism Spectrum Disorders College Transition and Support Program) to meet the needs of UA students with Asperger’s Syndrome;

- serves on The ADHD Consortium, a working group headed by Dr. Mark Thomas from the Student Health Center, which provides assistance to students with certain types of disabilities who often need extra assistance to be fully included in the life of the University and to successfully complete their degrees;

- assists Housing and Residential Life on a Medical Review Committee to evaluate and prioritize housing requests of students with the greatest need;

- serves on UA’s ADA Committee (along with representatives from the Office of Counsel, Facilities, Equal Opportunity Programs, Transportation Services, Housing and other departments), which helps prioritize renovations to enhance accessibility in university buildings; and

- conducts two orientation sessions for incoming students with disabilities before classes begin.

The Office of Equal Opportunity Programs, University Compliance Officer, is the University’s Designated ADA Coordinator for the campus. That office maintains a website, http://eop.ua.edu/disabilities.html, which contains information about UA’s commitment to provide reasonable accommodations for program accessibility and employment for qualified persons with disabilities as defined in applicable laws and regulations. That office’s website also maintains an updated list of academic college’s ADA/504 Coordinators, who facilitate and assist with any disability-related matters in the college, school, or administrative unit and serve as liaison between the unit and the compliance office. Links are also provided to ODS; information on how to report campus access problems through the Facilities’ Department’s ADA hotline; UA’s Campus Accessibility Map (which identifies locations for accessible
parking, accessible entrances to buildings, location of curb cuts and security phones to assist individuals with mobility impairments in locating accessible routes on campus); information about fines for parking illegally in handicapped parking zones; and links for individuals with physical disabilities for assistance in attending events at Bryant Denny Stadium. This office also works with ODS on additional educational initiatives, such as making available to departments hangtags on bicycles parked on wheelchair ramps leading into buildings to remind them that they are violating regulations and creating impediments for individuals with disabilities and better publicizing those regulations applicable to bicycles (http://bamaparking.ua.edu/pages/regulations.html#bicycle).

The Office of Human Resources works with employees seeking accommodations for disabilities as part of UA’s ADA program.

The Office of 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. That office

- leads the ADA Committee assessments of academic buildings to identify and prioritize ADA improvements;
- maintains and updates the ISES classroom and academic building accessibility survey, which identifies accessible classrooms and serves as a resource to ODS in ensuring that classes for students with disabilities are accessible;
- completes renovations to academic buildings to ensure compliance with federal regulations, including restrooms, water fountains, accessibility ramps, automatic door openers, and updated signage to identify ADA accessible routes;
- conducts with Construction Administration annual sidewalk surveys to identify curb cuts that need to be replaced to enhance accessibility;
- supports Construction Administration’s ADA multiple webinars and seminars to educate UA personnel on the current ADA facility accessibility standards, including the recent updates to Title II;
- works with Business Information Services, Risk Management, Transportation Services, and other areas to identify and record ADA-related items in the FacilityMax property data base and requests reports to facilitate the tracking of ADA-related projects; and
- oversees the ADA hotline established by Facilities Department, which requests that employees, campus visitors and students who encounter disability-related accessibility problems on campus or know of potential accessibility problems in campus buildings or on University grounds call or email facilities to report the problem to facilitate a prompt UA response (see http://ods.ua.edu/Access%20problems.htm).

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 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. In order to better accommodate football fans with disabilities, the 110 spaces across from the renovated South end zone of Bryant-Denny stadium were converted from Tide Pride parking to handicapped parking for football games. The Denny Court loading area for buses was redesigned with improved signage, curbs and ramps to better accommodate football fans with disabilities.

Student Support Services, http://www.ctl.ua.edu/sss/, is a federally-funded program that provides academic assistance to students who fall within any of three eligibility categories: financial need, first-generation college student, or students with disabilities. Reading and study skills classes, academic counseling and tutoring, and assistance with financial aid applications are provided for eligible students. The Office of Financial Aid works individually with SSS students to assure that they benefit from all resources for need-based aid funding, and provides group discussions to assure appropriate application processing for Federal student need-based financial aid. More information is provided in the discussion on Goal Four.

Crossing Points. Several UA departments and Bama Dining continue to work with the Crossing Points 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 Crossing Point program to help train persons with disabilities how to work in a retail setting. As a result of participation in this program, the Supply Store hired a Crossing Point graduate to work in the store on a part-time regular basis and this employee recently celebrated his seventh year of service at the Store. In addition, Bama Dining provides (at no cost) the refreshments for the celebration of Crossing Points’ graduates annually. Finally, UA’s Crimson Ride received a Certificate of Appreciation from Crossing Points for support of its program.

g. Capstone International Center and International Student Association

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 global outreach, teaching, and research. 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 create and sustain an inviting and inclusive campus include routinely offered events with Tuscaloosa’s International Friends, a Welcome Watermelon Cutting Party, Welcome Reception, President’s Reception, Holiday Party, and the Rotary International picnic. Some of the larger programs associated with the Center include:

- Weekly International Coffee Hour, in which a coffee hour with food and occasional entertainment is hosted each week on campus to facilitate building friendships/relationships between international and American students.
• **International Peer Advisory Council (IPAC),** in which student mentors, who are trained on cross-cultural communication skills, orientation resources, leadership and the program’s expectations, assist with the international student orientation program, provide campus tours and introduce new international students to departmental and campus resources to help make the transition from their home country to the University of Alabama as smooth as possible.

• **Capstone International Ambassadors (CIA),** a group of UA students with an interest in international issues, are trained to assist Capstone International Academic Programs advisors in the dissemination of information regarding study abroad. CIA assists in enlightening UA’s domestic student population regarding all aspects of study abroad, especially information regarding cultural differences of the various countries. This will not only help students when they study abroad, but will also make students more sensitive to and aware of UA’s international student populations.

• The **Japanese Culture and Information Center,** [http://bama.ua.edu/~jprogram/jcic/](http://bama.ua.edu/~jprogram/jcic/), whose mission is to provide information, educational programs, and cultural activities about Japan and the Japanese people for the UA and local communities. Examples of programs include:
  - an annual month-long Sakura Festival, [http://bama.ua.edu/~jprogram/sakura/index.htm](http://bama.ua.edu/~jprogram/sakura/index.htm);
  - maintenance of a Japan video library;
  - Japan Exchange and Teaching Program (for more information, see [http://www.mofa.go.jp/j_info/visit/jet/outline.html](http://www.mofa.go.jp/j_info/visit/jet/outline.html));

• The **English Language Institute,** whose purpose is to provide high quality instruction in English as a second language and orientation in U.S. culture to international students who are non-native speakers of English (for more information about initiatives of ELI, see [http://eli.ua.edu/mission.html](http://eli.ua.edu/mission.html)).

• The **International Student Association,** [http://isa.ua.edu/about/html](http://isa.ua.edu/about/html), which is provided space in the Ferguson Center, and has been recognized for serving as an extraordinary model of citizenship through service, for offering diverse, culturally aware, creative, and innovative programs. 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 for UA that culminate with FLAVA-FEST, the International Spring Festival Week.

• **Study Abroad.** Capstone International Academic Programs 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 experiences, the number of students with an awareness and appreciation of cultural diversity will increase. These students will also be better prepared for the global society.
h. Alabama International Trade Center & Center for Economic Development

The William R. Bennett Alabama International Trade Center (AITC) provides export research, training, and financing services to Alabama's small business community. These services 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. In FY 2010, the Center organized 27 educational workshops around the state with total attendance of 979. The Center organized a series of trade workshops with ADO around the state targeted to small businesses that have never exported and promoted the state’s trade missions to Colombia, Vietnam, India, and Russia. The Trade Center worked with the Alabama State Black Chamber of Commerce on export workshops and client referrals. In FY 2010, the Center served 81 minority-owned small business clients and offered export training and counseling services to 43 women-owned businesses and 34 veteran-owned businesses. 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 University Center for Economic Development (UCED) continues to provide statewide services to civic and elected leaders as well as to the business community. All of UCED’s programming is geared to local communities which include the regions, counties, cities and towns in the State of Alabama. The Center works with elected and civic leaders through all of its programming and the Center emphasizes a broad representation of the community. Program participants represent the diversity of the community (racial, gender, geographic, political, economic, etc.). UCED’s curriculum includes instruction on basic leadership skills/strategies (e.g. planning problem-solving, teamwork, interpersonal skills, conflict management, valuing diversity, etc.). The services UCED provides are open to the public and supported by various external State of Alabama agencies. 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 which 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. Six of these events were held during 2010-11 with 128 minority attendees.

UCED draws from the resources of UA to support the state’s public and private economic development initiatives. The Center facilitates this support by providing access to UA’s technical resources and the specialization of faculty and professional staff. UCED is a partner of the Alabama Communities of Excellence (ACE) program, which is a comprehensive approach to economic and community development for cities with populations between 2,000 and 18,000. ACE partner organizations help rural communities plan and prepare for a more vibrant future. During 2011, UCED worked with various ACE communities and provided training at a community kickoff for 6 minority participants. There are currently nine towns throughout Alabama participating in the ACE program, and 18 towns have graduated from the program to be designated as Alabama Communities of Excellence.
Excellence. Your Town Alabama is another program in which UCED participates. The “Your Town” workshop is an intensive 2½ day workshop that focuses on an important aspect of community spirit and community integrity: the process of design. The workshop aims specifically to introduce small town, neighborhood and rural decision makers and technical assistance providers to the role of design in community planning. Your Town Alabama graduates 50 to 75 new leaders each year. During 2011, 12 of the 53 participants were minority participants.

During 2010, UCED continued working with the Alabama-Tombigbee Regional Commission, which covers a ten-county area (Perry, Dallas, Wilcox, Monroe, Conecuh, Clarke, Marengo, Washington, Choctaw, and Sumer counties) and is home to some of the poorest in the State of Alabama. UCED programs have focused on community development information and recommendations to improve the local economies and increase the opportunities for a better quality of life. For example, from September 2010 to January 2011, UCED held over a dozen public meetings in several communities in Wilcox County to gain public input on the Wilcox County Comprehensive Plan project in conjunction with the Alabama-Tombigbee Regional Commission. The meetings, which included dozens of minority participants, addressed the county’s infrastructure, economic development, education and workforce development, tourism, quality of life, retail and commercial development, and housing needs. This information and following research led to the completion of the Wilcox County Comprehensive Plan which offers goals, strategies, and recommendations for these subject areas.

The Director of UCED is also an executive-on-loan to the Economic Development Partnership of Alabama (EDPA). As a part of this work, planning has continued in Wilcox County with an EDPA community partnership. Other EDPA community partnerships that the Director is working with are located in Choctaw, Clarke, Conecuh, Dallas, Escambia, and Monroe Counties.

As a part of its work with the City of Selma in Dallas County, in July 2010, UCED hosted Selma civic leaders and elected officials for a visit to several organizations in Birmingham to learn their success stories and best practices. UCED’s book drive program entitled “Books for the Black Belt” has been continued with the efforts of the student group, the Alabama Literacy Initiative. In 2010, almost 1,000 books were collected to donate to elementary, middle and high schools in several Black Belt counties including, Perry, Wilcox, Choctaw, Dallas, and Marengo. The public schools in these counties have the highest minority enrollment and the lowest percentage of income and academic achievement in the State. A portion of these books will also be donated to UA’s College of Education Books for Bama book drive for schools affected by the tornadoes in April.

UCED has partnered with the Bibb County Extension Office to provide a series of Hospitality Training sessions to local business leaders, restaurant and hospitality employees, and public service employees with 4 minority participants. UCED customized a training manual and materials for Bibb County and, along with attendee input, has worked to assist Bibb County citizens in educating guests about their amenities.
Finally, UCED, in partnership with University Press, UA English Department, New College, Honors College, and American Studies, hosted the Alabama Living Legends program in March 2011. This program was designed to highlight significant contributions to Alabama’s heritage and honor individuals who provide a leading example of innovation, creation, and commitment to others. It aims to promote the transfer of knowledge and wisdom from some of Alabama’s most treasured creative minds to our current and future campus and community leaders. The inaugural series honored Alabama artists Charlie Lucas and Kathryn Tucker Windham.

i. Office of Academic Affairs/Provost Creative Campus Initiative

The Creative Campus Initiative was implemented in May 2005 to work side-by-side with a Tuscaloosa Chamber of Commerce Task Force desiring to link business, education and the cultural community to share resources and maximize opportunities for growth. The goal is 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-led effort are outlined at http://www.uacreativecampus.org/. Creative Campus’ partnership with the Ferguson Center and its office location within the Crossroad Center has facilitated contacts with a diverse student population.

An archive of past events of Creative Campus was placed online to document its events (http://www.uacreativecampus.org/projects). As a review of that website reveals, Creative Campus continues to connect diverse communities through the arts. During the 2010-11 academic year, Creative Campus sponsored three events related to diversity:

- **“Writing &”** included several writers, with a primary focus on the work of Yunte Huang (a professor at US-Santa Barbara, and the author of much lauded book on the film figure Charlie Chan). Yunte’s reading from the Charlie Chan book focused on racial/ethnic stereotypes and the complex ways that American cinema engages, promotes, critiques, and employs those stereotypes.

- **One More Theory about Happiness** featured a reading and conversation with author Paul Guest, a noted poet and writer of a widely praised memoir that examines the bicycle accident that occurred when Paul had completed sixth grade; the accident left him a quadriplegic. His book traces the path of his emergence as a writer. Creative Campus garnered co-sponsorship from the Office of Disability Services for this project. His presence on campus – Paul signed books using a mouth-manipulate straw device – was an inspiring and informative opportunity for UA students of all abilities to gain insight into the lives of persons with major disabilities.

- **Breaking Boundaries** involved an art show and a reading (by English Department professor Wendy Rawlings and a student chosen to read based on the quality of her
written entry). The show involved a partnership with the LGBTTQA community. The reading and art show opening (held at the Alabama Art Kitchen) was extremely well-attended with an audience of over 100. The audience was a diverse one, and author Wendy Rawlings commented that it was the best, most accepting audience she had ever experienced.

2. **Academic, Cultural, and Celebratory Experiences to Broaden Understanding of and Appreciation for Diversity and Emerging Global Society**

This following section describes the efforts of central administration, Student Affairs, and individual colleges and departments to ensure that students are exposed to academic, cultural and celebratory experiences that broaden their understanding of and appreciation for diversity, thereby better preparing UA students for the global society in which they will live and work.

- **The Realizing the Dream Committee**, consisting of members from the Tuscaloosa Consortium for Higher Education (TCHE-Shelton State Community College, Stillman College, and UA), marked its 22nd anniversary in 2011 and continues to collaborate to produce quality programming in the West Alabama area. The annual *Realizing the Dream* concert hosted by UA in January, a theatrical presentation hosted by Shelton State in February, and the spring and fall lecture series hosted by Stillman College continue to attract diverse audiences from across the community.

  At the *Realizing the Dream* concert, the Alabama Symphony Orchestra introduced the World-premiere “Dream, Child. Hope.” by Adolphus Hailstork, along with Martin Luther King, Jr. Concert Choir featuring the African Negro Children’s Ensemble Michael Morgan, conductor and Daniel Bernard Roumain, violin. Shelton State Community College hosted a theatrical presentation of “The Miracle Worker.” Stillman College hosted the Distinguished Lecture Series, “Black Maverick: T.R.M. Howard’s Fight for Civil Rights and Economic Power,” featuring Stillman College Professor Linda Beito. The committee also supported the third annual Legacy Banquet during the Martin Luther King, Jr. holiday weekend to honor individuals from the community whose actions epitomize the social justice philosophies of Dr. King. The honorees at the 2011 banquet were William Lanford (Mountaintop Award), Harrison Taylor (Call to Conscience Award), and Sean Hudson (Realizing the Dream Horizon Award). The keynote speaker at the banquet was Henry S. Klibanoff, Pulitzer-prize winning author and editor of the Civil Rights Cold Case Project and former managing editor for *The Atlanta Journal-Constitution*.

- UA continues to offer its 3-credit hour course, entitled “*Introduction to Global Studies*” (CIP 24.0199), as part of its Global Studies Certificate Program. In addition, UA has created an Interdisciplinary Global Studies freshman learning community, which is designed to emphasize the cultural, economic, physical, and political aspects of world citizenship in the 21st century.

- To provide an opportunity for candid discussions about diversity and the campus climate and for suggestions for new ideas, Provost Judy Bonner and Dr. Mark Nelson,
Vice President for Student Affairs, extend an open invitation to faculty, staff, and students to meet with them for lunch at the Ferguson Center three times in the fall and spring.

- The Provost’s Office updates its on-line “Guide to Courses with Diversity and Multicultural Content,” [http://provost.ua.edu/courses_final.pdf](http://provost.ua.edu/courses_final.pdf), which was originally prepared by Dr. Jimmy Williams, Special Advisor to the Provost for Diversity and Associate Dean of Multicultural Affairs for the College of Arts and Sciences.

### a. College of Arts and Sciences

The College co-sponsored and supported several diversity/multicultural events, including the following:

- Wadsworth Jarrell: A Relevant Journey in Art, part of the Paul Jones Lecture Series, October 2010.
- Bankhead lecture by William Beezley, Department of History; Professor Beezley lecture was on the Mexican national identity, Independence celebrations, and the Mexican Revolution, June 2010.
- “Recovering Black Women’s Voices and Lives,” Department of Gender and Race Studies, August 2010. This was co-sponsored by C&BA.
- “Welcome to Shelbyville,” Department of American Studies. This documentary focused on Somali-Latino issues, October 2010.
- Culture SWAP, a panel of students and faculty presenting perspectives and experiences from Africa, September 2010.
- Najla Said visited the campus and performed her Off Broadway one-woman show “Palestine” hosted by the Department of Gender and Race Studies, September 2010.
- Reception for the Bridge to the Doctorate, GAANN, and SREB Fellows, and Tide Together mentees, October 2010.
- Dr. Angeliki Ziaka’s campus visit, hosted by the Department of Religious Studies; Dr. Ziaka made a presentation on Islamic and Arabic civilizations and interreligious dialogue, December 2010.
- Kin4Life campus visit, Department of Gender and Race Studies; Kin4Life, a rap duo, spoke about homophobia, December, 2010.
- Dr. Danae Stefanou’s campus visit, School of Music; Dr. Stefanou performed a concert of contemporary Greek music.
- Dr. Freeman Hrabowski’s visit to UAB to deliver the keynote address titled, “Preparing African-American Students for Careers in Science and Technology,” January 2011.

50
b. Culverhouse College of Commerce and Business Administration (C&BA)

C&BA offers courses and tracks in several of its majors in international business and requires all undergraduate students to take a course that focuses on international issues. A sophomore-level course in global business focuses on multicultural awareness. In addition, many C&BA faculty include diversity issues in their courses and actively promote diversity and multicultural issues. Examples include:

- The Students in Free Enterprise (SIFE) "I Choose" grant project funded by the Marcus Foundation was a project to give the African-American community in Sumter County a voice in their local white owned newspaper. It did that and evolved into an ongoing Journalism Workshop put on by the UA Journalism Dept. and the addition of a Journalism elective in Livingston H. S. The CCBP is also a partner and matched C&BA’s funding. The College donated computers, software, notebooks, supplies and training.
- C&BA faculty hosted the 2011 Youth Camp on Entrepreneurship on June 5-9, 2011. They follow the model of Capstone Business Academy with funding from the Office of the Vice President for Community Affairs and students from “Black Belt” counties.
- The School of Accountancy hosted its first Accounting Career Awareness Program (ACAP) during the summer of 2010 with 22 students. They brought African-American rising seniors to campus for a week of workshops and competition for scholarships ($1,000 per student in the winning team). The speakers included members of NABA (National Association of Black Accountants) from across the nation. This program was sponsored by Ernst & Young, Deloitte, Alabama Power, and Alabama Society of CPAs. Its second ACAP program, June 26-July 1, 2011, attracted 40 students. (see www.cba.ua.edu/accounting/acap).
- C&BA students have participated in a variety of projects that increase their involvement with minority businesses. The Black Belt Treasures (BBT) Initiative provided a faculty-student team an opportunity to assist in developing a business enterprise in rural Alabama. Black Belt Treasures is a non-profit economic
development program marketing high quality products from the Black Belt region. The team provided strategic, tactical and operational planning and execution for a retail gallery featuring artwork, sculpture, pottery, woodwork, baskets, jewelry, books and much more; and an e-commerce shopping site that offers an opportunity to purchase many one-of-a-kind, handmade Black Belt products. This past year the students looked at the feasibility of upgrading the store support systems to new hardware and software applications.

- Project LEARN provided a faculty-student team an opportunity to assist in developing a business enterprise in rural Alabama. Project LEARN is a program that enables dislocated workers and veterans to receive free business training and counseling to further their goals of small-business ownership. A portion of the team has concentrated its efforts in the Black Belt. The team conducted outreach and awareness projects at One-Stop Career Centers and served as case workers, ushering participants who displayed an interest in starting their own business through the phases of the program to enroll them in business training and counseling sessions.

MGSB graduate students continue to be exposed to a variety of activities, events, and opportunities to increase their awareness of other cultures. In addition to the ongoing classroom activities, guest speakers, and participation in multicultural teams, our students had more opportunities this year to travel with faculty overseas for immersion experiences. Dr. Glenn Richey took a group of students to Turkey, where students attended classes in Istanbul and toured the city. The MBA program once again hosted MBA Week, and included efforts to provide opportunities for students to get exposure to community service opportunities and build stronger cultural awareness.

C&BA continues to sponsor a chapter of the National Association of Black Accountants this year. Website is www.cba.ua.edu/accounting/naba. The College also sponsors The Women’s Initiative to promote business careers and leadership skills development among female students. Twenty-five percent of the Steering Committee is minority students. This committee plays an important role in the strategic planning and promotion of events throughout the College.

C&BA presented a lecture, “A Direct Route to Full Employment” by William A. Darity, Jr., Professor of Public Policy Studies, African and African-American Studies and Economics at Duke University. This lecture was a part of the Center for Mental Health and Aging Scientific Seminar Series on March 7, 2011. Dr. Gary Hoover had several conversations with Dr. Darity about ways to increase the number of graduate students and faculty of color in the college. Over 140 people attended Dr. Darity’s two lectures.

c. College of Communication and Information Sciences (C&IS)

C&IS faculty ensure that prospective and current students understand and appreciate diversity by offering a variety of symposiums, programs, guest lectures, and research opportunities on multiple diversity and multicultural topics or featuring minority presenters. In addition, several faculty members in the College conduct diversity-related research with the understanding that such efforts enhance the curriculum and prepare students to work and live in a global society. Additionally, faculty extend their diversity-related research interests
to support the local community and national organizations. These initiatives are thoroughly documented each year in the College’s diversity report to the Provost. Highlights within that report follow.

The College’s Diversity Forum, a cross-disciplinary initiative for discussing, researching and engaging in creative activities that address the intersection of diversity in all forms, organized the second “Discerning Diverse Voices: Communication & Information Symposium on Diversity.” Six C&IS faculty members organized this symposium, which invited all UA faculty and graduate students as well as those in the Southeastern region to present diversity-related research and creative activities. Fifty-one professors and graduate students presented their work during the full-day event held in Gorgas Library on UA’s campus. In addition, the College partnered with C&BA’s “Empowering Women in Leadership Roles” program, which this year featured Dr. E. Faye Williams, National Chair of the National Congress of Black Women.

In September 2010, the College’s Diversity Forum and the Society of Professional Journalists sponsored for students, faculty members and community members the screening of the award-winning documentary, “Stills of the Movement.” The documentary’s producers, Dr. Shawn Kildea from Rider University, and Dr. Larry Spruill from Morehouse College in Atlanta, presented a panel discussion after the screening. This marked the first time the documentary, which focused on the work and impact of Civil Rights era photographer Flip Schulke, was shown in Alabama.

For 2012, the School of Library and Information Studies is planning the “Connecting Cultures & Celebrating Cuentos: National Latino Children’s Literature Conference,” a two-day national event, at UA. One of the School’s faculty members is organizing this national event.

The College continues to sponsor the Capstone Association of Black Journalists (CABJ), with Dr. Caryl Cooper serving as faculty advisor, and financial assistance provided for the organization’s activities upon request. Among its activities, the CABJ creates networking opportunities with local and regional professionals such as the Birmingham Association of Black Journalists (BABJ).

C&IS faculty and staff frequently invite academicians and industry professionals to bring differing perspectives about race and class into the classroom. Diverse speakers visiting classes in 2010-11 included Alabama Power’s Media Specialist; Alabama Gas Corporation’s retired Vice President of Communications; UA’s Career Center Counselor; Belk’s Store Manager; Tuscaloosa PARA’s Communications Manager; FlexCorp’s Account Manager and Marketing Coordinator; American Red Cross National Headquarters’ Vice President of Public Relations; Michelin’s Public Relations, Community Relations and Government Affairs official; Scout Branding’s Account Coordinator; UA President’s Cabinet’s Director; and UAB Cancer Clinic’s Events Manager and Board Liaison. Radio Television and Digital News guest speaker, Melissa Riopka, spoke on the challenges of being a female reporter covering in Haiti. One of the sessions of the Department of Journalism’s annual JDay in March 2011 was on “High Risk Reporting.” The panel, which included top
journalists with extensive international news experience, featured discussion of U.S. journalists’ coverage of Muslims and ethical issues arising from this reporting. Another panel, “Let No Victim Be Forgotten: Reporting Cold Cases from the Civil Rights Era,” featured three Southern reporters whose work has led to numerous convictions in decades-old killings during the Civil Rights era: Jerry Mitchell of the Jackson (Miss.) Clarion-Ledger, who won a MacArthur genius award in 2009 for reporting that has led to four convictions, Stanley Nelson of The Concordia (La.) Sentinel, whose recent work on a 1965 killing led to a grand jury meeting in February; and John Fleming of The Anniston Star, whose work led to a guilty plea by a then-state trooper in Selma who killed a civil rights protester.

In October 2010, a Journalism faculty member worked with UA’s Black Student Union to sponsor a local viewing and discussion panel of “Almighty Debt: A Black in America Special,” produced by CNN. Finally, the TCF Hollywood Lecture Series this year featured Invincible + Waajeed, independent artists in the music industry who discussed, from the perspective of a woman and African-American artist from inner-city Detroit, funding of their projects, media ownership, distribution, and control of their careers.

Department of Journalism

The Department of Journalism’s most significant accomplishment in diversity efforts this year is the national recognition it received from the Journalism Education Association (JEA). In April 2011, the Multicultural Journalism Program (MJP) was presented with the JEA’s 2011 Diversity Award. The award, which recognizes leaders in promoting diversity in scholastic media and those working to break down walls across cultures, was awarded at the annual JEA convention in Anaheim, California. Over its 28-year history, more than 600 high-school students interested in journalism have come to the UA campus for a 10-day intensive summer workshop that teaches them to produce news in a multicultural society for print, broadcast and online journalism platforms. The 27th annual multicultural journalism workshop was held in June 2010, with 14 participants from throughout the country. The 28th MJP was held in June 2011, with 16 invited participants. The focus of that workshop was to produce journalistic accounts related to the April 27, 2011 tornadoes and how they affected—and brought together—diverse segments of Alabama’s society.

A UA Journalism faculty member who serves as director of the Alabama Scholastic Press Association (ASPA) likewise includes diversity-related programming throughout the year in her outreach to Alabama’s elementary and secondary scholastic media advisers and students. ASPA serves more than 1,000 K-12 student journalists each year with workshops, training sessions, a state convention, and contests. At the 2011 State Convention, ASPA sponsored a session for advisers on how to integrate diversity into school publications, for example. In addition, ASPA worked with the Tuscaloosa Magnet School—a school designed to promote diversity—to teach elementary school students about journalism.

Also, as part of the Alabama mentoring program for new high school media advisers, jointly sponsored by the Journalism department and the JEA, mentors are working with advisers in schools with diverse populations, helping the high school media advisers integrate diversity into their school publications and broadcasts.
In 2010-2011, Journalism faculty members continued to be extensively engaged in research and service helping in the understanding of diversity and/or publishing diversity-related research. This included articles in publications such as Race/Gender/Media: Considering Diversity Across Audience, Content and Producers; and Contemporary Issues in Media. Four papers on issues like debt in the black community, desegregation at southern flagship universities, black news going mainstream, and female sportscasters in gender-typed sports were presented this year by Journalism faculty members at national conferences like the Radio-TV Journalism Division AEJMC Southeast Colloquium and the Media & Civil Rights History Symposium, both in Columbia, South Carolina; the Minorities and Communication Division AEJMC Annual Conference in Denver, Colorado, and the Social Sciences Conference in New Orleans, Louisiana. Graduate students under the guidance of their faculty advisers are also conducting diversity-related research, such as a master's project on news coverage of Alabama's Muslim communities that systematically analyzed regional news coverage of Muslims, Muslim issues and Islam. Lessons from problems in this coverage were used to inform four magazine articles on Muslim's daily experiences in communities around the state.

**Department of Communication Studies**

In addition to making a variety of presentations in the College’s 2nd Diversity Symposium discussed above, faculty in Communication Studies were likewise active participants during 2010-11 in educational opportunities to expose students to diversity issues, such as:

- Presenting several lectures, workshops and presentations at UA (including at its 2nd Annual Recovering Black Women's Voices and Lives Symposium) as well as at the Center for Academic Success and the Center for Cultural Pluralism at the University of Vermont on topics such as women and minorities in the workplace, culturally competent perspectives in computer-mediated communication, working with culturally diverse audiences in the online environment, organizational diversity competence, building diverse coalitions, black women as public intellectuals, black feminism and womanist epistemologies, and advocacy for the gay and lesbian community;
- Participating in Crossroads’ March 2011 race workshop and lecture by Tim Wise, a nationally known anti-racist writer and activist who lectures across the country about the need to combat institutional racism, gender bias and the growing gap between rich and poor in the U.S;
- Serving as a founding member of the UA campus-wide committee that planned eight events for the University’s African-American Heritage Month, including a counter-memorial workshop in which students created historical commemorations of the events related to the desegregation of UA; and
- Serving as Safe Zone Program advocates, members of the Capstone Alliance, and leading the organizing committee for the Lavender Graduation 2011, a commencement ceremony aimed to honor gay, lesbian, bisexual, transgender, queer and allied students and their accomplishments at UA.
The Communication Studies’ faculty reported at least fourteen different research and creative activities to Provost Bonner for 2010-11, including publications about racial issues in *Cultural Studies <=> Critical Methodologies*, gender and political communication, diversity, studying groups and reframing difference in organizational communication studies. Multiple presentations were made at national conferences such as the National Communication Association conventions in San Francisco and New Orleans, the 80th Annual Convention of the Southern States Communication Association meeting in Memphis, and the 81st Annual Convention in Little Rock on a variety of diversity issues, such as African-American women; gay and lesbian issues; race, gender and difference; and exposing place-bound students to cultural diversity. One faculty member whose two papers were competitively selected by the Organizational Communication Division, received a Top Paper Award for a joint paper, “Intersecting Difference: A Dialectical Perspective,” presented at the 60th Annual Conference of the International Communication Association in Singapore in June, 2010.

*School of Library and Information Studies (SLIS)*

Faculty in the SLIS reported another dozen separate research initiatives and creative activities, including two forthcoming books on selecting and using children’s books with LGBTQ content and critical approaches and perspectives on diversity in contemporary literature for children and young adults. Additional publications from SLIS this year on diversity topics include presentations, guest blogs and lectures, numerous book chapters, and articles on Latino reading and literacy programs, including children’s literature in classrooms and libraries. Several articles have been written related to teaching technology literacy training for persons with intellectual disabilities; a presentation was made at the *National Diversity in Libraries Conference* on creating accessible resources with technologies at hand; another presentation was made on “The Impact of Aging on ICT-Mediated Information Access” at the *Aging and Society Conference 2011*; and three encyclopedia entries were accepted for the *Great Lives from History: Asian Americans and Pacific Islanders* encyclopedia to be published by Salem Press/EBSCO. Thirty book reviews of Latino children’s and young adult literature, professional books about Latinos, or multicultural children’s books were published (or in press).

Dozens of service activities that addressed special populations and library and information services had the participation of SLIS faculty and students. For example, one faculty member is a co-Principal Investigator on a federal grant from the Institute of Museum and Library Services for a collaborative partnership with UA and Wayne State University entitled *Project ALFA (Accessible Libraries for All)*. This project will prepare 30 information professionals to work with persons with disabilities that fall outside the Americans with Disabilities Act. Another faculty member coordinated the SLIS Book Bonanza that donated $8,000 worth of brand new children’s and young adult books to elementary and high school library media centers in the Black Belt Region of Alabama. Another is working with the Birmingham Black Radio Museum on developing a collection and organizing it at Radio Station WJLD. The Book Arts Program hosted the Combat Paper Project that travels throughout the country telling the story of combat veterans to raise awareness of returning veterans’ issues through papermaking, printing, and art. Another
faculty member worked with students to prepare and present on the topic “Computer Training for Persons with Intellectual Disabilities.”

**Department of Advertising and Public Relations**

Faculty in APR reported to Provost Bonner over 16 diversity-related research and creative activities including presentations at the College’s 2\textsuperscript{nd} Annual Discerning Diverse Voices Symposium, books, published articles in national and international journals, and presentations at local, national and international conferences. Topics included racial issues, press and propaganda in the Cold War; gender issues in communication; advances in communication and mass media research; leadership emphasis in public relations programs and cultural influences on the perceptions of excellent leadership in public relations; cross-cultural study of organizational crisis response strategy in the US and South Korea; cultural values in advertising; the impact of athlete-endorsed advertising and audience ethnicity match; news coverage of foreign nations in US newspapers; and cross-national research in advertising.

With respect to service outreach, one faculty member serves as a faculty advisor for the Capstone Association of Black Journalists, and another has directed students to create strategic communication plans for a variety of clients and causes, such as the Literacy Council of West Alabama (Literacy Is The Edge). Another served as a keynote speaker and led the Fall Service Learning Seminar at an HBCU, Mississippi Valley State University. One gave the 90\textsuperscript{th} Anniversary Keynote Address to the League of Women Voters; another serves on the Commission on the Status of Women for the Association for Education in Journalism and Mass Communication, a national organization. Another served as Conference Chair of the 8\textsuperscript{th} Annual Media Conference hosted by the Athens Institute for Education & Research in Athens, Greece. Another spends time recruiting APR minority students and assisting them in the nomination and application process for national honors and awards, such as the American Advertising Federation’s “Most Promising Minority Students in Advertising,” as well as the LaGrant Foundation Scholarship.

**Department of Telecommunication and Film**

Faculty in TCF reported to Provost Bonner eleven different diversity-related research, service and creative activities. For example, one faculty member lectured for two different UA groups on being a woman behind the camera and Feminist Filmmaking Praxis; presented at the National Women's Studies Association Conference, Difficult Dialogues, in Denver and at the Black and Brown Feminisms in Hip Hop Media Conference at the University of Texas, San Antonio, on the women of color blog project, The Crunk Feminist Collective, which focuses on the issues of hip-hop feminist generation women of color. She also produced a six-minute, digital personal narrative on the impact of her parent's marriage - a white man purchasing a Puerto Rican woman 19 years younger. This same faculty member was a co-participant with two other female APR professors on a panel at the Broadcast Education Association discussing balancing the demands of motherhood with life on the tenure-track. Another faculty member is working on an NIH-grant titled “IV/AIDS Anti-Stigma Campaign for Rural African-American Women.” One faculty member produced the radio documentary, "The Immigrant Experience in Alabama," and another worked with a student to direct a documentary on the African-American mother from Birmingham who founded the
Parents Against Violence Foundation following her 20-year-old son’s death by a gunshot while attending a birthday party. The department sponsored the presentation of two movies within the Jewish Film Festival, with one faculty member on the screening committee and helping promote the festival. Another facilitated the department’s sponsorship of the LunaFest Women’s Film Festival and its purchase of 25 tickets for its students to attend the festival.

Student research and creative activities also serve as an indicator of the College’s commitment to creating an environment that supports diversity. For example, the College assisted students in two films produced as part of The Documenting Justice project: 1) "A Certain Kind" dealt with issues of recruiting physicians to serve in primarily African-American Wilcox County, where currently three doctors serve a population of 14,000 people; and 2) "In Brilliant" examined the lives of two high school seniors in Brilliant, Alabama and their perspectives on the town and their prospects for making a life there. One of the students featured is the only Latino student at the high school. The film dealt with issues of race and "otherness."

The Center for Public Television and Radio

The Center for Public Television and Radio continues to gain recognition for its television and radio programming that explores issues of particular interest to diverse audiences throughout the state, airing on Alabama Public Television, WVUA-TV, and Alabama Public Radio. This year, the Center for Public Television and Radio was responsible for more than 100 episodes of television for broadcast on Alabama Public Television and WVUA-TV. In addition to its regular slate of sports, information and entertainment programming, broadcast productions included:

- the Jubilee Film Festival in Selma; a documentary profiling three students of diverse backgrounds studying to become funeral directors and their different cultural attitudes towards death and “what comes next;” a documentary examining female roles and stereotypes through the eyes of an all female roller derby league; a two-hour live broadcast honoring five Alabama K-12 students whose personal lives reflected significant triumph over economic and social disadvantage; a series of half-hour episodes exploring the personal stories of a diverse collection of Alabama men and women; a series of clips for the Bureau of Geriatric Psychiatry that can be searched by the elderly and their caretakers and videos to train people who work in group homes; a DVD of interviews of several people in Selma about integration; a film about the Crossing Point Program, a UA program that teaches mentally challenged students how to transition from high school into a more independent life; a film about the Black Belt 100 Lenses Project, in which high school students from Alabama's Black Belt counties share their view of their communities; a film entitled Community Change By Pie, which documents a unique effort to bring unity to a historically divided town in Hale County ... one slice of pie at a time; a film about the impact of the federal government’s new highway initiative designed to spur economic development in some of the nation's poorest areas; an interview with U.S. Secretary of Education Arne Duncan about Alabama’s $60 million in federal stimulus aid and some of the issues facing Alabama's education system; a film about how the Air Force Culture and
Language Center at Maxwell Air Force Base in Montgomery is helping generals become more culturally aware before they deploy; and a film about AIDS in Alabama.

d. **College of Community Health Sciences**

The University of Alabama’s *Rural Health Institute for Clinical and Translational Science* was established in 2001 and primarily works to bring the highest standard of health to rural citizens. Its’ primary mission is to facilitate the highest attainable standard of health for those who live, work, or play in rural America by investigating not only disease and infirmity, but also factors associated with physical, mental, and social well-being. The Institute hosts an annual *Rural Health Conference*, which draws hundreds of attendees from multiple professions, businesses, education and government, who come together to find solutions to health issues and disparities that impact our rural citizen, in Alabama and throughout the nation. The 11th *Annual Rural Health Conference* was held September 1-2, 2010, with a theme “Partnering for Care: Where Do You Fit?” This year’s theme revolved around the concept of the Patient-Centered Medical Home, or PCMH – an interdisciplinary approach to providing comprehensive primary care for children, youth and adults in a setting that fosters partnerships between physicians and patients. The conference also explored real-world examples of interdisciplinary care in communities. Breakout sessions at the conference include “Strengthening Healthy Rural Environments” and “Hope for Care: A Community and University Pharmacy Partnership.

The Deputy Director of UA’s *Rural Health Institute for Clinical and Translational Science* co-authored a study which found racial disparities in HIV cases involving the 50 and older age group. She was also named to the board of West Alabama AIDS Outreach and the West Alabama Sickle Cell Anemia Association. In addition, she was selected as Vice President of UA’s Black Faculty and Staff Association, presented a community conversation series sponsored by the Association entitled "Ten Things African Americans Should Know about HIV/AIDS", and co-authored "Perceptions of HIV and Prevention Education Among Inmates of Alabama Prisons." She led the 1st *Annual Minority Rural Health Care Summit* held in January 2011. Sponsored by the College and the Student National Medical Association, the summit drew minority high school students from the Black Belt as well as minority pre-med college and graduate students interested in health.

The Chair of the *Department of Psychiatry and Behavioral Medicine* and current Interim Dean continues to participate in a $1.2 million private sector grant that will be used partly to recruit doctors to extend mental health services to the Black Belt and to help organizations work to reduce the stigma associated with mental illness. The Department’s goal is to recruit physicians for residency fellowships in public and rural psychiatry to serve the 12 central and West Alabama counties in the high poverty Black Belt region.

The *Rural Medical Scholars Program (RMSP)* has been cited nationally as a model program for educating rural physicians and is a five-year medical education program leading to the M.D. degree. It is open exclusively to rural Alabama students. National recognition of the success of the RMSP has helped to lift UA’s School of Medicine into the Top Fifteen
Rural Medicine programs named by U.S. News and World Report to its list of “America’s Best Graduate Schools, 2009,” and for 2011 was ranked 14th in the country. Since 1993, 61 Alabama counties are represented with 417 Rural Health Scholars. In addition, a Graduate Research Assistant in the Community and Rural Medicine Department led the agricultural and medicine research project collaborating both white and African-American farmers addressing health issues of mutual concern.

In 2011, the Pediatric Department contracted with the UA School of Nursing to provide collaborating physicians for its Parrish Clinical training center, a primarily minority underserved population. Also in 2011, UA’s Chair of Family Medicine and Assistant Dean for Graduate Medical Education accepted the role of Medical Director for the State's first pilot program designed around the medical home model for the Medicaid program, partnering with the Tuscaloosa Health Department and the Maude Whatley Clinic, a federally qualified health clinic, to improve care in the underserved areas of West Alabama. This pilot is the first of three in the state. An outreach program in Marion County has also been started to reach undergraduate students working with the Marion County Health Department.

e. College of Continuing Studies

The College of Continuing Studies provided or facilitated the following courses/programs during the past year that addressed diversity or diversity-related topics:

1. The Master Management Certificate Program offered in April 2011 included a one-day diversity-training session entitled, “Harnessing the Power of Diversity.”

2. The Management Certificate Program for Supervisors, conducted in September and March, included a three-hour session entitled “Understanding People” (learning the essentials of human relations; assessing yourself and your interpersonal style; and identifying what supervisors should know about their people: supervisors, peers, subordinates).

3. The Alabama Community College Leadership Academy addressed diversity-related topics such as “Administration and Financial Issues in Recruiting and Retaining Hispanic/Latino Students,” and The New Hispanic/Latino South: Challenges and Opportunities for Community Colleges in Alabama.”

4. The Delta Regional Leadership Academy contained several sessions on the importance of diversity to the community and economic developments.

5. The Children’s Justice Best Practice Seminar trained child abuse assessors, law enforcement, prosecutors, child advocacy center assessors and district attorneys in the state. The seminar focused on improving investigation and prosecution of child abuse and neglect and lessening the trauma of the abuse.
6. The DHR Consultants Conference trained consultants who work with foster children and their providers such as the Kings Ranch and Brantwood Children’s Home.

7. The DHR Supervisors Conferences trained supervisors in the state who work in child welfare to teach best practices in the implementation of the State Program Improvement Plan (PIP).

8. The Division of Environmental and Industrial Programs offered the following programs/courses this past academic year:

   a. Continued OSHA website link to UA’s Spanish language safety & health compliance programs, giving UA national exposure in the Hispanic Safety field. Alabama is one of only five states included in OSHA’s Small Business-Hispanic Safety website. Safe State 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.

   b. Eight Lead-based Paint Renovation, Repair, and Painting courses were conducted for the Aletheia House in Birmingham. The Aletheia House is a work training and GED preparation program for inner city high school dropouts in Birmingham. They learn house construction in the mornings and study for the GED in the afternoons.

   c. The OSHA Training Institute-Education Center conducts OSHA-approved courses to certify outreach trainers in construction and general industry topics. Some of these trainers then teach the classes in Spanish in the areas they serve; e.g., Florida.

   d. Safe State Environmental Programs continued to provide lead-based paint inspections and risk assessments in the Mobile County Katrina Recovery Project, which targets low income, mostly minority residents of Mobile County.

   e. Safe State Environmental Programs is partnering 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 six 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. Training, certifying and accrediting renovators will all be components of the program.
The College of Education includes curricular experiences and sponsors the following initiatives, organizations, activities, and events to enhance awareness and appreciation of diversity, to promote community and respect, and to prepare students for the global society in which they will teach, live, and work:

1) Students complete required coursework related directly to diversity; see the *Minimum Required Diversity Courses* at http://education.ua.edu/wp-content/uploads/2010/05/minimum.pdf for a summary of the minimum required coursework related to diversity offered in each department.

2) Course syllabi for teacher education students include diversity standards which are assessed by clear content-based objectives that link coursework with clinical experiences. This approach embodies the meaning of praxis in that students are provided opportunities to learn about diversity issues and develop an understanding of the College’s dispositions in courses; then they are able to practice those dispositions in their teaching and interactions with students, teachers, administrators, and parents during their experiences in field and clinical placements.

3) Teacher education students complete field and clinical practice in different settings to provide diversity in pre-teaching experiences. Placements provide experiences with K-12 students with exceptionalities; from both genders; from diverse ethnic, racial, cultural, socioeconomic, and geographic backgrounds; and with different religious and political beliefs. Other variables considered in determining diverse placements are grade/subject levels, city/county schools, rural/urban setting, large/small schools, and differing socioeconomic levels of schools.

4) The *Consortium for Overseas Student Teaching (COST)* provides global student teaching experiences for our teacher education students who elect to complete their student teaching in international sites. Sites include Australia, Ecuador, Germany, Japan, New Zealand, and South Africa.

5) The annual Julie Liable Memorial Lecture is a celebration of the short life of Julie Liable and is dedicated to anti-racist scholarship, education, and social justice. Dr. Pedro Noguera, inaugural Peter L. Agnew Professor of Education at New York University, was the featured speaker.

6) The College sponsors professional organizations which facilitate the extension of all students’ knowledge base relative to working successfully with diverse peers, K-12 students, families, and communities. These organizations include the Student Alabama Education Association, Kappa Delta Pi, Chi Sigma Iota, Phi Delta Kappa, and Kappa Delta Epsilon.
7) The College participates in the Holmes Scholar Program that has now become a program of the American Association for Colleges of Teacher Education (AACTE) with a mission of increasing the proportion of underrepresented minorities in the education professoriate. The College continues to support two Holmes Scholars through graduate assistantships and extensive professional development aimed at assisting them in becoming faculty members at universities.

8) Twenty-two percent of the Alabama Community College Leadership Academy (ACCLA) cohort for 2010-2011 were black. Invited speakers for the ACCLA in 2010-2011 included three blacks, one Hispanic and one Asian/Pacific Islander.

9) The College supports the McNair Scholars Program by encouraging faculty within the College to serve as mentors to the student scholars and as faculty fellows (instructors in the McNair Scholars Seminars). To date, the College has had ten faculty to serve as mentors and six faculty to serve as faculty fellows.

10) The College offers SPE 100: Exceptional Lives in Society to the general student population at The University of Alabama. This course specifically addresses the occupational workforce awareness of differences that may be presented to future business professionals, architects, nurses, lawyers, engineers, etc. that will make life changing decisions about citizens with exceptionalities as they navigate local communities. This course requires a service learning experience that introduces students to community agencies serving individuals with differences as well as the individuals themselves. The overarching goal is for students to gain a stronger understanding of the viability of persons with exceptionalities in our communities.

11) Faculty, administrators, and students participate in conferences and workshops that promote effective practices and strategies in minority student recruitment and retention. Sponsoring organizations include the Southern Regional Education Board (SREB), the Compact for Faculty Diversity, the National Association of Multicultural Education, the American Educational Research Association, and the Holmes Partnership.

g. College of Engineering

Cognizant of the need to ensure, for ABET accreditation and other purposes, that UA graduates are prepared to function in a global society, the College of Engineering sponsors several academic and cultural initiatives that enhance Engineering students’ awareness and appreciation of cultural and individual diversity. Some of these include:

- Sponsorship of Engineering Students Without Borders (ESWB-UA), a student chapter of the professional organization Engineers Without Borders. The group exists to
provide solutions to problems in developing communities both locally and internationally. 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, ESWB-UA is a diverse group of students that spans all disciplines of engineering offered at UA as well as students from other majors. Through partnerships with other on-campus organizations, such as Freshman Forum, the College is developing locally and internationally responsible students with a broad range of skills from engineering design to public relations to logistics planning. Engineers Without Borders restored an old baseball field for children in the rural Alabama community of Cuba; significantly improved residential plumbing in several homes and restored an old baseball field for use in Hale County, Alabama; and traveled to Vietnam and Cambodia to test residential water sources.

- **Membership in the National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (GEM),** which for over 17 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. Since UA’s membership in 1988, eight students have received GEM Engineering Fellowships and seven have received graduate degrees in engineering from UA. Two additional GEM fellows started in Fall 2010, one a M.S. in Computer Science and the other a Ph.D. in Material Science.

- **Using Engineering Graduate Students to Expand Science and Math in Sumter County Schools:** The College received a $2.98 million grant from the National Science Foundation Division of Graduate Education to establish a new five-year program for two high schools and four middle schools in Sumter County. The goal of the program is to incorporate engineering applications into the existing science and math courses at these schools by creating materials and resources for students under the direction of ten UA graduate fellows. This program will provide additional resources for the newly-created Alabama engineering academies.

In addition, the College provides funding to support its Director of Multicultural Engineering Program to attend numerous conferences related to multicultural engineering.

### h. Graduate School

The UA Graduate School received national recognition in 2008 from the Council of Graduate Schools for its efforts to create an inclusive graduate student community. The 2008 CGS/Peterson’s Award of $20,000 enabled the UA Graduate School to create two new mentorship and support programs, one for underrepresented minority students and women in STEM disciplines (the Tide Together mentoring program) and one for graduate students with dependent children (the Graduate Parent Support (GPS) Program), that are greatly enhancing the campus climate for both groups. In 2010-11, 37 student mentees (14 more than last year
and 19 of whom were African-American students), 36 peer mentors (up from 23 last year),

and 37 faculty mentors (up from 23 last year) participated in Tide Together, and the GPS

program served over 400 students. The CGS grant period runs from 2009 through 2011, and

enhancement activities, including the recruitment of two Graduate Student Program

Coordinators paid for from Graduate School funds, will continue after the grant ends. The

success of this program has resulted in the Dean being asked to make a panel presentation on

Tide Together/GPS at the 2011 Council of Graduate Schools meeting in Monterey,

California.

To publicly emphasize a commitment to diversity, the Dean and other Graduate

School administrators actively participated in meetings of the African-American Graduate

Student Association (AAGSA) this year, including social events and the UMOJA ceremony

in spring. At each of these events, a personal address was made and/or a personal note from

the Dean was included in the program. Two representatives from the AAGSA served on the

Last Lecture Selection Committee in 2011. Representatives from the Graduate School have

delivered workshops for the McNair program on strategies for getting into graduate school.

A representative from the Graduate School serves on the Executive Board of Creative

Campus and the Dean and Assistant Dean serve on the advisory committee for the McNair

program.

The Graduate School offers an International Teaching Assistant Program each fall

that helps international graduate assistants acclimate to instructional styles, techniques, and

assessment procedures at UA.

i. Honors College

The Honors College encourages an inclusive campus environment that enhances

appreciation of cultural diversity and promotes community and tolerance through speakers

and its academic programs. The Honors College weekly 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.

From the academic program perspective, Honors College students founded new

programs and faithfully supported existing programs with an emphasis on serving the

underprivileged members of the community. The University Honors Program (UHP)

service-learning courses involve tutoring work with at-risk, disadvantaged elementary school

students, which includes a large representation of members of minority groups. Honors

College students provided significant support to afterschool mentoring programs and the

SaveFirst initiative specifically targeting low-income families. Other examples of Honors

College student community service leadership include:

Math Monday and High Achievers programs, which work to provide advanced

instruction to high-potential minority students as identified by teachers in two

of our partnering elementary schools; UHP Bridge-Builders courses, which

provide college preparatory instruction for minority students to facilitate goal-

setting, effective study habits and advanced test-taking skill development led
by Honors College students; the *Honors College Assembly (HCA)*, for which students 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; the *Hispanic Jumpstart* program; *ACT/SAT* tutoring courses; and the *DebateFirst* program.

Diversity issues are addressed in many, if not most, of the other UH courses. For example,

- All students in the *International Honors Program*: a) take IHP 105/155 Culture and Human Experience, which is specifically designed to sensitize students to the differences in various foreign cultures; b) work as conversation partners with international students; c) have upper-level courses that contain cross-cultural international components, and d) spend a minimum of ten weeks studying abroad.

- The *University Honors Program* is proud to offer courses in African culture, Asian 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 Program* students conduct research projects under the guidance of faculty mentors and address issues such as ACT/SAT test preparation for minority students, minority rural health issues and effective corporate communication strategies for cross-cultural consumer groups.

- The *University Fellows Experience* students have 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 economic development to healthcare quality improvement to educational preparation and performance enhancement. The University Fellows Experience also launched a deliberative dialog discussion group to directly discuss and resolve sensitive issues across a diverse range of cultural groups.

**j. College of Human Environmental Sciences (HES)**

All degree programs in HES include diversity in parts of the required coursework. Some examples include the following:

- The *Athletic Training Program*, as part of its yearly orientation program for incoming students hosts, “A Dialogue on Diversity.” Also, as part of the Athletic Training undergraduate program, at mid-semester and end of semester each student is evaluated on “Acceptance of Cultural Diversity.”
• *Marriage and Family Therapy (MFT)* curriculum has diversity issues as a key component. MFT participated in the healthy marriage initiative which promoted healthy marriages among African Americans.

• Its *Children's Program* is accredited by the National Association for the Education of Young Children (NAEYC), which requires that teaching staff have specialized course work, professional development training, or both “that prepares them to work with children and families of diverse races, cultures, and languages” and that efforts be made to hire a staff with the cultural and racial characteristics of the families served. The NAEYC criteria regarding curriculum requires teachers to work with the children to understand differences in race, culture, etc. among their friends.

• As part of the distance graduate program in Health Science, an elective course, “Diversity in Health Promotion Planning” is offered.

• A faculty member in Human Development and Family Studies worked with an undergraduate minority student to present research findings at UA’s Undergraduate Research Day, where the student received fifth place in the competition.

• Three research studies being conducted in the Dr. Maria Hernandez-Reif’s Pediatric Development Laboratory focus on diversity. One study addresses African-American women’s affinity to their race and whether it protects them against having low birth weight babies; another includes a diverse sample of children from West Alabama; and a third is investigating whether depression and living status is greater among African-American as compared to Caucasian pregnant women.

**k. School of Law**

The Dean of the Law School and his staff promote and communicate the Law School’s commitment to diversity throughout the academic year’s programming for students, faculty, and staff. 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, [http://provost.ua.edu/courses_final.pdf](http://provost.ua.edu/courses_final.pdf). Examples include courses on civil rights legislation, 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 seeks to include African Americans and other minorities as guest speakers, visiting faculty, lecturers, and participants at Law School functions. The most visible example of this effort during 2010-2011 was the lecture given by U.S. Attorney General Eric Holder at a celebration of the 50th anniversary of *To Kill a Mockingbird*. In April 2011, Kenneth Mack, an African-American legal historian at Harvard, delivered a lecture on the history of the civil rights lawyers’ movement in the 1930s. Chief Justice Robert French of Australia also delivered the school’s Albritton Lecture in Spring 2011. The Law School also hosted outstanding lecturers from leading law schools around the world, including Harvard, Georgetown, NYU, the University of Michigan, the University of Virginia, Northwestern University, and others. The Law School will host U.S. Supreme Court Justice John Paul Stevens in Fall 2011. These visits continue a long line of
presentations and classes by outstanding teachers and guests lecturers from diverse backgrounds.

The Law School’s commitment to diversity is reflected in the publications of its student-edited journals. The inaugural issue of the *Alabama Civil Rights and Civil Liberties Law Review*, addressing the theme “Have We Overcome?”, was published in May 2011, featuring a diverse group of contributing scholars and student editors. The *Alabama Civil Rights and Civil Liberties Law Review* also held a symposium at the Law School in Spring 2011 on the topic of the “Rotten Social Background” defense, which considers the place of economic deprivation in criminal justice. The distinguished and diverse participants in the Symposium have contributed papers which will form the basis for next year’s issue of the review. The *Law and Psychology Review* also held a symposium in Spring 2011 concerning the rights of the disabled and focusing on the landmark *Wyatt v. Stickney* litigation.

1. **Capstone College of Nursing (CCN)**

   Nursing courses continue to include content that enhances awareness and appreciation of cultural and individual diversity. This content is of critical importance for CCN graduates to be competent in providing care to diverse populations.

m. **School of Social Work**

   The School celebrates African-American Heritage Month with events throughout February, with a special emphasis on African-American heritage and a Heritage Day Celebration. For 2011, a MSW alumni, currently Deputy Director for Programs & Client Services with the Department of Youth Services, was invited to speak. His topic was “Desegregation: A Personal Perspective.” Following his presentation, the event concluded with a question and answer session with the audience composed of faculty, staff, and students.

   The School co-sponsored: 1) a March 1 workshop and lecture, *Beyond Diversity: Challenging Racism in an Age of Backlash* and *Between Barack and a Hard Place: Racism, Privilege, and Denial in the Age of Obama*, organized by the Department of Race and Gender; 2) a *Real Talk* event for Hispanic/Latino Heritage Month; 3) a campus visit by Mandy Carter, a leading African-American lesbian activist; and 4) three MSW students and one faculty member participated in a day-long *Sustained Dialog Training*, designed to enhance skills in facilitating intercultural dialog.

   Social Work held its first ever Women’s History Month lecture. Dr. Ethel Hall, Ph.D. alumni and the first African-American woman elected to the Alabama State Board of Education, spoke on her life experiences from poverty and racial discrimination to become a leading advocate for education in the State of Alabama.

   Social Work faculty review syllabi to ensure that diversity is stressed throughout the curricula. In addition, Social Work students complete their field education in different
settings providing experiences with diverse ethnic, racial, and gender staff and clients. Other service learning activities are included in several classes.

Although school policy charges all members of our School of Social Work community with respecting all persons, understanding diversity and difference, and behaving accordingly, one administrator has been designated with responsibilities in diversity issues; a faculty member as a mental health liaison; a standing faculty, staff, and student committee charged with promoting diversity; and a student organization devoted to diversity. These specific designations help to ensure that the necessary work is carried out to continuously implement the School’s efforts in the area of diversity and they also ensure that its efforts are visible, that the School cares enough about this issue to have created these roles.

The Undergraduate Social Work Organization (USWO) worked at McKenzie Courts public housing projects to provide two holiday-related educational and recreational activities for child and adolescent residents and their families. USWO also provided personal care boxes to the VA medical center nursing home patients.

The Social Work Association for Cultural Awareness (SWACA), a student organization that originated in the School of Social Work, but now includes students from other disciplines as well, provides a structure through which students exchange ideas, offer services, and develop programs in the interest of minority communities, and the community at large. Each year, SWACA members participate in the march in Selma, Alabama, commemorating Bloody Sunday. Additional activities have been sponsored by several of our student organizations, sometimes joining together for greater impact. Beginning in 2006, the School’s student organizations (SWACA, USWO, the Phi Alpha Honor Society, and the Doctoral Student Organization) joined with a UA organization, Mortar Board, to take part in the national Books for Africa literacy movement by collecting textbooks to help college-age students in countries across Africa. This year SWACA sponsored a viewing of the Emmitt Till documentary followed by a panel discussion about race relations.

North American Association for Christians in Social Work worked with the International Justice Mission (IJM) in fund raising endeavors for victims of the sex slave trade in Southeast Asia. They also participated in two campus-wide educational forums held jointly with IJM.

The Doctoral Student Organization (DSO) discussed and encouraged members to apply for appropriate programs/scholarships for students with minority backgrounds. At a DSO meeting, members went over the SREB application process for those interested in one DSO meeting. Also, they recruited students for the Tide Together mentoring program for students who are first generation college students or from diverse backgrounds. Four DSO members participated in that program.

The School enhances awareness and appreciation of cultural and individual diversity and better prepares the students for the global society through its faculty’s involvement internationally, and through a special program in cooperation with Shue Yan University in Hong Kong. The first-year MSW courses are offered at Shue Yan University in Hong Kong.
The cooperative agreement developed between Shue Yan and UA provides more master’s-level social workers in Hong Kong and it provides an opportunity for faculty to have an international experience. In addition, when the students come to Tuscaloosa for their second year, they and the Tuscaloosa students have an international experience.

The 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 Day; (b) consulting with search committees and with event chairs/committees to help them attend to diversity issues; and (c) coordinating the development and maintenance of a database of diversity-related activities and events. This past year, Diversity Committee members have been active with the UA Crossroads Network.

n. University Libraries

The Libraries participated in Black Heritage Month by developing and presenting for patron use a quiz on famous African-American Alabamians. There were also supportive exhibits, lectures and book talks on diverse cultural topics including the following:

- An exhibit was mounted in the Pearce Foyer of Gorgas Library of books and documents highlighting important persons and events in Civil Rights history in the State of Alabama.
- Portraits by African-American artist Harleston are showcased in the A. S. Williams Collection of Americana.
- A talk, signing and reception was held with Alabama author and UA graduate, Wayne Greenhaw, who wrote “Fighting the Devil in Dixie: How Civil Rights Activists took on the Ku Klux Klan in Alabama.”
- Dr. Trudier Harris discussed “Nightmares of Fear: Edward P. Jones’s Representation in The Known World of Blacks Owning Blacks during Slavery.”
- Mangala Krishnamurthy, reference librarian at Rodgers Science and Engineering Library, coordinates a coffee for international students, to orient them to the UA campus.

o. Army ROTC

- Cadet training and instruction at all four levels include lessons on diversity and how we must have respect for all people and the diverse backgrounds they may come from.
- All Cadets and ROTC Cadre receive required annual training dealing with equal opportunity policies prescribed by the Army and the University.
- All Cadets and Cadre receive training on how, as future leaders, to address issues of sexual harassment and sexual assault. Cadre receive additional training in Sexual
Harassment Assault Response and Prevention in accordance with existing US Army directives. Both classes of instruction go through scenario-based training as part of their instruction, using real-life situations that have occurred in the Army.

- Don’t Ask Don’t Tell repeal mandated a training course for all Cadets and Cadre to mitigate any issues in relation to the implementation of the new DOD policy.

p. Center for Academic Success & Student Support Services

The Center for Academic Success (CAS), formerly known as Center for Teaching and Learning and whose Interim Director identifies as multiethnic/multiracial, fosters an atmosphere that is conducive to cross and multicultural experiences. The work and achievements of students are celebrated in award presentations and social receptions conducted at least three times each year. These events are deemed to promote a sense of community, mutual respect and camaraderie.

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, CAS partnered with Alpha Kappa Alpha (AKA) Sorority to provide study hall space to 49 members during the spring semester of 2011. 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. Within this collaboration, AKA members were provided space in Osband Hall, Room 230 to study. Members were provided access to the computer lab and were also able to make individual tutorial appointments when needed. It is anticipated that due to the success of this partnership, the center will continue to provide space to Alpha Kappa Alpha.

CAS has developed content for a 2-hour academic course, BCE 101. This course, designed for first-year students, serves as an introduction to higher education and The University of Alabama in particular. Topics covered 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. For the 2010-2011 academic year a chapter on diversity was added to the text. This new chapter introduces students to the concepts of culture, diversity and social identity as they relate to college students and to the U.S. population in general. 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. Other exercises in the chapter require students to investigate their own personal identity as it relates to America’s dominant culture. Also included in the textbook is a chapter dealing with the history of UA with sections which tell the stories of the two integration attempts at UA including George Wallace’s famous stand in the schoolhouse door at Foster Auditorium and the protests that occurred following Atherine Lucy’s enrollment in 1955. All students enrolled in BCE 101 attend a visual presentation on the history of the University of Alabama where they learn of these important incidents from UA’s past.
Students who participate in the Student Support Services Program are offered a variety of event and program opportunities designed to assist them in learning more about and exploring the diverse nature of campus. Several cultural events and workshops sponsored by campus groups and organizations expose students to the cultural and individual diversity of the UA community. Events during the 2010-2011 academic year included:

- First Generation Students tailgating meet and greet.
- Mapping Beauty Art Exhibit (Claudia DeMonte's work deals with the roles of women in contemporary society).
- Dance Alabama! (featuring an array of genres and ethnic dance styles).
- The Miracle Worker (the story of the teachings of Annie Sullivan to a blind/deaf Helen Keller).
- Student Advisory Board (SSS Student Leadership Organization) and the SSS College Success Class met with diversity leader and Crossroads director, Dr. Beverly Hawk, to discuss diversity on UA’s campus and various ways to become involved.
- Take Back the Night sponsored by the Women’s Resource Center to support victims of sexual violence.
- Annual Fall Spectrum Showcase Concert to learn about musical diversity.

q. **Center for Materials for Information Technology (MINT)**

*REU Program.* In the summer of 2010, Center faculty and staff offered Research Experience for Undergraduates (REU) program for eight students, two of whom were supported by UA funds. Seven of the participants were women, five were African American. The Site also provided logistical support and activities for five students from the Alabama Education and Outreach Initiative REU program (all African American). Program activities included weekly research seminar and equipment demonstration series, a number of social activities (including a visit to the Westervelt Warner Museum of American Art), final report and oral presentation, and final program lunch for the participants. The social activities were done jointly with the REU program in Chemistry. The REU program for the summer of 2011 has 21 students enrolled, including three minority females. The total number of 21 is the highest enrollment for the past years.

*Nanoscience High School Internship Program.* Center faculty and staff again ran a very successful nine-week summer research program for high school students. In summer 2010 there were eight participants, two supported from UA funds. Program activities included hour long weekly background sessions on nanoscience, how to keep a notebook, preparing for the Intel and Seimens/Westinghouse science fair competitions and preparing a report and poster. The program included preparation and presentation of a poster on research activities.

Following a successful trial during the summer of 2009, internal funds were raised from stakeholders across the UA campus to carry out an enlarged pilot program during the summer of 2010 for a VISTA (Vertical Integration of Science and Technology in Alabama) Program. Local high school teachers Paige Spencer and Ria Evans, and Alabama Science in Motion specialist Amy Murphy were recruited to participate in the three week trial and paired with faculty from Departments of Chemistry, and Metallurgy and Materials.
Engineering. The three teacher/faculty/graduate student teams worked to develop inquiry based learning modules that met Alabama Course of Study (ALCOS) objectives. Experiments were developed in cell protein expression (meets ALCOS in natural sciences), ferrofluids (ALCOS physics) and nanoparticles (ALCOS chemistry). The three teams traveled to McWane Science Center at the end of the three weeks to test their experiments on two groups of science campers. A goal of the pilot was to develop longer term relationships with local high schools. The pilot has led to participating faculty working with a local high school science club, and a Science Café at Barnes and Noble. During the spring semester of 2011, the cell protein experiment was carried out with classes at Northridge High School, and the ferrofluids and nanoparticles experiments will be used on campus with visiting Northridge AP chemistry and physics classes. A report in the campus newspaper led to an invited article in Curriculum Leadership, which reports on education in Australasia.

Reaching out to other regional institutions, the MINT Center has initiated several research collaborations with the Center for Advanced Materials at Tuskegee University (T-CAM). One is a participant in the NSF Center for Excellence for Materials Research and Innovation (CEMRI), building on long-term relationships with participating MINT faculty, and a second on carbon nanotubes (CNT) for thermal management materials applications, is included as a Seed Project in this CEMRI proposal. T-CAM has unique equipment for the growth of CNT and related materials, and therefore, the collaboration with T-CAM offers an alternative approach to fabricate such materials. MINT Director Takao Suzuki is the Advisory Board member of the Center for Advanced Materials at Tuskegee University.

The NSF CEMRI mentioned above includes nine female faculty members of the total 33 members in its full proposal. The proposal includes an aggressive diversity plan over the next six years, including the enhancement of recruiting minority and female faculty members. Some of the ways to realize this goal are “Network for women program” and “APS-Site Visit Program.”

1. **Student Affairs**

The Division of Student Affairs developed its Strategic Diversity Plan to mirror the University’s plan, and consequently, a large component of its plan is to ensure that its activities and programs create and sustain an inviting, respectful and inclusive campus environment, preparing students for the global society in which they will live and work. The initiatives and programs discussed below, as well as the diversity training that is discussed in section 3 below, evidence an unwavering commitment by this division to the goals of the University’s Strategic Diversity Plan.

1. **The Blackburn Institute**, in November 2010, hosted the campus visit and related campus-wide forum for Dr. Condoleezza Rice. Along with the SGA, this group of student leaders supported the facilitation of governmental debates, which provided a diverse cross-section of student leaders to interface with candidates for statewide office. Blackburn Institute Advisory Board member, Bobbie Siegal, co-hosted an interactive seminar for the Blackburn undergraduate members regarding Privilege and Race known as “Understanding Each Other.” The Don and Barbara “Bobbie” Siegal Endowed Scholarship was established
by advisory board members, Don and Bobbie Siegal, in honor Dr. John L. Blackburn and Dr. Robert E. Witt. The scholarship is designed to recognize Blackburn Institute Students and Fellows with a demonstrated interest in and a concern for the promotion of cultural understanding. Priority of consideration shall be given to students actively participating in the Blackburn Institute who demonstrate leadership and a dedication to promoting diversity.

2. *The Career Center* collaborates with UA departments and corporate sponsors to provide students, alumni, and the UA community opportunities to learn about diversity in the workplace. Resources and information on its website address unique career concerns for underrepresented populations. The Sylvester Jones Leadership & Career Resource Center (jointly maintained by the Office of Student Involvement & Leadership and the Career Center) contains many books, handouts and other materials dedicated to boosting intercultural competency. Career Center consultants work closely with student organizations to present education programs related to their unique career planning needs. During the academic year of 2010-2011, the Career Center hosted events to help achieve those goals. Among these were:

- **Sponsoring Capstone International Coffee Hour**, both during the Fall and Spring semesters allowed members of the Career Center Staff to connect with students, faculty, and staff who are affiliated with the University’s international community to learn more about the Career Center and the services offered.
- Sponsored the visit of Ms. Mandy Carter, a renowned activist for social justice issues who worked in the Civil Rights movement and a finalist for the Nobel Peace Prize.
- Incorporate walk-ins hours in the Office of Disability Services, served to better engage students with disabilities in the career and professional development process. As a result, students from a typically underserved population will be better prepared with the necessary skill set upon graduation to succeed both in professional and post-graduate institutions.
- Collaborated with the Office of Disability Services in the first-ever visit to campus of the Federal Workforce Recruitment Program, which provides employment assistance to people with disabilities with federal agencies.
- Partnered with Women’s Resource Center to support the national Start Smart Pay Negotiation workshop to aide collegiate women learn the importance of salary negotiation and how to achieve equitable salary in relation to men; held during Women’s Pay Awareness Week.
- Served as a partner for Capstone Alliance’s Day of Silence.
- Helped sponsor the Black Faculty & Staff’s Annual African-American Honor’s Day Celebration during Honor’s Week 2011.
- Community Center continues to show its support to many of Crossroads initiatives through attendance and collaboration of its events and programs such as African-American Heritage Month, First Wednesdays, participation in Crimson is Culture Week, and LGBTQ Month activities including their Race and Gender Forum, and served as active exhibitors at Culture Fest 2011.
- Organization and Classroom Programming, allows staff to interact with diverse student groups throughout the academic year. Staff participated in
several discussions and workshops with minority organizations across campus and within the colleges such as Dining Etiquette, Minority Journalism Workshop, Career Fairs, and Black Faculty and Staff Honors Day Celebration.

3. The Community Service Center (CSC) established a Global Service Advocate position in its office to engage international students, as well as underrepresented minority American students in service, and has worked with the Black Student Union, Spectrum, and members of the International Students Association to create days of service for their student organizations.

4. The Counseling Center staff members worked collaboratively with other offices on programming. These initiatives included partnerships with Crossroads Community Center Program on 10/6/10 and Women’s Resource Center Take Back the Night March and Rally on 4/20/11.

5. The Office of Graduate Student Services (GSS) continues to coordinate a Student Affairs Graduate Assistant Training. During this training, issues of diversity and cultural competence are addressed. These students, in turn, work directly with undergraduate students and are able to impart knowledge into their experiences with student organizations, leadership experiences, and more. The Cultural Series is a program partnership that was adapted by GSS and the Department of Theatre and Dance. Twice a semester, tickets are provided to campus cultural events (typically a dance or play). This has been instrumental in broadening the reach of the arts to the graduate student population. The evening begins with a reception where students discuss the intricacies of the play with the play director. As many of the plays and events address some type of complex issue, the conversations have become great cultural exploration moments and have given students an opportunity to interact with people who are not a part of their academic college or program.

GSS hosts a Graduate Student Appreciation Week each year aimed at appreciating graduate students for their accomplishments and contributions. Through this event a conscious effort was made to promote the cultural arts through theatre, dance, and departmental socialization. Examples of some of these programs include Family Movie Night, Theatre and Dance events, Speed Dating, etc. GSS also promotes diversity through an educational workshop series. Speakers discuss effective communication, relationship building, and relationship capital. These events have touched on the various barriers in communication that relate to culture and ethnicity and prepare students to be equipped for the global workforce.

GSS has worked with the Graduate Student Association to expand the reach of its membership. A network has been established among the various organizations that service graduate students to promote unified efforts. For the past two years, GSA served as host of an off-campus resource fair to bring Tuscaloosa services to the graduate student community. This event reached international students, students with dependents, and others because of the variety of service areas that were represented. It gave students who need unique services the opportunity to interact with those areas on campus. In addition, the GSA has seen a
diverse student leadership and reached out to a variety of organizations to have representation from the various pockets of the graduate student community. GSS works with International Student Services to ensure that the international graduate student population is being reached. Regular updates and information are provided to IIS for distribution to students. A liaison program was recently created that will focus on creating connections between American graduate students and international graduate students. GSS has continued to co-sponsor events with surrounding schools between the African-American Graduate Student Associations of each respective school. This event came out of a need to create more connection among minority graduate students in the area. Through the newest program, System of Support, GSS has established a partnership with the Tide Together mentoring program sponsored by the Graduate School. Tide Together seeks to provide support for underrepresented minorities, women in STEM disciplines, and first-generation college students. This partnership has sought to provide a place for studying to mentor groups, as well as provide other graduate students with the opportunity to support effective studying and socialization among the graduate student population. In addition, another new program entitled Graduate Parent Support has been established and has been able to reach out to students with children and provide resources and services to meet their needs. GSS continues to support the efforts of International Student groups and the office of International Student Services. GSS hosted a variety of international coffee hour events, tailoring programming to international student populations, and provided ways to reach sub-populations of graduate students through intentional programming with Housing and Residential Communities.

6. The University Union (Ferguson Center and University Programs). Ferguson Center works diligently to provide programming that enhances awareness and appreciation of cultural and individual diversity. For the 2010-2011 academic year, Ferguson Center sponsored or collaborated on more than 30 events that supported this effort. In January, Ferguson Center teamed up with McKenzie Court Housing Authority to launch the Al's Pals mentorship program. Al's Pals mentors worked with 2nd and 3rd grade students as after-school tutors at the new McKenzie Court Community Center. The leadership program was centered on UA students developing math and reading curriculums for the 2nd and 3rd graders. As a part of African-American Heritage Month, Ferguson Center worked with a team of campus partners to host “Everyone Can Go To College.” This daylong event brought students from Martin Luther King Elementary School to campus to demonstrate how attending college is not only a possibility but something they should strive for in the future. In February, Ferguson Center partnered with The Campus Ministries Association to host the Laugh in Peace Comedy Show. The showcase used humor to encourage dialog among several religious faiths while also addressing different cultural myths. The stand-up show allowed audience members to actively engage in learning about different cultural perspectives. In April, Ferguson Center collaborated with the Intercultural Council (ICC) for the production of Crimson Culture. This event showcased diversity on campus and in the Tuscaloosa community through art, music, discussions, food and film. Crimson Culture celebrated the range of cultures that contribute to UA and gave a voice to the diverse experiences of the Capstone Community. From August 2010 to April 2011 Ferguson Center and various international organizations on campus hosted monthly International Expressions. These programs allowed international students to share their culture with each other and
other UA students. Events included Chinese Calligraphy, movie nights and traditional international games. These programs provided a space for students of all cultures to express themselves in a unique and diverse way.

In an effort to reach diverse populations on campus, The University Programs student board presented a wide variety of alternative programming. For example, to provide an open forum for students to engage in dialogue about various beliefs and to promote awareness of faiths represented on campus, they collaborated with the Dean of Students office and the Canterbury Chapel Student Organization to host the God and Grits Interfaith Meeting and Pancake Supper. University Programs also collaborated with several student organizations to host monthly Hot Topics sessions and forums to discuss various cultural issues that affect students on campus, such as racism, gender stereotyping, cyber-bullying and LGBTQ issues. University Programs also collaborated with Ferguson Center and Kentuck Museum to host On The Town: Kentuck Festival in October 2010. This event gave students the opportunity to attend the Kentuck Festival and experience a diverse representation of cultural arts from all over the state, through traditional and nontraditional art forms.

7. The Office of Greek Affairs New Member Institute held each Fall involves new members representing IFC, Panhellenic, NPHC and UGC. Learning outcomes include intercultural competence and assessment of the program over the last two years has indicated a number of positive learning outcomes associated with awareness of other cultures and comfort in talking to students of other races/ethnicities. The Office of Greek Affairs is partnering with the IFC and Panhellenic Councils, as well as the Assistant Dean of Students, to incorporate a Sustained Dialogue program to promote conversations about diversity. This program will be piloted with ten fraternities and sororities in Fall 2011. The Greek Leadership Summit featured multiple large group conversations with a diverse student population on topics that assist students in understanding the similarities and differences between historically African-American/multicultural fraternities and sororities and their traditionally Caucasian counterparts.

8. Housing and Residential Communities (HRC) offered diversity-themed programs, ranging from speakers series to poetry slams, to culture and dance events. HRC also partnered with many departments and divisions on campus to host campus-wide diversity programs for our campus community. Partners included Student Media, Arts and Sciences, The Union, the Women’s Resource Center, Campus Crossroads, Office of International Students, Creative Campus, and many other partners from the Tuscaloosa community. Diversity and inclusion is promoted and publicized by the Resident Advisor staff in the residence halls through bulletin boards and a wide range of awareness raising programs. Each resident hall community sponsored a campus-wide diversity program for 2010-11 academic year. The total number of diversity/multicultural programs implemented by Resident Advisors in the residence halls during the 2010-2011 academic year was 371. Diversity/multicultural programs were represented in one of the four activity types of HRC’s programming model. The Residential Community activity type sought to focus on recognition, acceptance, and appreciation for differences in people. This was established through an examination of value differences and their impact on personal attitudes and behaviors as well as the ability to see beyond one’s own experience to understand and
celebrate differences and similarities between the people within the community (floor, building, campus community). Specific programmatic efforts for the 2010-2011 academic year that HRC has sponsored (financially, advertising, etc.) and/or collaborated on include:

- **Mandy Carter event**: October 11, 2010 keynote address entitled “Justice or Just Us?” Mandy Carter is a self-described “out, southern, black, lesbian, social justice activist.” She has been working for over 40 years in multi-issue and multi-racial grassroots organizing.

- **Hispanic/Latino Heritage Month Block Party**: October 14, 2010, Celebrating Culture, Food, Dancing, and Festivities

- **Homecoming Step Show**: October 31, 2010

- **Billy Field’s play: Voice of the Voiceless**: November 3, 2010. The play was about history, civil rights, writing, journalism and the moral dilemma of choices: what’s true and what is not.

- **Tutwiler campus wide program**: November 8, 10, 11, 14, 2010 Beat Auburn, Beat Hunger: Learn about local hunger, Volunteer, Celebrate

- **UA NAACP Toy Ball**: December 2, 2010. This year's theme was, "A Crimson Serenade". In addition to the usual dinner, there was a special tribute to individuals, like Atherine Lucy Foster, Vivian Malone, James Hood, Cleophus Thomas, among others, who have paved the way for students at the University.

- **PixelCon gaming convention**: January 29, 2011. Gaming convention sponsored by ABXY and Creative Campus.

- **Sustained Dialogue with Crossroads Community Center**: February 5, 2011. Program gave students a way to have effective dialogue across cultures to build community.

- **Elect Her- UA Women Win**: February 12, 2011 WRC worked directly with the National AAUW and UA SGA to provide a program where women on campus received experience, knowledge, and support in running for office.

- **A Discussion on Race and Gender in Higher Education**: February 21, 2011. Rose Towers campus wide program. Included a viewing of the film Higher Learning followed by a panel discussion with UA faculty and students.

- **Race and Identity program**: February 22, 2011. The Bryce Lawn community RHA hosted a Race and Identity campus wide program led by faculty and staff from the University community.

- **LUNFAFEST**: March 24, 2011 Lunafest is a national film festival that showcases films by, for, and about women.

- **Sleep Out: Homelessness Awareness**: Community Service Center: March 30, 2011.

- **Hands on Tuscaloosa Service Day with Community Service Center**: April 8, 2011. Each year on Honors Day, classes are canceled so that students can take part in receptions for various honor societies. Since most of the activities on this day are targeted to juniors and seniors, this was developed to give freshmen and sophomore students the opportunity to take part in a meaningful community service experience on Honors Day.
• **Day of Silence**- April 15, 2011. The National Day of Silence raised awareness for harassment and bullying of LGBTQ persons. Student across the country took vows of silence for the day or part of the day to protest this harassment.

• **Crimson Culture with the Ferguson Center**- April 21, 2011

• **Lavender Graduation**- April 25, 2011. Lavender Graduations are held at colleges and universities throughout the country to honor the accomplishments of gay, lesbian, bisexual, transgender, queer and allied students. This year, plans were made to make this a vibrant part of the annual commencement traditions. Students honored at these events not only completed the academic requirements for a college degree but also endured the challenge of being among at-risk populations during their school years and were honored for that as much as for their papers, reports, and projects.

• **Blackout produced by Alpha Psi Omega**- April 2011. BLACKOUT was a student written play, produced, directed, designed, acted, and managed solely by students from Alpha Psi Omega – Gamma Gamma Cast. This play depicted the fear individuals have from not knowing what comes next and the relationships that form in the process. When living in a residence hall, there are many surprises an individual encounters; the same is true for the individuals in BLACKOUT. This play was an illustration of the fear of the future and what is to come, the unknown, much like the fear many students feel throughout the college experience. From the first day with a new roommate, to first classes, making friends to graduation and the job hunt, this play connected with nearly all students and faculty on campus about the fears of the future and failing.

• **Black Scholars Honors Day Program**- April 2011. Many of the students resided in UA Housing and those students were recognized for their academic achievements.

9. **Judicial Affairs** website uses inclusive language in its policies and procedures, with the Student Code of Conduct requiring students to “respect the dignity, rights and property of others.” Judicial Affairs staff annually attends conferences that teach and train the tenets of diversity and inclusion and promote best practices for an educational environment that encourages acceptance and diversity. The staff participated in Safe Zone training and Harbor training and decals are placed on office doors to notify visitors that the office is a safe environment for all who enter and will provide advocacy for the rights and inclusion of students with varying sexual identity and orientation. Staff members provide educational workshops and programming to promote the tenets in the University’s Capstone Creed to the University Community. The Capstone Creed requires students to “act with fairness, honesty and respect; foster individual and civic responsibility.”

10. **Office of the Assistant Dean of Students**. Through programming initiatives (Capstone Conversations and Sustained Dialogue), staff in Student Affairs are continuing to engage students in monthly conversations about campus issues around diversity. Various campus student leaders who represented a plethora of student organizations and cultures met with a number of administrators. All students were invited and encouraged to discuss issues
around diversity and campus climate. Students traveled to the Civil Rights Institute in Memphis, Tennessee.

11. The Office of New Student Programs promotes cultural diversity through the photographs in the office as well as in all student publications. Student workers also represent an array of cultural backgrounds. New Student Programs sponsored a number of events that demonstrate the university’s mission to diversity. Every month, the Office of New Student Programs hosted a Brown Bag lunch that allowed students the opportunity to engage with an expert on diversity. Through various programming initiatives, the Office of New Student Programs ensured that speakers represented various cultural backgrounds.

12. The Office of Parent Programs continues to monitor and ensure that printed and electronic materials including brochures, newsletters, Parent Guide, and Parent Calendar and Handbook reflect the vibrant and diverse UA community. Orientation sessions and resources have been developed to assist parents of first generation college students. An out-of-state parent guide has been developed for communication with this particular audience. Students who serve as Parent Program Ambassadors participate in the Safe Zone Training and Diversity Scenario Exercises, where participants are given scenarios and discuss the impact of diversity on the student body.

13. Office of Student Engagement. The Student Government Association worked with various constituent groups to overhaul the Block Seating procedures for seating student organizations in Bryant Denny Stadium. For the first time, traditionally black fraternities, Honors College Student Assembly and other organizations applied for and were seated within the student organizational section which fostered enhanced interaction among diverse students at athletic events. SGA proposed and subsequently passed an updated constitution which allows for increased checks and balances between branches and encourages broader participation at all levels for the student body.

14. The Office of Student Involvement and Leadership offers a variety of programs and services that are designed to engage students and enhance their co-curricular experience in an effort to impact retention of all students at UA. All programs and events sponsored by SIL include a diverse group of students who assist in advising, planning, and implementation of each effort. The newest initiatives are as follows:

- The grand opening of the SOURCE served to highlight SIL effort to provide an atmosphere for students and student leaders to engage in open dialog and collaborate on programs/events.
- The SOURCE started a Collaboration fund to provide funding for student organization events that collaborate on programming.
- The Black Student Union has formed a partnership with the National Alumni Association (NAA) through a joint membership program with FATE. The goal of this effort is to help African-American students learn the benefits of NAA and create opportunities for joint programs.
- SIL works closely with the African-American Alumni Network (AAAN) and NAA to reconnect African-American Alumni and current African-American
students through events such as the Homecoming tailgate and coordinating the AAAN Endowed Scholarship effort.

- SIL is working with Student Success Council, the University Union, Undergraduate Programs and Services Committee, and the SGA on the development of UA2 (the sophomore year experience) which will launch Fall 2011.
- SIL has developed a special outreach program geared toward engaging international students. The program will be an “Olympics” style event that will be a partnership between UA Recreation Center, Intramurals, ELI, and Capstone International Programs.
- SIL is partnering with 12 universities to facilitate the 4th Annual LGBT student leader’s conference to be held at Birmingham Southern College. This conference will bring together the largest number of universities ever from across Alabama, Mississippi, and Florida to build coalitions and to work on leadership development.
- Freshman Forum worked with the Office of Student Affairs Assessment and Planning to analyze student feedback to develop strategies to increase diversity within Freshman Forum. As a result Freshman Forum members work with Compass Courses, Black Faculty and Staff Association, Black Student Union, NAACP, NPHC, and ISA to ensure that they were getting their message out to diverse audiences through direct communication.
- Freshman Forum Campus Collaborations committee worked with International Students Association on FlavaFest for the 2011 year.
- Fall 2010, SIL enhanced Involvement Week with the addition of “Get Involved, Get Spiritual.” This event helped connect students to communities of faith in order to strengthen their community involvement, while also allowing students to engage in civil dialogue with other religious traditions to which they did not have previous access, or familiarity with. Over 23 different faith communities were represented at this event.
- SIL expanded the Cultivate program. Cultivate worked with BCE and FLC classes in order to give students a firsthand perspective on involvement on campus. Cultivate works with minority student populations and student organizations that represent minority populations to increase representation/involvement in organizations.
- This year SIL began working with a group of African-American first generation students on a project to track their first year experiences through a zine (self-published, self-edited) project providing one-on-one contact with each student and opportunities to get unfiltered feedback of programs and services offered by UA.

15. The Office of Student Media created new emerging leaders training program and added a diversity/understanding others session to that agenda. During student leader training conducted at the beginning of the fall semester, the university’s policies concerning discrimination and harassment are distributed and explained.
16. **University Recreation Center** offers a wide variety of classes, programs, sports, leisure activities and programs that are targeted towards the wide array of patrons of the facilities. Specific marketing to women and physically challenged/adaptive recreation training occurred in Outdoor Recreation. UREC student training has modules directly related to the appreciation and understanding of difference inherent in individuals. On-going training is covered on cultural and other diversity-related differences among all patrons and participants of University Recreation programs, services and facilities. Several UREC staff are Safe Harbor and Safe Zone Allies and act as advocates for the rights and inclusion of students with varying sexual identity and orientation. University Recreation student and professional staff are increasingly called upon to work with programs and special events that incorporate a wide variety of diversity cultural appreciations. An increasingly “global” audience of participants as well as skill levels and abilities allows these staff to better appreciate coordination and management of events with sensitivity to difference. Programming initiatives included:

- *International Coffee hour* sponsorship to promote programming initiatives.
- *Aponjo Dance Marathon*: April 16, 2011. This was a group that raised money and awareness for funding of arts programs in Africa.
- *Holiday Hustle 5k*: March 5, 2010. Sport Clubs partnered with the Bryant Community to organize the 5k that benefitted the Epilepsy Foundation.
- *BamaBike Program*: ongoing Program offers low-cost, bike rental program and is utilized predominantly by international students at UA.
- *Quidditch on the Quad*: November 14, 2010. Partnered with Creative Campus to host this unique experience for students. Over 40 teams participated in the event and promoted literacy through a book drive for children.
- *Graduate Student Night at the SRC*: October 22, 2011. Provided an evening of fun and games for graduate students and their families at the SRC. The event included; swimming, climbing wall, group exercise, food, games and a massage therapist.
- *Big Pink Volleyball*, October 10, 2010. Partnered with the Women’s Resource Center in a tournament to raise awareness and money for the Susan G. Komen Foundation.
- Hosting *CAMP Mosaic* at the SRC: July 18-23, 2011. This traditional day camp is open to Muslim children between the ages of 10-13 and is filled with activity, sports, pool time, arts and crafts, etc.
- *Afro-American Gospel Choir* sang the National Anthem at the AHSAA Swimming and Diving Championship, 12-4-2010.
- *Crossing Points* - Two students each semester at the SRC and AC participated in occupational skills program, September 2010-April 2011.
- Hosted “*Hands On Tuscaloosa*” luncheon at Outdoor Pool.
- *Community Service Projects Greensboro Habitat* - November 5, 2011, and *Relay for Life walk team* – April 5, 2011.
• Conducted at the Aquatic Center “Every Child a Swimmer” program with WSI candidates (4 local elementary schools, Sept. 2010 – April 2011):
• Alabama Institute for Deaf and Blind: Summer 2011. Host two students from AIDB in the Work Experience Program.

17. The Women’s Resource Center offered a number of programs and events to honor cultural diversity, which included:
• Hispanic Heritage Month events were held between the middle of September through mid-October. Events included Quinceanera, a film showing of Made in LA, and Latina Women Who Dared poster campaign.
• Native-American Heritage Month was honored through a public media campaign featuring notable Native-American women.
• African-American Heritage Month events were held in February. Events included the annual national African-American Read-In, a speaker presentation by Dr. Geraldine Bell: “The Quilts of Gee’s Bend,” the African-American Women Who Dared poster campaign, a trip to Gee’s Bend and Black Treasures area, and a book discussion of Leaving Gee’s Bend.
• In coordination with Capstone International, The Women’s Resource Center hosted an international coffee hour.
• Through New College, center staff teaches a “Social Action and Performance” course, NEW 310, which is open to all students. The course uses an interdisciplinary approach to the world of theatrical performance and explores the work of Augusto Boal and Theatre of the Oppressed model as a mechanism for social change. The course will train students to educate their peers through performance about interpersonal violence and contemporary issues of multiculturalism on campus. Students will use improvisation, participatory activities, readings, and assessments to engage in social action. Students are encouraged to participate in self-exploration with respect to the issues mentioned above as part of their trainings with these techniques. Students who participate in this course will become official members of the theatre troupe called Unscripted.
• In April, the WRC, Capstone Alliance, and Spectrum hosted Lavender Graduation to honor the accomplishments of gay, lesbian, bisexual, transgender, queer and allied students at UA.

3. Diversity, Anti-discrimination, Harassment & Other Training to Promote Inclusive Campus Environment

a) Website with Links to Policies: The Office of Equal Opportunity Programs continues to update its website, http://www.eop.ua.edu/, which contains UA’s equal opportunity, nondiscrimination and diversity statements, as well as UA’s harassment and anti-retaliation policy and list of designated harassment resource persons in each college and division. The EOP website also has links to assist individuals with disabilities.

b) EOP Training: The Office of Equal Opportunity Programs provided seven webinars to provide training to the campus on equal opportunity, prevention of illegal discrimination and harassment, and affirmative action/diversity. The training targeted designated EO
Coordinators in the various colleges and administrative units, as well as administrators, managers, supervisors and others responsible for implementation of UA’s equal opportunity and affirmative action policies. Webinars on equal opportunity/affirmative action, disability, and veterans outreach included the following sessions: 1) “ADA Standards – Overview of Title II and Title III Regulations, Part I”; 2) “Planning for the Transition and Beyond, and Using the Safe Harbors”; 3) “ADA Standards – Administrative Provisions; Accessible Routes; & Building Blocks”; 4) “ADA Standards – Common Space & Element Types and Communications”; 5) “ADA Standards – Toilets, Bathing, Kitchens, & Plumbing Elements”; 6) “ADA Standards – Specialized Rooms, Spaces & Elements Including Residential & Recreation”; 7) “Affirmative Action for the Savvy Employer: Staying Up-To-Date on the Changing OFCCP Landscape”; and 8) “Title IX: Responding to OCR’s New “Dear Colleague” Letter on Sexual Violence.”

c) On-line Harassment Tutorial: A primary training tool promoted by UA is its on-line illegal harassment training tutorial at http://training.newmedialearning.com/psh/ua/. New employees, including new faculty and new GTAs are encouraged to review this tutorial. A post-training test (score of 70 required for completion) is administered to assess understanding/mastery of the subject material, and monthly reports of test completions are provided by the training organization. Likewise, the Dean of the College of Arts and Sciences annually requests faculty and staff to review this tutorial. The College of Engineering continues to encourage new administrators (dean, associate deans, and department heads) to take this on-line harassment training. All new C&BA faculty are provided anti-discrimination and anti-harassment policy materials and asked to complete anti-harassment training. Likewise, managers in the College of Continuing Studies, Academic Outreach, are encouraged to participate in UA Staff training and development efforts that include diversity, anti-discrimination, and anti-harassment.

d) New Employees: For the past 25 years, the Graduate School has offered a two-day workshop for new Graduate Teaching Assistants, and the workshop includes a session on issues related to illegal harassment, retaliation, and accommodating students with disabilities. The Graduate School also offers an International Teaching Assistant Program each fall that helps international graduate assistants acclimate to instructional styles, techniques, and assessment procedures at UA. In addition, the Office for Academic Affairs sponsors a New Faculty Orientation each year, and information is provided on UA’s harassment and anti-retaliation policy. Instructors in the English Department also annually receive training on these topics.

e) Human Resources: Training and education offered through Human Resources during the 2010-2011 academic year covering diversity topics was provided using several formats:

- New Employee Orientation – Sexual Harassment training is provided; the harassment policy is distributed; the website location for the Preventing Harassment online tutorial is provided and the site is visited; services provided by the Office of Equal Opportunity Programs, Crossroads Community Center, Capstone International Programs, and the Women’s Resource Center are shared; letters from the President addressing Reaffirmation of Equal Opportunity Policy and Nondiscrimination Notice, Compliance with the Americans with Disabilities
Act, and the University of Alabama Statement on Diversity are distributed; and website locations for the Staff Handbook, HR Policy Manual, and HR Development course offerings are provided. HR continues to partner 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 and Retaliation.

- **New Management Orientation:** This offering continues to be available to new and current managers and supervisors addressing 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.

- **Leadership U:** This program continues and was expanded in Fall 2010. It is 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 Courses:** A listing of diversity related topics, as well as other offerings open to the campus was distributed monthly via HRD’s listserv, posted on Crimson Calendar/campus electronic calendar, HR’s website, in weekly paper issues of Dialog/faculty-staff newsletter, in Dialog Extra/weekly electronic newsletter, and by the HR Partners. Topic categories included, but were not limited to Legal Issues, Teamwork, Disability, Generational Issues/Age, Cultural Awareness, and Harassment. Effective February 1, 2010, employees gained access to HR Development’s new Online Registration System providing accessible online registration for courses, as well as an additional location posting campus-wide course offerings.

- **Professional Development:** UA Essentials for Management, a standard 3-day supervisor training program offered monthly, covers diversity topics and employment related laws and policies. This program, updated in January 2010, now includes an Employment Law online tutorial. The Professional Development Series, a five day training series designed for Office Professionals offered every semester, addresses diversity, teamwork, and legal matters. HR Development, 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.

- **HRD Training for Student Groups:** HRD delivers customized training for the Student Athletic Host/Hostesses on the topic of Harassment and Ethical/Legal Workplace Resources. An HRD 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. HRD provides Harassment training for the Aerospace Engineering Senior Seminar students, and HRD team members serve as presenters/hosts to student groups on an as-requested basis to deliver training, assist with workplace shadowing experiences, internships, etc.

- **Co-Sponsored Training & Diversity Training:** HR Development teams with the Office of Counsel and the Community Service Center to offer classes on Retaliation, Sexual Harassment, Interview Tactics and the Law, and Ethical
Decision Making. Additionally, a variety of webinars are co-sponsored with the Office of Equal Opportunity Programs. This past year, HRD partnered 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 and topics include UA Essentials for Management, Communication within Teams, and Conflict Resolution. HRD increased campus-wide training offerings of the course Dimensions of Diversity and provided customized training of this course to all employees in Auxiliary Services. HRD employees attended Tools for Surfacing Diversity – offsite training provided through the American Society for Training and Development and presented Generational Diversity at local and regional conferences. HRD co-sponsored a Sustained Dialogue event with Crossroads Community Center as part of African-American Heritage Month; co-sponsored Safe Harbor training in conjunction with the Women’s Resource Center; participated in forums and events as part of the Malone-Hood Plaza Dedication, and added Insight into Diversity as a resource magazine for the office and employees.

- **Internet Training**: Human Resources negotiated a contract for online training resources via SkillSoft, a learning management system for approximately 400 employees in Financial Affairs and Academic Affairs. Employees had access through December 2009 to courses, books, simulations including, but not limited to, diversity related topics. Effective February 1, 2010, Human Resources, in partnership with Academic Affairs, acquired online learning resources for all Faculty and Staff for Desktop Skills training. Additionally, some departments contracted through Human Resources for other SkillSoft online resources providing access to courses, books, and simulations including, but not limited to, diversity-related topics. Updates were made to the HR Development website including, but not limited to, providing direct links to: Equal Opportunity Programs, Harassment Training, Mental Health Education, Safe Zone Training and Education and Women’s Resource Center.

- **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.

- **Customized Training**: HR Development, on a regular basis, provided training requested by departments for full-time employees and student employees that included, but was not limited to, teamwork, harassment, and diversity.

- **Competency Initiative**: In 2010, HRD began integrating the Capstone Competency Initiative as part of New Employee Orientation and New Manager Orientation. Specifically, the Core Competencies – Adaptability and Flexibility, Collaboration/Building Relationships, Ethics and Integrity, Self-Development and Student-Customer Focused – are covered. HRD employees participated as a department in team training that addressed two of the core competencies – Ethics and Integrity and Collaboration and Building Relationships. In 2010, HRD began a Course Competency Mapping initiative mapping courses to the competencies they reinforce. This process involves 1) inviting the instructor’s
input on competencies the course reinforces; 2) having a HRD team member evaluate each course as an outside observer; 3) meeting as a group to come to a consensus about the competencies reinforced; and 4) determining what changes should be made to the course to support specific competencies.

f) Safe Zone Training: Various UA departments have participated in training provided by Capstone Alliance, UA’s professional organization for LGBTQ faculty, staff, and allies entitled UA SAFE Zone, including: The Career Center, Women’s Resource Center, Crossroads Community Center staff; staff members in the Office of New Student Programs and Parent Programs; the Community Director staff in Housing and Residential Communities; the Resident Advisor Staff and Resident Advisors; several UREC staff; staff members in Student Support Services and Office of Judicial Affairs, and individuals in academic departments. Decals are placed on office doors to notify visitors that those offices are a “Safe Zone” for all who enter and will provide advocacy for the rights and inclusion of students with varying sexual identity and orientation.

g) Office of the University Registrar: In the fall of 2007, OUR initiated an on-going, on-site staff development program which is founded on encouragement, enablement, and empowerment of each employee. This training was made possible with the help of the Office of Human Resources. Topics to date include Myers Briggs, diversity [Janice Palmer], conflict management, positive motivation, time management, stress management, Harbor Training, verbal communication, TQM, Who Moved My Cheese, Teamwork [Coach Nick Saban], Gatekeeper [Kerry Luke], Making Effective Communication Decisions in Digital World training, and Technology Etiquette [Gina Johnson]. The management team was also asked to read The Invisible Gorilla and Small Group and Team Communication. Following each read, multiple group discussions were facilitated by Dr. Tom Harris. A separate track was also developed which focuses on the University Student Information System, i.e., Banner. Such training serves to improve the quality of the workforce. It provides opportunities and new ideas to the entire staff on an equitable basis. In addition, the group/interactive approach to training serves to promote better intra-office communications, team building through positive interaction of the staff, and increased reflection, competency in understanding differences be it religion, social class, sexual orientation, race, ethnic group, or gender.

h) Division of Financial Affairs:
  • The Crimson Ride Transit system has demonstrated a commitment to persons with disabilities by providing transportation that is fully accessible. 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.
  • All Auxiliary Services employees took part in a training session on Diversity facilitated by Janice Palmer, HR Workforce Development Specialist. The session focused on giving participants an awareness, education, and appreciation of diversity and to demonstrate the importance of diversity to an organization.
• The Director of University Dining Services attended two webinars hosted by Construction Administration on new ADA regulations this year in order to ensure that dining services complies with all federal standards, both in new construction, and when renovating existing spaces.

• The Facilities and Grounds Department has promoted educational and training environments in the areas of diversity awareness, anti-discrimination and anti-harassment, and its Executive Director addresses harassment and discrimination policies twice a year in scheduled meetings. Examples include:
  • Managing Harassment in the Workplace: Provides guidance on the University’s Workplace Harassment Policies, provides roadmap for Supervisors/Managers to address incidents and complaints of workplace harassment and the negative effects that harassment and discrimination have on the workforce.
  • Workplace Harassment: Defines and gives examples of workplace harassment and discrimination and the procedures to avoid and respond to the problem. The training highlights the negative effects that harassment and discrimination have on the workforce.
  • Diversity and Inclusion: Provides awareness of differences and encourages employees to learn how to value and manage diversity in the workplace.
  • Managing a Multigenerational Workforce: provides awareness of and understanding of how generational diversity impacts the workplace and how best to interact, address and respond to motivation, communication, recruitments and conflict resolution.
  • Training Resources available within the department include: Diversity – Food for Thought; Managing Diversity Work; A Tale of “O”; Preventing Sexual Harassment in the Workplace; Sexual Harassment is Bad Business; Sexual Harassment: New Behaviors, New Issues; 12 Danger Zone Series for Supervisor; and Preventing Sexual Harassment Media Learning Tutorial.
  • Participation in the Facilities Custodial Service Department’s Career Ladder Training includes classes on Diversity, Teamwork, Conflict Resolution, Communication Skills and Group Dynamics.
  • Implementation of Facilities and Grounds monthly newsletter that is used to make employees aware of issues that are pertinent to their jobs, benefits and opportunities that impact them directly.
  • Support of Health and Wellness programs and encouraging employees to stay fit and healthy while providing meeting space and time from their schedules to attend Weight loss and Smoking Cessation programs provided by UA.
  • Training on the use of the Automated Electronic Defibrillator in order to assist in times of emergency.

• Construction Administration continually researches training topics to increase employee awareness on accessibility and diversity issues. Training sessions held this past year and co-sponsored with EOP office included 5 webinars on the new 2010 ADA standards.

i) The Division of Student Affairs has several training initiatives within the division that are described below:
• The Blackburn Institute continues to train its new Fellows using its revitalized Alabama 101 course to emphasize the need for community race relations and diversity appreciation.

• The Community Service Center provides diversity training to participants in its international travel and service opportunities, including an Alternative Interim Break trip.

• The Career Center staff is encouraged to and attends conferences that promote the importance of diversity in the workplace such as the Birmingham Diversity Summit.

• The Counseling Center invited a community professional to provide training to clinical staff on coming out issues with gay, lesbian and bisexual students. The Executive Director has sought consultation within the college mental health community and from the Center’s accrediting agency, the International Association of Counseling Services, Inc., in order to improve the recruitment and hiring of minority mental health professionals.

• Parent Programs Ambassadors participated in Diversity Scenario Exercises—participants were given scenarios and discussed the impact of diversity on the student body.

• The Office of Graduate Student Services continues to coordinate a Student Affairs Graduate Assistant Training where issues of diversity and cultural competence is addressed with Student Affairs graduate assistants, who work directly with undergraduate students and are able to impart knowledge into their experiences with student organizations, leadership experiences, and more.

• The Housing and Residential Communities staff provided diversity training sessions for Community Directors, Graduate Assistants, Office Managers, Resident Advisors, and Desk Assistants in Fall 2010 and Spring 2011. Community Directors received improved training in the Fall of 2010 and Spring of 2011 on understanding and programming for underrepresented student populations. Training included discussions of campus culture, "hot button" or sensitive issues surrounding diversity, as well as continuing Safe Zone training. Resident Advisors were given guidance regarding program development on topics surrounding diversity and self-discovery.

• The Women’s Resource Center staff provided numerous trainings to student groups on topics such as diversity and leadership, women’s self-defense, sexual harassment, and the intersection of gender. All staff members have completed Safe Zone training and training on violence against women, and staff participated in diversity programming, such as UA Safe Harbor training, which educates faculty and staff on how to best serve victims of violence against women (sexual assault, relationship violence and stalking). Those trained can then assist victims of sexual assault,
domestic abuse and dating violence. This past year, the Crossroads staff once again received this training.

In October, WRC partnered with the Gender and Race Studies department to present “Recovering Black Women’s Voices and Lives” Symposium, a program of innovative scholarship on African-American women in literature, history and public and private life. In February and early March, the WRC, Department of Communication Studies, the Department of Gender and Race Studies, and Capstone Alliance hosted a “Foster”ing Dialogue series, which seeks to actively ‘foster’ a continued exchange among students, faculty, and staff, especially those for whom the struggle for civil rights, equality, and justice continues. This series of events includes film screenings of Civil Rights history, African-American Heritage campus tours, panel and roundtable discussions, a counter-memorial workshop/event, student tributes, testimonials, and other venues for race-cognizant accounts of this institution’s relationship to historical and contemporary civil rights issues. Also in February and March, the WRC and Capstone Alliance offered two Safe Zone Brown Bags, which provide current Safe Zone allies the opportunity to expand their knowledge about LGBTQ issues after their initial training. The two sessions were titled “Lingo Lesson: Understanding How Language Empowers, Devalues, and Excludes” and “Harassment: What It Looks Like, How to Prevent It, Where to Report It”. The Lingo Lesson covered the most common words the LGBTQ community uses to self-identify, the most common words the LGBTQ community is offended by, and the most common ways that everyday language can exclude members of the LGBTQ community. The Harassment session provides a broader and inclusive workshop for people not usually affected by the Safe Zone program. The program is an in-depth look at harassment using video clips of University of Alabama students speaking about their personal experiences with harassment.

During January through May 2011, five Harbor Trainings were held for various departments on campus. The purpose of Harbor Training is to train staff and faculty members to serve as referral resources for victims of dating/domestic violence, sexual assault and stalking. Victims of these crimes are most often women, and victimization creates additional barriers which may hinder a person’s pursuit of a successful college experience. The WRC offers programming and services that empower women and encourage their equal participation in our university and community. By creating a network of trained allies and referral sources, student victims at The University of Alabama are more likely to receive the services that they need to successfully continue and complete their college careers.

- University Recreation staff attends national, regional and state professional association and related conferences and workshops. These workshops all teach and train on tenets of diversity and inclusion. Program and service specific areas are highlighted for best practices at better promoting an environment that encourages acceptance and diversity for a broader global perspective of the value of health and physical activity in overcoming discrimination and bias. The annual NIRSA Emerging Leaders Conference held in February at HBCUS across the country is a chance for professionals and students alike to recognize, understand and learn of
others differences and to promote a sense of unity of purpose in the profession and association. University Recreation has had regular attendance and high involvement in this event. On-going training towards inclusiveness, cultural sensitivity and diversity programming continues in staff meetings and other departmental interactions. Research with College of Education faculty continues with emphasis on inclusion and diversity assessments of programs, services, and facilities.

j) Crossroads Community Center: During this academic year, Crossroads staff continued their professional development in the field of intercultural communication and conflict resolution. The director participated in interfaith conferences sponsored by the Istanbul Center for Culture and Dialogue and the Alabama Faith Council, and the director is active in the international programs of the Fulbright Association and United Nations Association-USA Greater Birmingham Chapter. The assistant director completed an intensive internship with the Intercultural Communication Institute in Oregon and was recognized by ICI with a certificate in multicultural dialogue. The assistant director also participated in the National Outreach Scholarship Conference, demonstrating the crucial role that Community Engagement plays in the success of diversity programs on today’s college campuses. This intercultural training allows the work of Crossroads to continue to be shaped by prevailing theory in the field of intercultural communication and conflict resolution.

k) Intercollegiate Athletics: As staff and student-athletes work to achieve excellence in all of its endeavors, IA does so with respect for others regardless of gender, race 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 such programming conducted during the 2010-11 academic year are:

- August, 2010 – All student-athletes participated in a hazing seminar conducted by Travis Apgar, Associate Dean of Students at Cornell University and anti-hazing activist. The seminar exposed student-athletes to one person’s personal experiences and side effects of hazing and was illustrative of the kinds of activities that can be hazing.

- September, 2010 – All student-athletes attended a powerful presentation by Mark Sterner, who shared his personal experiences with excessive alcohol consumption and how the choices he made in his life negatively impacted not only his own life, but those of others.

- October, 2010 – All departmental staff members attended a sexual harassment seminar conducted by the Office of Legal Counsel. The seminar included a review of basic laws and University rules regarding harassment and a review of various resources available on campus for affected individuals. Staff members unable to attend the October, 2010 seminar attended a seminar in Spring, 2011.

- Spring, 2011 – student-athletes in several sports participated in the Branded a Leader (BAL) training program, which is designed to challenge students to think critically
and take responsibility for their social decisions and those of their teammates, to foster accountability for personal behavior and to create awareness and a greater understanding of the impact of personal decisions on one’s self and others. This program is directed by the National Consortium of Academics and Sports.

- The department’s sexual harassment resource officers attended two educational offerings provided by the University: April 20, 2011 - a virtual seminar entitled “Workplace Investigations: How to Do it Right!; May 5, 2011 – a virtual seminar entitled “Title IX: Responding to OCR’s New Dear Colleague Letter on Sexual Violence”.

**GOAL THREE**

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.

Among the 50 flagship institutions, UA currently ranks third in percentage of African-American faculty, third in percentage of African-American EEO-1 administrators, and seventh in percentage of African-American EEO-3 professional staff. Approximately 22% of UA’s faculty are minorities and internationals and 20% of UA’s staff are minorities. While proud of its success, 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.

1. **Efforts to Receive and Disseminate Information on Best Practices in Increasing Faculty and Staff Diversity**

   *Information about current practices & Knight settlement obligations:* Hiring for faculty and staff positions is now handled through an on-line system, and approvals are generally not obtained unless established protocols are followed. The Strategic Diversity Plan, Strategic Diversity Reports, and Knight Settlement are posted on the Provost’s website (http://provost.ua.edu/information/strategic-diversity-plan). Each spring, Deans and
Directors are advised to refer to the website to review the Plan and the prior year’s Strategic Diversity Report.

Provost Judy Bonner also sponsored several luncheons hosted by Dr. Jimmy Williams in 2010-11. They discussed several topics including identifying best practices for recruiting and retaining minority faculty; ensuring that faculty of color are aware of support for grant writing; providing support for mentoring programs; and consideration of a “grow your own” approach to diversifying the faculty.

**UAS Diversity Conference:** On November 8, 2010, the University of Alabama System hosted on the UAH campus its fourth annual statewide *Higher Education Diversity Enhancement Conference, “Best Practices for Identifying, Recruiting, Retaining, and Engaging Underrepresented Faculty, Staff and Students.”* The Provost encouraged academic units to attend, resulting in 16 representatives from numerous areas of UA, including Provost Bonner, the Vice President for Student Affairs and Vice Provost, The Vice President for Community Affairs, the Dean of the College of Arts & Sciences and two Assistant Deans in that College, the Assistant Dean of the Graduate School, the Director of the Center for Academic Success, the Director of Equal Opportunity Programs, and representatives from Office of Counsel, Human Resources, Engineering, Libraries, the College of Community Health Sciences, and the College of Human Environmental Sciences. The UA attendees interacted with over 105 other educators and administrators from across Alabama to discuss best practices. This year’s conference featured as keynote speaker, Dr. Lorenzo Esters, Vice President of the Association of Public Land Grant Universities (APLU), who is responsible for access and diversity programs in the Association. The conference also included a faculty panel on how the departmental faculty can help to enhance ethnic and racial diversity within the teaching and research faculty; a presentation on promoting an inclusive graduate community, featuring UA’s nationally-recognized peer mentoring program; a session by Dr. Marquita Davis, a UAB Graduate who currently serves as Commissioner of the Alabama Department of Children’s Affairs on her perspectives on diversity and inclusion as a former student; and breakout sessions addressing how to continue to make progress enhancing diversity and inclusion in faculty, staff and students at the conclusion of the *Knight-Sims v. Alabama* case. The conference concluded with a summary of the day’s insights from UA’s Vice President for Student Affairs, Dr. Mark Nelson.

**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 give all faculty search committees a copy of *Diversifying the Faculty: A Guidebook for Search Committees*. Also in the College of Education, all search committee chairs attend a training workshop conducted by the College dean, senior associate dean (African American), and affirmative action officer. The search committee is 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. The policy can be accessed at [http://education.ua.edu/wp-content/uploads/2010/05/nonniscrimpolicy.pdf](http://education.ua.edu/wp-content/uploads/2010/05/nonniscrimpolicy.pdf).

**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.” 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 Crossroads 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. As noted above, 16 UA representatives attended and participated in the University of Alabama System’s Fourth Annual Diversity Conference. Arts and Sciences recruited prospective faculty members at the Compact Conference for Faculty Diversity and the McKnight Fellows Conference in October of 2010, and attended and participated in the workshop, Strategies in Recruiting Minority Faculty Candidates, on May 19, 2011. Dr. Jimmy Williams also presented at the 2010 National Conference on Minority Recruitment, Retention and Diversity Enrichment in Las Vegas, Nevada in November 2010. An African-American faculty member in HES represented the Department of Health Science at multiple career, conferences and military and other recruitment outlets. Four faculty members from the Department of Human Development and Family Studies attended the International Society for Research in Child Development annual conference, where diversity was emphasized in sessions. The Chair of the Department of Health Science served as a principal
investigator on a research project designed to establish baseline data on the race and ethnicity of graduate students and faculty members in health education professional preparation programs. The project was funded by the Research Consortium of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). The findings from this research were presented as a poster session at the 2011 AAHPERD Convention. The title of the poster session was “Ethnic and Racial Diversity Among Faculty and Students in Professional Preparation Programs in Health Education.” The HES Associate Dean for Student Services attended several webinars offered by the EOP office and attended a workshop on Cultural Competency sponsored by the American Dietetic Association. Another HES faculty member attended the American Association of Marriage and Family Therapy where diversity was emphasized in sessions. Multiple HES faculty attended the Diversity Program hosted by the UA Graduate School.

**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), NADOHE, 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 Nondiscrimination 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.

2. **Initiatives to Recruit and Retain a Diverse Faculty and Staff**

   **a. Recruitment Strategies**

   *Inviting minorities to apply:* At a minimum, hiring officials post positions for which searches have been approved on UA’s Employment website, http://hr.ua.edu/employment/, (as well as their departmental websites) and encourage applications from members of underrepresented groups by including on their position advertisements reference to UA’s EEO statement (“The University of Alabama is an Equal Opportunity Affirmative Action Employer. Women and minorities are strongly encouraged to apply” or “The University of Alabama is an Equal Opportunity Affirmative Action education institution/employer,” or simply “Equal Opportunity/Affirmative Action Employer”). Some hiring departments expand upon that. For example, job notices sent from the UA Libraries include a cover letter that expresses UA’s commitment to developing a faculty that is racially, ethnically, culturally and socially diverse. In addition, deans encourage minority faculty in their academic units to share job announcements with any professional or social organizations to which they belong. Human Resources expends considerable time and energy training student supervisors on how to use the student job website to help them gain a diverse student applicant pool, and have offered training for all students on how to use the student job site and how to conduct an
effective job search. That office participated in the Scholarships, Societies and Services Event sponsored by the SGA’s First Year Council, which was attended by over 250 students with a large international student turn-out to learn about student employment services offered.

Developing recruitment plans: Additional efforts are made university-wide to encourage an effective recruitment plan. For example, a job search is not authorized until after the hiring area has developed a proposed recruitment plan, which includes a description of special efforts to identify minority and female candidates. The College of Arts and Sciences requires an even more detailed report of what efforts will be undertaken. Human Resources staff provide Behavioral Interview training and Creating Effective Recruitment Strategies training to educate hiring managers on how to reach a diverse applicant pool. Human Resources also reviews online application and recruitment system information and updates and brings into compliance based on the American with Disabilities Act/Vietnam Era Veteran’s Readjustment Assistance Act. That office also helps departments include appropriate language for hearing/sight impaired applicants. The EOP’s Affirmative Recruitment Resource (http://eop.ua.edu/resources.html) and almost two dozen Affirmative Action Officers serve as resources to assist departments in maintaining contact with female and minority organizations. For example, the Libraries’ Affirmative Action Officer meets with each search committee at the beginning of the search process and reviews affirmative action guidelines. In the College of Education, the Dean and Associate Dean meet with each search committee chair and not only emphasize the importance of attracting a diverse faculty, but provide a number of guidelines on how to accomplish that, using the book purchased by the Provost (“Diversifying the Faculty: A Guidebook for Search Committees,” Caroline Sotello Viernes Turner, 2002). In the Law School, the Dean has directed that each hiring committee for faculty and staff seek to ensure a diverse pool of candidates. They achieve this mandate through broad advertising, targeted communications, and the use of Internet sources.

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.

Wide-spread advertising: Human Resources advertises exempt staff recruitments in venues that will attract a diverse pool of qualified applicants, to include print publications, listservs, letters of announcement, meetings, etc. Most tenured and tenure-track faculty and senior level administrative positions are advertised nationally on several Internet sites and in generally available publications such as The Chronicle of Higher Education. UA continues to contract with Graystone Advertising Company to assist its colleges in creating attractive layouts for their job advertisements and placing ads in a variety of places. As an example, A&S continues to use Graystone Group Advertising Company, highereducationjobs.com, and Academic Careers (its Diversity Package) to assist in reaching a much more diverse population. UA continues to use the SREB’s on-line scholar directory to attempt to build a pool of minority applicants, and the Provost’s Office encourages the academic units to use this resource in their recruitments for faculty. Another resource UA subscribes to and the Provost’s Office encourages for minority applicants is the Minority Faculty Applicant Database, where all faculty job announcements can be posted. A&S advertised its faculty
positions in that database this year. Also, the Provost’s office purchased a subscription to Inside Higher Ed for unlimited posting for use in the recruitment for all faculty and staff positions under our new faculty online recruiting system; all faculty recruitments will be automatically posted on this site. Provost Judy Bonner purchased a half-page ad in *Diverse Issues of Higher Education* for African-American Heritage Month.

**Targeting outreach to minority groups:** UA advertises in a variety of publications targeting minority groups, solicits candidates from other minority professionals, and uses other strategies designed to cast as wide a net as possible to attract a diverse pool of qualified applicants. For example, outreach efforts for searches include:

- Notifying the SREB of faculty vacancies;
- A&S requiring departments to search the SREB Online Doctoral Students Directory, to which it subscribes;
- Purchasing advertisements in minority-targeted magazines, such as:
  - *Diverse Issues in Higher Education*
  - *The Journal of Blacks in Higher Education*
  - *The Hispanic Issues in Education*
  - *American Women in Science*
  - *Association for Women in Mathematics Newsletter*
  - *Birmingham Times*
- Advertising on targeted listservs and websites or sending materials to minority groups, such as:
  - *Black Caucus of the American Library Association, American Indian Library Association, Hispanic Association of Colleges and Universities, Association of Black Women in Higher Education, the National Black Graduate Student Association, Blacks in Higher Education*
  - *NATA Ethnic Diversity Advisory Council Listserv and the NATA Women and Athletic Training Listserv*
  - *McKnight Fellows Program*, which consists primarily of minority doctoral students, many of whom are searching for faculty positions, received link to A&S web listing of open faculty positions
  - *Council of National Psychological Associations for the Advancement of Ethnic Minority Issues (CNPAAEMI)*
- Sending notices to HBCUS (Human Resources sends weekly emails of job postings to HBCUs and BFSA);
- Notifying UA’s BFSA and other minority faculty members and professionals and encouraging them to share job announcements with any professional or social organizations to which they belong;
- Sending notices to UA’s Affirmative Action Coordinators;
- Sending notices to the 56 deans of library schools accredited by the American Library Association;
- All faculty and staff positions posted on insidehighered.com through a subscription paid for by the Provost;
- Electronic listings for the profession and a database, Future Black Faculty, to attempt to locate potential candidates;
For Financial Affairs positions, use of the Office of Student Media to place all recruitment classified ads for open positions. Examples include ads being placed in *The Tuscaloosa News* and *The Birmingham News*, and placed on Monster.com and Al.com to reach a broader and more diverse applicant pool; and

For Intercollegiate Athletics, vacant staff positions are also advertised on the NCAA website and sent to the National Association of Collegiate Women Athletics Administrators for their distribution.

**Personal Contacts:** In addition to the formal advertising initiatives, informal avenues are frequently used to attract a diverse candidate pool. Human Resources sends representatives to Shelton State Career Fair, ADMH Career Fairs (Partlow/Bryce) and Veterans Career Fair to gain a diversified applicant pool. To attract a diverse student applicant pool for student jobs, Human Resources participates in Get on Board Day, Student Involvement and Leadership Week, and Bama Bound Orientation sessions. In the College of Human Environmental Sciences, African-American alumni and faculty of doctoral programs are contacted and asked to share position announcements with colleagues, especially minority candidates. Taking advantage of personal contact, the College of Education regularly and systematically visits students and university representatives from the State’s two major public HBCUs. Further, the College has collaborative initiatives with Stillman College, which creates a positive presence on that campus and serves as a useful recruiting tool. The College of Education is very successful in recruiting graduate students from HBCUS into its doctoral programs. That college also encourages membership in the BFSA; the 2010-2012 BFSA President is a faculty member in the College.

As an example in a non-academic area, UA’s Chief of Police selects officers who represent a cross-section of the Police Department’s sworn workforce to be involved in recruiting efforts. These officers actively recruit potential employment candidates throughout West Alabama by traveling to other institutions and career or employment fairs to conduct presentations, distribute recruiting materials, and personally speak with potential applicants. All materials used, including display boards, PowerPoint presentations, and recruitment brochures, reflect the diversity of UA’s Police Department.

**Partnership with National Initiatives:** *The Law School* has provided 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 Law Teachers of Color Legal Scholarship conferences and supported the Southeast/Southwest Law Teachers of Color Legal Scholarship Conference, which provides networking and recruitment opportunities for minority law faculty. *The College of Education* is a member of the *Holmes Partnership*. Administrators and faculty attend Holmes conferences where opportunities are available to meet and interact with prospective faculty of color. *UA Libraries* continues 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 offer stipends to and secure employment relationships with identified M.L.S. students from underrepresented backgrounds. Member libraries participate by contributing $5,000 for each year of a two-year development period. The Initiative allows academic and research libraries to become more competitive in the recruitment of racially
and ethnically diverse professions. UA, as one of 51 other signature institutions, now has greater opportunities to hire librarians from underrepresented groups and to help mentor those librarians as they enter the library profession. These recruits are known as Spectrum Scholars and the Libraries HR Officer participates in the semi-annual Spectrum Scholars symposium during the American Library Association conferences. ARL maintains a database of position openings in ARL libraries and facilitates the pairing of stipend recipients with applicable job opportunities. Signature libraries may also encourage current staff members who are minorities to apply for these stipends as incentives to attend a graduate library school. A mailing list of minority librarians, established through the ARL Diversity Programs Office, is used to distribute job announcements to potential candidates. In 2001, the Black Caucus of the American Library Association established a website to post job announcements and UA’s Libraries utilize this on a regular basis.

**Diverse Search Committee:** Hiring officials are required to ensure diversity on search committees, and in compliance with the Knight settlement, African Americans serve on EEO-1 search committees and on faculty search committees when educationally sound and practicable. Staff in Human Resources and the Office of Academic Affairs help monitor compliance with this requirement, and HR reviews search committee members on exempt staff recruitments to encourage diversity. C&BA employs an African-American professor of Economics who serves as Assistant Dean and as a consultant for all faculty search committees. His specific duties include assisting the college in identifying and recruiting minority faculty and graduate students. In A&S, an African-American representative served on all search committees. In order not to overtax its African-American faculty, A&S’s Associate Dean for Multicultural Affairs was appointed to serve on several search committees. His role was to make sure the advertised positions were placed in outlets with a high minority readership and to review the applicant pools for diversity. The Libraries uses a list generated by the Black Faculty and Staff Association to obtain willing minority faculty search committee members. And several deans communicate to each search committee their expectation of obtaining a diverse pool of candidates. In the School of Social Work, the affirmative action coordinator and the Affirmative Action and Cultural Diversity Committee serve as consultants to the search committees. This year, members of search committees in Social Work were provided information, including on-line materials, regarding best practices in increasing faculty and staff diversity.

**Growing Your Own:** In response to the national nursing faculty shortage, the Capstone College of Nursing (CCN) continues to use a “grow your own” faculty plan, recruiting clinically competent master’s prepared nurses and encouraging them to return to school for their doctorate. CCN works with them to take advantage of financial assistance that may be available. For example, CCN has had two African-American faculty members take advantage of this assistance through successful applications for the Federal Faculty Loan Repayment Program. This program requires that the institution match federal funds to repay existing student loans. One has graduated with a Ph.D. in Nursing from Georgia State University and has accepted a tenure track position with CCN, where she is being mentored by its Director of Scholarly Affairs. She has competed successfully to be included in the federally funded Health Disparity Research Training Program and also received a Robert Wood Johnson Symposium Award on Health Disparities. The second has completed her
doctoral course work at the University of South Alabama and accepted a three-year contract position. Nursing has a Hispanic faculty member who is receiving assistance under a similar program and the College has agreed to provide matching funds for her as well.

An African-American doctoral student in HES’s Human Development and Family Studies received a position in The Graduate School where she directs the Tide Together mentoring program for underrepresented graduate students. In the College of Education, three black female graduate students who were mentored by College faculty completed their programs and have successfully transitioned into instructor positions. One completed her doctorate and is an instructor in the Department of Educational Studies in Psychology, Research, Methodology, and Counseling. The two others accepted positions at colleges within the State of Alabama.

Additional efforts to prepare students for faculty positions include an initiative in the MINT Center’s Diversity Plan (in collaboration with A&S and Engineering), which recruits promising minority research associates and grooms them for faculty positions. The UA Facilities and Grounds Departments have been working in conjunction with several campus offices and programs to increase and encourage disadvantaged and minority student’s participation in the completion of campus grounds landscape and facilities/grounds permit projects. The departments help in training and instruction of disadvantaged students in areas that will help them become self-supporting and employable by learning skills achieved while working alongside UA staff. As of result of this and other initiatives, these UA departments represent a wonderful cross-section of diverse cultures and backgrounds. This includes employment of Crossing Points participants, a program to train persons with disabilities how to work.

**Visiting Faculty:** Visiting faculty appointments during 2010-11 also reflect the Law School’s commitment to diversity and included leading Israeli legal scholars President Aharon Barak and Judge Elika Barak, Professor Sharon Hannes of Tel Aviv University, Professor Robin Fretwell Wilson of Washington and Lee University, and Professor Caryl Yzenbaard of Northern Kentucky University. Professor Susan Kuo, an Asian-American female, will serve as Visiting Associate Professor of Law in Fall 2011.

**b. Retention Strategies**

**Creating and sustaining a welcoming environment on the campus and in the community:** The initiatives and offices outlined above in the discussion of Goal Two assist with retaining a diverse campus community, including the retention of minorities.

**Mentoring:** In her effort to provide mentoring support, Provost Judy Bonner hosted the Fall 2010 untenured black faculty at a dinner to discuss the tenure pathway and issues related to it as part of a mentoring program. C&BA employs an African-American professor of Economics who serves as Assistant Dean and he helps counsel and mentors minority faculty to assist them in acclimating to UA and succeeding in their academic careers. Likewise, in Nursing, an African-American faculty member who serves on the search committee mentors new faculty members, helping them initiate their scholarly trajectory.
A&S’ Diversity Committee and its Associate Dean for Multicultural Affairs likewise assist in mentoring faculty. The College of Education also provides mentoring for all new faculty hires and they are encouraged to participate in grant writing and external funding workshops for the purpose of increasing their scholarly productivity, which positively impacts their applications for tenure and promotion. In addition, the Dean of the College of Education encourages membership in and supports college faculty in UA’s Black Faculty and Staff Association.

**Promotions:** The following underrepresented faculty will be promoted effective August 16, 2011. Dr. Shan Zhao in Mathematics will be promoted to Associate Professor; Dr. Dwight Edward Hooper in OB/GYN, College of Community Health Sciences, will be promoted to Professor; Dr. Jialai Wang in Civil, Construction and Environmental Engineering will be promoted to Associate Professor; Dr. Grace Soyon Lee in the School of Law will be promoted to Associate Professor; and Dr. Mangala Krishnamurthy in University Libraries will be promoted to Associate Professor.

**Leadership and Professional Development:** Between Fall 2003 and Fall 2008, UA has sponsored a Leadership Academy to provide a structured process for leadership development among faculty and staff. The Leadership Academy’s objective was to broaden participants’ understanding of leadership and UA, building the capacity for creating change, both within the institution and community. One of the workshops for each cohort was entitled “Race, Culture, and Conflict” and assisted participants in understanding race and culture issues. UA intentionally solicited a diverse group of participants: approximately 58% women and 22% minorities. In Spring 2008, the Leadership Program was downsized and restructured to provide a senior UA official as an individual mentor. Each mentor oversees an activity specific to the Fellow’s interests and aspirations as well as advises the fellow on managerial and organizational skills necessary on university campuses today. Provost Judy Bonner, based on recommendations from the Black Faculty & Staff Association, worked with Dr. Margaret King to implement a new and different leadership development program for middle managers at UA. As a result, The Leadership Academy collaborated with the College of Continuing Studies and the Office of Human Resources to launch UA’s Leadership University in the Fall of 2009. Leadership U is designed to provide leadership development and learning to members of management within the University of Alabama. Of the ten members of its Advisory Committee, two are African American. In the 2010-11 cohort of The Leadership University, two of the 15 Fellows are African American. For the 15 member 2011-12 class, one is African American and one is Asian. Of the three 2011-12 Fellows selected to represent The University of Alabama at the SECAC Academic Leadership Development Program, one is African American and one is Asian.

Finally, professional development, through UA’s tuition benefit (100% payment for up to 3 hours in-state tuition rate and 50% for all other hours taken), numerous management training programs available from Human Resources Development Office, and a variety of other workshops/conferences is encouraged and available to all.

**Travel and Research Support:** As part of A&S’ support offered to all faculty members, with the objective of retaining them, A&S encouraged its minority faculty to
attend seminars on teaching and research. Minority faculty members were encouraged to utilize the services of the College’s Teaching Fellows, to apply for participation in the grant writing workshop, and the workshop on creating Learning Outcomes for their courses. In addition, A&S provided financial assistance to five minority faculty members in five departments to provide support for the following: 1) Dr. Merinda Simmons, Department of Religious Studies, to attend and present a paper at the National Women’s Studies Association Conference, September 2010; 2) Professor Renee Wells, Department of English, to attend the Expanding the Circle: Creating an Inclusive Environment in Higher Education for LGBTQ Students and Studies Conference, October 2010; 3) Professor Cornelius Carter, Department of Theatre and Dance, for professional development, January 2011; 4) Dr. DoVeanna Fulton-Minor, Department of Gender and Race Studies, to present a paper at the Collegium for African-American Research Biennial Conference, April 2011; and 5) Dr. Catherine Roach, New College, to present papers at two Women’s Studies conferences, June 2011. Likewise, C&BA’s commitment to assisting minority faculty and staff in their professional development is reflected in its efforts to encourage and to stimulate success in scholarly research and publication by tenure-track faculty. Tenure-track C&BA minority faculty members apply for and receive summer research support.

The Department of Intercollegiate Athletics pays professional membership dues and coaches' association dues for any coach who desires to join professional organizations, including the Black Coaches' Association. In addition, the department pays for coaches to attend conventions and meetings of such organizations.

Publicizing accomplishments of diverse employees: To assist in its efforts to recruit and retain women and minorities and celebrate the diversity of the campus, UA is committed to publishing accolades of its diverse faculty/staff. A few examples of publicized accolades this past year include: UA History Professor John Giggie and undergraduate research assistant and history student Amber Baker, are working with Hunter Chapel AME Zion, one of Tuscaloosa’s oldest churches, to bring its role in the civil rights movement to light and to preserve and document its 143-year history in a book for future generations; Dr. David Beito, Professor of History at UA and Dr. Linda Beito, Associate Professor at Stillman, have co-written “Black Maverick: T.R.M. Howard’s Fight for Civil Rights and Economic Power” (Dr. Howard was a standout figure in the history of 20th century African Americans); Dr. Seongsin Margaret Kim, Assistant Professor of Electrical and Computer Engineering, was selected by National Science Foundation for a CAREER Award, one of NSF’s most prestigious recognition of top-performing young scientists who are beginning their careers; Dr. Yingyan Lou, Assistant Professor of Civil, Construction and Environmental Engineering, was awarded the Pikarsky Award for outstanding doctoral dissertation in science and technology by the Council of University Transportation Centers; Dr. Pam Foster, Assistant Professor in the College of Community Health Sciences is co-investigator with Dr. Susan Gaskins, Professor of Capstone College of Nursing, in a $100,000 federal grant to study the impact of disclosing an AIDS diagnosis on rural African-American men; Bethany Powe, a UA Admissions Counselor was featured in “I Work at UA” video series created by the broadcast division of University Relations; Dr. Shadi Martin, Assistant Professor in Social Work was named a 2009 Hartford Faculty Scholar by the Gerontological Society of America; Dr. Heather Pleasants, formerly Assistant Professor in the College of Education, was named
Community Education Director for CCBP; Dr. Viola L. Acoff, Professor of Metallurgical and Materials Engineering was named Department Chair of Metallurgical and Materials Engineering and was also selected to serve as Interim Chair of Chemical and Biological Sciences for the 2009-10 year; Dr. Lisa Hooper, Associate Professor, College of Education was selected in a campus-wide competition as a 2010 McNair Scholars Faculty Fellow; Dr. JoAnn Oliver, Assistant Professor of Nursing was appointed to the Editorial Advisory Board of the Journal of Cultural Diversity; and Dr. Priscilla Davis, Professor in Department of Communicative Disorders, was chosen to spend a month at Princeton University during the summer of 2010 as a part of the Educational Testing Services (ETS) Visiting Scholars Program.

**GOAL FOUR**

**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.*

A variety of university-wide and college-based initiatives are used to recruit and retain a diverse student body, and those are described in this discussion of Goal Four. Some of the more recent initiatives include input from the African-American Advisory Board to the Undergraduate Admissions Office, technology-based recruitment virtual college fairs, UA’s Peer Mentor Program and BFSA mentor program, the Coca Cola First Generation Scholars program, the Suder Foundation First Generation grant program, as well as several retention initiatives designed to identify at-risk students, to provide social and academic networks for new freshmen and their parents, and to provide small group living learning options. The Tide Early Alert program identifies students who are struggling academically. Retention is also enhanced by the programs and activities described in the discussion of Goal Two above. The recruitment and retention efforts described below in Admissions, Financial Aid, the Center for Academic Success, several academic units, Student Affairs and Intercollegiate Athletics, are likewise collectively assisting in UA’s efforts to enhance the diversity of its student body, preparing UA students to live and work in a global environment.

1. **University-wide Recruitment/Retention Initiatives**

   a. **Undergraduate Admissions Recruitment Efforts**

   - The University’s African-American Advisory Board to the Undergraduate Admissions Office consists of nine members (campus affiliated, locally and regionally located) and
serves as a “think tank” to help Undergraduate Admissions better recruit and successfully enroll African-American students.

• An Admissions Counselor (or the local Regional Recruiter) attended National Scholarship Service (NSS) college fairs in Birmingham, Montgomery, AL; Atlanta, GA; St. Louis, MO; Charlotte, NC; Houston, TX; Detroit, Auburn Hills, Ann Arbor, MI; Orlando, FL; and Richmond, VA. The goal of the National Scholarship Service is to assist students in gaining access to and graduate from America's postsecondary institutions.

• The Admissions Counselor for minority recruitment created an email campaign to remind African-American students of missing documents from their application file and reminded them of the steps necessary to become a UA student.

• Undergraduate Admissions participated in the Capstone Black Belt Entrepreneurship Camp 2010. An Admissions Counselor met with minority students from the Black Belt region of Alabama and discussed UA, the admissions process, scholarship opportunities, and campus life.

• UA continued participation in the Tom Joyner Virtual College Fair. The fair was promoted on-air via the Tom Joyner Morning Show (a predominantly African-American radio show), on-line on http://BlackAmericaWeb.com and www.TomJoynerCollegeFair.com. Also, the event was promoted by various marketing and social media opportunities (e.g. E-blasts, text messaging, Twitter, and Facebook) at back-to-school events throughout the African-American community.

• The Admissions Counselor for minority recruitment attended the National Partnership for Educational Access (NEPA) Conference in Atlanta, GA on April 28-30, 2011. NPEA is a young member association for organizations, programs, and institutions that are committed to educational access for underrepresented students. There were many organizations present with a main goal of providing students with all of the support necessary not only to make it to college but to also graduate. Workshops topics offered to attendees of the conference included: promoting college retention of at-risk students, internalized racism among young minority students, problems looming over the educational system and how it affects these under-represented students, and ideas for changes to improve the system.

• Increased UA’s presence in the community by participating in church college fairs, including the Flat Rock Baptist Church College Fair in Tallassee, AL, Greater Antioch Baptist Church Youth Advisory Committee in Ensley, AL, and New Bethlehem Baptist Church College Fair in Bessemer, AL. The New Bethlehem Baptist Church College Fair was held on January 20, 2011, in the church’s educational building. There were approximately 35-50 minority students and their families in attendance that had some interest in attending a higher institution of learning. This was a good opportunity to speak with some students that had only thought about attending Historically Black Colleges and Universities (HBCU’s) or smaller schools close to home. Students were
able to gain information about UA’s admissions requirements and realized that they did have a chance of gaining admittance to the university, contrary to their prior ideas. The Greater Antioch Youth Advisory Committee was held on March 26, 2011. This event was open to the youth of the church from 6th-12th grade, most of which were minority students. The purpose of the event was to share the importance of preparatory information from colleges and universities.

- Admissions Office worked with several of the local and out-of-state Greek organizations, such as Delta Sigma Theta. The Delta Sigma Theta Educational Empowerment Day was held on March 5, 2011 in Huntsville, AL. The Empowerment Day was an all day event that had several colleges and universities present to provide information to prospective minority students. Approximately 40-50 students and their families were present, the vast majority of which were sophomores in high school. The event also included a variety of workshops that encouraged students to continue their education and become productive citizens.

- Participated in the Sawyerville Project with UA’s School of Social Work. This one-day workshop focused on the college admissions process and information on UA for students from the Sawyerville area, specifically those interested in Social Work.

- Admissions staff members participated in CollegeWeekLive (November 3-4, 2010 and March 23-24, 2011; December 14, 2010 – International Day; February 3, 2011 – Transfer Day). CollegeWeekLive is a completely online college fair for minority students. Internet access is the only requirement. UA’s booth had 1,553 visitors over the four events. Overall, each event had between 30,000 and 45,000 attendees. All 50 US States (plus DC and Puerto Rico) were represented. Additionally, one of the Admission Counselors conducted a live video chat event in addition to the typically text-only chat format. Admissions staff enter the student contact information from the event into our communication tool, Talisma, and these students become prospective students.

- UA continues to partner with Hobson’s, an outside vendor, to assist with recruitment of African-American students. UA continues to use the medium that prospective students use – the internet. UA’s African-American outreach on the web has several components: Targeted advertising to Naviance African-American students users that are sophomores, juniors or seniors with at least a 3.0 GPA that reside in Alabama, Arizona, California, Colorado, Florida, Georgia, Hawaii, Illinois, Indiana, Maine, Missouri, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina and Texas. (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.)

- Admissions participated in the Rural Health Minority Summit on January 21-22, 2011. Staff met with minority students from rural areas interested in the medical field for a discussion on the admissions process, scholarship awards, UA campus life, and other student opportunities.
• Admissions Counselors and Scholarships staff created an email campaign for minority National Achievement/Semi-Finalists students to inform the students of scholarship packages available to them at UA. The email also provided general information about UA and the admissions process.

• The Admissions Counselor for minority recruitment participated in the Maggie Street Community Development Corporation’s 2nd Annual College Fair in Montgomery, AL on February 19, 2011. This college fair was open to students in middle school through high school. Composed of mainly minority students who were interested in attending college, UA had a table set up and students were able to obtain recruitment materials and ask questions about being a UA student. Students were able to discuss admissions requirements, as well as voice concerns about attending college. Student questions ranged from what majors UA offers to the diversity of the campus.

• The diversity publication for Undergraduate Admissions was updated based on recommendations from current minority students, faculty and staff, and the African-American Advisory Board members.

• Admissions continues a proactive recruitment of National Achievement Scholars in Alabama and out-of-state. National Achievement Finalists receive the following scholarship package: 4-years tuition (in-state or out-state value), 4-years on-campus housing only; $1000/year University National Achievement Scholarship for 4-years; one-time $2000 stipend for study abroad or summer research (after one year has been completed); and a laptop computer (if student registers for an orientation session by June 1st). Nineteen National Achievement Scholars enrolled at the university for Fall 2010.

• Undergraduate Admissions engaged Venture Scholars by following up with interested students and mailing them recruitment information. The Venture Scholars Program, by renewal of annual dues, is a national membership program designed to help underrepresented and first-generation college-bound students interested in pursuing math- and science-based careers link to information, resources, and opportunities that will help them successfully pursue their career goals.

b. UA Ambassadors to Recruit International Students

In an effort to increase UA’s international student population, Provost Bonner selected six outstanding UA professors to represent student-rich world regions. The Provost named the group the “UA Ambassadors” and charged them with evaluating recruitment techniques and strategies for designated countries as well as reviewing the admissions process for these students and all international students at the undergraduate level. These outstanding faculty are now deployed to help recruit foreign students while faculty are attending international conferences and meetings. The program continues to bring new, high quality students to UA as well as strengthened the admissions process for these and other international students. In addition, UA’s new “Global Studies Certificate Curriculum” is assisting with recruitment efforts.
c. Community College and Financial Initiatives

Community College and Need-based Aid Initiative: Two initiatives are helping UA enhance the socioeconomic diversity of its student body through recruiting and enrolling more junior college students. UA’s College of Education received a $1-million grant from the Jack Kent Cooke Foundation to help place high-achieving, low income community college students in four-year Alabama colleges. Funds from the grant are being used to place recent UA bachelor’s and master’s degree graduates in each community college to serve as College Transfer Advisors to help students with completing transfer admission applications, financial aid applications, and scholarship applications. As well, the advisors help students make informed decisions about transferring to four-year universities at the conclusion of their community college experience. This program assists all four-year colleges in Alabama improve the proportion of minority students as our resident College Transfer Advisors help students identify the best options for them. During 2010-2011, the Alabama College Transfer Advising Corps had three black Community College Transfer Advisers. Two were newly hired for this program year and the third was serving for her third and final year. Services provided by the program include transfer advising at three community colleges with large minority populations (Wallace-Selma, Gadsden State and Shelton State).

Building on this initiative, UA established its Alabama’s Promise Scholarship initiative to complement this important work. This need-based financial aid program guarantees financial aid covering tuition and fees for four semesters to community college transfers who are graduates of Alabama high schools, are age 25 or younger, have a 3.0 or better GPA, have a family income of $35,000 or less, and who qualify for a full Pell Grant. See http://scholarships.ua.edu/transfer/ala_promise.html for more information.

This scholarship program is in addition to the renewal of Coca-Cola First Generation Scholars program, initiated in Fall 2006, offering $5,000 scholarships to 12 students per year for four years who demonstrate financial need and are the first in his/her immediate family to attend college. Over four years, a total of 48 students will receive $20,000 in scholarships. The donation from the Coca-Cola Foundation also includes $40,000 for freshman prep classes and orientation. The Coca-Cola Foundation has renewed its commitment to this scholarship program for another four years with an additional $1 million gift.

UA is one of two universities selected to partner with The Suder Foundation as a part of their national pilot for first generation college students, First Scholars Program. Each student will receive a $5,000 scholarship, renewable each year for a total of four years. The mission of this program is to dramatically increase the graduation rates of first generation college students and the initial class of 24 will enter Fall 2011.

Office of Student Financial Aid. This office supported all student recruitment initiatives, when requested, by providing information on financial aid. This past year, the Office of Undergraduate Scholarship Support awarded from the Direct Student aid budget $508,352 in need-based scholarship dollars. Funds are awarded to first-year entering undergraduates who are Pell eligible, demonstrate federal need and have a high school GPA of at least 3.5 and to returning undergraduates who are Pell eligible, demonstrate federal need
and have a cumulative UA GPA of at least 3.0. In addition, UA participates in the Alabama Student Assistance Program and to date has spent $355,698 providing aid to 435 low income Alabama resident students. This office supports student recruitment initiatives by providing personnel to present information specifically on financial aid. It also made presentations to high school juniors for the College of Arts and Sciences Diversity Committee targeting students from black belt counties in Alabama. Other presentations continue to be made in the Black Belt region of Alabama. In addition, this office provides letters of support to a) Student Support Services for funding to participate in the U.S. Department of Education – funded TRIO program; b) Graduate Assistance in Areas of National Need Program (GAANN) (in which a representative from Financial Aid serves as liaison to ensure that eligible students are being served); and c) Ronald E. McNair Post Baccalaureate Achievement Program for McNair Scholars funding. The Director of Financial Aid serves as an advisory board member and participates in meetings and provides input. In addition, Student Financial Aid provided funding to hire two graduate assistants from the Federal Work Study program.

The Office of Student Financial Aid also provided assistance to the Creative Campus Initiative by supporting and assisting with identifying the hiring of two graduate students who qualify for need based financial aid and who are funded through the Federal Work Study Program. This office also 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 and by providing group discussion to assure appropriate application processing for Federal student need-based financial aid. Student Financial Aid also collaborated with the Dean of Students office to reach out to Foster Care and Homeless students to insure that their needs were being met by UA.

**Ethics & Social Responsibility Scholars:** An innovative scholarship sponsored by the Center for Ethics & Social Responsibility serves as a tool to attract talented, bright students to UA, with special attention given to candidates from diverse racial, socioeconomic, and geographic backgrounds. Scholars may use their $4,000 funding over four years toward study abroad programs, scholarly research that may involve travel, summer internships with organizations that address significant social needs or issues, and/or projects to support community initiatives. The project that each Scholar undertakes greatly deepens his or her own academic experience and fosters a personal commitment to society. See [http://cesr.ua.edu/programsandactivities/esscholar.html](http://cesr.ua.edu/programsandactivities/esscholar.html) for more information.

**LSAMP Funding for Bridge to Doctorate Program & Bama Grad Expo:** UA received approximately $1 million grant funding from the Alabama Louis Stokes Alliance for Minority Participation (LSAMP) for 12 college graduates to begin graduate study in Fall 2007 in science, engineering and mathematics at UA as part of a National Science Foundation-sponsored “Bridge to the Doctorate” two-year program. A UA African-American female professor of metallurgical engineering co-authored the successful grant proposal with the Vice President for Equity and Diversity at UAB. The program provides student participants with academic and professional mentoring and immersion in the professional life of their discipline through a mentoring program, seminars and workshops, and additional research and networking opportunities. Students continuing on to a doctoral
program in the sciences will be supported with research assistantships, teaching assistantships, and other graduate research fellowships. Ten Bridge to the Doctorate students enrolled in A&S and two in Engineering. Although the first program ended in August 2009, seven of these students stayed at UA to pursue their doctorate. In January 2010, UA was selected to host the 2010-2012 cohort of 12 students for this program. This selection was based on UA’s success with the first cohort. Because Dr. Acoff was successful in recruiting 13 students who met the criteria, Provost Judy Bonner agreed to provide support for the one additional student. The Alabama LSAMP Scholars/Bridge to the Doctorate Fellows Spring Research Conference was held April 10-11, 2011 in Montgomery, Alabama. Alabama State University was the host institution for this annual event of the 12 institution Alabama LSAMP Alliance. All 13 of UA’s Bridge to the Doctorate (BD) Fellows and two of the undergraduate LSAMP Scholars gave poster presentations on their various research projects. This competition consisted of students from all 12 of the institutions that make up the Alabama LSAMP Alliance. UA won five awards in the BD Division.

d. University-Wide Retention Initiatives of the Offices of Academic Affairs & Student Affairs

1) Inside UA, UA Family Connection, and Freshman Compass Courses

Efforts to further improve the freshman to sophomore retention rate included the continued expansion of the two web portals launched in Fall 2005 targeting freshman students and freshman parents: Inside UA (formerly UA Freshman Connection) and UA Family Connection. The web portals are dynamic and interactive sites that provide information and resources to guide first-year students and their parents through the freshman year. The program encourages engagement in the academic community and with each other. Through email outreach, the program automatically connects with students and parents and provides a real-time measure of engagement. An interactive component of the site can identify students with difficulties immediately. If a student or parent chooses not to visit the web portals, they still are connected through regular email contact.

Inside UA has now been incorporated into first-year academic courses. For example, this program is a supplemental instruction tool for the Freshman Compass courses. These courses focus on student success by helping first-year students acquire an orientation to the functions and resources of UA, adjust to the UA environment, establish relationships through interaction with faculty, advisors and other students, and develop essential academic skills. The interesting articles, engaging videos, and interactive assessments offered through Inside UA provide a dynamic platform for students to discuss and understand their transition to college. These Freshman Compass courses are available to all students; however, specific recruitment efforts are made to student populations identified as “at-risk.”

This program is unique in that UA has intentionally reached out to parents as active partners in their students’ academic success. Recent retention research finds that students who experience healthy parental involvement during their freshman year yield a higher retention rate. Nation-wide, colleges are reporting an elevated level of parental involvement and contact. The UA Family Connection program creates a natural extension of the
relationship started by the summer parent orientation program. Together with the recently expanded New Student and Parent Program Office discussed below, parents of UA students feel like they have information and that their input and involvement is valued.

2) New Student and Parent Program Office (NSPP)

The New Student and Parent Program Office (NSPP) addresses the needs of parents as well as all new student, traditional freshman and transfer students, and their families. The NSPP office facilitates the Week of Welcome, a week of social and educational programming for new students to welcome them to the campus community and help them transition to the academic culture. The parent program has expanded their scope and relationship with parents, understanding the changing nature of today’s college parent, to provide expanded orientation, a parent send off breakfast during move-in, as well as family weekend and the parents association. See http://parentorientation.ua.edu/ for more information.

Through this expanded NSPP, UA has developed a healthy level of involvement with UA parents in a medium that is manageable. UA uses the program to communicate grade information, special student services, housing re-contracting information, as well as information that helps parents support their first-year students. Parents have also used this tool to contact UA when they feel their son or daughter is having difficulties. UA staff follow up on the information and refer students to the academic and personal resources they need.

Overall, the dynamic nature of the program allows UA to keep in close communication with its freshman students and parents, in a medium that is comfortable and non-threatening, allowing UA to help them feel more connected to the University and providing them a resource for support.

3) Tide Early Alert Program & Midterm Grade Report

Several early alert and outreach programs are in place to intervene early in the semester with students who are experiencing academic difficulty. First, the Tide Early Alert Program reaches out and requests early identification by faculty and staff of students who are struggling in order to provide immediate intervention. Attempts are made to identify students who within the first six weeks of the semester have received a D/F on an assignment or test, had excessive absences, or exhibit behavior inconsistent with a successful student. Students identified meet with an appropriate staff member to develop strategies for academic recovery and receive continuous support and individualized attention. Second, a Midterm Grade Report has been implemented, requiring instructors of 100 and 200 level courses to submit midterm grades for all students in those courses by the sixth week of the fall and spring term. The midterm grade report is generated by the University Registrar and distributed to each college and the director of retention. Student services personnel in each college reach out to those students who have more than one C- at midterm time and work to provide the appropriate support service.
4) Living-Learning Communities, Freshman Learning Communities and Freshman Seminars

Another successful retention initiative is the Living-Learning Communities. These programs allow students to live in residence halls for the same cost, but to also have access to educational programs and classes exclusive to each Living-Learning Community. Each community is unique, with specific requirements and living arrangements. Students may request a living-learning community when they complete the online housing application. The communities include: Arts and Sciences Freshman Living-Learning Community in Parker-Adams Hall; Blount Undergraduate Initiative; Arts and Sciences Capstone Living-Learning Community in Harris Hall; Capstone Communication and Information Sciences Community in Harris Hall; Capstone Human and Environmental Sciences Community in Harris Hall; Capstone Nursing Community in Harris Hall; German House; Honors College; The Mallet Assembly; The Rotary House; Commerce And Business; and Engineering. New Living Learning Communities were added in the Fall of 2009 that address diversity of thought and action: the French House, an International Student Community, and an Arts and Society Community.

The Freshman Learning Communities (FLC) is another program that uses cohorts to approach the freshman year academic experience. The cohorts include six to twenty students per FLC. Students take at least two, and up to five, academic courses together, and a seminar taught by a full professor. The one-credit seminar topic ties the academic courses together. FLC’s are facilitated by faculty members, and no special housing is required.

Freshman Seminars, [http://provost.ua.edu/information/freshman-seminars/](http://provost.ua.edu/information/freshman-seminars/), are three-credit courses that feature special topics that often take an interdisciplinary approach to subject material. Seminars are designed to fulfill a core curriculum requirement while enhancing students’ academic and social development in addition to fostering critical thinking skills, independent research, expository writing, and in many cases, field experience.

5) Student Mentor Programs to Aid in Retention

Undergraduate Admissions partnered this past year with the Black Faculty and Staff Association to mentor African-American freshmen and transfer students. Approximately 700 students were assigned for mentoring. Provost Judy Bonner offered funds if the mentors entertained the students.

The UA Peer Mentoring program, [http://bama.ua.edu/~uapeer](http://bama.ua.edu/~uapeer), is coordinated by the Office of Student Involvement and sponsored by the UA Office of New Student and Parent Programs, Crossroads Community Center, and the Creative Campus Initiative. Each of these departments has a strong commitment to student success and to the development of a dynamic, inclusive community of student leaders. The goals of the peer mentoring program are to build community and facilitate the development of a support network for incoming students; to allow freshmen to learn from a UA upperclassman how to navigate UA systems and resources, articulate the experiences they desire from their time at UA, and to pursue those experiences with the help and support of peers. The program was restructured this year as the Cultivate Peer Mentor program. This program is a six week course (optional for
credit) that the mentors must complete before they are assigned to the class. Each student did a shorter version of Safe Zone training as well as diversity training that focused on intercultural communication and that articulates ideas about diversity. The group of mentors included 15 students of color as well as four first generation students, two international students, and student representation from every college on campus.

6) Center for Academic Success

The Center for Academic Success (CAS) is an academic support unit within the Division of Academic Affairs. The primary mission of CAS is the delivery of high quality academic support services to UA undergraduate students as a part of UA’s plan for academic excellence. The CAS engages in a number of collaborative initiatives with other units in the Division of Academic Affairs and the Divisions of Student Affairs and Financial Affairs. During the past ten years, the CAS has maintained oversight of the Undergraduate Student Success Council. A targeted goal of this Council is to support, develop and implement programs and services strategically designed to help students achieve academic success and thereby be retained at and graduate from UA.

In addition to regularly scheduled study skills and reading proficiency workshops, supplemental instruction sessions for many quantitative UA courses, and an appointment-based individual tutorial service, the CAS fosters collaborative relationships among faculty, academic departments, and other campus service units. All CAS programs and services are for the purpose of helping students enhance academic success. The CAS is committed to providing academic support services for academically gifted students, and for students who need to strengthen their academic performance.

Student Support Services (SSS) have been provided to UA students for more than thirty years and SSS grant funding to UA has exceeded $4.6 million. Since its inception, SSS has helped approximately 1,000 first generation and/or economically disadvantaged program participants successfully complete their degree. Each year, 200 eligible students participate in SSS. Eligibility is based on status as a first generation college student, one who is eligible for federal financial aid and/or having a registered disability. The goal of SSS is to assist students in the attainment of an undergraduate degree from UA.

7) Office of the University Registrar

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.
To this end, OUR first published its Strategic Plan in June, 2006 and has been updated each year thereafter. A copy of the OUR Strategic Plan has been posted on the web. The plan is centered on six goals. These include: (1) satisfy customer needs, (2) enable office personnel to excel, (3) import technology, (4) import continuous process improvement, (5) optimize use of available resources, and (6) operate/sustain a quality workspace environment. In order to accomplish these goals, OUR is committed to six core organizational values. These are: (1) purposeful – committed, in partnership with its constituents, to the educational mission, (2) open – committed to free expression with civility, (3) just – committed to equality of opportunity, (4) disciplined – committed to a shared outcome achieved through shared support, (5) caring – committed to the value of the individual, and (6) celebrative – committed to the affirmation of traditions and rituals, old and new.

2. Reports from Academic Units on Diversity Recruitment/Retention Efforts

The following paragraphs summarize some initiatives reported to Provost Bonner in her request for information on what academic units were doing to accomplish Goal Four.

a. Capstone International Center

The quality of UA’s 1,076 international students from 76 countries is ever increasing due to the growing worldwide recognition of the quality of studies offered at UA, the more demanding admission criteria, and the efforts of the UA Ambassadors noted above. Once students arrive, the Office of International Student and Scholar Services plays the most important role outside the academic classroom in making the international student’s time at UA both welcoming and successful, as well as in compliance with U.S. regulations. Before students even leave their home countries, they are given the opportunity to team with a resident UA mentor. Via e-mail, these friendships grow and questions can be answered expeditiously and from a student point of view. Once the international students arrive, they may join country-specific international student organizations led by a faculty member from the country or the more diverse International Student Organization composed of both American and International students. Conducting workshops in U.S. immigration compliance, income tax regulations, Optional and Curricular Training opportunities (internships within the educational experience), opportunities and regulations for part-time work, and job hunting, the Student-Scholars unit provides an array of services to make the international students’ time at UA a successful and enjoyable sojourn in academe.

There is also room for fun as well. Every Friday a coffee is held in 135 BB Comer where students and faculty, international and domestic, can gather to discuss the world’s events. Sponsored by various departments on campus, the coffee hours provide an ideal environment for domestic and international students to come together to learn more about each other as well as about the coffee hour sponsor units, which range from Housing to the Rec Center. Additional activities include picnics, trips to the Civil Rights Museum, trips to Atlanta and CNN, and other area locales.
Other ways in which UA strives to enrich the learning environment with regard to international students is through the support of international guest speakers, artists, and entertainers. Every year in the third week of November, UA celebrates *International Education Week*. This is a cooperative effort and brings various academic units throughout campus together to demonstrate an appreciation of other countries. Students, faculty, and community participate and visitors come from all over the state. This also gives UA’s international students the opportunity to showcase their countries, histories, and cultures. The *International Peer Advisory Council (IPAC)*, is composed of student mentors, who are trained on cross-cultural communication skills, orientation resources, leadership and the program’s expectations. These mentors assist with the international student orientation program, provide campus tours and introduce new international students to departmental and campus resources to help make the transition from their home country to UA as smooth as possible.

*Cooperative International Undergraduate Degree Program (CIUDP).* The Capstone International Center (CIC) and College of Commerce and Business Administration have implemented an undergraduate program for students from Ocean University of China. CIC is also looking for similar programs in other countries.

b. **Alabama International Trade Center (AITC)**

AITC staff and services are enriched by the participation of UA minority students in the Center’s international research activities. AITC contract and grants support UA graduate and undergraduate students through internships and assistantships. Students obtain practical experience conducting foreign market research and analysis on behalf of the Center’s small business clients.

c. **College of Arts & Sciences (A&S)**

The College’s commitment to the recruitment and retention of minority students continued to receive special attention during 2010-11. The College hosted Bama Grad Expo, November 2010 (a recruiting event which targeted McNair Scholars and underrepresented students). The College also assisted in creating the nation’s first college SREB chapter. In cooperation with the Office of Undergraduate Admissions, A&S’ Diversity Committee actively recruited minority undergraduate students from the Black Belt. This recruitment effort culminated in “Alabama Recruitment Day,” an event sponsored by the Diversity Committee in April 2011. High school juniors and seniors attended the event to learn about the admission process to college, applying for financial aid, and other related matters and approximately 150 high school students from the Black Belt attended.

Also this past academic year, A&S representatives attended and recruited graduate students at a number of conferences in which there was a large percentage of minority students in attendance. These included the: Compact Conference for Faculty Diversity (Oct. 10); Joint Annual Meeting of the National Institute of Science and Beta Kappa Chi Scientific Honor Society, March 2011; the National Black Graduate Student Conference, March 2011; and attended and participated in the workshop Recruiting Minority Graduate Students, June
A&S also purchased an ad to be placed in the 2011-12 Graduate Recruitment Diversity Brochure published by the Academic Network, Inc. The brochure will be circulated to career service officials at all minority-serving institutions including HBCUs, HSIs, and Tribal Colleges.

Associate Dean Jimmy Williams mentored the 2007-2009 Bridge to the Doctorate Fellows to the completion of their degrees. Six of the nine Fellows enrolled in Ph.D. programs and he assisted in recruiting 2010-2012 Bridge to the Doctorate Fellows. The College awarded three Dean’s Diversity Merit Awards as supplements to recruit minority and underrepresented graduate students.

During 2010-11, the College also addressed the retention of minority students. In prior years, the Associate Dean for Multicultural Affairs has met with the African-American faculty to discuss using undergraduate research as a way of retaining minority students. Also, A&S continues to encourage its minority students to reside in the Parker-Adams Living Learning Community (where research indicates social and academic success is higher) and to participate in the Freshman Learning Community Program (http://www.as.ua.edu/learningcommunities/freshman-learning-communities/). Also during 2010-11, the College provided support to minority students for a variety of purposes, including a student in the Department of Gender and Race Studies, (to attend and present a paper at the Disability in an Intersectional Lens conference); Tide Together Mentoring Program, a mentoring program for underrepresented graduate students (to pay for the lunches of two mentees and their mentor); a female student in the Department of History who applied for admission into their Ph.D program (to pay her Graduate School application and GRE fee); a Ph.D. student in the Department of Modern Languages and Classics (to present a paper at an international conference); a former Bridge to the Doctorate and SREB Fellow who is pursuing her doctorate in the Department of Chemistry (to attend and participate in the Junior Professional Development Faculty Conference, Compact Conference for Faculty Diversity); a student in the School of Music (scholarship recipient); a student in the Department of Gender and Race Studies (scholarship recipient and to pay his Graduate School application fee); a student in New College (in support of her research project presented at the First African Baptist Church). Finally, the College supported the Departments of Biological Sciences, Chemistry, and Mathematics applications for GAANN grants; each department received a GAANN grant, which is used in part to recruit minority graduate students.

d. Culverhouse College of Commerce and Business Administration (C&BA)

Diversity recruiting efforts of C&BA include:

- Student volunteers returned to their high school alma maters to discuss a business major with high school juniors and seniors. C&BA encourages all students to participate, with a particular emphasis on sending diverse student teams to high schools with high minority populations.
The Capstone Mentoring Information Systems Society (CMISS) conducts 3 mentoring sessions per week for Computer Science (CS) classes required in the MIS program. These classes have been a historic deterrent to the MIS program, with a significantly higher impact on the recruiting and retention of women and ethnic minorities. The CMISS mentoring sessions improve CS course completion and performance, thus reducing those giving up on the MIS major before enrolling in MIS 295.

The Young Entrepreneurial Program is sponsored during the summer with Bishop State Community College. Students from this program spend two days each summer on campus, with the UA-MIS program as their host. Students are provided a workshop environment to learn about business, careers and the value of a college degree.

Students from UA Culverhouse School of Accountancy joined students from more than 50 top universities at the Ernst & Young “Discover Tax” Program. This event is designed to expose minority students to the advantages of pursuing a career in tax.

The College introduced several new National Science Foundation-funded scholarships with preference given to students who are part of an underrepresented group within Information Systems, specifically women and ethnic minorities. The typical scholarship awards are $6,000 per year.

Students in C&BA organized the Capstone Minority Information Systems Society. CMISS is a student organization built upon the goal of increasing diversity in information systems and increasing the overall academic and social well-being of minority students through mentoring programs. CMISS hosts monthly activities and events geared towards recruiting and retaining underrepresented groups within the Management Information Systems program.

Professional development and social activities held by the Women in Information Technology (WIT) aim to motivate, inspire, and support women in information technology-related fields.

C&BA, in cooperation with the Center for Community-Based Partnerships, has also engaged in the following successful initiatives:

David Ford and Tommie Syx hosted the 2010 Capstone Entrepreneurship Camp, in Tuscaloosa in June 2010. Nine female African-American students, five male African-American students and one Hispanic student were among 20 total participants in the annual Capstone Entrepreneurship Camp aimed at entrepreneurship education and training exposure while experiencing a college campus setting. The Capstone Entrepreneurship Camp was again held June 5-9, 2011 with 30 participants, 65% African American, 5% Hispanic and 50% female.

The College hosted in Fall 2010 and Spring 2011 a Mentoring Project at Sunshine High School in Hale County. Fourteen African-American male student participants and 12 African-American male community members as volunteer advisors engaged in this
program to mentor high school students to graduate high school with exposure to cultural and academic enhancement opportunities, including two- and/or four-year college education goals.

- In August 2010, C&BA partnered with Hillcrest High School to sponsor Journey to Entrepreneurship Camp, in which nine special needs students explored entrepreneurship.

- Beginning in Fall 2010, C&BA provided technical assistance and to Hale County High School in working with an Agri-science classroom taught by David Skelton developing school-based enterprise. Approximately 15 minority students participated.

- The College assisted with the Latin American Youth Conference in Birmingham, September 17-18, 2010., in which 16 Hispanic high school students (11 males; 5 females) participated in a workshop focused on high school graduation, college attendance and career development (including entrepreneurship).

- C&BA offered a presentation for an Imagine Me program in Greene County, Fall 2010, in which 12 female African-American high school students were encouraged to appreciate cultural heritage and achieve education and career goals.

- In the Spring, Summer and Fall of 2011, C&BA is involved in the Mentoring and Workforce Development Project, in which 15-17 African-American male at-risk or minor offenders from Holt are participating in education and skills development workshop sessions with Rev. Joseph Davis and community organizations.

- In May 2011, C&BA offered a Workshop on Entrepreneurship, partnering with Aliceville High School (90-95% minority school population) and County Extension office to provide a session for 30-40 high school students.

- C&BA worked with Central High School in Tuscaloosa (primarily black high school) developing classroom presentation for high school students on addressing test taking anxiety with a goal of helping test score improvements.

- C&BA is developing a presentation with the Selma Chamber of Commerce to hold a series of "workshop sessions" for that area’s youth, with a focus on components of entrepreneurship and developing business plans and ideas.

At the undergraduate level, C&BA is able to leverage the resources of the Information Technology Workforce Resource Centers (IT-WoRCs), a partnership among UA and several Alabama HBCUS with the goal of providing a stream of technically competent workers into the state of Alabama’s workforce through statewide educational programming, with an emphasis on reaching underrepresented minorities. Toward this goal, IT-WoRCs in the past has sponsored regional and statewide Computing Olympiads, on-campus computing competitions with targeted recruiting of schools with high minority populations.
C&BA’s African-American faculty play an instrumental role in recruitment of minority students. Assistant Dean Gary Hoover engages in numerous one-on-one sessions with prospective students and has established a relationship with Dr. Gregory Price of Morehouse College to talk with students of his institution as well as with Spelman and Clark Atlanta University. In addition, each year for the past ten years, Dr. Hoover has participated as a lecturer in the Summer Minority Program of the American Economics Association. The mission of the AEA Summer Minority Program is to provide minority undergraduate students with knowledge and skills that will make them more competitive for admission and success in graduate programs in economics. Dr. Hoover attended the program himself as a student and his annual presentation provides another opportunity to recruit minority students to the graduate programs offered at UA.

Each year for the past several years, one or more faculty members from C&BA have attended the PhD Project Conference. Attending faculty represent all C&BA PhD programs at the conference, providing interested candidates from any discipline with information on C&BA programs. These faculty then return to the College and share information with the other PhD Program Coordinators. This past year, Dr. Tom Lopez from the School of Accountancy attended. Also, several C&BA doctoral students are very actively involved in the PhD Project, with some holding national offices. MGSB PhD Program Coordinators use the PhD Project and participate by: serving as officers (two management PhD students served in official roles this past year, as president and vice president of the PhD Project Management Doctoral Student Association); reviewing applications to the program; writing personal letters to each candidate that fits a profile, asking them to speak with representatives at the conference; searching out and meeting with candidates while attending the conference events; and following up after the conference to gauge candidate interest and, if appropriate, invite candidates to campus for interviews.

Now in its third year of activity, the Manderson Graduate School of Business Diversity Initiative continues to guide recruiting efforts, aiming to increase the diversity of our MBA student body while simultaneously moving yet another step forward in the academic quality of the student body. The McNair Scholars program continues to be part of this strategy, and this past year saw MGSB used the McNair Scholars database as a source of potential students. MGSB recruiters also attended the UA Graduate School Diversity Day, and met with the small number of students present who were interested in business. MGSB also nominated a very deserving candidate for a McNair Fellowship.

MGSB has also begun conversations with global firms, including P&G, Kellogg’s, Accenture, and others, to identify ways that these firms who look to UA for business talent can work with us to better achieve our mission to prepare excellent students, especially minority students. Currently, C&BA is reviewing plans to host an HBCU undergraduate case competition, inviting students from regional HBCUs to compete. This will build on recruiting efforts, provide more opportunities for this population of students, and better satisfy organizational partners.

Beyond the MGSB Diversity Initiative, students and faculty continue to attend national meetings of the National Black MBA Association and the National Society for
Hispanic MBAs. Students find participation in these organizations beneficial to their professional development. Faculty and staff continue to look for opportunities to help with recruiting and placement.

C&BA faculty member, Dr. David Hale, is a member of the Governor’s Blackbelt Taskforce and hosts the communications subcommittee meeting held monthly on campus. Undergraduate and master-level C&BA students have provided committee support and worked closely with students from Alabama State University and Alabama A&M.

Once again this year, C&BA provided support for the Minority Business Plan competition during Entrepreneurship Week and sponsored a chapter of the National Association of Black Accountants. The College also sponsors The Women’s Initiative to promote business careers and leadership skills development among female students. Twenty-five percent of the Steering Committee is minority students. This committee plays an important role in the strategic planning and promotion of events throughout the College.

Minority students are encouraged to apply for College-wide scholarships, scholarships offered within their chosen majors, and to seek all avenues of scholarship aid for which they qualify. A few of the many donor-created scholarship funds in C&BA specifically target underrepresented students, helping to maintain a level of diversity within the college that will enhance the education of all UA students and prepare C&BA students for the diversity they will encounter upon graduation. A new scholarship was established this year. In addition, the Culverhouse School of Accountancy seeks early identification of minority students with an interest in accounting and provides scholarship support for promising minority students and the School assists minority students in applying for scholarships provided by external organizations, such as those provided by the AICPA, the Hispanic Scholarship Fund, and the McNair Scholarships Program. The School of Accountancy also provided a new tutoring program, funded by Ernst & Young, for first generation college students taking intermediate accounting. Several majors, such as Health Care Management in which 25% of its majors are African-American or other minority students, have actively promoted student participation in minority-focused internship programs.

The School of Accountancy hosted the Accounting Career Awareness Program (ACAP). Professor Lisa McKinney, Executive Director and Program Coordinator, worked with The Alabama Society of CPAs and the National Association of Black Accountants to establish this program. The program is funded by: Ernst & Young, Deloitte, Alabama Power ($15,000 donation, largest sponsor), and Alabama Society of CPAs. This program brought 40 African-American rising seniors to campus for a week of workshops and competition for scholarships ($1,000 per student in the winning team). The students were carefully chosen by counselors as academically talented and driven students interested in accounting. They also brought in National Association of Black Accountants members from across the nation to speak.
e. **College of Community and Health Sciences (CCHS)**

CCHS’s primary mission is centered toward a first class medical teaching facility that specializes in producing physicians committed to meeting the primary care needs of Alabama, especially the rural parts of Alabama. The Community and Rural Medicine department is strategically geared toward recruiting rural and specifically minority students for its programs. The Rural Health Scholars program recruits students from underserved rural populations and provides them with activities in high school and college, placing them on track for medical school. Rural medicine programs include the Institute for Rural Health Research, Rural Medicine Clerkship, Rural Family Medicine Clerkship, Minority Rural Health Pipeline, Rural Health Scholars, Rural Medical Scholars and the newly initiated Tuscaloosa Experience in Rural Medicine (TERM). In addition to TERM, the College has partnered with or initiated rural clinic experiences for our residents. UA’s School of Medicine program in rural medicine was ranked 14th in the nation by *U.S. News and World Report’s* “America’s Best Graduate Schools for 2011.”

f. **College of Communication and Information Sciences (C&IS)**

*College Diversity Plan Accomplishments:* After faculty and staff unanimously approved the College’s Diversity Plan in January 2008, C&IS has frequently assessed its diversity efforts, specifically reviewing its progress with increasing the number of diverse students and building an enriched intellectual environment that promotes the investigation and expression of diverse ideas. The College is continuing to explore ways to recruit and retain minority students, including continuing to send representatives to college recruiting fairs that attracted a large number of minority students (i.e., National Association for College Admission Counseling and the National Scholarship Service NSSFNS college recruiting fair). The College will continue to use its Multicultural Journalism Workshop and ASPA workshops to recruit minority students. Rising seniors attending these 2011 programs will receive follow-up letters and at least one telephone call during the year. In addition, the College will continue its efforts to recruit minority graduate students by placing online ads with a link to a diversity-related listserv, visiting HBCUs, and attending national conferences attended by African-American and Hispanic journalists.

The College continues its efforts to identify at-risk students and the College’s advisors refer at-risk students to UA’s Center for Academic Success. In addition, students are advised to register for one of the study skills courses: BCE101, BPE110 or NEW 222. The College works with students enrolled in the Crimson Edge program, making sure that their first semester schedules are not beyond their intellectual capabilities and that subsequent problems are identified and remedied early. Such actions should improve retention and time to completion rates.

The College continues its efforts to make sure graduate and undergraduate minority students receive regional and national recognition for their academic excellence and contributions to the community. This year’s award-winning students include recognition by the American Advertising Federation of a Public Relations major and two Advertising majors to be among the nation’s most promising minority students in Advertising. This distinction
included an expense paid trip to New York and networking sessions with leading advertising professionals. A Communication Studies student won the 2010 Outstanding Graduate Student Award given by UA’s Graduate Student Association.

School of Library and Information Studies (SLIS) Initiatives. SLIS participates in and co-sponsors recruitment efforts for diverse student populations. Although statistical reports sometimes suggest that the only diversity that is evident in the unit is in the Ethnic/Racial category, it should be noted that SLIS has a very diverse student body and faculty when one considers the categories of diversity articulated in the ALA Standards for Accreditation: “age, ancestry, color, creed, disability, gender, individual life style, marital status, national origin, race, religion, sexual orientation, or veteran status.” In Fall 2010, approximately nine percent of SLIS’s graduate students were minorities. Endowed funds were used for four minority scholarships awarded by the School for Summer and Fall 2011 semesters. The ALFA project is seeking fellows who are other-abled for both DE and on-campus program options. The class that matriculated at SLIS in Fall 2010 included students ranging in age from 20 to 62, geographic diversity representing more than 30 states and foreign countries including Canada, Korea, and Japan; membership in the gay, lesbian, bisexual and transsexual communities; and political conservatives and radicals. Our students and alumni include former and current members of the armed services; students who have made a variety of lifestyle choices; representatives of almost all academic disciplines and former careers; and members of faiths representative of both progressive and conservative religious denominations. Other ableness among SLIS students is accommodated and respected. SLIS has objectives in its Working Plan to assure that the learning environment in the School welcomes diversity in all respects and makes every effort to support deserving graduate students who are members of underrepresented groups in library and information studies.

Diversity and cross-cultural communication in the curriculum. The most effective and socially responsible communication practitioners are those that appreciate their role and responsibilities in the global communication process. Although the College has not had the opportunity to assess diversity in its JMC curriculum, the data obtained from the National Survey of Student Engagement (NSSE) indicates that the College’s students are receiving diversity-related content in their classes. In the 2010 survey, 70 percent of the College’s seniors reported that they had included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussion or writing assignments. Additionally, 55 percent reported having serious conversations with students of a different race, ethnicity, religion or political perspective. These indicators are higher than the UA, SEC or Carnegie average.

The College’s Multicultural Journalism Workshop, funded by the Dow Jones Newspaper Fund, CIS, the Alabama Press Association and other media organizations, has been presented for the past 28 years. This program, in which approximately 20 students attend an all-expense paid workshop during the summer, encourages underrepresented groups to consider journalism as a career and helps increase enrollment of minorities in higher education in general and UA in particular. Another result of the MJW program is a dramatic increase in “quality” job placements of minority students in the journalism field from among UA graduates. In April 2011, the Multicultural Journalism Program (MJP) was
presented with the Journalism Education Association’s (JEA) 2011 Diversity Award, which recognizes leaders in promoting diversity in scholastic media and those working to break down walls across cultures.

Diversity, as well as developing ways for students to understand and appreciate a diverse and global society, are important elements of the C&IS curriculum. The College held its fourth annual Diversity Teaching workshop that focused on diversity in the curriculum and student learning. In addition, as noted in the discussion in Goal 2, the College continues to participate in University-sponsored programs and events directly related to promoting diversity and its faculty is actively engaged in diversity-related research topics. The College’s graduate faculty encourages and assists doctoral candidates to conduct research related to diversity in our global society. During the 2010-2011 academic year, students produced dissertations on race, source credibility, racial identity, sports identity and sports involvement; a study comparing the quality of Sepia Magazine’s journalistic and editorial practices to Ebony Magazine; an examination of communication practices of African-American women; and research on Hazel Brannon Smith, editor and publisher of the Lexington Advertiser who won a Pulitzer Prize in 1964 for “steadfast adherence to her editorial duties in the face of great pressure and opposition” segregationists.

In addition to formal programs sponsored by the Department of Journalism, faculty members also engage in diversity-related outreach to the community as individual endeavors. For example, Professor Rick Bragg gave numerous community talks throughout the region, and through Auburn University, he conducted Skype sessions in Spring 2011 with predominantly black rural high schools to give students a chance to ask questions about his books, which had been assigned in their history and English classes. He will continue this outreach in 2011-2012. Through his start-up nonprofit writing center for students in the Birmingham area, Lecturer Chip Brantley received a Kresge Arts in Birmingham grant to produce Woodlawn Stories, a nine-month community storytelling event that brought together current and former Woodlawn residents to create a common story that reaches across boundaries of race, age and socio-economics. Associate Professor George Daniels assumed the chairmanship in 2010 of the National Diversity Committee of the 8,000-member Society of Professional Journalists, the nation’s largest, most broad-based organization of journalists. In November 2010, Dr. Daniels moderated a citywide town meeting for the Tuscaloosa Race Relations Initiative on “Public Displays of Racism,” and in February and March 2011, facilitated a series of seven small-group action groups as part of the Initiative. Finally, the “Voices from the Black Belt” project produced by JN 491 was produced, printed and distributed as a service to the community of York, Alabama, to be used for community outreach. The work can be found at: http://voicesfromtheblackbelt.ua.edu/.

The Center for Public Television and Radio works with College faculty in recruiting and training a diverse group of students in all phases of television and radio production, from program development to production to broadcasting technology to administrative support and works diligently to recruit a diverse group of students. This year, CPT&R employed 18 students; 33 percent were non-white and 66 percent were female. Its Producer, Andrew Grace, is one of two primary instructors for UA’s “Documenting Justice Project.” By its nature, the two-semester course covers a full spectrum of diversity-related issues and
culminates in a public screening of the students’ work. Other CPT&R staff are involved in this project throughout the year, providing training and professional feedback for the students. In addition, as adjunct faculty, routinely CPT&R staff includes books, articles, films and other media that focus on issues relevant to diversity. Dwight Cammeron’s documentary class includes a variety of non-fiction films exploring a wide range of ethnic, gender, socioeconomic, and lifestyle issues. Elizabeth Brock’s class on media programming includes analysis of gender and race in television programming, as well as the history and development of non-traditional cable networks.

Alabama Public Radio offers listeners throughout much of Alabama a diverse schedule of national and local news, as well as music and entertainment. The recipient of a second Edward R. Murrow Award for “Overall Excellence,” this year for APR’s multi-part series, Aids in Alabama, APR also received, for the first time, a National UNITY Award from the Radio and Television Digital News Association (RTNDA). This award honors outstanding achievements in the coverage of diversity and is part of the covenant the association has adopted with UNITY: Journalists of Color, to achieve diversity in the newsroom through developing news content and editorial staffs that reflect the changing face of communities. The purpose of the award is to encourage and showcase journalistic excellence in covering issues of race and ethnicity. It is presented annually to news organizations that show an ongoing commitment to covering the diversity of the communities they serve.

g. **College of Continuing Studies**

The Osher Lifelong Learning Institute promotes the diversity of UA enrollment by encouraging seniors to participate in various learning formats. This year a partnership with Shelton State was begun. Classes will be held on both Shelton State campuses. OLLI steering group members expect that holding classes at the Fredd Campus will increase participation of minority seniors in the community.

h. **College of Education**

The College of Education has initiated or supports a number of programs that enrich the learning environment for underrepresented minority students. The College’s grant from the Jack Kent Cooke Foundation, discussed previously, helps the entire state of Alabama attract a more diverse college population. The College has a total of seven faculty members who currently serve or have served as McNair mentors, helping students not only in Education, but in other colleges as well, including C&BA and A&S. Alabama’s Holmes Scholars Program is part of the national Holmes Partnership, which prepares underrepresented students for the professoriate at research universities. For several years, the College has sponsored two Holmes Scholars, both of whom are African-American doctoral students, who participate in school partnerships and school-based research studies, present results at national meetings, and when possible, teach undergraduate classes. Finally, the College has been awarded an $800,000 federal grant titled “Transforming Elementary Educators into Advocates, Change Agents, and Highly Qualified Special Educators” (TEEACH) to provide a master’s degree program in special education for 30 current elementary school teachers in 13 West Alabama counties. This diverse group of educators...
will not only increase the number of minority special educators in the West Alabama region, but will address the statewide shortage of special educators.

The College is also having an impact at the highest levels of leadership in the school systems of Alabama through the Alabama Superintendents’ Academy. The mission of the Academy is to develop the leadership, planning, and decision-making skills needed by results-oriented leaders while creating a diverse pool of applicants ready to assume system-wide leadership positions. A substantial percentage of the students in each class are African American. This program provides at least six multiple-day sessions that encompass curriculum, finance, school law, diversity, leadership, public relations, and other relevant topics.

The College is committed to recruiting and graduating diverse students using several mechanisms. Efforts to attract candidates of color are consistent with its Overall Recruitment Plan (http://education.ua.edu/wp-content/uploads/2010/05/recruit.pdf). College faculty and staff interact regularly with minority student organizations and student leaders. Additionally, the College serves in leadership roles in faculty/staff organizations that address campus climate and human relation concerns including the Human Relations Council, The Black Faculty and Staff Association, and the Coalition for Diversity Initiatives. This visibility with student and professional organizations has been instrumental in developing important linkages with minority students seeking additional educational opportunity and mentoring. There are currently three Southern Regional Education Board (SREB) scholars in the College who are working specifically with faculty mentors during their doctoral programs.

The College of Education has provided educational opportunities to American-sponsored overseas schools through the Office of International Programs since 1966. Since its beginning, the International Programs in the College of Education has contributed to this effort by providing qualified students an affordable opportunity to continue their studies abroad and become successful educators. Programs have included on-site courses for professional development and graduate credit, graduate degree programs, fieldwork, technical services, and consultation. Thousands of teachers and administrators at locations across the globe have earned graduate degrees through this program. Benefits of enrollment include career advancement, professional growth, higher salaries, meeting SACS requirements for accreditation, expansion of networking, and great opportunities of getting an assistantship during study. The College offers both degree programs and a Post Baccalaureate Certificate program. Among the current sites are the following: Mexico City, Mexico; Bucaramanga, Colombia; Asuncion, Paraguay; Bogota, Colombia; and Campinas, Brazil.

i. College of Engineering

The College of Engineering engages in a number of initiatives to recruit and retain a diverse group of students and to ensure that students obtain the broad education necessary for engineering graduates to function in a global society.
Dual Degree Program with UWAL. As part of its efforts to increase minority enrollment, the College of Engineering has established a dual-degree program with the University of West Alabama in Livingston. Students participating in the program will 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% minorities.

Recruitment materials sensitive to diversity: Efforts are made to ensure that every piece of promotional material produced in the College is sensitive to diversity issues. These promotional materials stress the fact that an excellent engineering education can be obtained at a diverse liberal arts university. The College has purchased a full-page ad in the National Society of Black Engineers’ Central Alabama Section banquet booklet highlighting the College’s diverse students.

The Multicultural Engineering Program (MEP) 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. The Director of the MEP, Mr. Greg Singleton, is involved in 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. Mr. Singleton 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. Space was identified in H.M. Comer Hall for MEP to conduct its activities and when the newly renovated location for the MEP opened, participation in MEP activities and utilization of MEP resources improved substantially. Minority students use the area to meet and to help each other through the rigorous engineering curriculum with one-on-one and group tutoring sessions. The MEP area also provides a space for mentoring of the participants.

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. Specific funding for the UA SITE Summer Program was received from the Council of Partners. Over the last few years, SITE has averaged approximately 25% minority participation. Further, the College has provided scholarship support for students from Sumter County (a Black Belt county) to attend SITE.

As the College strives to increase the size of its graduate research programs, it has remained cognizant of the need to maintain and increase the diversity of its graduate student body. For example, the College partnered with A&S to conduct the Bama Grad Expo – 2010, a recruiting weekend that placed special emphasis on exposing students from smaller, regional colleges and universities to the value of graduate education in the sciences and engineering. In addition, the College has received a GAANN (Graduate Assistance in Areas of National Need) award from the U.S. Department of Education, which explicitly recognizes the need to develop a diverse workforce in the subject area (Energy Conversion for
Sustainable Environment) and has reinforced the College’s efforts to recruit and train a diverse graduate student body.

Funding agencies have long recognized the need to promote, to the extent allowed by law, development of research programs that recruit, educate, and train a diverse postgraduate workforce. Funded research programs in the College place special emphasis on recruiting graduate students from a wide variety of backgrounds. A particular example is the NSF funded project, “Introducing Science Faculty from Historically Black Colleges and Universities to Materials Science and Engineering.” The co-principal investigators for this project are Drs. Viola Acoff and Mark Weaver, both African-American faculty in the College. This intensive Summer program brings faculty from a broad range of HBCU’s to the University and allows them to interact with many University faculty; it serves as a valuable training program for both the HBCU and UA faculty and as a recruiting source for a diverse pool of potential graduate students.

As reflected below, Engineering students recently received national recognition, which again helps further recruit and retain underrepresented students.

• A female mechanical engineering student was selected to receive the prestigious and highly competitive National Oceanic and Atmospheric Administration Ernest F. Hollings Undergraduate Scholarship for 2011-2012. The scholarship provides $8,000 per year for full-time study during the junior and senior years and $6,500 for a 10-week internship at NOAA or an NOAA-approved facility during the summer between the junior and senior years.

• The National Science Foundation selected three UA students for its Graduate Research Fellowship Program, including a senior studying mechanical engineering and a graduate student pursuing a doctorate in Engineering. The awards, up to $121,500 per fellowship, come with annual stipends to be used in the pursuit of a research-based master’s or doctoral degree.

• The Rocket Girls, an all-female team of engineering students at UA, fired its first rocket in the 2011 NASA University Student Launch Initiative in Huntsville April 16. The Rocket Girls geared up for this competition in the fall, submitting designs to NASA, and were selected to compete against 30 teams nationwide. The team must design, build and safely launch a reusable rocket. The team received the Education Engagement Award for best inspiring the study of rocketry and other space-related topics. The team held 19 events during the school year reaching 3,200 students in local classrooms and community groups. The team also won a team spirit award.

• The Crimson Hawx, a team of UA aerospace engineering students co-led by a female senior in aerospace engineering, competed with its airplane in the AIAA Student Design/Build/Fly competition April 15-17 in Tucson, Arizona. Teams must design and build a radio controlled aircraft that demonstrates balance and good flight handling on a specified mission.
• A 2009 UA female graduate in mechanical engineering was awarded the American Society of Mechanical Engineers’ Charles T. Main Student Section Silver Award, which recognizes student leadership and service, and received the award in November 2010.

The College supports a number of student organizations that help recruit and retain the College’s diverse groups of students. The College’s 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 in young African-American students.

The College also engages in outreach activities to assist with recruitment. For example, two UA engineering professors are teaching Aliceville High School students about computer science and the vital role it plays in the world. The students are learning how to build computers, write computer programs and command robots. They also plan to analyze how the computers they built compare to standard computers with regard to efficiency and power usage. The program activities are all hands-on experiences for the students. Students have also completed two scavenger hunts, which included learning information about the history and philosophy of the computer, and have researched information about robots.

An interdisciplinary research team has received a $100,000 Grand Challenges Explorations grant from the Bill & Melinda Gates Foundation. The grant will support an innovative global health research project titled “Novel and Rapid Method for E. coli Detection and Typing.” Led by Dr. Joe Brown, assistant professor in New College and biological sciences, the Capstone’s interdisciplinary research group includes Dr. Philip Johnson, associate professor of civil, construction and environmental engineering, and a senior international student in chemical and biological engineering. The project idea was conceived through work the group performed in Vietnam and Cambodia last summer.

Participation in national organizations/associations. The College’s participation in a number of national and regional organizations that work to increase minority and female representation in engineering also exemplifies its commitment to diversity. These groups include NAMEPA, SECME and The National Gem Consortium. For over a decade, the Director of Engineering Student Services, Gregory L. Singleton, served in a variety of leadership capacities with NAMEPA, and he has been honored several times, on a national level, for his impact on increasing the number of women and minorities in engineering. The College of Engineering recently hosted the 35th Annual Southeast Consortium for Minorities in Engineering (SECME) Summer Institute June 19-26. About 90 middle and high school math and science teachers and more than 120 students from schools throughout the nation participated in over 50 events.

j. Graduate School

In the Graduate School, student and faculty diversity is central to all other educational quality objectives, and that message is front and center in everything its representatives do and say. Students know that they can get individual attention from the staff as all have an
open-door policy. UA’s diversity message is being advertised in national print media and in the May 2011 “Best Graduate Schools” edition of *U.S. News and World Report*, the UA Graduate School once again purchased a full-page ad highlighting its goal of being the best student-centered graduate program in the Southeast, and centered around the theme of creating an inclusive campus community for graduate students. OGS also reprised this advertisement in the University of Georgia magazine *Ugazine*. The Graduate School has also reinvigorated the Graduate School Ambassador Program with approximately 40 graduate students serving, many of whom are members of minority or underrepresented groups, to help with diversity recruiting activities and put a “face” on official recruitment efforts. Full details on recruiting efforts and outcomes may be found at the Graduate School website under “Recruitment and Outreach.”

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, OGS sought representatives from the African-American business and religious community of Tuscaloosa to serve as student mentors. Also, the Dean mentored a minority administrator from the College of Communication and Information Science who was in the second cohort of the Leadership Academy at UA.

Off-campus Graduate School recruitment visits to HBCU’s in Alabama and surrounding states were expanded this year. Personal visits were made to 59 Graduate and Professional Day Programs across the Southeast and the rest of the U.S., reaching almost 3,600 student prospects (1,100 more students than last year). Approximately 30% of these visits were to HBCU’s and/or McNair Scholar events. The Graduate School hosted a combined Graduate School Preview Day and McNair Scholars Visitation Day in Fall 2010. This event provided prospective graduate students with information on making an informed decision about graduate school and specific information on opportunities available at UA for minority students. Over 600 students attended from across the Southeast and many states outside the region. OGS works directly and on a daily basis with diversity recruiting administrators in other UA academic units for recruiting graduate students, with special emphasis on students from underrepresented groups. This included paying the costs for various recruiting enhancement services (e.g., GRE) and in disseminating information from the national McNair Scholars Program graduating senior database.

The staff is in daily contact with state and regional leaders in the SREB, actively recruiting high-ability minority students on a one-on-one basis to consider attending UA for graduate school. UA has graduated more SREB Doctoral Scholars than any other institution. Several new sites on the website now highlight additional web resources for first-generation college applicants and other underrepresented groups.

Overall efforts to increase the number of international graduate students at UA were maintained. The “Bridge Program” continues to serve as an admissions vehicle for international students with three-year degrees. An informal cadre of “University International Ambassador” faculty at UA are now deployed to help recruit foreign students while faculty are attending international conferences and meetings. After several years of
modest decline in international graduate student enrollment, international applications and enrollments have slowly rebounded since the mid-2000s. In Fall 2011, UA experienced a 12% increase in international applications over Fall 2010, compared with the national average of 9% (Council of Graduate Schools survey).

As noted last year, the UA Graduate School received national recognition from the Council of Graduate Schools for its efforts to create an inclusive graduate student community. The 2008 CGS/Peterson’s Award of $20,000 enabled the UA Graduate School to create two mentorship and support programs that are greatly enhancing the campus climate for both minority graduate students and graduate students with dependent children. The grant period runs from 2009 through 2011, and enhancement activities, including the recruitment of two Graduate Student Program Coordinators paid for from Graduate School funds, started in May 2009.

In terms of enriching the learning environment, the Graduate School worked with departments and colleges to increase research and travel grant funding six-fold (from $74,000 in 2005-06 to over $450,000 in 2010-11) over the past five years. While this program does not target only minority students, the total number of students supported this year rose from 168 in 2005-06 to almost 700 (and counting) in 2010-11. The Graduate School continues to provide fiscal support for numerous student groups through sponsorship of campus events, student initiatives, and funding student participation in and presentations at national diversity conferences. Total support for organizations including the African-American Graduate Student Association (AAGSA), the Graduate Student Association (GSA), and the new SREB Student Organization was over $5,000 this past year.

Financial packages aimed at maximizing recruitment of minority/underrepresented graduate students increased in 2010-11. OGS reaffirmed its policy of providing financial support to every McNair Scholar from the University of Alabama who applied and was accepted into UA’s graduate program. Graduate School personnel had contact with over 700 McNair Scholars across the nation during recruiting trips and other activities. They hosted the 4th annual McNair Visitation Day and in addition to providing support for attending students, provided $500 in travel support to each McNair Program Director who accompanied their students. More than 50 people attended the Fall 2010 event. OGS provided a list of over 3400 McNair Scholars to each department for recruiting purposes and worked with multiple UA departments to actively recruit these students. The Director of Graduate Recruiting personally met with over 200 McNair Scholars in seven different McNair Programs across the U.S. In 2010-11, OGS welcomed the fourth cohort in the McNair Scholars Graduate Fellowship Program, which serves both former UA students and students from across the country. This program yielded 6 Fellows in 2008, 8 in 2009, 12 in Fall 2010, and now 13 Fellows are expected for Fall 2011. Since each of these Fellowships supports students for two years from the Graduate School and two additional years from the department, UA will have almost 40 fully-funded McNair Scholars on campus in 2011-12 working on their degrees, each receiving $15,000 stipends, full tuition scholarships, and paid individual health insurance. In addition to Fellowship winners, tuition support was awarded to 11 former undergraduate McNair Scholars who are attending UA graduate school totaling $168,015 for this year, the highest value of support under this program and almost $58,000
above last year. Where appropriate, the graduate application fee was also waived. UA’s arrangement with the SREB fellowship program continues to prosper and for the 2010-11 year UA provided 10 full tuition scholarships worth a total of $143,600 in addition to those students where the department made an assistantship award. Under the community arrangement with Stillman College to support doctoral candidates, OGS provided tuition scholarships to four students this year totaling $20,686 and scholarships are also available for students from Latin America under the LASPAU (Academic and Professional Programs for the Americas) program. During this year, full tuition support was given to one student for a total of $20,500.

The Dean authorized 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. In late Spring 2010, UA learned that it had received five new GAANN program grants, which brought 23 additional new minority graduate students to campus in Fall 2010. OGS actively worked with the College of Arts and Sciences and the College of Engineering to help secure a LSAMP Bridge to the Doctorate grant, which provided 12 Fellowships per year to minority candidates beginning in Fall 2010 and the Provost Office has agreed to fund a 13th Fellowship. A representative from the Graduate School serves on the Admissions Committee for the Bridge to the Doctorate grant, and the Graduate School has actively participated in recruiting students into the program.

k. Honors College

In the planning of student recruitment events, the Honors College has particularly emphasized the inclusion of minority-dominant schools in the development of invitation lists. The Honors College also participated in the Arts & Sciences Diversity Day recruitment event for high school juniors and seniors, which resulted in the formation of an ACT/SAT exam preparation service to be provided to students in several minority-dominant, rural high schools. The Honors College dean also presented to the Rural Health Scholars high school students to encourage their participation in the various honors programs, and a similar presentation was made to the members of the Holy Family School Corporate Internship program. Both programs are comprised of primarily minority students. 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 dean also traveled to high schools on recruiting visits with considerable attention directed at African-American prospects along with stops at several targeted schools with a significant minority population. The dean also sends recruiting letters to all the National Achievement and National Hispanic Scholars identified by the Admissions Office. The Honors College created a peer-mentoring program this year as a means of providing support for entering freshmen students by upper-division honors students, which is intended to enhance the sense of community as well as increase retention and performance.

Through the Honors Student Assembly, the Honors College has created a Diversity Enhancement Committee of current students to enhance recruitment and retention of minority students within the college. Students and Honors College administrators will
continue to seek out faculty and adjunct instructors across campus that will continue to add to the diversity of the Honors College faculty base. 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.

1. **College of Human Environmental Sciences (HES)**

All departments in HES have worked to enhance their departmental websites to include more specific information about the department’s graduate programs and specific faculty contact information in efforts to increase applications from out-of-state, international and/or underrepresented students. College faculty members actively mentor minority students on both the undergraduate and graduate levels. Efforts are made to recruit minority students who are undecided about their majors and who show interest in all areas of the College of Human Environmental Sciences. In addition, the Department of Health Science master’s and doctoral programs has made formal contact with two HBCU institutions (Florida A&M and Howard University) and one Hispanic-Serving Institution (New Mexico State University) regarding the recruitment of graduates from those institutions. Informal contact has been made with the Director of the University of Maryland, Center for Health Equity regarding the recruitment of graduates from that program for the Department of Health Science graduate programs.

As part of the undergraduate curriculum review in the Department of Health Science, consideration will be given to requiring undergraduate general health studies students to take a course addressing global health and health disparities. The need for these courses was discussed at a 2011 faculty meeting. Encouragement will be provided for students to engage in application and research projects in these areas.

Faculty in HES are active in programs that further the College’s diversity efforts. For example, faculty in Clothing, Textiles and Interior Design have served as Friendship Families for several foreign graduate students to help them adjust to UA campus life and the Tuscaloosa community. One faculty member participates in the McNair Scholars mentoring program. Another has designed a research project in collaboration with investigators (including students) from Georgia State University, University of Nebraska-Lincoln and the Korean Institute, Children’s Acceptance for Children with Disabilities Study, to investigate the nature of typically developing preschooler’s acceptance for children with disabilities as well as individual and contextual factors influencing children’s acceptance. In collaboration with a professor from Iowa State University, this same HES professor is developing an international project with the department of Child and Family Welfare at Jung-Ang University in Korea. The project will be designed as an international exchange of research and academic information between professors and students in Human Development and Family Studies. In an HES faculty member’s research lab, a diverse group of students from various departments on campus study children’s cognitive learning.
m. School of Law

The Dean of the Law School and his staff promote diversity-focused recruitment initiatives for students, faculty, and staff. The Law School’s admissions office regularly engaged in diversity-focused recruitment initiatives for prospective students, including sponsoring the Law School’s participation in the Law School Admissions Council’s (LSAC) discoverlaw.org minority recruitment day, which brings many students from diverse backgrounds, including minority students, to the Law School for an open house with students and faculty. In February and March, the Law School hosted two Minority Recruitment Open Houses. Students attended the events from across the Southeast, meeting current students, faculty, and alumni.

The Admissions staff and student volunteers also attend LSAC forums with significant minority participation, as well as visit many HBCUs in the Southeast to recruit new students. The LSAC Atlanta forum was held in November 2010. Almost 70 percent of the attendees were minority candidates. Law School representatives also attended fairs at the following colleges and universities: Florida A&M, Jackson State, Tougaloo, Tuskegee, Oakwood, and Stillman. In addition, a current law student attended the National Black Pre-Law Conference at the University of Houston.

The Dean approved the expansion of the UA Honors Program special admissions policy. That policy brings many outstanding Alabama undergraduates to the UA Law School, through a streamlined admissions process. Nearly two-thirds of the admitted Honors Program students have been outstanding female candidates, advancing gender diversity in the Law School, which had been a concern of the Faculty.

Under the direction of Professor Carol Andrews, the Law School has re-designed its Summer Academic Excellence Program, seeking to enroll a diverse class and to ensure that the students have the guidance they need to succeed. Professor Fair and Legal Writing Director Kimberly Boone teach skills training in the Summer Academic Excellence Program.

Cultural diversity within the Law School is enhanced each year by the presence of groups of students from Australia and Switzerland 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. This year, the Law School began a relationship with National Law University, Delhi, and saw its first student exchanges with the Buchmann Faculty of Law, Tel Aviv University. The Law School also sent delegates to Pusan National University Law School in Korea and is working to facilitate closer ties with that outstanding school. Assistant Dean Vandana Peterson travelled to Africa to investigate potential overseas public interest opportunities in Uganda for UA Law Students. In addition, the Law School’s International LL.M. Program brought international lawyers from Brazil, South Korea and Uganda to study at the University of Alabama.

The Dean has also met weekly and/or monthly with student leaders from most of the major student organizations to keep open lines of communication with the students. In
addition, Dean Randall meets regularly with the President of the Student Bar Association and the President of the Black Law Student Association to discuss any student concerns. These meetings are 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 our diverse groups.

The Law School allocates significant financial and other support to many students and organizations to participate in local, state, regional, and national programs and meetings. For example, the Dean provides significant support for the local chapter of the Black Law Student Association (BLSA), which sponsors an annual series of programs and a Senior and Alumni Scholarship Banquet. BLSA plays an important role in the life of the Law School, particularly in recruiting minority students and providing academic support programs. The president of BLSA is asked to write letters to accepted minority students. The chair of BLSA’s diversity committee and the Assistant Dean for Admissions work together to develop ideas to recruit minority students. Each year the Dean provides additional support for BLSA members who are elected to regional or national offices in BLSA and also assists other students with significant leadership roles in similar organizations such as the Frederick Douglass Moot Court and Trial Teams, the Council on Legal Education Opportunity (CLEO) and the regional and national Law Teachers of Color Legal Scholarship conferences. For example, in 2010-2011, the Law School provided assistance to an African-American student serving as the first African-American Chair of the Student Division of the ABA, and to another African-American student, who served as National Chair of Community Service Programs for BLSA. Each position involved significant travel at the Law School’s expense.

n. Capstone College of Nursing (CCN)

The strategic plan of the Capstone College of Nursing begins with Goal One: “Recruit and retain academically qualified students for all CCN programs.” Under Goal One, Objective 3 states: “Increase minority enrollment by at least ten percent.” Its strategic plan also includes Vision and Core Values. The second sentence under vision states: “We aspire to be a community of diverse faculty and students whose collaborative efforts promote excellence in the nursing profession.” Likewise, CCN’s Core Values include excellence and diversity, defined as follows:

Diversity is differences in social, intellectual, and individual characteristics. The Capstone College of Nursing values diversity as evidenced by an all-inclusive environment for the communities of interest. Dimensions of social diversity include individuality, sensitivity, tolerance, good will, social justice and cultural competence. Intellectual diversity includes a multiplicity of ideas, autonomy in thinking, flexibility and respect for varied teaching strategies. Diversity is recognizing, appreciating and using the unique attributes and contributions of all individuals to enhance the richness of the academic environment regardless of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, political beliefs, spiritual perspectives or other ideologies.
As noted in prior years, CCN successfully competed for a $1.5 million federal Health Resources and Services Administration (HRSA) Nursing Workforce Diversity Grant in 2007-08 and completed implementation of this grant. The purpose of this three-year program, entitled BAMA-BSN, was “to increase nursing education opportunities for individuals from disadvantaged backgrounds, including racial and ethnic minorities underrepresented among registered nurses (RNs), through projects that incorporate retention programs, pre-entry preparation programs, and student scholarships and/or stipends programs.” The project achieved this goal. CCN partners with Associate Degree in Nursing (ADN) programs at Alabama Southern Community College, Lawson State Community College, Shelton State Community College, the University of West Alabama, and Wallace Community College, which have minority enrollments ranging from 22% to 95%. CCN hired an African-American Mentoring and Recruitment Coordinator who is working very well with African-American students. From 2007 to 2010, a total of 255 ADN students received funding under this grant. Eleven of these ADN graduates continued their education at UA. Through this grant $685,305 in stipends and scholarships were paid directly to students.

In order to maximize the retention of nursing students in the upper division and their opportunity to be successful on the national licensure exam (N-CLEX), the College uses a national standardized testing system. This system uses standardized tests in each clinical area. When students are certified by the Office of Disability Services to need special arrangement for testing, this accommodation is made. Typically this would entail longer time to take an exam or fewer distractions in the exam environment. When a student is unsuccessful on a test in an area, 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 N-CLEX pass rate of 96.6% for its graduates.

0. School of Social Work

To maintain the diversity of the graduate student body, Social Work targets recruitment efforts toward the HBCUs in Alabama with undergraduate social work programs and toward Stillman College, talking with sociology majors and other interested students. 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. The Assistant Dean has communicated very closely with staff in UA’s Graduate School to ensure that those who have been McNair Research Scholars in their undergraduate program and express interest in Social Work graduate programs are recruited into the MSW and Ph.D. programs. They have also visited the Poarch Creek Indian Reservation to talk with students about the BSW and MSW programs.

Several financial assistance programs assist with diversifying the student body and a high portion of the School’s stipend money is awarded to African-American students. For example, the School annually awards an endowed scholarship funded by the Daniel
Foundation to the top graduate of each of the five historically black undergraduate social work programs in Alabama. 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. A high portion of scholarships and stipends are awarded to African-American MSW students. Three of the School’s endowed scholarships are designated by the donors specifically to increase the diversity of the School’s student body.

Although some of the recruitment and retention efforts are targeted toward prospective students from diverse backgrounds, the school also ensures that all efforts and materials stress diversity and the atmosphere of inclusiveness. Recruitment efforts are designed and implemented to attract a diverse student body. For example, 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.

Each year exit surveys are administered, focused on the degree to which the students believe they have attained our program objectives, to our graduating BSW and MSW 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.

p. University Libraries

The responsibilities of the Libraries’ position of Coordinator for First Year Services were transferred to the Associate Dean for Collections, 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 traditionally lack the foundation to successfully matriculate at a four-year institution of higher learning. As such this position has afforded the 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.

q. University Museums

University Museums programs implemented the following action steps through Museum-based initiatives:
• Enhancing the learning environment to attract and retain excellent students.
• Increasing the recognition of the University’s service priorities that enhance the quality of life for all Alabamians.
• Expanding the University’s emphasis on global and cultural studies.
• Providing leadership in addressing economic and social issues in Alabama through research and outreach activities.
• Promoting collaboration with business, non-profit and governmental agencies to advance the economic and social condition of Alabama.

Alabama Museum of Natural History program flyers were sent to over 50 predominately African-American populated schools in an effort to increase minority participation in field science programs. In the last three years, the Summer Expedition has focused research projects on the heritage of underrepresented communities: Native American heritage in 2008; African American heritage in 2009-10. The Museum of Natural History also provides scholarships for low income participants in the Museum’s Summer Expedition program to encourage minority participation. Programs and tours at the Museum of Natural History have provided educational opportunities for over 400 students from underrepresented communities.

*Discovering Alabama* public television program focused on diversity issues in the following episodes: Black Belt I (Emmy nominated) and Black Belt II, Discovering our Heritage, Moundville, Moundville Native American Festival, Project Community, and Project Community 2010. According to Alabama Public Television sources, the *Discovering Alabama* program reaches one million viewers statewide every week. The statewide Project Community program implemented by the Discovering Alabama staff promotes after-school programs in environmental education. This program has focused its implementation in underserved communities in partnership with the Alabama Department of Education.

The Office of Archaeological Research conducts projects and delivers programs to community groups that focus on research into knowledge of, significance and preservation of Alabama’s Native American heritage. During the last two years, over 217 projects have been conducted that reached into every county in the state. These projects serve private industry, non-profit and governmental agencies providing cost-effective environmental research and a positive representation of the service mission of The University of Alabama that reaches all areas of the state including those classified as “economic need” status.

The annual Moundville Native American festival that enhances understanding and appreciation for Alabama’s Native American communities and their heritage reached 8,200 students last year, approximately 35% of which are from underrepresented communities. Moundville Archaeological Park outreach educational programs on Native American lifeways and heritage also target western Alabama Black Belt areas with a high percentage of underrepresented individuals.

A grant was received from the National Endowment for the Arts for the “Fusing Red Earth” project for Moundville Park. That grant will support education and opportunities for
continuity of traditional skills among the Native American community and provide arts and educational programming to traditionally underrepresented communities in schools in Alabama’s Black Belt.

During the current year, UA Museums offered multiple programs and dedicated hundreds of volunteer hours to local disaster relief efforts largely serving underrepresented community members. This includes ongoing free educational and entertainment opportunities at the Alabama Museum of Natural History and outreach educational activities at relief centers from staff at Moundville Archaeological Park and Alabama Museum of Natural History.

UA Museums now manages the new Mildred Westervelt Warner Transportation Museum in Tuscaloosa. The museum is located in a city council district that contains a high percentage of minority individuals and will initially focus on helping in the City’s efforts in pre-K Initiative educational programming which is geared to providing early childhood educational programming to at-risk children in the community.

r. **Air Force ROTC**

Since its inception, the Air Force has led the way in providing opportunities for individuals from diverse backgrounds, always outpacing efforts within society in general. Today, the Air Force continues to actively pursue diversity in an effort to create a force that demographically reflects the population which we serve. Recent changes have opened opportunities for an even greater number of diverse categories to pursue a career in the USAF. The mission of the AFROTC at UA is to develop and commission quality officers to lead our Air Force, and to create better citizens for our nation. In order to accomplish this mission, AFROTC courses are open to all students. Any student not desiring to pursue a career as an AF officer may enroll in AFROTC courses without military obligation. Any student desiring to pursue an officer’s commission may do so provided they meet the Air Force academic, medical, physical, and behavioral requirements.

Headquarters AFROTC provides scholarships specifically directed toward minority students enrolled at HBCUs. These scholarships are awarded on a fully qualified versus a competitive basis. UA has a cross town arrangement with Stillman College. Any students from Stillman who meet the requirements described above are awarded a scholarship without having to meet a selection board. AFROTC sends representatives to national events for numerous minority groups. At those conventions, Air Force opportunities are presented and the latest concerns of the particular minority groups are expressed.

UA AFROTC has two females and two African Americans on staff, providing strong minority representation. The Cadet Wing currently enrolls nine African Americans, five Hispanics, five Asian/Pacific Islanders, and 20 females.
s. Army ROTC

The Crimson Tide of the Army Battalion (Army ROTC) fully supports equal opportunity and diversity via its dual role as an academic department and credentialing agency of the U. S. Government. While Army ROTC’s current goal to commission Second Lieutenants is merit-based, its recruiting strategy includes outreach to minority populations in an effort to create an Army officer corps that reflects the society it serves. An extensive outreach has been initiated by recruiting minority students in Junior ROTC programs at local high schools and by using minority officer alumni in recruiting efforts. Nearly half of the Army ROTC staff members are African American, which is viewed as essential to minority recruiting. This past year, 28% of the Corps of Cadets was composed of minority cadets and 19% of female cadets.

3. Reports from Student Affairs on Diversity Recruitment/Retention Efforts

The entire Division of Student Affairs (DSA) is committed to offering diversity training to its staff and students. Details describing the training offered last year are included in the training section of the Goal Two discussion above. The following paragraphs summarize some additional initiatives reported to Provost Bonner in her request for information on what the DSA was doing to accomplish Goal Four.

**Communicating a commitment to diversity as a student recruitment/retention initiative.** Areas within the Division of Student Affairs are committed to communicating to students a commitment to diversity. For example, the Student Judicial Affairs website uses inclusive language in its policies and procedures, with the Student Code of Conduct requiring students to “respect the dignity, rights and property of others” and the Capstone Creed is featured in each of the office publications. Community Living standards for students living in UA housing require students to be “responsible for developing and maintaining an atmosphere that promotes social awareness, social appreciation and acceptance of those who may be different from you…” In Housing and Residential Communities, diversity is promoted and publicized by the Resident Advisor staff in the residence halls through bulletin boards and a wide range of awareness raising programs. Each resident hall community sponsored a campus-wide diversity program. The Greek Life office brochures, websites and photographs promote the entire system as one Greek “community” as opposed to “black and white communities.” The Counseling Center likewise ensures representation of minority students in primary marketing tools, including brochures on Counseling Center Programs and Services and Healthy Transitions; promotes outreach efforts focusing on minority students through email and print distribution of announcements; and includes web resources for minority students on the Counseling Center website.

**Student employment and career mentoring:** Research has shown that on-campus employment positively contributes to a student’s retention and graduation. By providing a strong workplace environment for students of color, women, ethnic minorities, and people with disabilities that reflect underrepresented populations, DSA positively contributes to the working and learning environment for these students. The Student Affairs Strategic Diversity Plan includes strategies to increase student recruitment efforts and student
employment opportunities for these students. To assist with retention, programming efforts and initiatives, The Office of the Assistant Dean of Students has extended its outreach to first generation students, students who come from foster care, wards of the state and students who have been emancipated from their parents. Another strategy is to 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. For example, the Student Affairs and Higher Education department, as well as colleagues from Graduate Student Services and Housing sponsor GA day. This helps students of color and others interested in considering a career in Student Affairs administration to sit in on a master’s level class, interview for GA positions within the division, and meet faculty as well as staff regarding possibilities of a Student Affairs profession. The NASPA Undergraduate Fellows Program (NUFP) is a professional mentoring program between student affairs professionals and undergraduate students who identify as persons of ethnic-minority, persons with disabilities, and/or persons who identify as LGBT. (See http://www.naspa.org/programs/nufp/ to learn more about NUFP).

Assisting and advising minority student organizations. The Office of the Dean of Students has direct responsibility for serving as the primary advisor for diverse student organizations including the Coordinating Council for Student Organizations (CCSO), the Black Student Union (BSU) and the National Pan-Hellenic Council (NPHC). The Office of the Dean of Students works closely with the BSU as they seek ways to coordinate events and programs designed to enhance the academic experience of underrepresented students. For example, the block party known as VIBE (Visualizing the Importance of Black Empowerment) provides underrepresented students an opportunity to learn about the numerous registered organizations that are specifically geared toward addressing their need for social, leadership, and academic involvement. BSU also hosts a variety of forums and programs related to everything from career development to serving the local community.

The Dean of Students office also works closely with NPHC and the Greek Affairs staff to develop programs and services designed to create an open welcoming environment for the students in this subset of the community. For example, each semester, the Dean of Students co-sponsors NPHC Greek Convocation. This program is open to any student interested in being considered for membership in a NPHC organization. The program provides the participants with an overview of all the eight organizations that comprise this council, seeks to ensure that students understand the membership intake process, and educates on how to protect against hazing. The Office of Greek Affairs advises 56 organizations and four governing councils. The Office of Greek Affairs worked with three organizations from a historically Latino or multicultural background to form the United Greek Council. This council will work with organizations that have specific ethnic or cultural identities and do not fall within the NIC, NPC, or NPHC.

The Office of the Dean of Students also coordinates the National Student Exchange (NSE) program, which is designed to encourage UA students to seek opportunities for academic engagement at one of a variety of four-year college campuses across the country, including several HBCUs. In return, UA welcomes NSE students from all over the country who are interested in experiencing college life at a traditional Southern university.
The Counseling Center has a permanent liaison to minority student groups, and it sponsors or co-sponsors one or more relevant outreach events each academic year. The Student Affairs Office and Ferguson Center also assisted with the funding and planning of the Black Faculty and Staff Association Honors Convocation, which recognizes students of achievement and gives a special welcome to families of those being honored.

**Encouraging Diverse Representation in Student Activities.** The President of the SGA appointed an Advisor to the SGA President who also serves as President of the Black Student Union. This assistance to the SGA has been invaluable in terms of providing broad based opinions with regard to proposed changes in student fiscal operations as well as constitutional reform. *Freshman Forum* recruitment materials use intentional inclusive language and a commitment to diversity, e.g.: “all interested freshmen are encouraged to apply; the experience is richer when a diverse group of peers work together” along with the phrase “motivation to work with a diverse network of peers” listed first among membership criteria. In conjunction with the *Student Judicial Board* application process, Judicial Affairs contacted African-American staff to encourage the recruitment of African Americans to the board. Because of this recruitment effort, several of the justices are African American. The Leadership area sponsored receptions for Inroads students, minority students selected for participation based on their high school leadership and academic skills. This group has agreed to mentor incoming minority students with similar interests and will be overseen by Student Life staff.

*University Recreation* offers a wide variety of classes, programs, sports, leisure activities and programs that are targeted towards the wide array of patrons of the facilities. Over 100 group exercise classes, 45 Intramural Sports offerings and 30 active sport clubs allow a great number of choices for interaction and engagement within activities that embrace skill level difference, involvement in alternative forms of physical activity and culturally specific activities. Emphasis in group exercise class offerings has included more international activities that celebrate music and physical activity expression for different cultures. Training and hiring group exercise instructors from a wide background of experiences and even languages has aided in international student involvement and participation. More content-based group exercise classes are now offered to encourage and expand upon cultural expression through physical activity. Collaboration occurs with sororities to increase awareness of women’s heart health as well as DCH Cancer Center use of facilities for women survivors of Breast Cancer. Nutrition workshops, seminars and information sessions were conducted to traditionally under-represented populations throughout the academic year. More defined and coordinated policies and procedures have been addressed to assist body-image and eating disorder awareness. Special events programs for graduate students, student employee recognition week and many other student-based campus organizations were held during the academic year. Involvement with the hosting and assistance of the growing number of African-American step shows in the SRC has significantly increased involvement and acceptance of these user groups. IM Sports offers team and individual sports leagues in a competitive environment where a variety of skill levels and sports of different cultural origins are offered. Club Sports encourages any and all formations of competitive sports where student leadership is encouraged and supported.
Aquatic programs offer specific swimming lessons and water safety awareness year round targeted to under-represented populations through directed after and in-school offerings. These lessons and training are vitally important to a community that has a large number of drownings due to lack of swimming knowledge and basic water safety awareness.

University Recreation remains a leader in overall student employment and student participation among a wide array of user groups. Students with disabilities usage has also increased significantly with the addition of the men’s wheelchair basketball program as well an overall increase in usage of all students with physical challenges. International student rental of meeting rooms and other facilities has increased. In Outdoor Recreation, programs and services were developed that have special appeal to women and the physically challenged; adaptive recreation training was offered; and wheelchair equipment repairs are provided through Outdoor Recreation’s Bike Shop. The Crossing Point program has enabled mentally challenged students employed and being trained within UA to access weight and fitness training and equipment to enjoy a better quality of life involving physical activity for total health improvement. University Recreation has continuously offered itself as a training site for many students to gain valuable skills and labor-force training in addition to working collaboratively with the Department of Kinesiology to provide personal trainer/physical fitness instruction to the student at the SRC on a weekly basis.

Staff members of the Women’s Resource Center serve as advisors to numerous student groups composed of a diverse group of female and male students. These groups include The Young Women Leaders and Young Men’s Leadership Program, which pair UA student mentors with elementary school pupils from MLK, Jr. Elementary. These programs have formalized curricula, which include a substantial portion devoted to exploring human difference and understanding. Other student organizations advised by center staff include the WRC Student Leadership Council, the UA Women Leaders in Action and the Feminist Leadership Association. Each of these groups has missions which include diversity as an integral focus.

The Career Center continues to foster relationships with departments on campus and house resources that continue to promote its commitment to diversity. Multicultural Environmental Check allowed self-evaluation of the Career Center, its satellite offices, Jones Resource Library, publications, and website to ensure the environments provide resources that are reflective of the University’s diverse population. As a result of this checklist, action steps were enacted during the 2010-2011 academic year to ensure the Career Center and its satellite offices offered an inclusive environment for all. Those steps included updating and replacing artwork in the conference room to reflect a more inclusive UA Community; readily updating content on the Career Center’s website and including a separate heading for Diversity; and ensuring that literature available to aid students and alumni in their career development process was all inclusive by identifying companies and organizations that share their similar values, beliefs, and other issues of importance. Publications such as the African-American Career World, the Hispanic-American Career World, Diversity & Democracy, Workforce Diversity, and Careers & The Disabled are examples of resources available to students to help begin and further their professional development. Additionally, the Career
Center has an extensive repository of websites available on its site, www.career.ua.edu, which provides students with guidance.

The Office of Graduate Student Services has been instrumental in supporting the programs and efforts of the African-American Graduate Student Association. GSS has assisted this student group in accomplishing programmatic goals and also provided monetary support. A concerted effort was made to encourage a greater connection and communication among the various graduate student groups on campus through email updates, co-sponsoring programming efforts, and providing the groups with necessary campus resources. The Office of Graduate Student Services continues to support the efforts of International Student groups and the office of International Student Services. GSS hosted a variety of international coffee hour events, tailored programming appeal to international student populations, and provided ways to reach sub-populations of graduate students through intentional programming with Housing and Residential Communities, departments, and more.

The Office of New Student Programs along with the Office of the Vice President for Student Affairs engaged students in a dialogue on several occasions throughout the Spring semester. Various campus student leaders who represented a plethora of student organizations and cultures met with a number of administrators. Students were encouraged to discuss issues around diversity and campus climate. Additionally, a number of community and nationally recognized leaders were invited to campus to discuss diversity at the university. All students were invited to attend these discussions.

The Senior Associate Vice President for Student Affairs invited select faculty to serve as co-advisors to student honor societies in order to assist in recruiting minority student participation and application. Dr. Javonda Williams now advises the Coordinating Council for Honor Societies and Dr. Bryce Miller advises Blue Key. Additionally, Dr Cramer met with representatives from the Black Faculty and Staff Association in order to develop an action plan to assist interested students with applications for Premier Awards and honor societies.

The Blackburn Institute continued its co sponsorship of the Crossroads Community Center Real Talk sessions about intercultural interaction at the Capstone.

The Black Student Union, NAACP, and other multicultural organizations have been clustered together in new student offices at the Ferguson Center in order to enhance interaction and collaboration.

The Community Service Center sponsored Hunger and Homelessness Week and special programs and projects designed to provide outreach to community needs in order to assist other citizens while also enhancing student learning about diversity of the human experience. The CSC more aggressively advertised its recruitment of student volunteers which resulted in a dramatic increase in participation on its student board and in terms of diversity of student participation travel to Alternative Break service experiences. The CSC assisted Crossroads in the community Culture Fest and sponsored a brown bag lunch series on Poverty and Race in support of African-American Heritage Month. The CSC has held
monthly service projects in local schools to teach students other languages including Chinese, Spanish and French. UA students from other countries are encouraged to participate to share their culture and language with local students. The CSC participates in Capstone Coffee Hours each semester to meet with international students to help them learn more about how to get involved and engaged in service opportunities while they are students at UA.

The Office of Student Involvement and Leadership launched a virtual software program known as The SOURCE to give all students easy access to information and tips for student involvement. This will continue to improve the diversity of students participating in student organizations at the Capstone. The grand opening served to highlight SIL efforts to provide an atmosphere for students and student leaders to engage in open dialog and collaborate on programs/events. The SOURCE started a Collaboration fund to provide funding for student organization events that collaborate on programming.

Student Organization Funding. Support was provided to the following student organizations in support of their projects, travel and initiatives: Afro-American Gospel Choir, Alpha Epsilon Delta, APWONJO, Association of Chinese Students & Scholars, Black Student Union, Chinese Culture Club, Creative Campus Assembly, Delta Sigma Theta Sorority, Indian Association of Tuscaloosa, Japan Club, International Student Association, Men’s & Women’s Wheelchair Basketball, Minority Association of Pre-Health Students, NAACP, National Society of Black Engineers, National Council of Negro Women, Project Health, RipTide Dancers, Society of Women Engineers, Spectrum, and Tuscaloosa Chinese Christian Fellowship.

4. Report from Intercollegiate Athletics on Diversity Recruitment/Retention Efforts

Consistent with UA's non-discrimination policies, coaches of all sports recruit prospective student-athletes regardless of race, color, religion, national origin or sexual preference, who are academically qualified to enroll at UA and participate in intercollegiate athletics at a championship Division I level.

The Department of Intercollegiate Athletics continually evaluates and improves its retention efforts with a focus on support practices 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 practices that would best assist each individual student.

In response to a 2009 evaluation by John Blanchard, Senior Associate Athletic Director at the University of North Carolina, the department improved its staff by adding another academic advisor position to its professional staff, creating an additional full-time intern position, and decentralizing its structure through two new Assistant Director positions. Additionally, tutorial services were reviewed and improved with a continuing focus on expansion of the tutorial staff.
As part of the development of a new organizational structure during the 2008-09 academic year, the Director of Athletics hired a minority male to fill a vacant position on the Department’s Executive Staff leadership team. This Senior Associate Athletic Director position is responsible for technology advancement and new media within the department and has direct oversight of the men’s and women’s cross country and track and field programs.

Beginning with the 2008-09 academic year, and continuing every year since, the Department of Intercollegiate Athletics has selected two former student-athletes each year to fill Minority/Female Graduate Assistant positions. 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 quality 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.

In addition, as positions become vacant, in particular coaching positions which have direct interaction and teaching of students, the specific unit within the athletics department works to identify quality minority candidates for these positions. The department employs several minority coaches and staff members throughout various sports and units.

Several other recent initiatives aid in retention of student-athletes, including Growing Tide Leaders, a leadership program for freshmen student-athletes that utilizes the Habitudes program by Dr. Tim Elmore, and HES 275 – Leadership Development Through Service course, in which developing sophomore leaders are selected by advisors and coaches to participate in leadership and service activities.

The success of these efforts is reflected in the most recent NCAA Academic Progress Rate report, in which all 21 varsity teams at the University scored well above the national cutoff standard of 925. Notably, the football team’s multi-year APR was 963 (17 points above the national average for that sport) and men’s basketball, with three perfect 1,000 single-year APR scores, moved to a multi-year score of 973 (28 points above the national men’s basketball average).

**Mentoring Program:** In an effort to promote retention and graduation of minority student-athletes in sports that, at least nationally, have experienced concerns in these areas, Intercollegiate Athletics began a Minority Mentoring Program in July 2004. The program matches freshmen minority student-athletes in the sports of football, men's basketball and women's basketball with a minority faculty or staff member outside of athletics who serves as a mentor and confidant for the student-athlete. The program’s objectives include providing minority freshmen student-athletes a resource person on campus, who is not within intercollegiate athletics, who can mentor the student-athlete, be a networking resource, be a friend/counselor, and facilitate a student/mentor relationship that could develop over the length of their career at UA. The program includes approximately 10 to 15 minority faculty/staff mentors. Beginning in the 2007-08 academic year, the Minority Mentoring Program was expanded to include minority student-athletes in all sports.
During the Spring 2010 semester, coaches and student-athletes participated in a new program approved by the SEC for its member institutions: the *Branded A Leader (BAL)* training program, which addresses a wide range of student-athlete welfare issues. The overall theme of the training concentrated on reinforcing to student-athletes the importance of making good decisions and raised awareness that destructive decision making not only affects them personally but impacts their team and the University. BAL facilitators challenged the student-athletes to think critically and take responsibility for their decisions and those of their teammates. The BAL facilitators engaged the student-athletes in small group settings by posing discussion questions such as: “What “brands” do you represent (family, conference, institution, athletic department, team, community, etc.) and what type of acts are brand changers (academic fraud, burglary/shoplifting, drug/alcohol abuse and other offenses)?” BAL facilitators used the appeal of mainstream media and its branding strategies as a foundation for student-athletes to discuss personal decisions and difficult social situations involving teammates.

The Assistant Athletic Director for Life Skills also maintains an email distribution list of minority student-athletes so that any issues that may be of interest specifically to minority student-athletes can be readily communicated to them. The distribution list is used when areas of interest are identified. Student-athletes report that email is a preferred method of communication.

Minority student-athletes serve in leadership roles, likewise assisting with recruitment and retention efforts. For example, minority student-athletes have represented UA at the NCAA’s Foundation Leadership Conference five of the past ten years. Minority members of the Student-Athlete Advisory Committee (SAAC) consistently represent 25% or more of the SAAC and minority student-athletes have served as President, Secretary/Treasurer, and as other officers of the committee. Since its inception in 1980, several minority student-athletes have been selected for UA’s Black Scholars Recognition Award and the nationally recognized Arthur Ashe Award including two in 2011, one in women’s basketball and one in gymnastics. In addition, as many as 40 minority student-athletes have been recognized over the past six years for academic achievement during UA’s annual Honors Week.

**GOAL FIVE**

**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.

1. Senior Leadership’s Promotion of UA’s Diversity Objectives

As the information shared in this report clearly reflects, UA’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 Witt provided leadership to this end shortly after his arrival on campus by articulating in his first Strategic Plan (2004-2014) 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 in the discussion in Section 1 of 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. This office in particular 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.” President Witt reiterates his commitment annually through dissemination of his Statement of Diversity, http://www.eop.ua.edu/law.html.

President Witt has charged the Provost and Executive Vice President with creating and implementing a Strategic Diversity Plan, and the Provost’s efforts in the last year in accomplishing that charge and seeking input from the leadership of the BFSA, are discussed in Goal One’s section of this report. Provost’s Bonner’s recent appointment of Dr. Jimmy Williams as Special Advisor to the Provost for Diversity is intended to assist in oversight efforts. Provost Bonner promoted Dr. Elva Bradley, an African-American female, to the position of Assistant to the Vice Provost for Academic Affairs. This position will have a primary focus on grant writing to obtain outside funding for critical areas of service to UA’s students and faculty. 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. To assist in that evaluation, the Provost annually receives reports from each of the Deans containing five years of racial composition data of students, faculty and EEO-1 level staff for their respective colleges, and a description of initiatives/efforts within their college to enhance diversity and an assessment of their progress in achieving the goals of the SDP. A summary of those initiatives have been discussed above.
2. **Comparison of UA to Flagships and Public Doctoral Institutions**

Provost Bonner made a commitment in the SDP to periodically collect and analyze data from other institutions as a performance measure in assessing progress. Consequently, for the past five years an analysis has been conducted, comparing UA to national IPEDS racial composition data on degrees conferred, student enrollment, faculty, EEO-1 and EEO-3 (professionals) for national data sets, including flagship institutions and public doctoral institutions. Highlights of some of that analysis are reported in Section B of the Executive Summary. This year’s analysis reveals that UA remains among one of the leaders in the country in ensuring black representation in its campus community. The Provost posts details of this analysis on her website. (See [http://provost.ua.edu/provostaa/?page_id=72](http://provost.ua.edu/provostaa/?page_id=72))

3. **Strategic Diversity Report Data and Recent Assessments of Progress in Diversifying Faculty/Staff/Student Body**

Tables 1-5 of Attachment 1 to this report contains information the University agreed in the Knight settlement to update annually (racial composition of degrees conferred, student enrollment, faculty and EEO-1 staff, and of applicants for faculty and EEO-1 searches). That information is available on the Provost’s website as well. Some examples of efforts and successes colleges and other areas have reported to Provost Bonner in enhancing the diversity of UA’s faculty/staff and student body are summarized below.

a. **Efforts/Successes in Enhancing Diversity of Faculty/Staff**

**A&S:** Over the past year, the College increased the number of its underrepresented/minority faculty. In 2010, out of 505 full-time A&S faculty members, 22 (4.4%) were black and 13 (2.6%) were Hispanic. In comparison, in 2006, out of 407 full-time faculty members, 16 (3.9%) were black and 10 (2.5%) were Hispanic. Of the 22 black full-time faculty hired in Fall 2010, five (23%) were professors, eight (36%) associate professors, four (18%) assistant professors, and five (23%) were instructors. Over the past seven years, the College’s Hispanic faculty has more than doubled, from 6 (1.6%) in 2002 to 13 (2.6%) in 2010. The College’s African-American Associate Dean for Multicultural Affairs represents 14% of the senior level administrative staff in A&S.

**C&BA:** One of C&BA’s four senior level administrators is black. During the 2010-2011 academic year, the college had seven African-American faculty members, three of whom are tenured. In January 2011, a new African-American faculty member joined the School of Accountancy faculty. Overall, C&BA had an outstanding year in recruiting, and they continue making progress toward their goal. The College’s Hispanic faculty has increased from 0 in 2003 to 2 (1.8%) in 2010; its other minorities and non-resident aliens has increased from 9 (9.7%) in 2003 to 11 in 2010 (9.8%); and its number of black full-time faculty was at 5 (5.4%) in 2003 and 7 (6.3%) in 2010 with an additional black faculty member coming in January 2011. In addition, an African American serves as the College’s Scholarship and Women’s Initiative Specialist, assisting C&BA in maintaining data on scholarship applicants and assisting faculty with the selection process, and assisting faculty
who coordinate the College’s Women’s Initiative, designed to develop leadership skills among women students.

**CCHS:** For 2010-11, 6.7% of the faculty are African American and a total of 13.4% are minorities. The College has one African-American Associate Dean who is also chair of the Psychiatry Department and who was named Interim Dean in January 2011.

**CCN:** Efforts to increase numbers of minority faculty have resulted in 17.2% faculty diversity; the highest in the history of the College. CCN currently has five members of the full-time faculty who are African American, or 14.3%. This has increased from two in 2002. Successful strategies include: 1) making personal contacts with diverse colleagues by faculty; 2) growing our own by encouraging minority faculty to return to school for doctoral preparation; and 3) helping with repayment of student loans where possible.

The African-American faculty member who was recruited for Fall 2008, completed her masters at UA and then completed her doctorate at the University of Illinois – Chicago through the “Bridges to the Doctorate” program. This faculty member is now serving as a mentor in the McNair Scholars program. In light of the shortage of doctoral-prepared faculty, CCN’s strategy is developing junior faculty through educational support. This strategy for increasing the numbers of African-American faculty resulted in one black faculty member who earned the Ph.D. being appointed to a tenure track position and a second faculty member is beginning the same trajectory. In addition, one Hispanic is on a similar path. Thus, CCN’s plan for developing junior faculty through mentoring and financial support is working.

**C&IS:** As of 2010, the five-year average for African-American full-time faculty is 7.1% of the College’s faculty and 20.8% of EEO-1 positions. In 2010, minorities constituted 17.2% of the College’s full-time faculty; African Americans constituted 6.3% of the College’s full-time faculty and 20% of full-time senior level administrative positions. In 2010, four of the College’s five academic department faculties had at least one African-American full-time faculty member, tenured or in the tenure-track. The Department of Telecommunication and Film notably had two full-time African-American faculty.

Although meeting the goal of placing position announcements in diversity-related outlets, C&IS was unsuccessful in hiring additional minority faculty. In 2010-11, there were 12 full-time, tenure-track or contract faculty searches, resulting in 12 hires: five females and seven males. No minorities were hired for these positions. At least one minority served on each search committee. Overall, the College remains committed to maintaining an African-American presence in the faculty, staff and students and to attracting African Americans to its pool of applicants when faculty positions are available. The College continues to pursue ways to increase the diversity of the applicant pools for faculty and EEO-1 positions with the ultimate goal of continually enhancing the diversity of the faculty and EEO-1 staff.

For administrative staff diversity, the College’s Assistant Dean for Undergraduate Studies is African American and the Associate Dean for Graduate Studies is Asian. Two academic departments (Telecommunication and Film and Advertising and Public Relations)
each employed an African American as part-time or full-time contract faculty. Also, there were two Asian tenured or tenure-track faculty in the Department of Telecommunication and Film and three in the Department of Advertising and Public Relations. Students also worked with or under the supervision of seven African-American media professionals in the Center for Public Television and Radio and the College’s commercial television station.

The Center for Public Television and Radio continues its commitment to staff diversity. Women comprise one-third of the overall staff and nearly half of the senior management team, 17 percent of the staff are non-White. The staff is diverse in almost every way—White, African American, Hispanic, Native American, Christian, Jewish, non-believer, gay and straight. While “lifestyle” diversity is rather difficult to document, CPT&R offices are filled with a mix of people who manage to work together productively and congenially. It is an unspoken aspect of CPT&R work culture—tolerance and acceptance is the rule rather than the exception.

Education: The Associate Dean of the College of Education is an African-American female, and she is one of five (20%) of the senior level administrators in the college. For 2010-11, the College hired an African-American Department Chair in Special Education with tenure and a tenure track Assistant Professor in Educational Studies in Psychology, Research Methodology and Counseling. The Department Head in Curriculum and Instruction is Hispanic. The College also hired its first Hispanic/black male as an assistant professor in the Department of Educational Studies in Psychology, Research, Methodology, and Counseling. The College also hired an African American as assistant professor in Curriculum and Instruction on a one-year contract. In Fall 2010, African Americans comprised 11.2% of the full-time faculty, an increase from 4.4% in 2003. Fifteen of the 98 full-time faculty (or 15.3%) are non-white, and includes Americans of Asian descent and of Hispanic descent. The number of diverse faculty has increased 8.2% since 2006.

Three black female graduate students who were mentored by College faculty completed their programs and have successfully transitioned into instructor positions. One completed her doctorate and is an instructor in the Department of Educational Studies in Psychology, Research, Methodology, and Counseling. Another completed her doctorate and is the Vice President for Institutional Advancement and Student Services at Gadsden State Community College. The third student in the Department of Curriculum and Instruction successfully defended her dissertation in 2011 and is an assistant professor of English at Alabama State University.

For the fifth consecutive time, the College earned all A’s on the most recent Alabama State Department of Education (ALSDE) Report Card on the preparation of teachers and instructional support personnel. This report is used to provide annual public accountability on the quality of teacher preparation programs. The ALSDE assessment includes an evaluation of the College’s progress toward meeting diversity-related Quality Teaching Standards. The Report Card can be accessed at http://www.alsde.edu/AllReportCards/CollegeReportCards2008/The%20University%20of%20Alabama.pdf.

Engineering: Thirty-five percent of the Fall 2010 Engineering full-time faculty were non-white (black, Hispanic, and other, including non-resident aliens). The College is working hard to promote underrepresented faculty so that they will ultimately be in a position
to become administrators in the College. Recent promotions include an African-American female to Professor and department head of Metallurgical and Materials Engineering. Faculty promotions include Dr. Tonya Klein to Associate Professor, Dr. Daniel Fonseca to Associate Professor, and Dr. Jialai Wang to Associate Professor. Data released from the American Society for Engineering Education (ASEE) indicates that only 2.5% of tenured and tenure-track faculty in Engineering in the country are African American, only 3.5% are Hispanic American, and 12.7% are women. UA’s College of Engineering, with 4.2% black faculty, .8% Hispanic, and 12.8% women for Fall 2010, compares favorably with those national averages, particularly the African-American representation, which is almost double the national percentage.

**Honors College:** The Honors College had six African-American adjunct faculty instructors teaching in our UHP, CBHP and IHP seminar sessions this past year. In addition, the College had four adjunct instructors of Asian descent and seven adjunct instructors of international origin teaching students in the Honors College. One Asian UH instructor also participated in the faculty-in-residence program and lived in the Lakeside community during the 2010-11 year.

**Human Environmental Sciences:** Minorities comprise 12.7% of HES full-time faculty, with two (3.2%) African-American faculty for 2010-11. New hires for Fall 2010 included an African-American female Associate Professor in HES on a multi-year contract.

**Law School:** Through August 2010, Bryan Fair, an African-American member of the faculty, served as Associate Dean for Special Projects. Although Dean Fair has returned to his faculty duties on a full-time basis, he continues as Director of International Programs and provides leadership to the Law School’s diversity initiatives. The Law School also recently recruited Vandana Nakka Peterson, an Asian female, to serve as Assistant Dean and Director of the Public Interest Institute, a post she has held since August 2010.

**Faculty hires:** The percentage of the permanent faculty of Law School for 2010-11 who are African American is 8.6%. **Visiting Professors:** The Law School frequently includes African Americans and other minorities as guest speakers, visiting faculty, lecturers, and participants at Law School functions. The Law School hosted visits from U. S. Attorney General Eric Holder; Kenneth Mack, an African-American legal historian at Harvard; Chief Justice Robert French of Australia; President Aharon Barak and Judge Elika Barak, two leading Israeli scholars; Professor Sharon Hannes of Tel Aviv University; Professor Robin Fretwell Wilson of Washington and Lee University; Professor Caryl Yzenbaard of Northern Kentucky University; and Professor Susan Kuo, an Asian-American female, will serve as Visiting Associate Professor of Law in Fall 2011.

**Social Work:** The School of Social Work’s current six-member Administrative Team includes one African American (BSW program chair), one American Indian (senior field coordinator), and one person of Asian descent (MSW program chair). Of the School’s 26 full-time faculty members in 2010-2011, 19.2% were African American (4) and 7.7% other minorities (2). Among the new hires, one is an African-American male, one is of Eastern Indian descent and two are women. The School’s faculty diversity enhances the opportunity
for students to interact with and learn from individuals from a variety of backgrounds. One African-American Assistant Professor was changed from contract to tenure track and became BSW chair and another African-American Assistant Professor was hired on a one-year contract.

b. Efforts/Successes in Enhancing Diversity of Student Body

Overall Student Enrollment: As the freshmen class continues to increase in size, the number of African-American students continues to increase as well. In 2007, 384 African-American freshmen comprised 8.5% of the 4,539 freshmen; in 2010, that number increased to 577 or 10.4% of the 5,563 freshmen. In addition, the diversity of UA’s total enrollment has also increased. The table below represents the minority enrollment versus the total enrollment for 2007, 2008, 2009 and 2010. These changes represent a significant increase in the percentage of minority students, comprising 16.5% of UA’s Fall 2010 enrollment:

<table>
<thead>
<tr>
<th>Total UA Enrollment</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>2,851</td>
<td>3,060</td>
<td>3,379</td>
<td>3,741*</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>150</td>
<td>152</td>
<td>169</td>
<td>163</td>
</tr>
<tr>
<td>Asian, Native Hawaiian or Pacific Islander</td>
<td>260</td>
<td>325</td>
<td>367</td>
<td>371</td>
</tr>
<tr>
<td>Hispanic</td>
<td>471</td>
<td>556</td>
<td>600</td>
<td>717</td>
</tr>
<tr>
<td>Minority Totals</td>
<td>3,732</td>
<td>4,093</td>
<td>4,515</td>
<td>4,992</td>
</tr>
<tr>
<td>Total UA Enrollment</td>
<td>25,580</td>
<td>27,052</td>
<td>28,807</td>
<td>30,232</td>
</tr>
</tbody>
</table>

| Minority Percentage | 14.6% | 15.1% | 15.7% | 16.5% |

* includes multi-racial who identify at least one race as African American or black

A&S: In recent years, the College’s Diversity Committee has focused on recruiting underrepresented/minority undergraduate students. In doing so, the College emphasized that many of its minority undergraduate students participate in living/learning and learning communities. As a matter of fact, the Parker-Adams program continues to attract African-American students at or above the percentage that they are represented in UA’s undergraduate enrollment. African-American and Hispanic students are also over-represented in the Freshman Learning Community program. These programs offer a sense of community to minority undergraduate students.

Based on recent data, the College’s efforts to recruit underrepresented/minority graduate students are working. Out of the 1,105 A&S graduate students in 2010, 73 (6.6%) were black and 38 (3.4%) were Hispanic. Total minority graduate students were 314 (28.4%). In 2009-10, out of 205 master’s degrees awarded, 12 (5.9%) were received by black students, and out of 77 doctoral degrees conferred, 2 (2.6%) were received by black students. In 2009-10, one Hispanic student received a master’s degree and one was awarded a doctoral degree.
In comparison to 2006, the number and percentage of A&S black and Hispanic students increased in 2010. In 2006, out of 6,190 A&S undergraduates, 665 (10.7%) were black and 168 (2.7%) were Hispanic. In 2010, out of 7,938 A&S undergraduates, 949 (12.0%) were black and 239 (3.0%) were Hispanic. In 2009-10, out of 1,120 undergraduate degrees awarded by A&S, 125 (11.2%) were received by blacks. During this same time period in 2009-10, 46 Hispanic students received undergraduate degrees awarded by A&S.

C&BA: The number of black students in C&BA increased 26.7% from Fall 2006 to Fall 2010 (from 491 to 622 students), resulting in an increased representation of black students overall, from 9.4% in 2006 to 10.0% in 2010. In Fall 2010, minorities comprised 23.7% of C&BA’s total enrollment.

CCHS: Minorities comprise 25.2% of the 103 medical students enrolled with CCHS, with 10.7% black student enrollment.

CCN: The Capstone College of Nursing’s strategic plan has an articulated goal to increase minority enrollment by at least 10%. African-American undergraduate enrollment in 2010 was 11.9%; Hispanic enrollment was 2.1% in 2010. African-American enrollment in the graduate program was 25.1% in 2010-11, a significant increase from 15.2% in 2007. The HRSA Nursing Workforce Diversity Grant is increasing minority enrollment among RNs returning to school for their B.S.N. and M.S.N. An indicator of success with graduate students is that one-third of master’s degrees in 2009-10 were conferred to African Americans. Even more impressive, more than half of the DNP degrees were conferred to African Americans.

C&IS: Graduate Students: During the past five years, the College’s graduate enrollment has increased from 392 to 447 students, an increase of 14%. Over the last five years, African-American graduate enrollment has averaged 6.5% and was 5.8% in 2010. Hispanic enrollment, though lower than African-American enrollment, increased from 1.6% in 2009 to 2.5% in 2010. Over 7% were “other.” In total, 15.7% of C&IS’s graduate students were African American, Hispanic or “Other” and the trend is moving in the right direction. Diverse Issues in Higher Education’s August 4, 2011 issue ranked UA as 30th for master’s degrees conferred to African Americans in Communication, Journalism, and related programs and 37th for all minorities in these same programs. Undergraduate Students: African-American undergraduate enrollment in C&IS has grown 34% in the last five years, from 179 students in 2006 to 240 in 2010 and 10.8% of total undergraduate enrollment is African American. During the same period total undergraduate enrollment in the College has increased 12.1%. Hispanic undergraduate student enrollment in C&IS has increased 13.3% since 2006 and is 2.3% of total enrollment for 2010. Diverse Issues in Higher Education’s August 4, 2011 issue ranked UA as 26th for bachelor’s degrees conferred to African Americans in Communication, Journalism, and related programs. Each year, the College will review its progress with increasing the number of diverse students and building an enriched intellectual environment that promotes the investigation and expression of diverse ideas. Because there are so many elements involved in a student’s decision to attend UA (scholarships, financial aid, etc.), the following measures of effectiveness will be used to review the progress made with the undergraduate student recruitment program: the number of
visits made to area high schools, the number of prospective students seen, the number of telephone calls and letters sent, and the quality of the responses. The College also will continue to work with the University’s undergraduate retention efforts and will monitor the progress of minority students each semester. Follow-up efforts will include advising and referrals to other University services as deemed necessary.

**Education:** The number of diverse students has increased overall by 49.3% since Fall 2006. In Fall 2010, 379 black students comprised 12% of the student enrollment in Education, compared to 248 black students for 10.9% of Education’s student enrollment in Fall 2006. In Fall 2010, total minority enrollment was 17.1%. Over 50 percent of the undergraduate minority students are transfers from community colleges. Therefore, the College regularly sends representatives to local community colleges to educate prospective students on the transfer process to the university and discuss ways in which the College can support their matriculation. Additionally, the College has been successful at maintaining diverse representation in the Student Ambassador Program whose primary function is undergraduate student recruitment. A review of College census data show African-American student enrollment increased 13.1% between 2009 and 2010; Hispanic student enrollment increased 26.2% during that same period. The College has collaborative initiatives with Stillman College which creates a positive presence on that campus which is a useful recruiting tool. The College is successful in recruiting graduate students from HBCU’s into our doctoral programs.

**Engineering:** The Fall 2010 undergraduate minority enrollment for the College of Engineering was 22.94% or 709 out of 3,090 total students for the College (340 African American and 66 Latino/Hispanic). According to the most recent statistics published by the ASEE (2009), nationally, African Americans comprise 4.6% of undergraduate engineering enrollment. The graduate non-white enrollment was 53.3% (17 African American, three Hispanic, 149 Other including non-resident aliens). In the past five years, the average representation of African Americans among bachelor’s degrees in Engineering was 10.0%; and among graduate degrees, 5.7%.

**Graduate School:** The Graduate School proactively reviews and updates diversity-related goals and action steps not just on an annual basis, but as part of routine operations. It regularly updates UAOPS entries, and one of its six expected outcomes directly addresses diversity issues. It is 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. Data suggest that these efforts are beginning to bear fruit. Although application data in the table below for the 2011 applicant year (students applying for admission to the Spring, Summer, and Fall 2011 semesters) are incomplete, as of May 2011, applications this year will be up 3.5% compared to last year’s record total of 7,491 and 28% and 34% above 2007 and 2005, respectively. Admissions for the Fall 2011 semester are up even more - - 61% over five years ago. African-American graduate student enrollment has exceeded 11% every year since 2006 and in Fall 2010 it was a record 13.5%. This greatly exceeds the previous UAOPS goal of 9% set for the unit in 2004-05. Similarly, minority graduation rates have grown each year for the past several years and now exceed
24.7% of all graduate degrees given. The Graduate School’s new UAOPS goal for African-American enrollment is now 12-15% of the graduate student population.

A review of recruitment data for total completed applications to the UA Graduate School plus the percentages of those applications received from African-American students, and all ethnic minority students reflects an increase between 08-09 and 09-10 in African-American applicants (from 15.6% to 16.5%); in minority applicants (from 25.3% to 35.7%); and international students reflects a decline (from 22% to 20.7%).

In coming years, the Graduate School seeks to redouble recruitment efforts aimed at African-American students, but will also increase efforts to target other important underrepresented groups, including Hispanics, Native Americans, international students, and, especially in STEM disciplines, female students.

Over the past two years, the federal government instituted different race identification criteria to replace the previous ethnicity classifications. Perhaps because of these changes the number of students choosing not to disclose their race has risen sharply (e.g., from 3 applicants in the Fall 2009 applicant pool to almost 48% of the applicant pool in 2010 and 67% of the 2011 pool). Thus, valid comparisons between the 2010 and 2011 and pre-2010 percentage of Black/African-American applicants are dubious. Based on the eight-year and counting yearly increase in the number of matriculated Black/African-American students, the application percentage number of 14.9% is fairly robust, even if calculated from a pool that represents only one-third of the total applicant pool that elected to designate their race. The percentage of applications from international students declined slightly in 2011, but the total number of international applications was comparable to 2010 and represents an increase of 175 to 325 above the 2005 to 2007 time period.

<table>
<thead>
<tr>
<th>Recruiting Year</th>
<th>Total Apps.</th>
<th>% Black/A. Amer.</th>
<th>% International</th>
</tr>
</thead>
<tbody>
<tr>
<td>(spr, sum, fall)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>5779</td>
<td>12.6%</td>
<td>23.4%</td>
</tr>
<tr>
<td>2006</td>
<td>6052</td>
<td>15.3%</td>
<td>20.2%</td>
</tr>
<tr>
<td>2007</td>
<td>6071</td>
<td>15.0%</td>
<td>19.8%</td>
</tr>
<tr>
<td>2008</td>
<td>6485</td>
<td>15.6%</td>
<td>22.0%</td>
</tr>
<tr>
<td>2009</td>
<td>7277</td>
<td>16.5%</td>
<td>20.7%</td>
</tr>
<tr>
<td>2010</td>
<td>7491</td>
<td>15.8%</td>
<td>20.7%</td>
</tr>
<tr>
<td>2011</td>
<td>7753*</td>
<td>14.9%**</td>
<td>19.5%</td>
</tr>
</tbody>
</table>

* Total 2011 applicant number is a conservative estimate for the full recruiting year, based on forecast model of still-incomplete Fall 2011 application numbers as of May 12, 2011, but percentages for Black/African-American and International applicants were accurate as of May 12, 2011.

** Because government reporting criteria for ethnicity and race changed greatly in the past two years, it is difficult to compare 2010 or 2011 race percentages with ethnicity percentages of previous years. The 14.9% figure for percentage of Blacks/African Americans was computed as a percentage of those applicants who declare their race (about 33% of the total applicant pool).

** Human Environmental Sciences: In Fall 2010, African-American students comprised 18.4% of HES’s undergraduate enrollment and 21.8% of graduate enrollment. In 2009-10, African Americans received 15.1% of HES’s undergraduate degrees awarded and 12.1% of masters’ degrees. The percentage of minority undergraduate students (both Black and
Hispanic) enrolled in the College of Human Environmental Sciences continues to increase. The percentage of Hispanic graduate students enrolled in the College has increased and faculty will address the issue of increasing the graduate enrollment for Black students.

Law School: It was encouraging that 15.9% of the student body in 2010-11 was from minority groups and 9% African American, compared to a five year average of 13.9% and 8.1% respectively. It was also encouraging that the Law School awarded degrees to 17 African-American students in 2009-10 (9.9%), compared to a five year average of 13 (7.7%). In May 2011, the Law School conferred the Master of Laws degree (LL.M.) to 19 Ethiopian lawyers who have been receiving instruction from UA Law Faculty on the campus of the University of Addis Ababa.

Social Work: Social Work’s efforts have been quite successful in both the recruitment and retention of African-American students. Graduate student enrollment for 2010 was 43.0% Black, and 5.2% Hispanic and Other. Of the 131 M.S.W. degrees conferred in 2009-2010, 37.4% were Black students and 4.2% were Hispanics and Other. Social Work has the highest percentage enrollment and completion rates of African-American students among UA graduate programs. The percent of the Black students in UA’s B.S.W. program in 2010 was 39.2%, and 3.34% were Hispanic and Other. Of the 13 B.S.W. students who received degrees in 2009-2010, 32.5% were Black and one was Other.

Student Affairs: The Office of Student Affairs Assessment and Planning, in conjunction with the Office of Graduate Student Services developed a needs and satisfaction assessment survey. The Survey will address community needs, diversity and inclusiveness issues, as well as other graduate student concerns. This survey will capture data on students’ perceptions and experiences associated with diversity and diverse perspectives. Additionally, this office worked with the Office of Greek Affairs to develop goals related to intercultural competence as it relates to the National Survey of Student Engagement. Specifically, the office found a significant gap between Greek and non-affiliated students on questions related to the likelihood of students having significant interactions with students of a different race, background, ethnicity, etc. In October 2009, The Office of Student Assessment and Planning began the process of examining each mission statement developed in the Division of Student Affairs to ensure that learning outcomes were aligned with the stated mission. As of June 2010, 100% of the units assessed in the Division have stated diversity/ inclusivity student learning outcomes as part of their curriculum. This office will continue to assess the effectiveness of the Student Affairs Strategic Diversity Plan and its contributions to the UA SDP. The Dean of Students continues to work closely with registered student organizations to increase opportunities for all students to interact in an atmosphere conducive to cross cultural interaction, and continues to enhance assessment protocols to ensure that accurate information is gathered to enhance the effectiveness of programs and services offered. Judicial Affairs continues annual review of policies and programs to assess their effectiveness in enhancing diversity at UA. The Counseling Center’s current outreach efforts are thought to be effective, particularly in the area of communication and increasing the likelihood that minority students will access its services. Minority involvement in Center services is very near their proportion in enrollment. Using a national benchmarking survey, Housing and Residential Communities has learned that students have identified a statistically
significant increase in the level of tolerance among their peers, and that minority students have identified that living in campus housing has increased their personal growth more than students of majority groups. In the Office of Student Life, as a part of its planning process, each unit continues to incorporate diversity awareness as an ongoing part of its training and commitment, and each staff member has been asked to develop action steps to strategically enhance the campus climate with regard to diversity. University Recreation has identified as a core learning outcome of participation in its programs, services and access to facilities, that “students will seek and embrace opportunities to understand and appreciate the differences in culture and identity of people different than oneself.” Therefore, all programming efforts, as well as student and professional recruitment and development initiatives, include emphasis on that learning outcome. The national-administered Campus Recreation Student Satisfaction/Learning Outcomes Survey was administered in Spring of 2010. Questions related feelings of inclusion and appreciation and understanding of differences among others as key and central learning outcomes from involvement in University Recreation programs, services, and facilities. University Recreation recognizes the role it plays in ALL patrons (students and non-students) encouraging and appreciating differences and diversity. Assessment of this learning outcome comes through a variety of methods, including but not limited to: demographic participation and usage counts; staff database for demographic profiles; rentals and reservations of facilities and equipment by organizations and groups representing diverse backgrounds; staff training (internal and external) efforts; discussions within staff meetings on the topic of inclusion through enhanced programs, services and facility access; dedicated staff recruitment efforts; and peer and professional evaluations. In the Career Center, as a result of a multicultural environmental checklist during the 2008-2009 academic year, there were action steps enacted during the 2010-2011 academic year to ensure the Career Center and its satellite offices offered an inclusive environment for all. Those steps included updating and replacing artwork in the conference room to reflect a more inclusive UA Community; readily updating content on the Career Center’s website and including a separate heading for Diversity; and ensuring literature available to aid students and alumni in their career development process was all inclusive by identifying companies and organizations that share their similar values, beliefs, and other issues of importance. Publications such as the African-American Career World, the Hispanic-American Career World, Diversity & Democracy, Workforce Diversity, and Careers & The Disabled are examples of resources available to students to help begin and further their professional development. Additionally, the Career Center has an extensive repository of websites available on its site, www.career.ua.edu, which provides students with guidance. This will continue to be an on-going point of examination for the office. Continued departmental and organizational collaboration are upcoming targeted areas of focus for the Career Center in the next academic year. Discussions are already being held as to how the Career Center can better serve underserved populations on campus by continuing to foster relationships with diverse groups such as Crossroads Community Center, Capstone International, the Office of Disability Services, LGBT, Black Student Union, Black Faculty and Staff Association, and other organizations with the mission of engaging all students. The Office of Graduate Student Services assesses many of its programs through surveys and feedback, and it has been able to tweak and modify a variety of events based on this information. The Cultural Series has been a 100% success. GSS has seen an increase in the number of graduate students attending cultural art events and have more than doubled participation numbers from
the event since it began in the fall of 2007. GSS also saw a large increase among participation during Graduate Student Appreciation Week. This was due to the increased effort from volunteers and advertising to the departments. Finally, the Women’s Resource Center actively assesses student learning outcomes for all programs and services. The data reveal that involvement in center initiatives has increased student’s understanding of diversity issues and working with other students. During the 2010-2011 academic year, the Financial Affairs Committee continued to utilize The Source on-line student organization community to process funding requests in an electronic format. The committee will also improve communication about the allocation process and the requirements for funding by further developing policies and procedures. Additional training and financial planning workshops are also being considered. Office of Parent Programs staff members assess all publications and programs on a continual basis for improvement and enhancement of diversity and our mission.

Intercollegiate Athletics (IA): For several years, IA has asked several questions on its written student-athlete exit interview regarding the student’s perceptions of support for minority students. In addition, follow-up questions related to diversity issues are asked during in-person exit interviews. Minority faculty/staff members conduct in-person exit interviews. The Department of Intercollegiate Athletics will continue to annually review student-athlete exit interviews to assess any concerns identified by student-athletes. In addition, the department evaluates gender and ethnic equality among its student-athlete population using periodic evaluative surveys. Similar to previously conducted surveying, the Department plans to have Dr. Wayne Hochwater, a faculty member at Florida State University, conduct the “Student-Athlete Attitude Survey” during the 2011-12 academic year. This survey, and Dr. Hochwater’s subsequent analysis, will review, among other issues, topics such as racial isolation, racial discrimination and gender equity. In addition to hosting diversity training opportunities/workshops every two years for coaches, staff, and student-athletes, IA is adding UA’s Non-Discrimination Notice and Statement on Diversity to the Student-Athlete Handbook, the By-Laws of the Student Athlete Advisory Council, the Department of Intercollegiate Athletics Policies and Procedures Manual and on any website areas, as appropriate. Also, athletics administrators solicit feedback from coaches, staff and student-athletes after programming events, such as the Branded A Leader (BAL) program, to ensure that these offerings are meeting their intended objectives. In addition, it continues to annually monitor minority representation on the Student-Athlete Advisory Council, including its Board of Directors. Finally, IA will continue to communicate to all student-athletes the resources available to further develop career options following graduation, especially focused on the career development of minority athletes.

Community Affairs: Center for Community-Based Partnerships staff and students meet on a weekly basis in order 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. Crossroads Community Center programs serve as focus groups for students, faculty, and staff to comment on campus life and their relationship to it. Ongoing program evaluation and open campus conversations affect the form of the events offered. Prevailing theory and best practices in the field guide its implementation. Office of Equal Opportunity Programs: The
University’s commitment to diversity as part of its educational mission was effectively communicated by posting the 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. The educational and training programs provided to promote awareness and understanding of UA equal opportunity obligations to prevent discrimination and harassment within the University were effective. 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 increasing diversity. Instituting programs to support veterans as they transition from soldier to student through innovative academic programs, mentorship, and engagement opportunities is widely recognized to positively impact persistence to graduation of this growing population of students.
## Table 1

Baccalaureate Degree Completions Conferring by Race 1991-92 through 2010-11

<table>
<thead>
<tr>
<th>Fall Term</th>
<th># Black, NonHispanic (includes Multiracial Blacks)</th>
<th>% Black, NonHispanic (includes Multiracial Blacks)</th>
<th># White</th>
<th>% White</th>
<th># American Indian or Alaskan Native</th>
<th>% American Indian or Alaskan Native</th>
<th># Asian, Native Hawaiian, or Pacific Islander</th>
<th>% Asian, Native Hawaiian, or Pacific Islander</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># Non-Resident Alien</th>
<th>% Non-Resident Alien</th>
<th># Multiracial or Race Ethnicity Unknown</th>
<th>% Multiracial or Race Ethnicity Unknown</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>408</td>
<td>9.14%</td>
<td>3,837</td>
<td>85.97%</td>
<td>29</td>
<td>0.65%</td>
<td>42</td>
<td>0.94%</td>
<td>96</td>
<td>2.15%</td>
<td>37</td>
<td>0.83%</td>
<td>14</td>
<td>0.31%</td>
<td>4,463</td>
</tr>
<tr>
<td>2009-10</td>
<td>425</td>
<td>9.92%</td>
<td>3,665</td>
<td>85.55%</td>
<td>22</td>
<td>0.51%</td>
<td>40</td>
<td>0.93%</td>
<td>99</td>
<td>2.31%</td>
<td>31</td>
<td>0.72%</td>
<td>2</td>
<td>0.05%</td>
<td>4,284</td>
</tr>
<tr>
<td>2008-09</td>
<td>383</td>
<td>10.32%</td>
<td>3,166</td>
<td>85.27%</td>
<td>17</td>
<td>0.46%</td>
<td>33</td>
<td>0.89%</td>
<td>73</td>
<td>1.97%</td>
<td>41</td>
<td>1.10%</td>
<td>0</td>
<td>0.00%</td>
<td>3,713</td>
</tr>
<tr>
<td>2007-08</td>
<td>351</td>
<td>10.33%</td>
<td>2,939</td>
<td>86.49%</td>
<td>17</td>
<td>0.50%</td>
<td>21</td>
<td>0.62%</td>
<td>39</td>
<td>1.15%</td>
<td>31</td>
<td>0.91%</td>
<td>0</td>
<td>0.00%</td>
<td>3,398</td>
</tr>
<tr>
<td>2006-07</td>
<td>339</td>
<td>10.83%</td>
<td>2,686</td>
<td>85.79%</td>
<td>18</td>
<td>0.57%</td>
<td>30</td>
<td>0.96%</td>
<td>27</td>
<td>0.86%</td>
<td>31</td>
<td>0.99%</td>
<td>0</td>
<td>0.00%</td>
<td>3,131</td>
</tr>
<tr>
<td>2005-06</td>
<td>347</td>
<td>12.33%</td>
<td>2,370</td>
<td>84.19%</td>
<td>13</td>
<td>0.46%</td>
<td>26</td>
<td>0.92%</td>
<td>25</td>
<td>0.89%</td>
<td>34</td>
<td>1.21%</td>
<td>0</td>
<td>0.00%</td>
<td>2,815</td>
</tr>
<tr>
<td>2004-05</td>
<td>411</td>
<td>14.02%</td>
<td>2,388</td>
<td>81.47%</td>
<td>22</td>
<td>0.75%</td>
<td>33</td>
<td>1.13%</td>
<td>28</td>
<td>0.96%</td>
<td>49</td>
<td>1.67%</td>
<td>0</td>
<td>0.00%</td>
<td>2,931</td>
</tr>
<tr>
<td>2003-04</td>
<td>388</td>
<td>12.83%</td>
<td>2,510</td>
<td>83.00%</td>
<td>13</td>
<td>0.43%</td>
<td>34</td>
<td>1.12%</td>
<td>33</td>
<td>1.09%</td>
<td>46</td>
<td>1.52%</td>
<td>0</td>
<td>0.00%</td>
<td>3,024</td>
</tr>
<tr>
<td>2002-03</td>
<td>380</td>
<td>13.14%</td>
<td>2,370</td>
<td>81.95%</td>
<td>24</td>
<td>0.83%</td>
<td>36</td>
<td>1.24%</td>
<td>23</td>
<td>0.80%</td>
<td>59</td>
<td>2.04%</td>
<td>0</td>
<td>0.00%</td>
<td>2,892</td>
</tr>
<tr>
<td>2001-02</td>
<td>327</td>
<td>12.18%</td>
<td>2,237</td>
<td>83.31%</td>
<td>14</td>
<td>0.52%</td>
<td>33</td>
<td>1.23%</td>
<td>20</td>
<td>0.74%</td>
<td>54</td>
<td>2.01%</td>
<td>0</td>
<td>0.00%</td>
<td>2,685</td>
</tr>
<tr>
<td>2000-01</td>
<td>302</td>
<td>11.72%</td>
<td>2,145</td>
<td>83.24%</td>
<td>18</td>
<td>0.70%</td>
<td>27</td>
<td>1.05%</td>
<td>14</td>
<td>0.54%</td>
<td>71</td>
<td>2.76%</td>
<td>0</td>
<td>0.00%</td>
<td>2,577</td>
</tr>
<tr>
<td>1999-00</td>
<td>264</td>
<td>10.28%</td>
<td>2,191</td>
<td>85.29%</td>
<td>16</td>
<td>0.62%</td>
<td>16</td>
<td>0.62%</td>
<td>15</td>
<td>0.58%</td>
<td>67</td>
<td>2.61%</td>
<td>0</td>
<td>0.00%</td>
<td>2,569</td>
</tr>
<tr>
<td>Year</td>
<td>Total</td>
<td>Percentage</td>
<td>Foreign Students</td>
<td>Average</td>
<td>Men</td>
<td>Women</td>
<td>Freshmen</td>
<td>Sophomores</td>
<td>Juniors</td>
<td>Seniors</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>------------</td>
<td>-----------------</td>
<td>---------</td>
<td>-----</td>
<td>-------</td>
<td>----------</td>
<td>------------</td>
<td>---------</td>
<td>---------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1998-99</td>
<td>260</td>
<td>9.48%</td>
<td>2,379</td>
<td>86.73%</td>
<td>9</td>
<td>0.33%</td>
<td>25</td>
<td>0.91%</td>
<td>15</td>
<td>0.55%</td>
<td>55</td>
<td>2.01%</td>
<td>0</td>
<td>0.00%</td>
<td>2,743</td>
</tr>
<tr>
<td>1997-98</td>
<td>312</td>
<td>11.50%</td>
<td>2,275</td>
<td>83.86%</td>
<td>13</td>
<td>0.48%</td>
<td>18</td>
<td>0.66%</td>
<td>17</td>
<td>0.63%</td>
<td>78</td>
<td>2.88%</td>
<td>0</td>
<td>0.00%</td>
<td>2,713</td>
</tr>
<tr>
<td>1996-97</td>
<td>244</td>
<td>9.09%</td>
<td>2,313</td>
<td>86.21%</td>
<td>16</td>
<td>0.60%</td>
<td>15</td>
<td>0.56%</td>
<td>16</td>
<td>0.60%</td>
<td>65</td>
<td>2.42%</td>
<td>14</td>
<td>0.52%</td>
<td>2,683</td>
</tr>
<tr>
<td>1995-96</td>
<td>257</td>
<td>9.58%</td>
<td>2,304</td>
<td>85.84%</td>
<td>11</td>
<td>0.41%</td>
<td>14</td>
<td>0.52%</td>
<td>14</td>
<td>0.52%</td>
<td>65</td>
<td>2.42%</td>
<td>19</td>
<td>0.71%</td>
<td>2,684</td>
</tr>
<tr>
<td>1994-95</td>
<td>280</td>
<td>10.05%</td>
<td>2,381</td>
<td>85.49%</td>
<td>7</td>
<td>0.25%</td>
<td>18</td>
<td>0.65%</td>
<td>10</td>
<td>0.36%</td>
<td>73</td>
<td>2.62%</td>
<td>16</td>
<td>0.57%</td>
<td>2,785</td>
</tr>
<tr>
<td>1993-94</td>
<td>248</td>
<td>8.15%</td>
<td>2,664</td>
<td>87.55%</td>
<td>12</td>
<td>0.39%</td>
<td>18</td>
<td>0.59%</td>
<td>25</td>
<td>0.82%</td>
<td>67</td>
<td>2.20%</td>
<td>9</td>
<td>0.30%</td>
<td>3,043</td>
</tr>
<tr>
<td>1992-93</td>
<td>274</td>
<td>8.95%</td>
<td>2,678</td>
<td>87.46%</td>
<td>15</td>
<td>0.49%</td>
<td>7</td>
<td>0.23%</td>
<td>22</td>
<td>0.72%</td>
<td>53</td>
<td>1.73%</td>
<td>13</td>
<td>0.42%</td>
<td>3,062</td>
</tr>
<tr>
<td>1991-92</td>
<td>224</td>
<td>7.58%</td>
<td>2,596</td>
<td>87.79%</td>
<td>6</td>
<td>0.20%</td>
<td>9</td>
<td>0.30%</td>
<td>21</td>
<td>0.71%</td>
<td>97</td>
<td>3.28%</td>
<td>4</td>
<td>0.14%</td>
<td>2,957</td>
</tr>
</tbody>
</table>

Source: OIRA database
The University of Alabama
Table 2

Graduate Degree Completions Conferred by Race 1991-92 through 2010-11

<table>
<thead>
<tr>
<th>Fall Term</th>
<th># Black, NonHispanic (includes Multiracial Blacks)</th>
<th>% Black, NonHispanic (includes Multiracial Blacks)</th>
<th># White</th>
<th>% White</th>
<th># American Indian or Alaskan Native</th>
<th>% American Indian or Alaskan Native</th>
<th># Asian, Native Hawaiian, or Pacific Islander</th>
<th>% Asian, Native Hawaiian, or Pacific Islander</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># Non-Resident Alien</th>
<th>% Non-Resident Alien</th>
<th># Multiracial or Race Ethnicity Unknown</th>
<th>% Multiracial or Race Ethnicity Unknown</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>197</td>
<td>10.95%</td>
<td>1,344</td>
<td>74.71%</td>
<td>10</td>
<td>0.56%</td>
<td>28</td>
<td>1.56%</td>
<td>49</td>
<td>2.72%</td>
<td>153</td>
<td>8.50%</td>
<td>18</td>
<td>1.00%</td>
<td>1,799</td>
</tr>
<tr>
<td>2009-10</td>
<td>171</td>
<td>11.05%</td>
<td>1,155</td>
<td>74.61%</td>
<td>11</td>
<td>0.71%</td>
<td>30</td>
<td>1.94%</td>
<td>23</td>
<td>1.49%</td>
<td>156</td>
<td>10.08%</td>
<td>2</td>
<td>0.13%</td>
<td>1,548</td>
</tr>
<tr>
<td>2008-09</td>
<td>167</td>
<td>11.07%</td>
<td>1,138</td>
<td>75.46%</td>
<td>5</td>
<td>0.33%</td>
<td>21</td>
<td>1.39%</td>
<td>32</td>
<td>2.12%</td>
<td>145</td>
<td>9.62%</td>
<td>0</td>
<td>0.00%</td>
<td>1,508</td>
</tr>
<tr>
<td>2007-08</td>
<td>145</td>
<td>9.60%</td>
<td>1,138</td>
<td>75.31%</td>
<td>7</td>
<td>0.46%</td>
<td>16</td>
<td>1.06%</td>
<td>15</td>
<td>0.99%</td>
<td>190</td>
<td>12.57%</td>
<td>0</td>
<td>0.00%</td>
<td>1,511</td>
</tr>
<tr>
<td>2006-07</td>
<td>153</td>
<td>10.89%</td>
<td>1,070</td>
<td>76.16%</td>
<td>4</td>
<td>0.28%</td>
<td>75</td>
<td>5.34%</td>
<td>18</td>
<td>1.28%</td>
<td>84</td>
<td>5.98%</td>
<td>1</td>
<td>0.07%</td>
<td>1,405</td>
</tr>
<tr>
<td>2005-06</td>
<td>145</td>
<td>10.49%</td>
<td>1,018</td>
<td>73.66%</td>
<td>7</td>
<td>0.51%</td>
<td>16</td>
<td>1.16%</td>
<td>18</td>
<td>1.30%</td>
<td>178</td>
<td>12.88%</td>
<td>0</td>
<td>0.00%</td>
<td>1,382</td>
</tr>
<tr>
<td>2004-05</td>
<td>134</td>
<td>8.68%</td>
<td>1,172</td>
<td>75.91%</td>
<td>10</td>
<td>0.65%</td>
<td>18</td>
<td>1.17%</td>
<td>13</td>
<td>0.84%</td>
<td>197</td>
<td>12.76%</td>
<td>0</td>
<td>0.00%</td>
<td>1,544</td>
</tr>
<tr>
<td>2003-04</td>
<td>110</td>
<td>8.25%</td>
<td>984</td>
<td>73.82%</td>
<td>10</td>
<td>0.75%</td>
<td>11</td>
<td>0.83%</td>
<td>13</td>
<td>0.98%</td>
<td>205</td>
<td>15.38%</td>
<td>0</td>
<td>0.00%</td>
<td>1,333</td>
</tr>
<tr>
<td>2002-03</td>
<td>106</td>
<td>8.10%</td>
<td>994</td>
<td>75.99%</td>
<td>5</td>
<td>0.38%</td>
<td>12</td>
<td>0.92%</td>
<td>22</td>
<td>1.68%</td>
<td>169</td>
<td>12.92%</td>
<td>0</td>
<td>0.00%</td>
<td>1,308</td>
</tr>
<tr>
<td>2001-02</td>
<td>97</td>
<td>7.31%</td>
<td>1,043</td>
<td>78.60%</td>
<td>7</td>
<td>0.53%</td>
<td>4</td>
<td>0.30%</td>
<td>11</td>
<td>0.83%</td>
<td>165</td>
<td>12.43%</td>
<td>0</td>
<td>0.00%</td>
<td>1,327</td>
</tr>
<tr>
<td>2000-01</td>
<td>106</td>
<td>7.77%</td>
<td>1,079</td>
<td>79.05%</td>
<td>3</td>
<td>0.22%</td>
<td>11</td>
<td>0.81%</td>
<td>10</td>
<td>0.73%</td>
<td>156</td>
<td>11.43%</td>
<td>0</td>
<td>0.00%</td>
<td>1,365</td>
</tr>
<tr>
<td>1999-00</td>
<td>105</td>
<td>7.55%</td>
<td>1,133</td>
<td>81.51%</td>
<td>5</td>
<td>0.36%</td>
<td>15</td>
<td>1.08%</td>
<td>14</td>
<td>1.01%</td>
<td>118</td>
<td>8.49%</td>
<td>0</td>
<td>0.00%</td>
<td>1,390</td>
</tr>
<tr>
<td>Year</td>
<td>Students</td>
<td>% Grad</td>
<td>Students</td>
<td>% Grad</td>
<td>Students</td>
<td>% Grad</td>
<td>Students</td>
<td>% Grad</td>
<td>Students</td>
<td>% Grad</td>
<td>Students</td>
<td>% Grad</td>
<td>Students</td>
<td>% Grad</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>--------</td>
<td>----------</td>
<td>--------</td>
<td>----------</td>
<td>--------</td>
<td>----------</td>
<td>--------</td>
<td>----------</td>
<td>--------</td>
<td>----------</td>
<td>--------</td>
<td>----------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>1998-99</td>
<td>78</td>
<td>6.02%</td>
<td>1,042</td>
<td>80.46%</td>
<td>7</td>
<td>0.54%</td>
<td>12</td>
<td>0.93%</td>
<td>22</td>
<td>1.70%</td>
<td>134</td>
<td>10.35%</td>
<td>0</td>
<td>0.00%</td>
<td></td>
</tr>
<tr>
<td>1997-98</td>
<td>77</td>
<td>6.53%</td>
<td>960</td>
<td>81.36%</td>
<td>8</td>
<td>0.68%</td>
<td>8</td>
<td>0.68%</td>
<td>12</td>
<td>1.02%</td>
<td>115</td>
<td>9.75%</td>
<td>0</td>
<td>0.00%</td>
<td></td>
</tr>
<tr>
<td>1996-97</td>
<td>92</td>
<td>6.81%</td>
<td>1,084</td>
<td>80.30%</td>
<td>8</td>
<td>0.59%</td>
<td>8</td>
<td>0.59%</td>
<td>11</td>
<td>0.81%</td>
<td>133</td>
<td>9.85%</td>
<td>14</td>
<td>1.04%</td>
<td></td>
</tr>
<tr>
<td>1995-96</td>
<td>80</td>
<td>5.65%</td>
<td>1,157</td>
<td>81.77%</td>
<td>5</td>
<td>0.35%</td>
<td>3</td>
<td>0.21%</td>
<td>20</td>
<td>1.41%</td>
<td>131</td>
<td>9.26%</td>
<td>19</td>
<td>1.34%</td>
<td></td>
</tr>
<tr>
<td>1994-95</td>
<td>59</td>
<td>4.76%</td>
<td>1,011</td>
<td>81.53%</td>
<td>5</td>
<td>0.40%</td>
<td>6</td>
<td>0.48%</td>
<td>8</td>
<td>0.65%</td>
<td>122</td>
<td>9.84%</td>
<td>29</td>
<td>2.34%</td>
<td></td>
</tr>
<tr>
<td>1993-94</td>
<td>46</td>
<td>3.90%</td>
<td>956</td>
<td>81.02%</td>
<td>2</td>
<td>0.17%</td>
<td>4</td>
<td>0.34%</td>
<td>8</td>
<td>0.68%</td>
<td>145</td>
<td>12.29%</td>
<td>19</td>
<td>1.61%</td>
<td></td>
</tr>
<tr>
<td>1992-93</td>
<td>52</td>
<td>4.99%</td>
<td>819</td>
<td>78.52%</td>
<td>2</td>
<td>0.19%</td>
<td>1</td>
<td>0.10%</td>
<td>7</td>
<td>0.67%</td>
<td>141</td>
<td>13.52%</td>
<td>21</td>
<td>2.01%</td>
<td></td>
</tr>
<tr>
<td>1991-92</td>
<td>41</td>
<td>4.18%</td>
<td>794</td>
<td>80.86%</td>
<td>4</td>
<td>0.41%</td>
<td>1</td>
<td>0.10%</td>
<td>7</td>
<td>0.71%</td>
<td>127</td>
<td>12.93%</td>
<td>8</td>
<td>0.81%</td>
<td></td>
</tr>
</tbody>
</table>

Source: OIRA database
### Table 3

**Professional Degree Completions Conferred by Race**

1991-92 through 2010-11

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Non- # White</th>
<th>% White</th>
<th>American</th>
<th>American</th>
<th>Native</th>
<th>Native</th>
<th>Hispanic</th>
<th>Hispanic</th>
<th>Resident</th>
<th>Resident</th>
<th>racial or</th>
<th>racial or</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>13</td>
<td>8.18%</td>
<td>138</td>
<td>86.79%</td>
<td>2</td>
<td>1.26%</td>
<td>3</td>
<td>1.89%</td>
<td>3</td>
<td>1.89%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>2009-10</td>
<td>17</td>
<td>9.94%</td>
<td>146</td>
<td>85.38%</td>
<td>0</td>
<td>0.00%</td>
<td>4</td>
<td>2.34%</td>
<td>3</td>
<td>1.75%</td>
<td>1</td>
<td>0.58%</td>
<td>0</td>
</tr>
<tr>
<td>2008-09</td>
<td>11</td>
<td>6.40%</td>
<td>151</td>
<td>87.79%</td>
<td>1</td>
<td>0.58%</td>
<td>4</td>
<td>2.33%</td>
<td>4</td>
<td>2.33%</td>
<td>1</td>
<td>0.58%</td>
<td>0</td>
</tr>
<tr>
<td>2007-08</td>
<td>12</td>
<td>7.79%</td>
<td>139</td>
<td>90.26%</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>0.65%</td>
<td>2</td>
<td>1.30%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>2006-07</td>
<td>13</td>
<td>8.55%</td>
<td>135</td>
<td>88.82%</td>
<td>1</td>
<td>0.66%</td>
<td>2</td>
<td>1.32%</td>
<td>1</td>
<td>0.66%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>2005-06</td>
<td>10</td>
<td>5.81%</td>
<td>159</td>
<td>92.44%</td>
<td>1</td>
<td>0.58%</td>
<td>0</td>
<td>0.00%</td>
<td>2</td>
<td>1.16%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>2004-05</td>
<td>10</td>
<td>5.46%</td>
<td>169</td>
<td>92.35%</td>
<td>1</td>
<td>0.55%</td>
<td>2</td>
<td>1.09%</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>0.55%</td>
<td>0</td>
</tr>
<tr>
<td>2003-04</td>
<td>10</td>
<td>5.81%</td>
<td>156</td>
<td>90.70%</td>
<td>2</td>
<td>1.16%</td>
<td>3</td>
<td>1.74%</td>
<td>1</td>
<td>0.58%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>2002-03</td>
<td>10</td>
<td>6.06%</td>
<td>149</td>
<td>90.30%</td>
<td>3</td>
<td>1.82%</td>
<td>2</td>
<td>1.21%</td>
<td>1</td>
<td>0.61%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>2001-02</td>
<td>15</td>
<td>8.77%</td>
<td>153</td>
<td>89.47%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.58%</td>
<td>1</td>
<td>0.58%</td>
<td>1</td>
<td>0.58%</td>
<td>0</td>
</tr>
<tr>
<td>2000-01</td>
<td>16</td>
<td>9.30%</td>
<td>151</td>
<td>87.79%</td>
<td>1</td>
<td>0.58%</td>
<td>1</td>
<td>0.58%</td>
<td>2</td>
<td>1.16%</td>
<td>1</td>
<td>0.58%</td>
<td>0</td>
</tr>
<tr>
<td>1999-00</td>
<td>9</td>
<td>4.97%</td>
<td>165</td>
<td>91.16%</td>
<td>3</td>
<td>1.66%</td>
<td>1</td>
<td>0.55%</td>
<td>1</td>
<td>0.55%</td>
<td>2</td>
<td>1.10%</td>
<td>0</td>
</tr>
<tr>
<td>1998-99</td>
<td>7</td>
<td>3.83%</td>
<td>173</td>
<td>94.54%</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>0.55%</td>
<td>1</td>
<td>0.55%</td>
<td>1</td>
<td>0.55%</td>
<td>0</td>
</tr>
<tr>
<td>1997-98</td>
<td>16</td>
<td>9.04%</td>
<td>158</td>
<td>89.27%</td>
<td>2</td>
<td>1.13%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>0.56%</td>
<td>0</td>
</tr>
<tr>
<td>1996-97</td>
<td>18</td>
<td>10.17%</td>
<td>154</td>
<td>87.01%</td>
<td>0</td>
<td>0.00%</td>
<td>2</td>
<td>1.13%</td>
<td>1</td>
<td>0.56%</td>
<td>0</td>
<td>0.00%</td>
<td>2</td>
</tr>
<tr>
<td>1995-96</td>
<td>17</td>
<td>9.14%</td>
<td>164</td>
<td>88.17%</td>
<td>3</td>
<td>1.61%</td>
<td>2</td>
<td>1.08%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>1994-95</td>
<td>10</td>
<td>5.59%</td>
<td>163</td>
<td>91.06%</td>
<td>3</td>
<td>1.68%</td>
<td>2</td>
<td>1.12%</td>
<td>1</td>
<td>0.56%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>1993-94</td>
<td>7</td>
<td>4.07%</td>
<td>161</td>
<td>93.60%</td>
<td>0</td>
<td>0.00%</td>
<td>2</td>
<td>1.16%</td>
<td>2</td>
<td>1.16%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>1992-93</td>
<td>10</td>
<td>5.92%</td>
<td>157</td>
<td>92.90%</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>0.59%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
</tr>
<tr>
<td>1991-92</td>
<td>10</td>
<td>5.62%</td>
<td>166</td>
<td>93.26%</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>0.56%</td>
<td>1</td>
<td>0.56%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: OIRA database
### The University of Alabama

**Table 4**

Racial Composition Data of Undergraduate Student Body

**Fall 1991 -- Fall 2010**

<table>
<thead>
<tr>
<th>Fall Term</th>
<th># Black, NonHispanic (includes Multiracial Blacks)</th>
<th>% Black, NonHispanic (includes Multiracial Blacks)</th>
<th># White</th>
<th>% White</th>
<th># American Indian or Alaskan Native</th>
<th>% American Indian or Alaskan Native</th>
<th># Asian, Native Hawaiian or Pacific Islander</th>
<th>% Asian, Native Hawaiian or Pacific Islander</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># Non-Resident Alien</th>
<th>% Non-Resident Alien</th>
<th># Multiracial or Race Ethnicity Unknown</th>
<th>% Multiracial or Race Ethnicity Unknown</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>3,060</td>
<td>12.30%</td>
<td>20,193</td>
<td>81.15%</td>
<td>135</td>
<td>0.54%</td>
<td>278</td>
<td>1.12%</td>
<td>596</td>
<td>2.40%</td>
<td>478</td>
<td>1.92%</td>
<td>144</td>
<td>0.58%</td>
<td>24,884</td>
</tr>
<tr>
<td>2009</td>
<td>2,787</td>
<td>11.76%</td>
<td>19,656</td>
<td>82.93%</td>
<td>136</td>
<td>0.57%</td>
<td>265</td>
<td>1.12%</td>
<td>515</td>
<td>2.17%</td>
<td>341</td>
<td>1.44%</td>
<td>2</td>
<td>0.01%</td>
<td>23,702</td>
</tr>
<tr>
<td>2008</td>
<td>2,503</td>
<td>11.20%</td>
<td>18,690</td>
<td>83.65%</td>
<td>129</td>
<td>0.58%</td>
<td>238</td>
<td>1.07%</td>
<td>466</td>
<td>2.09%</td>
<td>316</td>
<td>1.41%</td>
<td>1</td>
<td>0.00%</td>
<td>22,343</td>
</tr>
<tr>
<td>2007</td>
<td>2,350</td>
<td>11.15%</td>
<td>17,716</td>
<td>84.03%</td>
<td>129</td>
<td>0.61%</td>
<td>194</td>
<td>0.92%</td>
<td>407</td>
<td>1.93%</td>
<td>286</td>
<td>1.36%</td>
<td>0</td>
<td>0.00%</td>
<td>21,082</td>
</tr>
<tr>
<td>2006</td>
<td>2,171</td>
<td>11.15%</td>
<td>16,108</td>
<td>82.72%</td>
<td>121</td>
<td>0.62%</td>
<td>166</td>
<td>0.85%</td>
<td>377</td>
<td>1.94%</td>
<td>361</td>
<td>1.85%</td>
<td>170</td>
<td>0.87%</td>
<td>19,474</td>
</tr>
<tr>
<td>2005</td>
<td>2,068</td>
<td>11.78%</td>
<td>14,567</td>
<td>82.99%</td>
<td>109</td>
<td>0.62%</td>
<td>161</td>
<td>0.92%</td>
<td>265</td>
<td>1.51%</td>
<td>286</td>
<td>1.63%</td>
<td>97</td>
<td>0.55%</td>
<td>17,553</td>
</tr>
<tr>
<td>2004</td>
<td>2,058</td>
<td>12.42%</td>
<td>13,740</td>
<td>82.92%</td>
<td>105</td>
<td>0.63%</td>
<td>156</td>
<td>0.94%</td>
<td>189</td>
<td>1.14%</td>
<td>323</td>
<td>1.95%</td>
<td>0</td>
<td>0.00%</td>
<td>16,571</td>
</tr>
<tr>
<td>2003</td>
<td>2,177</td>
<td>13.70%</td>
<td>12,989</td>
<td>81.73%</td>
<td>98</td>
<td>0.62%</td>
<td>153</td>
<td>0.96%</td>
<td>175</td>
<td>1.10%</td>
<td>300</td>
<td>1.89%</td>
<td>0</td>
<td>0.00%</td>
<td>15,892</td>
</tr>
<tr>
<td>2002</td>
<td>2,197</td>
<td>14.22%</td>
<td>12,498</td>
<td>80.88%</td>
<td>96</td>
<td>0.62%</td>
<td>161</td>
<td>1.04%</td>
<td>163</td>
<td>1.05%</td>
<td>337</td>
<td>2.18%</td>
<td>0</td>
<td>0.00%</td>
<td>15,452</td>
</tr>
<tr>
<td>2001</td>
<td>2,244</td>
<td>14.76%</td>
<td>12,179</td>
<td>80.09%</td>
<td>93</td>
<td>0.61%</td>
<td>167</td>
<td>1.10%</td>
<td>148</td>
<td>0.97%</td>
<td>375</td>
<td>2.47%</td>
<td>0</td>
<td>0.00%</td>
<td>15,206</td>
</tr>
<tr>
<td>2000</td>
<td>2,222</td>
<td>14.50%</td>
<td>12,339</td>
<td>80.53%</td>
<td>94</td>
<td>0.61%</td>
<td>162</td>
<td>1.06%</td>
<td>132</td>
<td>0.86%</td>
<td>374</td>
<td>2.44%</td>
<td>0</td>
<td>0.00%</td>
<td>15,323</td>
</tr>
<tr>
<td>1999</td>
<td>2,066</td>
<td>14.10%</td>
<td>11,824</td>
<td>80.72%</td>
<td>88</td>
<td>0.60%</td>
<td>146</td>
<td>1.00%</td>
<td>116</td>
<td>0.79%</td>
<td>409</td>
<td>2.79%</td>
<td>0</td>
<td>0.00%</td>
<td>14,649</td>
</tr>
<tr>
<td>1998</td>
<td>1,927</td>
<td>13.37%</td>
<td>11,763</td>
<td>81.63%</td>
<td>96</td>
<td>0.67%</td>
<td>142</td>
<td>0.99%</td>
<td>104</td>
<td>0.72%</td>
<td>378</td>
<td>2.62%</td>
<td>0</td>
<td>0.00%</td>
<td>14,410</td>
</tr>
<tr>
<td>1997</td>
<td>1,881</td>
<td>13.01%</td>
<td>11,836</td>
<td>81.86%</td>
<td>86</td>
<td>0.59%</td>
<td>115</td>
<td>0.80%</td>
<td>106</td>
<td>0.73%</td>
<td>435</td>
<td>3.01%</td>
<td>0</td>
<td>0.00%</td>
<td>14,459</td>
</tr>
<tr>
<td>1996</td>
<td>1,670</td>
<td>11.83%</td>
<td>11,726</td>
<td>83.03%</td>
<td>66</td>
<td>0.47%</td>
<td>94</td>
<td>0.67%</td>
<td>92</td>
<td>0.65%</td>
<td>415</td>
<td>2.94%</td>
<td>59</td>
<td>0.42%</td>
<td>14,122</td>
</tr>
<tr>
<td>1995</td>
<td>1,706</td>
<td>11.49%</td>
<td>12,402</td>
<td>83.50%</td>
<td>83</td>
<td>0.56%</td>
<td>86</td>
<td>0.58%</td>
<td>100</td>
<td>0.67%</td>
<td>397</td>
<td>2.67%</td>
<td>78</td>
<td>0.53%</td>
<td>14,852</td>
</tr>
<tr>
<td>1994</td>
<td>1,760</td>
<td>11.73%</td>
<td>12,553</td>
<td>83.63%</td>
<td>69</td>
<td>0.46%</td>
<td>86</td>
<td>0.57%</td>
<td>77</td>
<td>0.51%</td>
<td>383</td>
<td>2.55%</td>
<td>82</td>
<td>0.55%</td>
<td>15,010</td>
</tr>
<tr>
<td>1993</td>
<td>1,709</td>
<td>11.11%</td>
<td>12,914</td>
<td>83.97%</td>
<td>54</td>
<td>0.35%</td>
<td>103</td>
<td>0.67%</td>
<td>99</td>
<td>0.64%</td>
<td>417</td>
<td>2.71%</td>
<td>83</td>
<td>0.54%</td>
<td>15,379</td>
</tr>
<tr>
<td>1992</td>
<td>1,650</td>
<td>10.75%</td>
<td>13,010</td>
<td>84.78%</td>
<td>50</td>
<td>0.33%</td>
<td>92</td>
<td>0.60%</td>
<td>103</td>
<td>0.67%</td>
<td>380</td>
<td>2.48%</td>
<td>61</td>
<td>0.40%</td>
<td>15,346</td>
</tr>
</tbody>
</table>
The University of Alabama

| Year | 1991 | 1.646 | 10.31% | 13,668 | 85.63% | 54 | 0.34% | 71 | 0.44% | 99 | 0.62% | 369 | 2.31% | 55 | 0.34% | 15,962 |

Source: OIRA database (Includes exclusive audits. Law Enforcement Academy included 1975-1997.)
The University of Alabama  
Table 5  

Racial Composition Data of Graduate Student Body  
Fall 1991 -- Fall 2010  

<table>
<thead>
<tr>
<th>Fall Term</th>
<th># Black, NonHispanic (includes Multiracial Blacks)</th>
<th>% Black, NonHispanic (includes Multiracial Blacks)</th>
<th># White</th>
<th>% White</th>
<th># American Indian or Alaskan Native</th>
<th>% American Indian or Alaskan Native</th>
<th># Asian, Native Hawaiian, or Pacific Islander</th>
<th>% Asian, Native Hawaiian, or Pacific Islander</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># Non-Resident Alien</th>
<th>% Non-Resident Alien</th>
<th># Multiracial or Race Ethnicity Unknown</th>
<th>% Multiracial or Race Ethnicity Unknown</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>621</td>
<td>13.14%</td>
<td>3,365</td>
<td>71.20%</td>
<td>24</td>
<td>0.51%</td>
<td>71</td>
<td>1.50%</td>
<td>113</td>
<td>2.39%</td>
<td>474</td>
<td>10.03%</td>
<td>58</td>
<td>1.23%</td>
<td>4,726</td>
</tr>
<tr>
<td>2009</td>
<td>537</td>
<td>12.01%</td>
<td>3,275</td>
<td>73.22%</td>
<td>31</td>
<td>0.69%</td>
<td>77</td>
<td>1.72%</td>
<td>75</td>
<td>1.68%</td>
<td>474</td>
<td>10.60%</td>
<td>4</td>
<td>0.09%</td>
<td>4,473</td>
</tr>
<tr>
<td>2008</td>
<td>508</td>
<td>12.37%</td>
<td>3,015</td>
<td>73.43%</td>
<td>21</td>
<td>0.51%</td>
<td>71</td>
<td>1.73%</td>
<td>79</td>
<td>1.92%</td>
<td>412</td>
<td>10.03%</td>
<td>0</td>
<td>0.00%</td>
<td>4,106</td>
</tr>
<tr>
<td>2007</td>
<td>455</td>
<td>11.82%</td>
<td>2,835</td>
<td>73.62%</td>
<td>19</td>
<td>0.49%</td>
<td>54</td>
<td>1.40%</td>
<td>55</td>
<td>1.43%</td>
<td>433</td>
<td>11.24%</td>
<td>0</td>
<td>0.00%</td>
<td>3,851</td>
</tr>
<tr>
<td>2006</td>
<td>423</td>
<td>11.19%</td>
<td>2,765</td>
<td>73.13%</td>
<td>19</td>
<td>0.50%</td>
<td>38</td>
<td>1.01%</td>
<td>51</td>
<td>1.35%</td>
<td>483</td>
<td>12.77%</td>
<td>2</td>
<td>0.05%</td>
<td>3,781</td>
</tr>
<tr>
<td>2005</td>
<td>417</td>
<td>11.31%</td>
<td>2,623</td>
<td>71.14%</td>
<td>23</td>
<td>0.62%</td>
<td>30</td>
<td>0.81%</td>
<td>65</td>
<td>1.76%</td>
<td>527</td>
<td>14.29%</td>
<td>2</td>
<td>0.05%</td>
<td>3,687</td>
</tr>
<tr>
<td>2004</td>
<td>390</td>
<td>10.38%</td>
<td>2,684</td>
<td>71.46%</td>
<td>25</td>
<td>0.67%</td>
<td>45</td>
<td>1.20%</td>
<td>59</td>
<td>1.57%</td>
<td>553</td>
<td>14.72%</td>
<td>0</td>
<td>0.00%</td>
<td>3,756</td>
</tr>
<tr>
<td>2003</td>
<td>362</td>
<td>9.62%</td>
<td>2,682</td>
<td>71.27%</td>
<td>28</td>
<td>0.74%</td>
<td>35</td>
<td>0.93%</td>
<td>43</td>
<td>1.14%</td>
<td>613</td>
<td>16.29%</td>
<td>0</td>
<td>0.00%</td>
<td>3,763</td>
</tr>
<tr>
<td>2002</td>
<td>338</td>
<td>9.54%</td>
<td>2,546</td>
<td>71.88%</td>
<td>17</td>
<td>0.48%</td>
<td>35</td>
<td>0.99%</td>
<td>42</td>
<td>1.19%</td>
<td>564</td>
<td>15.92%</td>
<td>0</td>
<td>0.00%</td>
<td>3,542</td>
</tr>
<tr>
<td>2001</td>
<td>305</td>
<td>9.13%</td>
<td>2,451</td>
<td>73.38%</td>
<td>19</td>
<td>0.57%</td>
<td>25</td>
<td>0.75%</td>
<td>38</td>
<td>1.14%</td>
<td>502</td>
<td>15.03%</td>
<td>0</td>
<td>0.00%</td>
<td>3,340</td>
</tr>
<tr>
<td>2000</td>
<td>323</td>
<td>9.54%</td>
<td>2,482</td>
<td>73.32%</td>
<td>20</td>
<td>0.59%</td>
<td>24</td>
<td>0.71%</td>
<td>35</td>
<td>1.03%</td>
<td>501</td>
<td>14.80%</td>
<td>0</td>
<td>0.00%</td>
<td>3,385</td>
</tr>
<tr>
<td>1999</td>
<td>295</td>
<td>8.49%</td>
<td>2,660</td>
<td>76.55%</td>
<td>15</td>
<td>0.43%</td>
<td>26</td>
<td>0.75%</td>
<td>30</td>
<td>0.86%</td>
<td>449</td>
<td>12.92%</td>
<td>0</td>
<td>0.00%</td>
<td>3,475</td>
</tr>
<tr>
<td>1998</td>
<td>291</td>
<td>8.58%</td>
<td>2,621</td>
<td>77.29%</td>
<td>18</td>
<td>0.53%</td>
<td>35</td>
<td>1.03%</td>
<td>30</td>
<td>0.88%</td>
<td>396</td>
<td>11.68%</td>
<td>0</td>
<td>0.00%</td>
<td>3,391</td>
</tr>
<tr>
<td>1997</td>
<td>237</td>
<td>7.25%</td>
<td>2,586</td>
<td>79.11%</td>
<td>14</td>
<td>0.43%</td>
<td>27</td>
<td>0.83%</td>
<td>32</td>
<td>0.98%</td>
<td>373</td>
<td>11.41%</td>
<td>0</td>
<td>0.00%</td>
<td>3,269</td>
</tr>
<tr>
<td>1996</td>
<td>232</td>
<td>7.14%</td>
<td>2,562</td>
<td>78.81%</td>
<td>15</td>
<td>0.46%</td>
<td>21</td>
<td>0.65%</td>
<td>23</td>
<td>0.71%</td>
<td>356</td>
<td>10.95%</td>
<td>42</td>
<td>1.29%</td>
<td>3,251</td>
</tr>
<tr>
<td>1995</td>
<td>250</td>
<td>7.09%</td>
<td>2,810</td>
<td>79.69%</td>
<td>15</td>
<td>0.43%</td>
<td>13</td>
<td>0.37%</td>
<td>22</td>
<td>0.62%</td>
<td>362</td>
<td>10.27%</td>
<td>54</td>
<td>1.53%</td>
<td>3,526</td>
</tr>
<tr>
<td>1994</td>
<td>222</td>
<td>6.04%</td>
<td>2,949</td>
<td>80.22%</td>
<td>12</td>
<td>0.33%</td>
<td>9</td>
<td>0.24%</td>
<td>23</td>
<td>0.63%</td>
<td>397</td>
<td>10.80%</td>
<td>64</td>
<td>1.74%</td>
<td>3,676</td>
</tr>
<tr>
<td>1993</td>
<td>205</td>
<td>5.86%</td>
<td>2,777</td>
<td>79.34%</td>
<td>16</td>
<td>0.46%</td>
<td>7</td>
<td>0.20%</td>
<td>20</td>
<td>0.57%</td>
<td>424</td>
<td>12.11%</td>
<td>51</td>
<td>1.46%</td>
<td>3,500</td>
</tr>
<tr>
<td>1992</td>
<td>185</td>
<td>5.61%</td>
<td>2,574</td>
<td>78.05%</td>
<td>8</td>
<td>0.24%</td>
<td>3</td>
<td>0.09%</td>
<td>11</td>
<td>0.33%</td>
<td>460</td>
<td>13.95%</td>
<td>57</td>
<td>1.73%</td>
<td>3,298</td>
</tr>
<tr>
<td>1991</td>
<td>208</td>
<td>6.46%</td>
<td>2,462</td>
<td>76.41%</td>
<td>9</td>
<td>0.28%</td>
<td>5</td>
<td>0.16%</td>
<td>13</td>
<td>0.40%</td>
<td>477</td>
<td>14.80%</td>
<td>48</td>
<td>1.49%</td>
<td>3,222</td>
</tr>
</tbody>
</table>
Source: OIRA database (Includes exclusive audits.)
The University of Alabama
Table 6

Racial Composition Data of Professional Student Body
Fall 1991 -- Fall 2010

<table>
<thead>
<tr>
<th>Fall Term</th>
<th># Black, NonHispanic (includes Multiracial Blacks)</th>
<th>% Black, NonHispanic (includes Multiracial Blacks)</th>
<th># White</th>
<th>% White</th>
<th>% Black or Alaskan Native</th>
<th>% American Indian or Alaskan Native</th>
<th>% Asian, Native Hawaiian, or Pacific Islander</th>
<th>% Asian, Native Hawaiian, or Pacific Islander</th>
<th>% Hispanic</th>
<th># Hispanic</th>
<th>% Non-Resident Alien</th>
<th>% Non-Resident Alien</th>
<th>% Multiracial or Race Ethnicity Unknown</th>
<th>% Multiracial or Race Ethnicity Unknown</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>60</td>
<td>9.65%</td>
<td>521</td>
<td>83.76%</td>
<td>4</td>
<td>0.64%</td>
<td>22</td>
<td>3.54%</td>
<td>8</td>
<td>1.29%</td>
<td>3</td>
<td>0.48%</td>
<td>4</td>
<td>0.64%</td>
<td>622</td>
</tr>
<tr>
<td>2009</td>
<td>55</td>
<td>8.70%</td>
<td>534</td>
<td>84.49%</td>
<td>2</td>
<td>0.32%</td>
<td>25</td>
<td>3.96%</td>
<td>10</td>
<td>1.58%</td>
<td>6</td>
<td>0.95%</td>
<td>0</td>
<td>0.00%</td>
<td>632</td>
</tr>
<tr>
<td>2008</td>
<td>49</td>
<td>8.13%</td>
<td>520</td>
<td>86.24%</td>
<td>2</td>
<td>0.33%</td>
<td>16</td>
<td>2.65%</td>
<td>11</td>
<td>1.82%</td>
<td>5</td>
<td>0.83%</td>
<td>0</td>
<td>0.00%</td>
<td>603</td>
</tr>
<tr>
<td>2007</td>
<td>46</td>
<td>7.11%</td>
<td>567</td>
<td>87.64%</td>
<td>2</td>
<td>0.31%</td>
<td>12</td>
<td>1.85%</td>
<td>9</td>
<td>1.39%</td>
<td>11</td>
<td>1.70%</td>
<td>0</td>
<td>0.00%</td>
<td>647</td>
</tr>
<tr>
<td>2006</td>
<td>41</td>
<td>6.58%</td>
<td>548</td>
<td>87.96%</td>
<td>4</td>
<td>0.64%</td>
<td>12</td>
<td>1.93%</td>
<td>6</td>
<td>0.96%</td>
<td>12</td>
<td>1.93%</td>
<td>0</td>
<td>0.00%</td>
<td>623</td>
</tr>
<tr>
<td>2005</td>
<td>43</td>
<td>7.23%</td>
<td>518</td>
<td>87.06%</td>
<td>8</td>
<td>1.34%</td>
<td>12</td>
<td>2.02%</td>
<td>5</td>
<td>0.84%</td>
<td>9</td>
<td>1.51%</td>
<td>0</td>
<td>0.00%</td>
<td>595</td>
</tr>
<tr>
<td>2004</td>
<td>42</td>
<td>6.54%</td>
<td>562</td>
<td>87.54%</td>
<td>8</td>
<td>1.25%</td>
<td>17</td>
<td>2.65%</td>
<td>3</td>
<td>0.47%</td>
<td>10</td>
<td>1.56%</td>
<td>0</td>
<td>0.00%</td>
<td>642</td>
</tr>
<tr>
<td>2003</td>
<td>39</td>
<td>5.75%</td>
<td>595</td>
<td>87.76%</td>
<td>8</td>
<td>1.18%</td>
<td>22</td>
<td>3.24%</td>
<td>4</td>
<td>0.59%</td>
<td>10</td>
<td>1.47%</td>
<td>0</td>
<td>0.00%</td>
<td>678</td>
</tr>
<tr>
<td>2002</td>
<td>36</td>
<td>5.63%</td>
<td>564</td>
<td>86.28%</td>
<td>8</td>
<td>1.25%</td>
<td>19</td>
<td>2.97%</td>
<td>4</td>
<td>0.63%</td>
<td>8</td>
<td>1.25%</td>
<td>0</td>
<td>0.00%</td>
<td>639</td>
</tr>
<tr>
<td>2001</td>
<td>43</td>
<td>6.88%</td>
<td>545</td>
<td>87.20%</td>
<td>7</td>
<td>1.12%</td>
<td>12</td>
<td>1.92%</td>
<td>7</td>
<td>1.12%</td>
<td>11</td>
<td>1.76%</td>
<td>0</td>
<td>0.00%</td>
<td>625</td>
</tr>
<tr>
<td>2000</td>
<td>50</td>
<td>8.20%</td>
<td>533</td>
<td>87.38%</td>
<td>4</td>
<td>0.66%</td>
<td>7</td>
<td>1.15%</td>
<td>6</td>
<td>0.98%</td>
<td>10</td>
<td>1.64%</td>
<td>0</td>
<td>0.00%</td>
<td>610</td>
</tr>
<tr>
<td>1999</td>
<td>52</td>
<td>7.90%</td>
<td>582</td>
<td>88.45%</td>
<td>4</td>
<td>0.61%</td>
<td>9</td>
<td>1.37%</td>
<td>4</td>
<td>0.61%</td>
<td>7</td>
<td>1.06%</td>
<td>0</td>
<td>0.00%</td>
<td>658</td>
</tr>
<tr>
<td>1998</td>
<td>45</td>
<td>6.67%</td>
<td>606</td>
<td>89.78%</td>
<td>4</td>
<td>0.59%</td>
<td>7</td>
<td>1.04%</td>
<td>8</td>
<td>1.19%</td>
<td>5</td>
<td>0.74%</td>
<td>0</td>
<td>0.00%</td>
<td>675</td>
</tr>
<tr>
<td>1997</td>
<td>43</td>
<td>6.61%</td>
<td>585</td>
<td>89.86%</td>
<td>6</td>
<td>0.92%</td>
<td>8</td>
<td>1.23%</td>
<td>3</td>
<td>0.46%</td>
<td>6</td>
<td>0.92%</td>
<td>0</td>
<td>0.00%</td>
<td>651</td>
</tr>
<tr>
<td>1996</td>
<td>50</td>
<td>7.89%</td>
<td>568</td>
<td>89.59%</td>
<td>2</td>
<td>0.32%</td>
<td>6</td>
<td>0.95%</td>
<td>3</td>
<td>0.47%</td>
<td>4</td>
<td>0.63%</td>
<td>1</td>
<td>0.16%</td>
<td>634</td>
</tr>
<tr>
<td>1995</td>
<td>61</td>
<td>9.17%</td>
<td>588</td>
<td>88.42%</td>
<td>4</td>
<td>0.60%</td>
<td>5</td>
<td>0.75%</td>
<td>2</td>
<td>0.30%</td>
<td>4</td>
<td>0.60%</td>
<td>1</td>
<td>0.15%</td>
<td>665</td>
</tr>
<tr>
<td>1994</td>
<td>60</td>
<td>8.82%</td>
<td>597</td>
<td>87.79%</td>
<td>6</td>
<td>0.88%</td>
<td>8</td>
<td>1.18%</td>
<td>2</td>
<td>0.29%</td>
<td>5</td>
<td>0.74%</td>
<td>2</td>
<td>0.29%</td>
<td>680</td>
</tr>
<tr>
<td>1993</td>
<td>42</td>
<td>6.59%</td>
<td>572</td>
<td>89.80%</td>
<td>5</td>
<td>0.78%</td>
<td>12</td>
<td>1.88%</td>
<td>3</td>
<td>0.47%</td>
<td>3</td>
<td>0.47%</td>
<td>0</td>
<td>0.00%</td>
<td>637</td>
</tr>
<tr>
<td>1992</td>
<td>40</td>
<td>6.42%</td>
<td>567</td>
<td>91.01%</td>
<td>3</td>
<td>0.48%</td>
<td>7</td>
<td>1.12%</td>
<td>3</td>
<td>0.48%</td>
<td>0</td>
<td>0.00%</td>
<td>3</td>
<td>0.48%</td>
<td>623</td>
</tr>
<tr>
<td>1991</td>
<td>39</td>
<td>6.07%</td>
<td>590</td>
<td>91.76%</td>
<td>1</td>
<td>0.16%</td>
<td>4</td>
<td>0.62%</td>
<td>5</td>
<td>0.78%</td>
<td>2</td>
<td>0.31%</td>
<td>2</td>
<td>0.31%</td>
<td>643</td>
</tr>
</tbody>
</table>
Source: OIRA database (Includes exclusive audits and medical residents.)
Table 7  
The University of Alabama  
Racial Composition of Full-Time Faculty  
Fall 1991 -- Fall 2010

<table>
<thead>
<tr>
<th>Fall Term</th>
<th># Black, NonHispanic (includes Multiracial Blacks)</th>
<th>% Black, NonHispanic (includes Multiracial Blacks)</th>
<th># White</th>
<th>% White</th>
<th># American Indian or Alaskan Native</th>
<th>% American Indian or Alaskan Native</th>
<th># Asian, Native Hawaiian, or Pacific Islander</th>
<th>% Asian, Native Hawaiian, or Pacific Islander</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># Non-Resident Alien</th>
<th>% Non-Resident Alien</th>
<th># Multiracial or Race Ethnicity Unknown</th>
<th># Other</th>
<th>% Other</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>69</td>
<td>5.87%</td>
<td>967</td>
<td>82.30%</td>
<td>1</td>
<td>0.09%</td>
<td>69</td>
<td>5.87%</td>
<td>23</td>
<td>1.96%</td>
<td>45</td>
<td>3.83%</td>
<td>1</td>
<td>0</td>
<td>0.00%</td>
<td>1,175</td>
</tr>
<tr>
<td>2009</td>
<td>56</td>
<td>5.04%</td>
<td>923</td>
<td>83.08%</td>
<td>1</td>
<td>0.09%</td>
<td>64</td>
<td>5.76%</td>
<td>19</td>
<td>1.71%</td>
<td>48</td>
<td>4.32%</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>1,111</td>
</tr>
<tr>
<td>2008</td>
<td>58</td>
<td>5.44%</td>
<td>894</td>
<td>83.79%</td>
<td>1</td>
<td>0.09%</td>
<td>58</td>
<td>5.44%</td>
<td>16</td>
<td>1.50%</td>
<td>40</td>
<td>3.75%</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>1,067</td>
</tr>
<tr>
<td>2007</td>
<td>58</td>
<td>5.63%</td>
<td>871</td>
<td>84.56%</td>
<td>1</td>
<td>0.10%</td>
<td>49</td>
<td>4.76%</td>
<td>15</td>
<td>1.46%</td>
<td>36</td>
<td>3.50%</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>1,030</td>
</tr>
<tr>
<td>2006</td>
<td>56</td>
<td>5.74%</td>
<td>812</td>
<td>83.28%</td>
<td>1</td>
<td>0.09%</td>
<td>70</td>
<td>6.91%</td>
<td>24</td>
<td>2.17%</td>
<td>42</td>
<td>3.61%</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>975</td>
</tr>
<tr>
<td>2005</td>
<td>54</td>
<td>5.86%</td>
<td>786</td>
<td>85.25%</td>
<td>1</td>
<td>0.09%</td>
<td>69</td>
<td>5.87%</td>
<td>23</td>
<td>1.96%</td>
<td>45</td>
<td>3.83%</td>
<td>1</td>
<td>0</td>
<td>0.00%</td>
<td>922</td>
</tr>
<tr>
<td>2004</td>
<td>49</td>
<td>5.41%</td>
<td>783</td>
<td>86.42%</td>
<td>1</td>
<td>0.09%</td>
<td>69</td>
<td>5.87%</td>
<td>23</td>
<td>1.96%</td>
<td>45</td>
<td>3.83%</td>
<td>1</td>
<td>0</td>
<td>0.00%</td>
<td>906</td>
</tr>
<tr>
<td>2003</td>
<td>44</td>
<td>4.77%</td>
<td>808</td>
<td>87.64%</td>
<td>1</td>
<td>0.09%</td>
<td>69</td>
<td>5.87%</td>
<td>23</td>
<td>1.96%</td>
<td>45</td>
<td>3.83%</td>
<td>1</td>
<td>0</td>
<td>0.00%</td>
<td>922</td>
</tr>
<tr>
<td>2002</td>
<td>44</td>
<td>4.85%</td>
<td>795</td>
<td>87.65%</td>
<td>1</td>
<td>0.09%</td>
<td>69</td>
<td>5.87%</td>
<td>23</td>
<td>1.96%</td>
<td>45</td>
<td>3.83%</td>
<td>1</td>
<td>0</td>
<td>0.00%</td>
<td>907</td>
</tr>
<tr>
<td>2001</td>
<td>38</td>
<td>4.27%</td>
<td>782</td>
<td>87.96%</td>
<td>1</td>
<td>0.09%</td>
<td>69</td>
<td>5.87%</td>
<td>23</td>
<td>1.96%</td>
<td>45</td>
<td>3.83%</td>
<td>1</td>
<td>0</td>
<td>0.00%</td>
<td>889</td>
</tr>
<tr>
<td>2000</td>
<td>34</td>
<td>3.85%</td>
<td>781</td>
<td>88.45%</td>
<td>1</td>
<td>0.09%</td>
<td>69</td>
<td>5.87%</td>
<td>23</td>
<td>1.96%</td>
<td>45</td>
<td>3.83%</td>
<td>1</td>
<td>0</td>
<td>0.00%</td>
<td>883</td>
</tr>
<tr>
<td>1999</td>
<td>34</td>
<td>3.87%</td>
<td>788</td>
<td>89.75%</td>
<td>1</td>
<td>0.09%</td>
<td>69</td>
<td>5.87%</td>
<td>23</td>
<td>1.96%</td>
<td>45</td>
<td>3.83%</td>
<td>1</td>
<td>0</td>
<td>0.00%</td>
<td>878</td>
</tr>
<tr>
<td>1998</td>
<td>34</td>
<td>4.17%</td>
<td>781</td>
<td>89.80%</td>
<td>1</td>
<td>0.09%</td>
<td>69</td>
<td>5.87%</td>
<td>23</td>
<td>1.96%</td>
<td>45</td>
<td>3.83%</td>
<td>1</td>
<td>0</td>
<td>0.00%</td>
<td>863</td>
</tr>
<tr>
<td>1997</td>
<td>32</td>
<td>3.86%</td>
<td>763</td>
<td>90.72%</td>
<td>1</td>
<td>0.09%</td>
<td>69</td>
<td>5.87%</td>
<td>23</td>
<td>1.96%</td>
<td>45</td>
<td>3.83%</td>
<td>1</td>
<td>0</td>
<td>0.00%</td>
<td>830</td>
</tr>
<tr>
<td>1996</td>
<td>31</td>
<td>3.74%</td>
<td>756</td>
<td>91.30%</td>
<td>1</td>
<td>0.09%</td>
<td>69</td>
<td>5.87%</td>
<td>23</td>
<td>1.96%</td>
<td>45</td>
<td>3.83%</td>
<td>1</td>
<td>0</td>
<td>0.00%</td>
<td>828</td>
</tr>
<tr>
<td>1995</td>
<td>32</td>
<td>3.62%</td>
<td>808</td>
<td>91.30%</td>
<td>1</td>
<td>0.09%</td>
<td>69</td>
<td>5.87%</td>
<td>23</td>
<td>1.96%</td>
<td>45</td>
<td>3.83%</td>
<td>1</td>
<td>0</td>
<td>0.00%</td>
<td>885</td>
</tr>
<tr>
<td>1994</td>
<td>28</td>
<td>3.17%</td>
<td>816</td>
<td>92.41%</td>
<td>1</td>
<td>0.09%</td>
<td>69</td>
<td>5.87%</td>
<td>23</td>
<td>1.96%</td>
<td>45</td>
<td>3.83%</td>
<td>1</td>
<td>0</td>
<td>0.00%</td>
<td>883</td>
</tr>
<tr>
<td>Year</td>
<td>Faculty</td>
<td>% Black</td>
<td>Total Faculty</td>
<td>% Black</td>
<td>Total Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>---------</td>
<td>---------------</td>
<td>---------</td>
<td>--------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1993</td>
<td>23</td>
<td>2.57%</td>
<td>827</td>
<td>92.40%</td>
<td>895</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1992</td>
<td>20</td>
<td>2.24%</td>
<td>830</td>
<td>93.15%</td>
<td>891</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1991</td>
<td>24</td>
<td>2.61%</td>
<td>847</td>
<td>92.27%</td>
<td>918</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: OIRA database

*Until 2007, Other included persons not counted as non-Hispanic Blacks or Whites.

Note: The number of black faculty for Fall 2007 and Fall 2011 does not include one black non-resident alien.

For all other Fall terms beginning with Fall 2006 the number of black faculty does not include two black non-resident aliens.

Note: The 58 black faculty for Fall 2007 includes one faculty member who was inadvertently omitted from IPEDS 10/31/2007 report.
<table>
<thead>
<tr>
<th>Fall Term</th>
<th># Black, NonHispanic (includes Multiracial Blacks)</th>
<th>% Black, NonHispanic (includes Multiracial Blacks)</th>
<th># White</th>
<th>% White</th>
<th># American Indian or Alaskan Native</th>
<th>% American Indian or Alaskan Native</th>
<th># Asian, Native Hawaiian, or Pacific Islander</th>
<th>% Asian, Native Hawaiian, or Pacific Islander</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># Non-Resident Alien</th>
<th>% Non-Resident Alien</th>
<th># Multiracial or Race Ethnicity Unknown</th>
<th>% Multiracial or Race Ethnicity Unknown</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>11</td>
<td>10.58%</td>
<td>90</td>
<td>86.54%</td>
<td>0</td>
<td>0.00%</td>
<td>2</td>
<td>1.92%</td>
<td>1</td>
<td>0.96%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>104</td>
</tr>
<tr>
<td>2009</td>
<td>12</td>
<td>11.21%</td>
<td>93</td>
<td>86.92%</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>0.93%</td>
<td>1</td>
<td>0.93%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>107</td>
</tr>
<tr>
<td>2008</td>
<td>12</td>
<td>11.32%</td>
<td>91</td>
<td>85.85%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>3</td>
<td>2.83%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>106</td>
</tr>
<tr>
<td>2007</td>
<td>13</td>
<td>12.87%</td>
<td>86</td>
<td>85.15%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>2</td>
<td>1.98%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>101</td>
</tr>
<tr>
<td>2006</td>
<td>11</td>
<td>11.22%</td>
<td>84</td>
<td>85.71%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>2</td>
<td>2.04%</td>
<td>1</td>
<td>1.02%</td>
<td>0</td>
<td>0.00%</td>
<td>98</td>
</tr>
<tr>
<td>2005</td>
<td>11</td>
<td>11.46%</td>
<td>83</td>
<td>86.46%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>2</td>
<td>2.08%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>96</td>
</tr>
<tr>
<td>2004</td>
<td>9</td>
<td>10.00%</td>
<td>79</td>
<td>87.78%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>2</td>
<td>2.22%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>90</td>
</tr>
<tr>
<td>2003</td>
<td>8</td>
<td>8.60%</td>
<td>85</td>
<td>91.40%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>93</td>
</tr>
<tr>
<td>2002</td>
<td>5</td>
<td>5.68%</td>
<td>83</td>
<td>94.32%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>88</td>
</tr>
<tr>
<td>2001</td>
<td>5</td>
<td>5.15%</td>
<td>92</td>
<td>94.85%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>97</td>
</tr>
<tr>
<td>2000</td>
<td>5</td>
<td>5.26%</td>
<td>90</td>
<td>94.74%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>95</td>
</tr>
<tr>
<td>1999</td>
<td>7</td>
<td>7.14%</td>
<td>91</td>
<td>92.86%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>98</td>
</tr>
<tr>
<td>1998</td>
<td>5</td>
<td>5.05%</td>
<td>94</td>
<td>94.95%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>99</td>
</tr>
<tr>
<td>1997</td>
<td>3</td>
<td>3.06%</td>
<td>94</td>
<td>95.92%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>1.02%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>98</td>
</tr>
<tr>
<td>1996</td>
<td>3</td>
<td>2.80%</td>
<td>103</td>
<td>96.26%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>0.93%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>107</td>
</tr>
<tr>
<td>1995</td>
<td>6</td>
<td>5.00%</td>
<td>113</td>
<td>94.17%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>0.83%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>120</td>
</tr>
<tr>
<td>1994</td>
<td>6</td>
<td>5.00%</td>
<td>113</td>
<td>94.17%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>0.83%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>120</td>
</tr>
<tr>
<td>1993</td>
<td>3</td>
<td>2.48%</td>
<td>117</td>
<td>96.69%</td>
<td>1</td>
<td>0.83%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>121</td>
</tr>
<tr>
<td>1992</td>
<td>3</td>
<td>2.42%</td>
<td>118</td>
<td>95.16%</td>
<td>1</td>
<td>0.81%</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>0.81%</td>
<td>1</td>
<td>0.81%</td>
<td>0</td>
<td>0.00%</td>
<td>124</td>
</tr>
<tr>
<td>1991</td>
<td>3</td>
<td>2.42%</td>
<td>120</td>
<td>96.77%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>0.81%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>124</td>
</tr>
</tbody>
</table>

Source: OIRA database