The University of Alabama

2011-2012

Strategic Diversity Report

August 2012
The University of Alabama
2011-2012 Strategic Diversity Report

Table of Contents

I. Executive Summary ......................................................................................................................... 2
   A. Overview of Major Diversity Initiatives .................................................................................. 2
   B. Highlights of Progress Made in Increasing Black Representation in Student
      Body, Faculty, EEO-1 and EEO-3 Staff .................................................................................. 6

II. Report of Initiatives Accomplishing UA’s Five Strategic Diversity Goals ....................... 9
   Goal One ........................................................................................................................................ 9
   Goal Two ...................................................................................................................................... 27
   Goal Three ................................................................................................................................. 100
   Goal Four ................................................................................................................................. 110
   Goal Five ................................................................................................................................. 158

Attachment 1

Table 1
Degree Completions Conferred by Level and Race ................................................................. 172

Table 2
Racial Composition of Student Body by Level and Race ....................................................... 175

Table 3
Racial Composition of Full-time Faculty (EEO 2) by Race .................................................... 178

Table 4
Racial Composition of Full-time Administrators (EEO 1) by Race ....................................... 179

Table 5
Racial Composition of UA Faculty and EEO-1 Applicant Pools ........................................... 180
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 sixth 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 sixth SDR have contributed to a Fall 2011 campus profile that includes:

- enrollment of 6,426 minority and international students (20.3%), 3,933 of whom are African Americans (12.43%);
- employment of 970 minority staff members (22.5%), 870 of whom are African Americans (89.7%), which includes three multi-racial individuals who listed Black as a race category; and
- employment of 210 minority and international full-time faculty members (17.3%), 68 of whom are black, which includes one black non-resident alien and one multi-racial faculty who listed Black as a race category.

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 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, 2012, 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 26,000 UA students had completed more than 1,121,341 hours of community service with more than 183 community partners, and UA faculty members from every college on campus offered service-learning courses with an estimated 11,000 students participating. The Community Service Center’s Crimson for a Cause program was initiated to orient new students about service and how to be active members of the University’s diverse community. 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 December 2011, these mentoring programs were featured in a panel presentation at the 2011 Council of Graduate Schools national meeting. In 2012, UA’s School of Medicine Program in Rural Medicine was ranked 12th by U.S. News and World Report’s “America’s Best Graduate Schools.” for Rural Medicine programs. The College of Education’s Adapted Athletics (formerly Wheelchair Athletics) stayed in the national spotlight, with its men’s wheelchair basketball team placing 4th in the Men’s National Championship for the second season in a row. The women’s team played in their 5th consecutive National Championship game and finished 2nd in the nation. 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.

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. Finally, the Realizing the Dream Committee, also spearheaded by Dr. Pruitt and which originated 23 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. For example, last fall 81 UH 101 Moral Forum students dedicated more than 1280 service hours helping local relief agencies, schools, and the community recover from the April 27 tornado. Students thereafter implemented in Spring 2012 a collaborative art therapy project with students from one of the elementary schools destroyed by the tornado; another eight–week program called Project Bright Side was implemented with the Boys and Girls Club teaching children about volunteerism and philanthropy; and a service-learning course called PlanFirst was implemented placing energetic students with the City of Tuscaloosa to provide planning resources as the city rebuilds.

The College of Engineering received a three million dollar NSF-funded grant to form a partnership with Sumter County Board of Education to integrate over the next five years engineering applications into existing high school and middle school science and math courses. This partnership will increase the professional caliber of STEM graduate students and provide resources and support for the State of Alabama high school Engineering Academies.

The ADA Technology Compliance Working Group, and more specifically, the Technology and Learning Committee has been working on a Technology Accessibility Plan for the University to ensure all required online course materials are accessible to those with hearing, sight or other impairments. And, in spring 2012, the Office of the Title IX Coordinator was established to work with University administration, departments, students, faculty, staff, campus police, and other support services to ensure that University policies and programs foster a campus community free of illegal gender discrimination and sexual violence.

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” (TEEACH), which provides a master’s degree program in special education for elementary school teachers in West Alabama counties assists 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 was implemented with a first cohort of Suder Freshmen Scholars for Fall 2011. The McNair Scholars Graduate
Fellowship Program and the SREB Fellowship Program likewise provide substantial financial support to University graduate students, thereby maximizing recruitment and retention of minority/underrepresented graduate students.

Alabama Reach, a support program for students from foster homes was founded in July 2011 and holds a mission to empower current and former foster youth, orphans, emancipated minors, wards of the State, and homeless youth in a supportive environment that allows students the freedom to pursue higher education and successfully matriculate and graduate from college. 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 marked its 10th anniversary in 2012 of providing remarkable, once-in-a-lifetime opportunities for UA students and faculty to interact with the University of Havana community. Finally, in 2011-12, an Office of Veteran and Military Affairs was established in Student Affairs, providing support for students who served in the military or dependents of military parents. Programs have been established where veterans can share their experiences with others and communicate with departments on campus to ease their transition to the college environment.

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. For example, this past year alone, Housing and Residential Communities offered 170 diversity/multicultural programs in the residence halls and provided its staff and student employees with diversity training. UA’s 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 2010-11 data, UA ranks third among the 50 flagship institutions for percent of total degrees conferred to black students, sixth 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 (9.14%), graduate and first professional (10.73%), and total (9.62%) degrees conferred ranks UA significantly ahead of both the respective averages and medians for flagships and public doctorals (the range of averages being 4.07-6.54% and the range of medians being 4.3-5.35%).

   • 1st in SREB Doctoral Fellows: UA has had 77 SREB doctoral fellows enrolled to earn the Ph.D. degree – more than any other university and 43 are employed in positions utilizing their UA degree. For the current academic year (2011-12), there were 21 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 7, 2012; June 21, 2012; and July 5, 2012 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:

      - Doctoral Degrees: 55th among all institutions in the number of doctoral degrees in all disciplines conferred to African Americans; 52nd in the number of doctoral degrees in Education conferred to African Americans;
      - Master’s Degrees: 84th in the number of master’s degrees in all disciplines conferred to African Americans; 39th in the number of master’s degrees in
Communication, Journalism, and related programs conferred to African Americans; and
  o *Baccalaureate Degrees*: 80th in the number of baccalaureate degrees in all disciplines 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 2005 and graduating by August 2011), UA’s 6-year graduation rate for African-American students was 58.9%. Although that is lower than its graduation rate for all students (65.8%), it is higher than the 2010 average for African-American students at 31 Southern University Group (SUG) institutions: 57.6%.

- **Higher retention rates for African Americans at UA:** The retention rate for UA freshmen entering Fall 2010 and continuing to the sophomore year is 86.5%. Black freshmen at UA had a slightly higher retention rate of 86.7%. 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 2009 cohort (the latest SUG information available), that trend continued, and UA’s Black first-year retention rate (86.9%) exceeded the average Black retention rate for 31 SUG institutions (86.1%).

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

- **2nd among flagships:** For Fall 2011, UA ranks *second* (12.43%) among the 50 states’ flagship institutions for highest percent black enrollment, with only the University of Mississippi (16.26%) 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 2011, 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 4.37 and 6.61 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 50 flagship institutions reporting for Fall 2011, UA ranks *third* in percent black full-time faculty with 5.42%, not counting UA’s one black non-resident alien and one multi-racial faculty who listed Black as a race category. That is significantly higher than the flagship average of 2.69%.

- **Top 13% among public doctorals and exceeds median and average:** Among the 160 public doctoral institutions reporting data for Fall 2011 (excluding HBCUs), UA
ranks in the top 13% of all institutions in percent black full-time faculty; again significantly higher than the median and average for public doctoral institutions (3.33% and 3.28% respectively).

- 183% increase in black faculty in 20 years: In 1991, UA employed 24 full-time black faculty out of 918 for 2.61%. For Fall 2011, UA had 68 black faculty (5.59%), which includes one black non-resident alien and one multi-racial faculty who listed Black as a race category, an increase of 44 (or 183% increase). SREB reports in its most current Factbook (2011) that 5.5% 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.

- Nine Additional EEO-1’s since 1991: In Fall 2011, 12 of UA’s 109 EEO-1 administrators were African Americans. This represents a 300% 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 2011 percentage of black EEO-1 administrators (11.01%) exceeds that of most comparable public four-year institutions across the country.

  o 2nd among flagships: Among full-time EEO-1 administrators at the 49 flagship institutions reporting Fall 2011 data, UA ranks second highest in percent black representation, at 11.01%. That percentage is more than double both the median and average for percent black EEO-1’s at the flagships (4.63% and 4.89%, respectively).

  o Top 12% of public doctoral: Among 155 public doctoral institutions (excluding HBCUs) reporting in Fall 2011, UA ranks in the top 12% for
highest percent black EEO-1’s, well above the national median of 6.25% and average of 6.55% for those public doctoral institutions.

- UA’s percent black EEO-3 professional staff exceeds national median and average: The University’s 2011 percentage of black EEO-3 professionals (9.82%) also exceeds that of most comparable public four-year institutions across the country:
  - 6th among flagships: Among full-time EEO-3 administrators at the 50 flagship institutions reporting Fall 2011 data, UA ranks 6th highest in percent black representation at 9.82%. That percentage is well above the median and average for percent black EEO-3’s at the flagships (4.02% and 4.86%, respectively).
  - Top 29% of public doctoral: Among 160 public doctoral institutions (excluding HBCUs) reporting in Fall 2011, UA ranks in the top 29% for highest percent black EEO-3’s, more than the national median of 6.03% and average of 7.88% 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 2011-12, 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 those at flagships and other public doctoral institutions. See [http://provost.ua.edu/information/strategic-diversity-plan/](http://provost.ua.edu/information/strategic-diversity-plan/). This Office also updates

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, and Black Honors Day Convocation. 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. The Provost also provided support for the BFSA Scholars Day Program and for travel to conferences for black faculty. She also was co-sponsor for the program “An Evening with a Redtail” on March 7, 2012. 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 sixth 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 2011 Fifth Annual Alabama Statewide Higher Education Diversity Enhancement Conference held in Tuscaloosa on November 7, 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 2012 to celebrate Black History Month and provided the resources to print 2,000 copies of the UA Diversity Viewbook. She assembled a group who developed a brochure that visually displays the progress of African-American enrollment, degrees, and faculty since 2002.

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;
    - Distributed A&S’s diversity brochure at the following conferences: Compact Conference for Faculty Diversity, Institute for Teaching and Mentoring, October 2011; McKnights Fellow Conference, October 2011; Annual Biomedical Research Conference for
Minority Students, November 2011; Emerging Researchers National Conference in STEM, February 2012; The Joint Annual Meeting of the National Institute of Science and the Beta Kappa Chi Honor Society, March 2012; Annual American Society for Biochemistry and Molecular Biology Undergraduate Student Research Poster Competition, April 2012; Graduate School Fair at the University of Arkansas at Pine Bluff, April 2012; and the SAEOPP McNair/SSS Research Conference, June 2012. The diversity brochure was also distributed at the following events: Bama Grad Expo, an event to recruit prospective graduate students, January 2012; Culture Day, at the VA Hospital, April 2012; and Bama Bound, May 2012.

- Supported the University of Alabama System’s Fifth Annual Statewide Diversity in Higher Education Conference, November 2011;
- Supported the Realizing the Dream Legacy Banquet, January 13, 2012;
- Supported the Lavender Graduation Ceremony;
- Supported a grant proposal, “Alabama Alliance for Graduate Education and the Professoriate,” submitted by Dr. Viola Acoff, College of Engineering, to increase the number of underrepresented minority faculty and graduate students in the STEM disciplines, March 2012;
- Sponsored the multicultural conference entitled “Teaching and Learning in a Global Society: Effective Communication Skills for Multicultural Environments” on November 14, 2011; and
- Dr. Jimmy Williams, Associate Dean for Multicultural Affairs, served as the faculty advisor to UA SREB, a student chapter consisting of a significant number of underrepresented graduate students. He also served on the Tide Together Advisory Board, an organization dedicated to mentoring underrepresented graduate students.

- **A&S Financial Support for UA Diversity Efforts:** This past year, the College provided financial support to:
  - Dr. Seth Appiah-Opoku, coordinator of the Ghana Summer Program, to award scholarships to students participating in the program;
  - Black Student Union, in support of their projects, Fall 2011 and Spring 2012;
  - NAACP, in support of their projects, Fall 2011; and
  - Drs. Trudier Harris, Michelle Robinson, Cassander Smith and Maha Marouan to attend the conference, *Becoming Alabama: Immigration and Migration in a Deep South State*, Auburn University, January 2012.
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.

- **National Black Masters in Business Administration (NBMBAA) promotes the leadership and cultural education to MBA, Specialty Master’s and Undergraduate students interested in business. This is done through career development opportunities, undergraduate mentorship, and MBA 2nd year to 1st year mentorship and community outreach.**

- **Manderson Graduate School of Business (MGSB) also sponsors the National Association of Women MBAs, a not-for-profit organization dedicated to supporting and promoting women MBAs, whose mission is to provide networking opportunities with professionals committed to the development of women’s role in business; increase communication among graduate business schools regarding their initiatives to educate and support future women in business; and support an annual national conference. The organization’s continued viability is made possible through the generous contributions from corporations that actively engage in the supporting and hiring of women MBAs.**

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 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. The digital sign reflects the tenets of diversity as expressed in the College’s diversity statement, “Diversity: Celebrated. Appreciated. Embraced.” The elements of diversity surround those words: Physical abilities, political views, ethnicity, age, gender, religious beliefs and spirituality, sexuality, national origin, race, and socioeconomic or geographic background. CIS believes that such a display of the diversity statement contributes to the educational mission of the College.

• Additionally, the School of Library and Information Studies produced new recruitment materials (a brochure and a poster) for wide distribution. Both pieces were designed specifically to encourage interest by minorities; images incorporated into the materials were selected to represent racially diverse students.

• Commissioned 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/).

• 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/nonniscrmpolicy.pdf).

• The Educational Leadership, Policy, and Technology Studies Department recruitment efforts—published materials, webpages, and personal meetings with perspective students—include a clear statement of the department’s commitment to promoting diversity. Links have been made across the university to other academic units that focus on gender and African-American studies in order to recruit female and minority students to the doctoral program in Social and Cultural Studies. The recruitment officer for the school leadership program has also focused on recruiting minority candidates. This has involved numerous visits to schools in areas with a high proportion of African-American students.

• The Office of International Programs actively recruits and educates minority students in Central and South America. Currently there are over 200 students taking classes offered via the Office of International Programs.

• The Office of Research on Teaching in the Disciplines (ORTD) sponsors an active Excellence in Teaching Awards program. The program recognizes diverse teachers throughout the state for their excellence. As an example, Dr. Vernessa Curry, of Birmingham City Schools, has been awarded the Excellence in Teaching English Language Arts award in 2012. The ORTD publicizes the awards program through a statewide listserv it maintains of all public schools in the state (kindergarten-12). The awards program further is publicized by the College of Education through its alumni mailings and publicity efforts. Finally, the awards program is publicized through UA faculty who notify the members of the state professional educators’ organizations to which they belong. Additionally, the Social Studies Council of Alabama has placed its President on the subcommittee for the Excellence in Teaching Social Studies award and will also give its Social Studies Teacher of the Year award to the same individual. Several professional educators’ organizations further include the awardee in their annual meeting program and host a presentation by the awardee.
• 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.

• The Graduate School website includes, under the heading of Recruitment and Outreach, a site titled ‘Opening the School House Door’ and uses 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 nine years, and now (Fall 2011) stands at 661 (13.7% of the graduate student body). UA has begun to attract national attention for leadership in recruiting, retaining, and graduating students from underrepresented minority groups: UA ranked 3rd (10.73%) among the 50 flagship university campuses in percentage of African-American graduate degree recipients in 2010-11 and ranked 22nd of 160 public doctoral institutions in percentage of African-American graduate degree recipients, a record 155 Master’s (10.8% of the total degrees conferred). UA has gotten national press attention for leading the nation in both enrollment and graduation of Southern Regional Education Board (SREB) Doctoral Scholars, with 21 Scholars currently enrolled, 77 total Scholars enrolled since the program’s inception in 1993, and 43 Scholar graduates, nearly all 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. The success of these programs has resulted in invited national paper presentations by the Dean and Assistant Dean at the Council of Graduate Schools’ national meetings and other venues in 2011 and 2012.

• 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 five years, OGS has funded multiple 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 every other year. 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 2011-12, the Law School bestowed its highest honor, the Sam W. Pipes Distinguished Alumnus Award, on Sydney S. Smith, one of the most distinguished women lawyers in Alabama. The honor was conferred at the annual Farrah Law Banquet held in Birmingham. Over 200 people attended the banquet, and 1,250 alumni and friends of the Law School received invitations announcing that Ms. Smith 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, Associate Dean for Special Programs, 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 stairway.

There are six core values in the plan, the first is excellence; the second is diversity. Under Goal 1, objective 1.14 states: Increase minority enrollment by at least 10% for BSN and 20% for graduate programs. Under Goal 2, objective 2.1.10 states: Encourage minority students to be ambassadors. Objective 2.2.1 states: Focus faculty research studies on rural health, racial and ethnic disparities in health, or culture and health care.

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 our 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 generalist
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. All videos used in classes (both on-campus and online) are closed captioned. One of the multimedia classrooms (room 104) has an assisted listening device.
- Each year the Affirmative Action and Cultural Diversity Committee and the Executive Committee reviews work regarding diversity within our educational mission.

k) *Alabama Disabilities Advocacy Program (ADAP).* ADAP promotes and publicizes its commitment to diversity in the mission and vision statements. The ADAP website
(www.adap.net) posts the mission and vision on the front page, which reads: “ADAP’s mission is to provide quality, legally based advocacy services to Alabamians with disabilities in order to protect, promote and expand their rights. ADAP’s vision is one of a society where persons with disabilities are valued and exercise self-determination through meaningful choices, and have equality of opportunity.” ADAP’s general brochure also promotes the mission and vision statements which focus on people with disabilities. The brochure is provided to individuals with disabilities, their family members, other advocates, service providers, policymakers at the state and local levels, etc. ADAP is committed to using inclusive language and photographs depicting images of diverse populations in all of its publications and trainings.

1) 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/. 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.”

m) Community Affairs, Office of Equal Opportunity Programs. The Office of Equal Opportunity Programs maintains a website, 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) developing a mission statement for the committee, (2) including diversity workshop as a requirement for Spring Orientation for new students, (3) including diversity courses as part of the Core Curriculum, and (4) identifying and expanding scholarship opportunities for a more diverse pool of students. The University Compliance Officer/Director participated on the design team that planned and coordinated the 2011 Fifth Annual Statewide Diversity in Higher Education Conference. The conference, held November 7, 2011, at The University of Alabama 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 Alabama Association of Higher
Education Diversity Officers (ALAHEDO). ALAHEDO is charged with developing workshops, conferences, and other activities to promote diversity within its member institutions. The first annual meeting was held at The University of Alabama on November 6, 2011 preceding the November 7, 2011, UA System’s Statewide Diversity Enhancement Conference. The University Compliance Officer worked with the design team to plan the 2012 First Annual Comprehensive Diversity Conference, scheduled for November 5-6, 2012 at Auburn University. This conference is a merger of the UA System Statewide Higher Education Diversity Enhancement Conference, ALAHEDO Annual Meeting and the Auburn University Diversity Research Conference.

n) Community Affairs, Crossroads Community Center. Crossroads communicates the University’s commitment to diversity through display materials presented to potential students and their families at University Days, Bama Bound, Get on Board Day and International Student Orientation (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.

o) 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. Career Center utilization numbers mirror very closely the actual ethnicity demographics of the UA student population.
- 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 2011-2012 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 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.

• The Office of Fiscal Affairs (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.

• The Office of First Year Experience. First Year Experience represents UA’s diverse student population through strategic recruitment efforts for various programs within First Year Experience to promote various forms of diversity.

• The Office of Veteran and Military Affairs provides programs and services to meet the special needs of all veterans, service members, dependents, and survivors. Outreach efforts are focused on these students through email and printed materials which represent the diversity of this community. The staff addresses the unique issues and concerns of these students through the programs and services we provide. The Office works closely with the Campus Veterans Association (CVA), which is the student organization that represents this special population.

• University Recreation. The departmental mission speaks directly to all students and the greater university community by encouraging healthy lifestyle opportunities that strengthen learning and personal growth. Programs, services and facility operations are designed to meet the needs of a diverse population of participants. Staff (professional and student) are hired and trained to reflect and embrace the values of a community through inclusion and access without regard to age, gender, ethnicity, or physical/mental capacity.

• 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.
p) **Intercollegiate Athletics.** The Department of Intercollegiate Athletics’ 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.”

During the 2011-12 academic year, plaques displaying the Department’s mission statement/core values were installed at the entrances of various athletics facilities, including the Mal Moore Athletic Facility, Coleman Coliseum and Foster Auditorium. In addition, the mission statement is published in various other electronic and print media, such as on [www.rolltide.com](http://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.

q) **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.


In promoting these and other books, the Press has had numerous opportunities to reach out and partner with diverse communities around the state, region, and nation. Most prominent among these activities would be promotional efforts for *Desert Rose: The Life and Legacy of Coretta Scott King*, which included partnering with the King family for numerous events in Alabama, Georgia, Washington, D.C. (including events at the Martin Luther King Memorial and with the Congressional Black Caucus), New York City, and San Francisco. The Press also had numerous opportunities to reach out to both African-American and Latino/a communities in promoting Lila Weaver’s *Darkroom: A Memoir in Black and White*. Most recently the Press has partnered with a number of groups in Birmingham and Tuscaloosa to promote *Doc: The Story of a Birmingham Jazz Man*, including working with the University and the city of Tuscaloosa to name Doc Adams a Living Legend celebrated by a number of events at UA and Stillman University and in the Tuscaloosa community.

In addition to these publications and events, the Press’s marketing manager, Shana Rivers, an African American, received a Whiting Diversity Grant to attend the annual meeting of the Association of American University Presses; Shana also represents the Press on the AAUP’s Marketing Committee this year, a prestigious appointment. Marketing associate Latasha Watters, an African American, has represented the Press at a number of events, including the Southern Festival of Books in Nashville and the Southern Historical Association annual meeting in Mobile. Over the past year the Press has had a number of African American, Latino, and Asian American interns and student workers.

**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 on the newly-formed ADA Technology Compliance Work Group to develop a plan for compliance with Section 504 and ADA regulations for accessible technology (e.g., web-based materials, software applications and operating systems, video and multimedia products, computing equipment).
The 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. Upon the establishment of a new Office of Military and Veterans Affairs within the Division of Student Affairs, the University Compliance Officer/Director provided a seamless transition from the VETS initiative to this office via collaborations with Student Affairs and Academic Affairs administrators, and the newly-appointed director.

In response to the recent Office of Civil Rights’ “Dear Colleague” on Title IX: Sexual Violence, the University Compliance Officer/Director has initiated collaborations with Women’s Resource Center and the campus Title IX Coordinator to provide training and address issues of sexual harassment and sexual violence on campus. A new website has been established and can be viewed at www.titleix.ua.edu.

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 consisted of students from nine 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.ua.edu, 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. Over 50 students participated in the Black Belt 100 Lenses Summer Camp in 2012, a culminating experience in which students meet others from Black Belt counties, and enhance their leadership skills through work with photography and writing.

- CCBP continued in 2012 to support financially and with personnel participation the **Multicultural Journalism Program** (MJW), now in its 29th 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 and whose population has a larger number of children living in poverty than the statewide average. A greater effort was made in 2012 to promote multicultural achievements at CCBP. For example, CCBP continued to provide public relations support for the Alabama Entrepreneurial Research Network. And CCBP became a partner in production of the *Black Belt Connection*, a newsprint publication reaching a target market of minority-majority populations in Alabama counties.

• **Undergraduate Mentorship – Engaged Scholarship Activities.** In 2011-2012, the Office of Community Education supervised five undergraduate students in their completion or initiation of engaged scholarship projects in diverse communities. All are women, and of the five, three are women of color. Each student gained the opportunity to submit an IRB proposal, collect research data, and present that data in a public forum.

• 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 was presented at the National Outreach Scholarship Conference (NOSC) 2011 at Michigan State University, and a proposal for a new presentation has been accepted for presentation at NOSC 2012, to be held here on the UA campus in the Fall. A feature of NOSC 2012 will be to serve Alabama fresh fruits and vegetables produced in environmentally friendly ways at the conference.

• CCBP produced two volumes 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. Articles dealt with a Western Indian tribe, an inner city low-income Hispanic community, and the difficulties of women and minorities in gaining parity in academic settings.

• **Engaged Scholarship Survey.** In 2012, CCBP planned 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. This project will be reported at NOSC 2012. 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.

- **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 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 serves 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. During the 2011-2012 school year, more than 25 UA students participated in the project. Information and research from this project will be presented at the 2012 NOSC hosted by UA in Fall 2012.

- **GK-12 Sustainable Energy Systems (National Science Foundation).** The Director for Community Development has worked closely with the Dean and staff members of the College of Engineering in securing funding and implementing a National Science Foundation Grant. The purpose of the NSF grant is to increase the professional caliber of STEM graduate students and equip them to be future leaders in academia and industry and to provide resources and support for the newly formed State of Alabama high school Engineering Academies. The College of Engineering has formed a partnership with the Sumter Board of Education to integrate engineering applications into existing high school and middle school science and math courses. The grant award is $600,000 for five consecutive years for a total of $3,000,000. Eight University of Alabama students participated in the project during the 2011-2012 school year.

- **AlabamaREAL.** AlabamaReal is a project of the Center for Community-Based Partnerships and The Culverhouse College of Commerce and Business Administration. Each year the project partners with Alabama’s public high schools to do classroom presentation and activities that focus on the following areas: constructing a business plan, entrepreneurship as a career, goal-setting and planning, teamwork, and specific areas of the business plan. The project strives to visit three to six schools per academic semester and provide technical assistance for schools interested in additional materials and resources for entrepreneurship education. During the 2011-12 school year CCBP staff provided workshops to staff members at six different schools and presented workshops at five conferences.

- **Celebrating History, Health and Healthy Living.** The Director for Community Development at the Center for Community-Based Partnerships has teamed up with the Joseph and Lauretta Freeman Foundation, Whatley Health Services, WTUG Radio, Tuscaloosa County Extension Services and units across campus to celebrate history, health and healthy living in West Alabama. The event was held on June 23, 2012 at the McDonald Hughes Center in Tuscaloosa. Participants attended educational workshops and were screened for HIV/AIDS, Blood Pressure,
Cholesterol, and Glucose. Participants also received exercise instructions, health cooking practices, and professional consultation on medication therapy management.

- **Minority Business Council Summit.** The Director for Community Development at Center for Community-Based Partnerships participated in the Minority Business Council Summit sponsored by the West Alabama Chamber of Commerce on April 11, 2012 on the campus of C.A. Fred campus of Shelton State Community College. There were 29 business representatives from the Tuscaloosa community in attendance. The primary purpose of the summit was to gain knowledge of the needs of minority businesses and to build a lasting relationship between the Chamber of Commerce, minority business owners, and other community groups which work with or provide opportunities for minority businesses. The group agreed to have ongoing informational meetings throughout the year. The Director of Community Development shared with the group educational and contract opportunities with The University of Alabama.

- **CompuSense Program.** Computational Sensors and Automated Response Program for Urban and Rural Students (CompuSense) is a program designed to engage 10th grade urban and rural high school students from Chicago and 2 counties located in the Black Belt regions of Alabama in the building of robots and in competing in robotic competitions. This project addresses diversity in the following areas: gender; socio-economic-rural and urban students; language-Hispanic students; ethnic-African American and Hispanic Students; institutional-University of Alabama, University of Chicago, 1 charter high school, 3 public high schools-one in Chicago and 2 in Alabama; geographic-rural Alabama and urban Chicago; and disciplinary-Computer Scientists, Science Education Researchers, Technology Educators.

- **Parent Leadership Academy (PLA) 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 five classes have graduated over 196 parents through 2012.

- **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.

- **Heart Touch Program (HTP).** HTP is a program that connects Asian/international students in the U.S. with children in orphanages in Beijing China. This letter writing (pen pal) program is designed to allow international students living in the U.S. and attending UA an opportunity to give back to communities in their native lands through writing letters of encouragement and inspiring hope for children who remain in orphanages. This program addresses the following areas of diversity:
geographic; ethnic-Asian/Asian-American students; language-Chinese and English; and institutional-University of Alabama, Children's Youth Foundation in Beijing China, Hunan University, and Chinese churches in Tuscaloosa.

- **Saving Lives Initiative (SLI).** SLI is a university faith-based partnership for health and wellness. The pilot program is designed to increase the health literacy and wellness of residents in Black Belt counties in Alabama—targeting leaders and members in faith-based churches in rural Alabama. The audience will expand to include leaders and congregational members from synagogues and mosques located in rural Alabama and across the nation. SLI is designed to first support residents in rural Alabama in attaining higher levels of health and wellness. Unlike other health and wellness initiatives, SLI deliberately uses scripture or text from theologically sound doctrine to support the myriad of health care information and recommendations coming forward from health care providers and policy makers. Areas of diversity addressed through this project include: disciplinary-Ministers and pastors from local churches with an expansion to include mosques and synagogues; institutional-Churches and Universities; cultural-community and university; and religious.

- CCBP operates a five-day a week *Language, Literacy and Media Lab* that helps residents for whom English is a second language. They use the highly rated Rosetta Stone software preferred by industry as well as highly rated language learning podcasts and websites. 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.

*The Crossroads Community Center* fosters more informed and open perspectives on UA campus through the student leadership training incorporated in its programs. Student leaders of Sustained Dialogue, Turn on the A.C. (Alabama Culture) Radio Show, Real Talk, and Community Conversations are offered intercultural training as part of their Crossroads experience. Across the year, Crossroads Interns and the student leaders of Crossroads programs receive training and practice in areas such as: Intercultural Communication, Facilitation of Intercultural Dialogue, Cultural Interviewing and Storytelling, Managing Cross-Cultural Conflict, and Dealing with Our Cultural Biases. Training is provided by national specialists from Sustained Dialogue national office, campus specialists, and Crossroads professional staff and includes videos and special guests from Human Resources, WVUA-FM radio, Communication Studies, Study Abroad, Gender and Race Studies, American Studies, the Women’s Resource Center and campus cultural associations. In 2011-2012, the staff of the Crossroads Community Center received UA SAFE Zone (GLBT- gay, lesbian, bisexual, transgendered) and UA Harbor (sexual assault, dating violence, and domestic violence) response training. These trainings inform Crossroads staff so they can refer students and staff who are in need of appropriate campus programs. In this way, Crossroads is responsive to students from marginalized communities and shapes a positive campus environment for all.
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, *UA is Culture*, 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, International Education Week, 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 Sustained Dialogue Student Moderators, **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 2011-12, this program had approximately 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.

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 14 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.
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 2011-2012 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.

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 Remembering April 27, 2011; Coming From Where I’m From celebrating Native American Heritage Month with special guests from the local Native American community; Compassion cosponsored with Creative Campus and featuring special guest Zen Buddhist priest and poet Norman Fischer; What is Your Identity? Going Beyond Black and White which focused on forms of discrimination besides race; and Cultural Expressions: How do you Express Yourself? which featured student and community poets. 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, a poetry showcase during National Poetry Month, 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, develop their Global Skills Set for today’s society, and shape a positive environment on our campus. The event also welcomes nationally known artists such as Georgia Me (Poet from HBO’s Def Poetry Jam) and Nate Marshall (Poet from HBO’s Russell Simmons presents Brave New Voices).

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.

Through its innovative programs, Crossroads coordinated faculty, staff and students in the development of a culturally-engaged campus community during 2011-2012. Crossroads 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. Through its diverse programs, Crossroads Community Center prepares students and staff for demographic shifts in a global society and contributes to a campus culture of inclusiveness. These joint efforts foster more informed and open perspectives, promote community, and prepare UA students to live and work in an ever-expanding global 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 is managed by the Crossroads office and is 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.

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. In cooperation with the Vice President of Community Affairs, Construction Administration sponsors a Business & Breakfast networking function on a quarterly basis at Bryant-Denny Stadium in an effort to increase minority participation in design and construction projects and to make them aware of upcoming projects at the University. This has successfully brought general contractors and subcontractors together and allows them an opportunity to network and increase exposure for their companies and their services. The attendance of these networking functions has steadily increased and has received very positive feedback from the community.

Contract Administration meets annually with the South Region Minority Supplier Development Council to develop contacts and participate in the Council’s activities. 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. 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://construction-estus.fa.ua.edu/dbe/default.aspx. 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.

In addition, representatives of Contract Administration and Construction Administration serve on the University’s Minority Business Council. Contract Administration emphasizes the use by minority and women-owned business for each capital project for which there is the opportunity for Minority Women’s Business Enterprise program (MWBE) participation. A goal is set for minority and women-owned participation based on the scope of work of each particular project. This goal is set forth in the bid documents and discussed as a specific line item during the pre-bid meeting when all potential bidders are present and they continue to encourage the utilization of MWBE/DBE vendors in bid documents and during the pre-bid process. Successful bidders on projects are required to document minority and women-owned participation. This requirement was also added this year to the Prequalification process to ensure potential General Contractors and Subcontractors have Diversity Plans prior to bidding. A directory of local minority and women-owned businesses is maintained which is distributed to all bidders for projects on which a participation goal exists. 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.
c. 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** is traditionally organized around the analysis of one controversial “moral” resolution, with the course culminating in a debate tournament. However, after the April 2011 storms, the UA Center for Ethics & Social Responsibility restructured the course to focus on examining the multifaceted challenges Tuscaloosa faces and to encourage students to develop thoughtful projects to address these challenges as the city rebuilds and recovers. Last fall, 81 UH 101 Moral Forum students dedicated more than 1,280 service hours to helping local relief agencies, schools and the community recover from the April 27 tornado. The most innovative and inspiring project proposals competed to receive seed funding for implementation. The following projects were implemented in Spring 2012: Art for Alberta, a collaborative art therapy project with children from Alberta Elementary School; Project Bright Side, an innovative eight-week program with the Boys and Girls Club of West Alabama that taught children about local nonprofit organizations, volunteerism and philanthropy through hands-on projects; and PlanFirst, a new service-learning course designed in collaboration with the city of Tuscaloosa, which provides energetic, educated students to help ensure the city has adequate planning resources as the city rebuilds.

- **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 2011-2012 class of Documenting Justice produced films exploring: the changing face of poultry farming; a tornado-damaged neighborhood recounting its past while considering its future; the Peer Bridger Program, a unique new model in mental health care; communities in the Black Belt holding onto a past identity through segregated school systems; the stories of residents in and around Gainesville, Alabama; a former inmate reflecting on his life inside and outside of prison; and the impact of Alabama’s HB56 on two illegal immigrants and their families. More than 1,000 UA students and faculty members, and business and community leaders attended the 2012 Documenting Justice screening.
• *Documenting Justice International* applies the pedagogy of Documenting Justice, but students spend time abroad filming a story of justice or injustice, 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 2011 international film screening, which consisted of documentaries filmed in Morocco and Italy. Currently, three International Documenting Justice students are filming abroad in Chile, Spain 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 2011-2012 academic year, more than 66 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: SPE 100: Exceptional Lives in Society; COM 350: Organizational Communication; and NEW 237: Cooperation and Conflict. 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 2011-2012 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 2012, more than 130 UA students worked at 15 free tax preparation sites across the state to prepare more than 3,200 returns for working Alabama families – helping them to secure $6 million in tax refunds and saving them nearly $1 million in commercial tax preparation fees. More than 60 of these students enrolled in a service-learning course, *Poverty, Faith and Justice in America*, in which students were introduced to the concepts of justice and obligation in various faith traditions and discussed issues faced by the working poor, perceptions and misperceptions of those living in poverty, and current policies affecting lower-income families and individuals. Further, the course explored the ways faith can affect our response to poverty.

• *SpeakFirst* aims to reinvigorate Birmingham’s inner city youth by engaging them in a competitive, multidisciplinary debate program enhanced by a comprehensive learning experience that includes standardized test preparation, summer internships, and admissions and scholarship guidance from college counselors across the state. As they sharpen their debating skills, students also improve vocabulary, critical thinking, speaking ability, and language and study skills. Each aspect of the SpeakFirst program responds to critical needs in low-income communities. In the Fall of 2007, 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 partnership 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 2011-2012 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 11 percent of those children screened by UA students. Additionally, several UA classes partnered with FocusFirst during the academic year, including BSC 409: Pre-Health Apprenticeship and PSC 362: Organizational Theory.

- *Bridge Builders of Alabama*, 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 nonprofit 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. Since 2009, ten students have served as counselors at the Bridge Builders summer sessions 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 examines the use of chess in progressive education reform efforts across the country, and investigates the academic and social benefits the game holds for children. In addition to class discussions and coursework, students develop lesson plans and spend at least two hours per week teaching children chess in public schools. The program has grown exponentially since Spring 2010, when three UA students taught chess to 12 sixth graders. During the Spring 2012 semester, 37 UA students taught chess to a diverse range of approximately 220 kids at Tuscaloosa Magnet Elementary School, Alberta Elementary, Tuscaloosa Magnet Middle School and Oak Hill School, the Tuscaloosa City Schools’ alternative middle and high school. Forty-five students are registered for the Fall 2012 course and CESR hopes to expand the initiative to at least one other high school during the next academic year.
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 two years of the CollegeFirst program, 55 UA students, along with students from other universities, tutored 300 high school students in Tuscaloosa, Birmingham and Huntsville.

d. 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 online at 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.
e. **Offices Promoting Inclusive Environment for Individuals with Disabilities**

The *Alabama Disabilities Advocacy Program* (ADAP) is part of the nationwide federally funded protection and advocacy (P&A) system. ADAP provides quality, legally based advocacy services to Alabamians with disabilities through education/training, technical assistance, individual and group advocacy, systemic issues and information sharing. These services are statewide and supported by federal grants.

- Because of ADAP’s presence at UA, they provide students with experiences that broaden their understanding and appreciation for diversity. Various methods are used to recruit students each semester including on-site interviews at the University of Alabama Law School and Cumberland Law School, phone interviews with out-of-state law schools such as William & Mary Law School, and resume collections that are conducted through the Black Law Student Association (BLSA) and the Historically Black Colleges & Universities (HBCU).

- ADAP provides a hands-on clinical experience to undergraduate and masters level social work students along with provisions for other graduate and/or undergraduate level students, including law and psychology, to learn and become more involved with people with disabilities in Alabama. ADAP’s staff and services are enriched by the participation of students through clerkships, work/study, volunteer, and internships. All staff and students are required to take the Preventing Sexual Harassment and the Drive Alive at 25 online trainings, and to read and become familiar with ADAP’s policy and procedure manual. Students participate in a combination of activities which include monitoring of facilities, research and writing skills, individual case work, education and training on disability rights, special education issues, and public policy on behalf of people with disabilities.

- ADAP also sponsors a Community Employment (CEMP) worker through the Alabama Department of Human Resources (DHR). This component of the DHR job program was developed to provide work experience which could lead to permanent, paid employment for recipients of Family Assistance benefits. ADAP provides guidance and encouragement for CEMP workers for up to six months and then serves as a reference for those who successfully complete their placement.

The *University of Alabama Adapted Athletics, formerly Wheelchair Athletics,* ([http://uads.weebly.com/](http://uads.weebly.com/)) 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 four 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 2012, the UA women’s wheelchair basketball team, three time national champion, finished with an overall record of 21 wins and 10 losses and played in its fifth straight championship game in a row, while the men’s team placed 4th in the Men’s National Championship for the second season in a row. UA sent
seven athletes and one coach representing their respective countries to the Paralympics in London, England in 2012, winning gold medals for Team Germany in Wheelchair Basketball and Team Canada in Men’s Wheelchair Basketball.

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 1,215 during AY 2011-2012, an increase of almost 160% in six 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, for the second year during the Fall 2011 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;

developed a service animal policy to comply with federal laws; and

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

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

The ADA Technology Compliance Working Group, and more specifically, the Technology and Learning Committee has been working on a Technology Accessibility Plan for the University to ensure all required online course materials are accessible to those with hearing, sight or other impairments. This group is conducting a phased technology audit to identify the UA technologies that need to be made accessible and has worked with Purchasing, OIT and Auxiliary Services to be sure that vendors of technology products are required to provide information on accessibility using the Voluntary Product Accessibility Template (VPAT) tool or a similar tool. Several UA employees have attended the national Accessing Higher Ground: Accessible Media, Web and Technology Conference. The information learned from that conference is being shared with various departments.

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 Title II ADA facility accessibility standards;
• 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 eighth 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.

f. **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.

- **Community Outreach**: An annual month-long Sakura Festival (http://international.ua.edu/Sakura.html) is held to celebrate the successes of the past year in both Japan and Alabama.
• The English Language Institute (ELI) provides a vital role in promoting diversity on the UA campus by serving as a gateway for international students. The ELI actively recruits international students to UA and serves as a stepping stone for those students who are academically qualified but who need additional instruction and proficiency in the English language prior to beginning their academic program of study. The ELI is often the first point of contact that international students as well as international governments and sponsoring agencies have with UA.

Once international students enroll in the ELI, the Culturally Speaking class provides for directed classroom interaction between international students and US citizens at UA on a variety of cross-cultural topics. In addition, ELI students often reside in on-campus housing, creating additional opportunities for cross-cultural interaction.

The International Teaching Assistant Program (ITAP), which is conducted by the ELI, ensures that non-native English speakers who serve as graduate teaching assistants at UA are sufficiently proficient in English in order to handle their undergraduate teaching assignments, thus creating more opportunities for instructional diversity in the classroom.

• The International Student Association, http://isa.ua.edu, 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.

g. 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 2012, the Center organized 25 educational workshops around the state with total attendance of 728. 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 Ireland, Brazil, and United Arab Emirates. The Trade Center worked with the Alabama State Black Chamber of Commerce to conduct an export workshop for its members. In FY
2012, the Center served 47 minority-owned small business clients and offered export training and counseling services to 42 women-owned businesses and 39 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 and covers a wide range of diversity measures including: racial, gender, geographic, political and economic. UCED’s curriculum includes instruction on basic leadership skills/strategies. The services UCED provides are open to the public and supported by various external State of Alabama agencies. UCED personnel continue to serve on committees and boards of organizations that promote cultural diversity and continue with co-sponsorship of workshops and annual events held by organizations representing the minority business community, and presentations around the state to civil, community and elected leaders. Seven of these events were held during 2011-12 with 122 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 has a long-time partnership with the Alabama Communities of Excellence (ACE), a non-profit program which provides 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. The focus for FY 2012 was to provide leadership and program facilitation on how to update strategic plans, a necessity for communities to sustain and grow. UCED provided leadership to ACE communities as they work through the process to be designated an ACE community. Additionally, UCED was key to assisting communities to maintain their ACE status through an in-depth recertification process. To date, 25 communities have graduated through the ACE program. Each town has a diverse group of local citizens working towards the ACE status, as well as a diverse ACE Team that provides the guidance and knowledge. Another long-standing partner is Your Town Alabama. UCED has continued to provide guidance and leadership for the Your Town Alabama workshop over the past 14 years. 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. During FY 2012, Your Town Alabama graduated 55 new leaders, of which 17 were minority participants.

During FY 2012, UCED continued working with a wide range of communities throughout the state, many of which have the lowest incomes in the State of Alabama: Bibb, Choctaw, Clarke, Conecuh, Dallas, Marengo, Monroe, Perry, Sumter, Washington and
Wilcox. UCED programs have focused on leadership, community development information and recommendations to improve the local economies and assist in providing opportunities for a better quality of life.

As an Executive-On-Loan to the Economic Development Partnership of Alabama (EDPA), Nisa Miranda, Director of UCED has continued to work in Wilcox, Choctaw, Clarke, Conecuh, Dallas, Escambia and Monroe counties.

During the timeframe for this report, UCED has worked with local citizens and state agencies to promote tourism statewide by working with the 8 Alabama Birding Trails. These trails include Alabama Black Belt Nature and Heritage Birding Trail, Alabama Coastal Birding Trail, Appalachian Highlands Birding Trail, North Alabama Birding Trail, Piedmont Plateau Birding Trail, Piney Woods Birding Trail, West Alabama Birding Trail and the Wiregrass Birding Trail. Over 30 meetings have been held throughout the state with a diverse group of community birders.

As a part of the Wilcox County Comprehensive Plan project, UCED traveled to four communities throughout Wilcox County for public input meetings to ensure a broad representation of residents before finalizing the comprehensive plan. These meetings were attended by local residents. Additionally follow-up committee meetings were held with an attendance of 130 residents, 23 of which were minority participants.

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. Books have been collected and distributed to elementary, middle and high schools in many of the Black Belt counties. In addition, following the April 2011 tornado devastation, books collected from UCED’s book drive were donated to the UA’s College of Education “Books for Bama” to be distributed to schools that were affected by the tornadoes.

UCED continues its partnership with the Bibb County Extension Office to provide Hospitality Training sessions to local business leaders, restaurant and hospitality employees, and public service employees. A customized training manual was revised and distributed to the Adult Leadership group in Bibb County to assist in educating the local businesses to promote outdoor recreational features throughout the county.

For the second year, UCED is partnering with various University departments to host the Alabama Living Legends program. The inaugural event featured Alabama artists Charlie Lucas and Kathryn Tucker Windham. The purpose of Alabama Living Legends is to highlight significant contributions to Alabama’s heritage and honor individuals who have provided a prominent example of innovation, creation, and commitment to others. The program is geared to encourage handover of history, knowledge and wisdom from a diverse group of Alabama’s most treasured creative minds to our current and future campus and community leaders.
h. Office for 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://creativecampus.ua.edu. 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 on line to document its events (http://creativecampus.ua.edu/projects). As a review of that website reveals, Creative Campus continues to connect diverse communities through the arts. The events produced by CC interns also demonstrate an openness to participation – including a broad range of ages, community as well as university audiences, and students from many different backgrounds. During the 2011-12 academic year, Creative Campus sponsored a January 2012 visit of Norman Fischer (Buddhist priest and poet). Norman’s visit included several meditation sessions, as well as a multi-faceted interaction between the students of St. Francis Church and the students of the Hillel Foundation, providing an occasion for Catholics and Jews to reflect upon their experiences in the South. An open discussion with Norman Fischer attracted an audience of approximately 100.

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 23rd anniversary in 2012 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 March, 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, featured artists included the Chris Kozak Jazz Quintet with special guest on the guitar, Eric Essix. Shelton State Community College hosted The Jazz Singing Women, a combination of lecture and performance by
Reanae McNeal. Stillman College hosted the Distinguished Lecture Series, “When God is Too Busy: Haiti, Me, and the World,” featuring Dr. Gina Athena Ulysse. The committee also supported the fourth 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 2012 banquet were Nimrod Reynolds (Mountaintop Award), Bryan Fair (Call to Conscience Award), and Gwendolyn Ferreti (Realizing the Dream Horizon Award). The keynote speaker at the banquet was Terri A. Sewell, U. S. Representative of the 7th District of Alabama.

• 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, 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:

• Dr. Amelia Boynton Robinson’s campus visit, March 2012; Dr. Robinson is recognized as the matriarch of the voting rights movement.
• Annual Rose Gladney Lecture on Justice and Social Change, September 2011; hosted by the Department of American Studies.
• “Recovering Black Women’s Voices and Lives,” Department of Gender and Race Studies, October 2011 and March 2012.
• Soledad O’Brien’s campus visit, CNN journalist, and author, November 2011; Title of presentation: “Diversity: On TV, Behind the Scenes, and in Our Lives.”
• Robert Milton Young Memorial Lecture, January 2012; hosted by the Department of English.
• “Civil Rights in Tuscaloosa,” an event which featured civil rights veterans and historians, February 2012; organized by Latrice Dudley, a New College student.
• Dr. Houston A. Baker’s campus visit, Distinguished Professor at Vanderbilt University, February 2012; Dr. Baker’s talk addressed the training of Dr. Martin
Luther King, Jr. in nonviolence tactics; hosted by the Department of Religious Studies.


- Mr. Douglas Blackmon’s campus visit, bureau chief at the Wall Street Journal, February 2012; Mr. Blackmon discussed his book, “Slavery by Another Name: the Re-enslavement of Black Americans from the Civil War to World War II,” hosted by the Department of History.

- Experimental Jazz Concert, an event consisting of artists from various ethnic backgrounds, February 2012-April 2012; hosted by School of Music, New College, and Creative Campus.


- Colonel Herbert E. Carter’s campus visit, a Tuskegee Airman, March 2012; hosted by the Black Faculty and Staff Association.

- Culture on the Edge, an international scholarly working group which was brought to campus to discuss the historicity of identity, March 2012; hosted by the Department of Religious Studies.

- Screening of the “Interrupters,” a documentary that chronicles the true stories of three former gang members working to protect their Chicago communities from violence, April 2012; hosted by the Departments of Criminal Justice, Gender and Race Studies, and Political Science, as well as the Black Student Union.

- Mr. Leo Chiang’s campus visit, documentary filmmaker of “A Village Called Versailles,” April 2012; the film discussed a Vietnamese community in New Orleans that was ravaged by Hurricane Katrina; hosted by the Department of American Studies.

- Islam and American Literature and Film Panel, April 2012; hosted by the Department of English.

- The Paul R. Jones Gallery of Art opened its new exhibit featuring works from the Paul R. Jones Collection of American Art with a public reception on January 28. The exhibit “When Words Fall Short” will be on display until March 28 at the gallery at 2308 Sixth Street in downtown Tuscaloosa.

- “Black and White in Crimson: A Symposium on Race and Sports” was held November 3-4 to celebrate the integration of Crimson Tide football 40 years ago.

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) collaborated with Brookwood Middle School to spend over 67 hours with 100 8th grade students to teach business principles, communication skills, and cultural awareness. They also transformed their microfinance project into an entrepreneurship project that planned seminars to educate rural entrepreneurs and established a relationship with Homegrown Alabama to award grants to purchase a laptop, accounting software, and a credit card reader for their business.

• C&BA faculty hosted the 2012 Youth Camp on Entrepreneurship. 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 third ACAP program, June 24-29, 2012, attracted 40 students.

• 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.

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. 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 (website is http://old.cba.ua.edu/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 also sponsors The Lowder Lecture Series every semester. In the Fall 2012 semester Ellen East, Executive Vice President and Chief Communications Officer at Time Warner Cable, presented the lecture. The College also invited Christopher Hollinger who is
the Vice President at Bank of America in New York as a lecturer. The Lowder Lecture Series brings nationally prominent individuals of exemplary accomplishment to campus to share their experiences and insights with students and faculty.

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 Communication and 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 third “Discerning Diverse Voices: Communication & Information Symposium on Diversity” in March 2012. The symposium invited all UA faculty and graduate students as well as those in the Southeastern region to present diversity-related research and creative activities. Thirty-six professors and graduate students presented their work during the full-day event held in Gorgas Library on UA’s campus. Communication Studies Professor Dr. Robin Boylorn arranged for Dr. Mark Orbe to be the Symposium’s keynote speaker. More than 100 students attended the event.

In September 2011, the College’s Communication and Diversity Forum and the Women’s Resource Center sponsored for students, faculty members and community members the screening of the CNN documentary, "Latino in America 2: In Her Corner.” Following the screening, a panel of three Latino undergraduate and graduate students discussed their experiences as Latinos on the UA campus. Panelists included journalism major Aldo Amato. The event was held in conjunction with UA’s 2011 Hispanic Latino Heritage Month.

In September 2011, Dr. George Daniels served as one of four University faculty mediators for the “Check Yourself” forum on the University Climate for Diversity. Students attending were asked to respond to a series of TRUE-FALSE questions about diversity on the UA campus and used social media outlets to expand the discussion. The event was co-sponsored by the University’s NAACP chapter and the Student Government Association.

In November 2011, the Department of Journalism partnered with Dr. Lenita Davis and Dr. Lou Marino in the Marketing and Management Department in the College of Commerce and Business Administration to sponsor a screening and discussion of CNN’s “Black in America: The New Promised Land Silicon Valley.” After the screening, Marino, who coordinates UA’s entrepreneurship program, gave a presentation on entrepreneurship and talked about the element of race in those experiences.
In February 2012, the Department of Journalism co-sponsored “Slavery by Another Name: The Re-enslavement of Black Americans from the Civil War to WWII,” a lecture by journalist and historian Douglas Blackmon based on his Pulitzer Prize-winning book of the same name. The event was part of the programming for Black History Month. Blackmon also spoke to students in classes in the College and around campus.

The College continues to sponsor the Capstone Association of Black Journalists (CABJ) and provides financial assistance 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 2011-12 included Rachel Baribeau who spoke to JN 491/JN 561 Sports Writing students to discuss what it’s like to be a female in the male-dominated sports journalism profession and offered tips to female students on how to succeed in the field; Dr. Make Orbe, a world-renowned intercultural communication scholar whose areas of expertise include interpersonal communication, intercultural communication, and diversity, discussed his research and his book, *Communication Realities in a ‘Post-Racial’ Society: What the U.S. Public Really Thinks About Barack Obama*, with undergraduate and graduate students in the Department of Communication Studies and was the keynote speaker for the College’s Diversity Symposium in March 2012; Shaquille O’Neal, former NBA player; Satina Richardson, President, Birmingham Chapter of the AAF; Mary-Margaret Slaton Brown, Lewis Communications; Melissa George, Clear Channel Communications; Janet Kestin, Ogilvy & Mather; Nancy Jaffe, JWT; Michelle Kendrick, Lewis Communications; Jenny Rankin, Kinetic Communications; Libby Sexton Romano, Big Communications; Heather Shipley, AFFLINK; Nancy Vonk, Ogilvy & Mather; Lizzie Yarbrough, Lewis Communications; LaTasha Smith, Career Center, UA, talked to students about career preparation for the communication industry; Cuban artist Sigfredo Mendoza visited SLIS September 11-17, 2011 to teach a workshop for the students in the Book Arts program; Professor Michael Olson, Senior Lecturer and Graduate Coordinator in Information Management and Technology at the University of Technology, Sydney, Australia, spoke on his research about how theatre professionals make sense of a culturally iconic author such as Shakespeare; and Norwegian filmmaker Filip Christensen addressed the challenges of film production in different countries with crew and cast members of different languages, cultures, and ethnicities.

Department of Journalism

The Multicultural Journalism Program (MJP) continues to be the highlight of diversity-themed efforts. Now in its 29th year, the MJP’s annual summer workshop is designed to encourage high school students from underrepresented populations or those with an interest in diversity to consider careers in journalism. In 2011, the 18 students in the program covered the aftermath of the April 27, 2011, tornado that hit Tuscaloosa. Working with professional journalists as mentors, they produced a newspaper, video stories, and
online coverage. The program won the national Diversity Award by the Journalism Education Association in 2011. Two students were named winners in the national Dow Jones News Fund 2011 Summer Workshop journalism contest (one for writing another for multimedia. The MJP program was the only one to have multiple students win awards.

In 2011-2012, 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 Media & Entertainment Law Journal, Journal of Sport Behavior and Journal of Intercultural Communication. Four papers were presented this year by Journalism faculty members at national conferences like the Intercultural Communication Conference, Sixth International Conference on Interdisciplinary Social Sciences, and Association for Education in Journalism and Mass Communication.

Dr. George Daniels and Dr. Jennifer Greer received University teaching grants to assess student learning of diversity in their courses in the spring 2012 semester. Students in Daniels’ MC 413 Communication and Diversity class were assessed on their ability to apply the “Faultlines” framework (diversity in race, gender, geography, generation, class, religion) to media messages. Students in Greer’s JN 311 News Writing and Reporting class examined whether the “Faultlines” framework could help students look at diversity outside the narrow lens of race and evaluate content on a variety of diversity areas.

In 2011, Chip Brantley created the Woodlawn Summer Academy, an enrichment program in journalism for high school students at Woodlawn High School, an inner-city high school with one of the highest dropout rates in the state. The students attended the Alabama Scholastic Press Association's Long Weekend, reported from tornado-relief centers in Pratt City, attended workshops led by professional journalists and UA professors, and helped launch the Journalism Club at Woodlawn High School. Recent UA journalism graduate Brittney Knox worked on the summer program with Brantley.

Dr. George Daniels and journalism professor David Grewe were awarded a $5,000 grant by the Council on Community-Based Partnership for their Photography as Work Force Development program, an initiative that uses photography to train at-risk youths in Hale County for employment opportunities. Participants also worked with student in Grewe’s JN 361 Intermediate Photojournalism and will participate in The Long Weekend, ASPA’s annual workshop held on UA’s campus and sponsored by the department.

Adjunct professor Monique Fields coordinated the Student Learning Lab for the National Association of Black Journalists Convention and Career Fair in New Orleans June 20-24. Branding U: The Student Edition will help students develop an electronic portfolio that will have news recruiters searching for and finding their work online. Fields also planned and developed the education reform workshop for working journalists at the convention.

Dr. George Daniels directed the review process for the College’s first Diversity Research and Creativity award. These awards were given to the top faculty and graduate
Student research and creative activities serve as an indicator of the College’s commitment to creating an environment that supports diversity. Several masters’ students in the Community Journalism program addressed diversity issues in their digital projects required to complete the degree on topics such as Alabama’s new immigration law and the everyday lives of Hispanic immigrants affected by the law; the stories of minority residents of a Tuscaloosa street that was “Ground Zero” during the 2011 Tuscaloosa tornadoes; and the lives of local residents who have jobs without a livable wage. Additionally, papers were presented by journalism master’s students at the American Journalism Historians Association (AJHA) Southeast Symposium held January in Panama City, Florida on the topics “Tables for Two, 1925-1928: Lipstick’s Guiding Voice”; “Stepping Out of the Shadows: Publishing Pioneers Elizabeth Timothy and Dinah Nuthead”; and “Race, Labor and a United Home Front: Press Coverage of the ADDSCO Shipyard Riot of 1943”.

Department of Communication Studies

In addition to making a variety of presentations in the College’s 3rd Diversity Symposium discussed above, faculty in Communication Studies were likewise active participants during 2011-12 in educational opportunities to expose students to diversity issues, such as:

- Presenting several lectures, workshops and presentations at UA (including at its 3rd Annual Recovering Black Women's Voices and Lives Symposium) 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;
- 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 2012, a commencement ceremony aimed to honor gay, lesbian, bisexual, transgender, queer and allied students and their accomplishments at UA. A faculty member is co-advisor to Spectrum, the University’s student group that is dedicated to LGBTQ students and their allies.

The Communication Studies’ faculty reported at least seven different research and creative activities to Provost Bonner for 2011-12 including: 1) A faculty member who served on a research panel on Bayard Rustin for African American History Month, Crossroads program, February 8, 2012; presented “Solitude of the Athletic Self, Radical Possibilities of Title IX” to the Department of Gender & Race Studies and the Women’s Resource Center, University of Alabama, December 2011; presented “In the Name of Queer
Love 4: The Limits of Decorum and Anger” at the National Communication Association Convention, New Orleans, LA, November 2011. 2) Another faculty member served as moderator at the “Best Practices for Identifying, Recruiting, Retaining, and Engaging Underrepresented Faculty, Staff, and Students,” Fifth Annual Higher Education State-Wide Diversity Enhancement Conference, University of Alabama, November 2011. 3) Another faculty member presented “Rhetorical Circulation and Complications of Authenticity and Appropriation in (Neo)Colonial Contexts: The Case of Chief Seattle’s (Suquamish) ‘The Indians’ Night Promises to Be Dark” at the Southern States Communication Association Convention, San Antonio, April 2012; and presented “The Rhetorical Legacies of Black Motherhood and Scorching Irony in Sara Stanley’s speech to the ‘State Convention of Colored Men’ (1855)” at the National Communication Association Convention, New Orleans, LA, November 2011. 4) Another faculty member presented “Visible Voices: Writing A Single Black Female Identity or Dark-Skinned Love Stories” at the National Communication Association, New Orleans, LA, November 2011; and did a pre-conference presentation “Raising our Ethnographic Voices: Ethics, Justice, and Vulnerability,” at the same meeting; was a panel moderator for “Recovering Black Women’s Voices and Lives Symposium,” The Department of Gender and Race Studies at UA, October 2011; presented a paper, “This Ain’t Your Momma’s Communication”: Narrative Analysis as a Method of Engagement and Understanding, at the meeting of the World Communication Association, Lima, Peru, August 2011. 5) Another faculty member presented “The Visualized Voice of Margaret Chase Smith: Rethinking Media Representations of Political Women,” at the Discerning Diverse Voices: Symposium on Diversity, University of Alabama, March 2012. 6) A faculty member presented as part of a panel “Digital Voices as a Tool for Revolution in the Middle East and North Africa,” “Digital Voice in the Political World,” for the National Communication Association, New Orleans, LA, November 2011; presented at the Summer Institute for Intercultural Communication in Portland, OR in July 2011 and also taught a three-day course at this institute. 7) Another faculty chaired the African and African American Women’s Voices Session at the World Communication Association, August 2011.

The faculty refined the general departmental objective for its diversity courses for majors, clarifying that such COM courses address the value of “diversity studies” for our majors (one of our undergraduate program outcomes): these courses invite student reflection on cultural identity or larger communication patterns within course content.

**School of Library and Information Studies (SLIS)**

The School of Library and Information Studies students regularly focus their research and creative activities on issues of diversity. The eleven student posters presented at the College’s Discerning Diverse Voices: Symposium on Diversity and the National Latino Children’s Literature Conference are excellent examples. Many student assignments and papers also incorporate or explicitly address diversity-related concepts and issues, since these are so central to the practice and professional spirit of library and information studies.

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

Several 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. Department faculty and Project ALFA Fellows employed modeling of disabilities through the deployment of the Mobile Experiential Sensory Learning Lab (MES Lab) during a learning activity at the ALA Annual Convention in Dallas, TX. The students engaged with vendors while in an imposed state of physical disability promoting awareness to vendors while learning firsthand the experience people with disabilities face when attempting to engage in a socially based business interaction.

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. And yet another organized the National Latino Children’s Literature Conference in Tuscaloosa on March 29-30, 2012. The conference was a marvelous success, attracting approximately 100 attendees from across the nation, including several high profile Latino authors and academics. Many SLIS students presented posters at the conference.
Faculty in APR reported to Provost Bonner four diversity-related research and creative activities. Three faculty members published “Exploring Antecedents of Attitude and Intention toward Internet Piracy among College Students in South Korea” in the *Asian Journal of Business Ethics*. Three other faculty members published “Factors Affecting Ethical Practice of Public Relations Professionals Within Public Relations Firms” in the *Asian Journal of Business Ethics*. Additional faculty members published “Does Ethics Statement of a Public Relations Firm Make a Difference? Yes it does!!” in the *Journal of Business Ethics*, and “Determinants of Ethical Practices of Public Relations Practitioners” in the *Asian Journal of Communication*, 140-159. There were five diversity-related research presentations: 1) My Words, My Voice and My Place in the World: African American Female Columnists Discuss Transnationalism and Diaspora Politics, 1940-1945, was presented at The Joint Journalism and Communication History Conference, New York, NY; 2) Selling negro women to negro women and to the world: Rebecca Stiles Taylor and the Chicago Defender, 1939-1945, presented at the annual convention of the American Journalism Historians Association, Kansas City, MO, won the Maurine Beasley Award for Outstanding Women’s History Research paper; 3) Race, social identity and their influence on perceptions of same-race and different-race athletes, Discerning Diverse Voices at the Communication and Information Symposium on Diversity, Tuscaloosa, AL; 4) Exploring Influential Predictors of Social Media Consumption: A Social Cognitive Perspective paper was presented at Association for Education in Journalism and Mass Communication at St. Louis, MO; and 5) Determinants of Ethical Practices of Public Relations Practitioners was presented at Association for Education in Journalism and Mass Communication at St. Louis, MO.

With respect to service outreach, one faculty member serves on the Board of Directors for United Way's Success By 6 Initiative, the nation’s largest early childhood initiative enabling more than 350 communities across the country to implement outcome-focused strategies to positively affect early childhood development. Each Success By 6 develops their program based on critical issues for their community's 0-6 population. Our program has a focus on preparing West Alabama's at-risk, 4-year-olds for kindergarten. Another faculty member organized the Third Annual College of Communication and Information Sciences’ “Discerning Diverse Voices: Communication and Information Symposium on Diversity” in March 2012, served as Chair of the College of Communication and Information Sciences Communication and Diversity Forum, performed community service work with the ETA Xi Omega Chapter of Alpha Kappa Alpha Sorority, Incorporated, an African-American Greek-letter organization (their work in this organization helped earn the Chapter the Cynthia J. Finch Mentoring Award), and served as the College’s Harassment Resource Officer and ADA Liaison. Another serves on the Commission on the Status of Women for the Association for Education in Journalism and Mass Communication and is a University of Alabama Safe Zone ally. She attended a development training session for Safe Zone allies. Another served as Co-Chair, Susanne A. Roschwalb Award for International Study and Research, Association for Education in Journalism and Mass Communication (AEJMC) Public Relations Division. The Public Relations Division of the Association gives the award to the best international study or research proposal annually for Education in
Journalism and Mass Communication. Another served as Conference Chair of the 9th Annual Media Conference hosted by the Athens Institute for Education & Research in Athens, Greece. Another serves as the faculty advisor for The Public Relations Student Society of America Bateman Competition Team and also serves as the faculty advisor for The National Student Advertising Competition Team.

A team of UA students competing in the American Advertising Federation’s National Student Advertising Competition began work on a project that aimed to develop a fully integrated marketing communication plan targeted to multicultural market of Hispanics, African-Americans and Chinese Americans “millennials” ages 18 to 29.

**Department of Telecommunication and Film**

Faculty in TCF reported to Provost Bonner five different diversity-related research, service and creative activities. For example, two faculty members produced a film that chronicles the story of Robert Reed, a former convict who became a first-responder after the tornado on April 27, 2011; and the documentary was selected for screening at the Jubilee Film Festival in Selma, Alabama; the North Carolina Black Film Festival in Wilmington; and the Texas Black Film Festival in Dallas. Another faculty member produced “A Black cast doesn’t make a Black show: City of Angels and the plausible deniability of colorblindness” and Watching While Black: Centering Black Television and Its Audiences was published by Rutgers University Press. Another faculty member presented a paper at the 2012 BEA Convention, “What’s the gendered story? Vancouver’s primetime Olympic glory on NBC”, and received a Top Three Award from the Gender Issues division. And yet another faculty member served on the screening committee for the Jewish Film Festival and the department sponsored the presentation of two movies within the festival.

**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 launched four new television series for WVUA-TV: *The Iron Bowl Hour, Alabama Inc.*, (a series of half-hour programs exploring the issues confronting Alabama's business community); *Alabama Life* (a series of half-hour programs exploring the diversity of Alabama places, people and events); and *Alabama Life: Detours* (“mini documentaries” that tell the stories of a diverse cross section of Alabama citizens, from musicians to scientists to small business owners). These programs, added to the series and specials produced for Alabama Public Television, provide high quality programming to an increasingly diverse audience, and give UA students an opportunity to gain hands on experience producing for both commercial and noncommercial broadcasters.

WVUA-TV is, perhaps, the largest “Service Learning” organization on campus due to the station’s use of faculty, staff, and student efforts to serve the West Alabama community through more than 13 hours of local newscasts each week, public service programs, and employee/student volunteerism. WVUA-TV’s daily on air productions and special
presentations serve a diverse community. Many of these productions have won major professional awards and highlighted the lives and needs of all areas of the community. When the April 27th tornado tore through Tuscaloosa and West Alabama the station worked with community leaders to raise more than $2 million dollars for relief efforts. In addition, the station’s public service efforts encouraged a diverse group of individuals to utilize its services. The television station’s unique partnership with The Center for Public Television and Radio (CPT&R) allow it to present many new productions aimed at serving a diverse community and highlighting the accomplishments of a diverse group of individuals and communities.

Alabama Public Radio (APR) offers listeners throughout much of Alabama a diverse schedule of national and local news, as well as music and entertainment. The station was honored with five Edward R. Murrow Awards, including, for the fourth year in a row, the award for “Overall Excellence.” “Oil & Water: Recovering from the Spill,” APR’s multi-part series and the BP oil spill, received the prestigious award for Outstanding News Series. Radio projects of particular interest include:

- **Crossing Point Program**, discussing a class at UA that teaches mentally challenged students how to transition from high school into a more independent life;
- **Black Belt 100 Lenses Project Focuses on Community**, which features high school students from Alabama's Black Belt counties sharing their view of their communities through UA’s 100 Lenses project;
- **Community Change By Pie**, featuring a unique effort is underway to bring unity to a historically divided town in Hale County ... one slice of pie at a time;
- **New Highway**, analyzing the impact of a federal government-funded freeway to spur economic development in some of the nation's poorest areas;
- **Educational Reform**, with U.S. Secretary of Education Arne Duncan addressing what's being done to help Alabama schools amid some of the issues facing Alabama's education system.
- **Air Force Culture and Language Center**: Located at Maxwell Air Force Base in Montgomery, this center helps generals become more culturally aware before they deploy.
- **AIDS in Alabama**, examining the reasons for the spread of the virus and AIDS in Alabama, the reasons for the spread of the virus, the groups who are hardest hit, and what's being done to combat the illness in our State;
- **Putting an End to Officer-on-female inmate sexual violence in Alabama**, this show discusses with Bryan Stevenson, executive director at the Equal Justice Initiative, about how his organization is involved with the Department of Justice (DOJ) looking into this issue at the Tutwiler Prison for Women;
- **The 4/27 Tornadoes—visiting Alberta**, revisits people interviewed in the hours following the deadly tornadoes that tore across Alabama on April 27th of 2011, including residents of the Tuscaloosa community of Alberta;
- **The 4/27 Tornadoes—Emotional Impact**, reports on how storm survivors continue to cope with the emotional aspects of the story one year later;
- **Lila Quintero Weaver** is interviewed on Alabama immigration law and her new book, *Darkroom: A Memoir in Black And White*, which chronicles the Quinteros
immigration from Argentina to Marion, Alabama in the early 60s right in the middle of the civil rights movement;
• *Red Tails and the Tuskegee Airmen*, reporting how the original black fighter pilots in U-S military history received a special screening of this new movie in the town where they were trained.
• *National Book award winner for young people’s literature*:* Thanhha Lai*. This show features an interview with Ms. Lai’s novel “Inside Out and Back Again” and how it reflects her own life experiences as the youngest of nine children born in Vietnam and raised in Alabama in 1975.

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 13th *Annual Rural Health Conference* was held Friday, April 20, 2012, with a theme “Rural Rebound: Emergency Preparedness and Response.” Keynote speakers were James Spann, chief meteorologist of ABC 33/40-TV in Birmingham, and Dr. Daniel Dodgen of the Office of the Assistant Secretary for Preparedness and Response in Washington, D.C. Dodgen is director of the Division for At-Risk Individuals, Behavioral Health and Community Resilience in the Office of Policy and Planning. Conference breakout session topics include emergency preparedness and response in special populations, mental health and research. The conference came nearly a year after the April 27, 2011, tornados that devastated parts of Tuscaloosa and many other areas of Alabama. Health-care providers and others who assisted victims of Alabama’s tornados were honored at the Rural Health Conference as part of the conference’s first Rural Health Heroes Awards.

The Chair of the *Department of Psychiatry and Behavioral Medicine* continues to participate in a $1.2 million private sector grant that is 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. Pamela Payne-Foster, deputy director for the University of Alabama’s Institute for Rural Health Research, recently received a multi-year grant that will examine the role that African-American congregations can play in reducing HIV and AIDS-related stigma in rural Alabama. This $530,368 grant from the U.S. Centers for Disease Control and Prevention in Atlanta is funded through a special program called Minority Access to Research Initiative, or MARI, and is designed to collect pilot data to adapt and test an HIV and AIDS anti-stigma intervention in rural African-American churches. The project goal is known as Faith-Based Anti-Stigma Intervention Toward
Healing HIV and AIDS, or project FAITHH. Alabama has the 11th-highest HIV infection rate in the country and the eighth-highest AIDS-related death rate.

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. The College began work on a telepsychiatry program in 2007 when it partnered with the state department of mental health, West Alabama Mental Health Center and others on a $1.2 million grant awarded by the Bristol-Meyers Squibb Foundation to improve mental health services in the Black Belt. The grant enabled the College to begin providing telepsychiatry services to assist the Demopolis-based West Alabama Mental Health Center, which has facilities in five rural counties. Two years later, the College’s Institute for Rural Health Research was awarded a $99,800 grant from the U. S. Department of Agriculture’s distance learning and telemedicine grant program to purchase cameras, monitors and other equipment to bring telepsychiatry services to rural Alabama clinics that partnered with the Institute on the grant. Last year, the College began providing telepsychiatry services to DeKalb County Youth Services. The College continues efforts to expand its telepsychiatry program with plans to provide services to additional sites in DeKalb County and sites in Etowah and Cherokee counties, to Northwest Alabama Mental Health Center and to other mental health centers, county jails and youth services facilities in Alabama that have asked the College to provide adult and child telepsychiatry to their clients. Dr. Lloyda Williamson, psychiatrist and assistant professor in the department of psychiatry and behavioral medicine, currently provides telepsychiatry services to DeKalb County Youth Services. Telepsychiatry is a growing trend in mental health care, regarded as one of the most promising telehealth applications.

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,” ranking 12th in the country in 2012. Since 1993, 66 Alabama counties are represented with 523 Rural Health Scholars and 120 high school graduates from 33 counties have participated as Rural Minority Health Scholars.

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:

• The Master Management Certificate Program included a one-day diversity-training session entitled, “Harnessing the Power of Diversity.”

• The Management Certificate Program for Supervisors, conducted twice during the year, 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).
• The People First of Alabama Annual Conference was held in August 2011. People First of Alabama is a group of people with developmental disabilities living in Alabama communities dedicated to advocating for themselves in order to make their lives better by having choices and control over their decisions and future.

• The Delta Regional Leadership Academy emphasizes the collaboration of diverse groups and individual collaboration across those groups. The DLI class is diverse with respect to race and income and vocation.

• 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).

• The Division of Environmental and Industrial Programs offered the following programs/courses this past academic year:
  
  o 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. Spanish language translations of important safety and health programs are also provided free to employers via the UA SafeState webpage. Following last year’s devastating tornadoes, SafeState consultants performed outreach specifically to construction and cleanup crews, trades that commonly employ significant numbers of Hispanic workers.

  o 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.

  o 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. Safe State Environmental Programs is also providing lead-based paint inspections and risk assessments in low-income areas, upon request.

f. College of Education

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:
• 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](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.

• 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.

• 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.

• 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.

• 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.

• 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.

• The College participates in the *Holmes Scholar Program* that has now become a program of the American Association for Colleges of Teacher Education (AACTE). This program, established to support graduate students from “underrepresented backgrounds pursuing careers in education” provides “mentorship, peer support and rich professional development opportunities” to the students who participate in the program (aacte.org). Each year, two students are selected for full-time assistantships in the College of Education. The Holmes Scholars’ duties include, but are not limited to: (a) assisting with school-based initiatives and activities, (b) collaborating with COE faculty and students as well as school-based faculty on research projects, (c) developing curricular projects (e.g., family literacy), and (d) serving as a liaison
between schools, communities, and COE. Part of the mission of the program is to mentor and support the scholarship and academic success of the Holmes Scholars. Holmes Scholars have participated in professional development workshops for teachers, facilitators of service learning activities for teacher candidates, family nights for parents and students at elementary schools, and leaders in afterschool programs. In addition, the College of Education provides funds for the scholars to attend the annual meeting of the American Association of Colleges of Teacher Education and a summer institute for Holmes Scholars. In addition, the Holmes Scholars are invited to participate as members of the delegation from The University of Alabama, which meets with Alabama legislators each year in Washington, DC.

- 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. A graduating senior in music education who was an undergraduate McNair recipient will enter the MA program with continuing graduate school tuition support in Fall 2012. As well, a prospective music education doctoral student for Fall 2013 will be applying for a McNair fellowship, with faculty support for this application.

- 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.

- 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.

- The Department of Educational Leadership, Policy, and Technology Studies helped fund a variety of cultural and academic events, including lectures by minority speakers on issues of culture and diversity (e.g., Gloria Langston Billings and Patti Lather). The department offers numerous courses on issues pertaining to diversity both within major areas of study and in social and cultural studies as part of the College of Education foundations requirement.

- The Office of Research on Teaching in the Disciplines (ORTD) sponsored, in 2012, a Research Forum series that highlighted the scholarly work of Dr. Donna Turner, as
part of an effort to showcase the outstanding accomplishments of UA’s doctoral students and graduates. As another example, Dr. Lois Christensen presented a session on the Reggio Emilia early childhood program that has been introduced in some Birmingham area schools and welcomed the participation of families and children from all sectors of the community.

- The Department of Kinesiology has increased its focus on critical research within the sport pedagogy master’s and doctoral coursework within the last few years and looked at issues of gender, race, sexuality, and class related to PE and PE teachers and teaching. Students are reading more critical studies in Kin 622 and Kin 691. This type of research is aimed at increasing the lot of disadvantaged groups, spreading democracy and making problematic inequalities and issues that most accept as "the way things are." For example, such researchers might well point out that a diversity policy that really only focuses on one or two dimensions is faulty; being exposed to this kind of thinking and research and even doing it must make some people a little more sensitive to these kinds of issues. Moreover, critical research has an activist element to it. Collectively, this kind of exposure and action must help improve the campus.

- For the past three years the Office of International Programs has offered a short term, summer study program to Chinese professors of English as a Foreign Language. These professors interact with our on campus students and faculty; exposing them to a non-North American perspective on teaching and learning.

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 18 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, nine students have received GEM Engineering Fellowships and eight 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. For the Fall of 2011, the student in Computer Science completed the master’s degree and now holds a Ph.D. Fellowship in that same department. Dr. Greg Singleton, an African-American male, serves as the UA GEM representative and was appointed to the GEM Audit Committee in October 2011.

• **Using Engineering Graduate Students to Expand Science and Math in Sumter County Schools:** In 2008-09, 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. The grant runs for one more year, 2012-13.

   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. The Graduate School provides funding (12-month stipend, tuition scholarship, health insurance premium) for two graduate assistants to run each program, plus additional funding for events and services, totaling approximately $55 - $78,000 per year. For the third year, the Graduate School sponsored a comprehensive mentoring program for students from underrepresented groups in graduate education. In 2011-12, 23 students (67% African American), 23 peer mentors, and 20 faculty mentors participated in the Tide Together mentoring program. The Graduate Parent Support Program (GPS) served almost 500 student parents this year. Both programs have gained national recognition, resulting in several national presentations, including Dean Francko presenting at
the 2011 Council of Graduate Schools summer meeting in Monterey, California; the 2011 winter CGS meeting in Scottsdale, AZ; and the 2012 winter meeting in Washington, DC.

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). Two representatives from the AAGSA served on the Last Lecture Selection Committee in 2012. 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 worked with UA students and the SREB to form a UA-SREB student chapter and co-hosted a fourth annual SREB Spring Appreciation picnic at a local Tuscaloosa park, bringing together current and prospective SREB Doctoral Fellows, faculty, and key administrators from the Alabama SREB Program office in Montgomery and the national program office in Atlanta.

The University provides a training workshop that is required for all new graduate teaching assistants. Diversity education is an integral part of this workshop. Similarly, all new faculty at the University attend orientation sessions that highlight diversity needs. In addition, OGS 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, Focus First and College First initiative specifically targeting low-income families. Other examples of Honors College student community service leadership include:

Math Monday, Every Move Counts Chess Club, AP Prep Program and High Achievers programs, which work to provide advanced instruction to high-potential minority students as identified by teachers in several of our partnering elementary schools in the county school system; 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; Read First tutoring initiative; 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 Honors College also expanded its international service course offerings through the Alabama Action Abroad program to include cultural immersion and service activities in Belize, Costa Rica, Ecuador and Nicaragua. On campus, the Honors College Assembly sponsors a “First Friends” program for international students in which Honors College students serve as conversation and social acclamation partners with international students.

- The University Honors Program is proud to offer courses in African culture, Asian and Latin American culture, Cross-Cultural Studies in Literature, Southern Culture and Values, and the Hispanic experience in America as well as courses addressing responsible citizenship and social justice.

- The Computer-Based Honors 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 building and 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.”
- The Department of Health Science made revisions in its undergraduate General Health Studies curriculum. One of the revisions was the development of a new course entitled HHE 446, “Health Disparities/Global Health.” This course will address social determinants related to health behaviors and status of various populations within and outside of the United States. Beginning in 2012-13, this course will be required of all undergraduate General Health Studies majors.
- As part of the distance graduate program in Health Science, an elective course, “Diversity in Health Promotion Planning” is offered.
- *Marriage and Family Therapy (MFT)* curriculum has diversity issues as a key component.
- In introductory development courses (HD 202, Infant Development; HD 205, Preschool Development; HD 302, Adolescent Development) and in the introductory family course (HD 382, Parent and Family Development), emphasis is given to methods for studying the impact of culture on child development; cultural values and practices that shape family interactions (the African-American extended family, for example); and cultural differences in child and adolescent behaviors.
- At least one faculty member in Human Development and Family Studies worked with an undergraduate minority student to present research findings in a manuscript for publication.
- 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.
- Student internship placements include diverse groups, such as special needs children (Early Intervention Program with Community Services Program of West Alabama and The Alabama Institute for Deaf and Blind), domestic violence victims (Turning Point and Child Abuse Prevention Services), homeless children and families (Jessie’s Place), women subjected to sexual assault and other issues (Women’s Resource Center), low income families and children (Tuscaloosa’s One Place family resource center), high-risk parents (BabyTalk, WIC Clinic, Maude Whatley Clinic), the elderly (Caring Days and Capstone Village in Tuscaloosa, and the Center for Advocacy for the Rights and Interests of the Elderly in Pennsylvania), sliding scale counseling programs (Capstone Family Therapy Clinic), programs dealing with addictive behavior (Christian Counseling Center), and programs designed to address research-based treatment philosophies in the field of diverse children’s mental and behavioral
health (Youth Villages). Similarly, interns work with the Endowed Research Chair’s research team studying poverty level adolescents in Mobile, and students in the child life concentration work at numerous hospitals with patients of different ethnicities and races who present unique medical conditions.

- 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. Two of these studies were presented at conferences.

- The Human Nutrition and Hospitality Management Department supports many local efforts that support diversity. Faculty work with Head Start to provide Nutrition Education for the participating students. Faculty assisted the local Head Start agency with writing a grant to obtain funds to enhance their program.

- One faculty member from China in the Department of Clothing, Textiles and Interior Design (CTD) brings a global perspective to her class on apparel and textiles in international trade (CTD 447). She is currently working on a plan for taking retail students to China to experience firsthand the manufacturing process in that country as it is impacted by differing cultures. Another faculty member presented work to the HES Leadership Board from her sabbatical on the weaving culture in New Mexico where she studied American Indian textiles for her research. In the design history courses taught in apparel design and interior design, a variety of cultures are included in the study of environment, both intimate (clothing) and social (interiors). With the addition of a graduate student from Iraq, the department has been exposed to the rich textile history of long ago Persia and, in turn, has created a welcoming and inclusive atmosphere through observances of holidays and food from that part of the world. The classes dealing with the history of textiles, costume, and interiors (CTD 415, 421, 422, 448) emphasize the influence of cultural factors in the past and trends for the future in a global society. A student in the interior design program who is from Saudi Arabia ascribes to the cultural dress of her region and has brought a global perspective to each design team of which she has been a member. CTD faculty have developed an interim travel experience to Italy consisting of two courses that focus on the influence of Italy on architecture, art, and the decorative arts that has prevailed in western culture since the Roman Empire. Living in another country as well as seeing the culture firsthand is an invaluable experience for students whose lives will be forever changed as a result of the exposure to other aesthetics and other points of reference. Faculty are also considering a trip to Chicago for students to experience the architecture as well as the heterogeneous nature of all the neighborhoods which represent cultures from around the world. These descendants of various immigrant groups contribute to the rich fabric of art, architecture, and design in Chicago. Faculty are working on a plan for a week long Summer I design experience called Design Focus, which will be aimed at recruiting underserved high school students in the Black Belt.
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. 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 women and minorities as guest speakers, visiting faculty, lecturers, and participants at Law School functions. Among the women and minority lecturers this year were Lauren Benton (NYU), José Luis Bermúdez (Texas A&M), Caroline Mala Corbin (Miami), Richard Ford (Stanford), Keith Hylton (Boston University) and Jeannie Suk (Harvard). Minority and women speakers are also regularly featured at other Law School events, including Admissions Open Houses, events sponsored by the Public Interest Institute, and Career Services Office panels. This year’s commencement speaker was longtime Associate Dean Jenelle Marsh, and the keynote speaker at this year’s annual Protective Life Women’s Leadership event was Elizabeth Huntley, Esq., a prominent African-American attorney. In 2011-12, the Law School hosted outstanding lecturers from leading law schools around the world, including Harvard, Cornell, NYU, the University of Chicago, the University of Pennsylvania, Stanford and others. The Law School also hosted U.S. Supreme Court Justice John Paul Stevens in Fall 2011 and former South African Justice Richard Goldstone in Spring 2012. These visits continue a long line of presentations and classes by outstanding teachers and guest lecturers from diverse backgrounds.

The Law School’s commitment to diversity is reflected in the publications of its student-edited journals. In Summer 2011, the Alabama Civil Rights and Civil Liberties Law Review published the proceedings of 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. In March 2012, the Law and Psychology Review also published the proceedings of a symposium 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.

In 2011-12, the Dean appointed a committee to examine the issue of civility among faculty. The diverse committee was chaired by a Hispanic professor and included an African-American faculty member. The committee purchased and reviewed the book, Faculty Incivility by D. Twale and B. DeLuca. The recommendation from the committee
was to have an external speaker/consultant to help look at ourselves and our own behaviors relative to a respectful and inclusive college. That recommendation will be implemented in the fall.

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. In 2012, this event was named The Doctor Ethel Hall African-American Heritage Celebration Event, in honor of the first female African American to earn a PhD from the school. Dr. Larry Davis, Dean and Donald M. Henderson Professor, University of Pittsburgh School of Social Work, was invited to speak. His topic was “A History of Racial Inequality: A Social Work Response.”

Visiting International Scholar, Reginaldo Torres Alves Junior, came to UA to work with social work faculty member Debra Nelson-Gardell because of her expertise in forensic interviewing and because of UA’s proximity to the National Child Advocacy Center in Huntsville. While here, he provided a colloquium for students, faculty, and staff, on the history of the child welfare system in Brazil.

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.

Student organizations (The Undergraduate Social Work; The Social Work Association for Cultural Awareness; the Phi Alpha Honor Society, Psi Chapter; our student chapter of the North American Association for Christians in Social Work; and the Doctoral Student Organization) conducted several service projects. Each project provided service to diverse groups.

In 2011-12, led by a MSW student, a student chapter of Alabama Arise was formed. This group has provided campus-wide information about the Alabama grocery tax, the US immigration policy, and the Alabama immigration policy. In addition, they participated in the Alabama Arise lobby day.

The Diversity Committee, composed of faculty, staff, and students appointed by the
The Libraries participated in Black Heritage Month by developing and presenting for patron use a quiz on famous African-American Alabamians, which is updated annually to reflect African Americans from Alabama who have contributed on the national or international stage. There were also supportive exhibits on diverse cultural topics including the following:

- An exhibit of African-American historical items from the A. S. Williams Americana Collection was showcased in Room 301 and the 2nd Floor Lobby of the Gorgas Library.
- An exhibit “Sounds Like Alabama: Alabama’s Contributions to American Popular Music from the Hoole Library’s Collections” features Alabama artists including W.C. Handy, Sun Ra, Dinah Washington, Lionel Hampton and Lionel Richie. This exhibit was showcased on the second floor of Mary Harmon Bryant Hall.

### Army ROTC

The Professor of Military Science and his staff promote and communicate the Army’s commitment to diversity throughout the academic year’s programming for Cadets. All Cadets receive instruction that emphasizes the need for and tolerance of diversity in our organizations. Cadets and staff receive required annual instruction on equal opportunity policies prescribed by the Army and the University. The Military Science Department sent two Cadets on a four-week cultural immersion experience to Togo and Senegal as part of a Cadet Command program to expose our future officers to different countries and different cultures.

### Center for Academic Success & Student Support Services

The Center for Academic Success (CAS), formerly known as Center for Teaching and Learning, 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 continued its partnership with Alpha Kappa Alpha (AKA) Sorority to provide study hall space to its members during the 2011-12 academic year. AKA is the first Greek-lettered sorority established and incorporated by African-American college women. National membership consist of college women of many diverse backgrounds from around the world, including, but not limited to, African American, Caucasian, Asian, Native American, Hispanic and Indian descent.

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 2011-2012 academic year, a chapter on diversity was included. This 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. 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 Autherine 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.

NEW 222, another academic course developed by CAS and taken by many first year students utilizes the text Becoming a Master Student by Dave Ellis. This textbook and course content includes a chapter and exercises that address topics of diversity such as: overcoming stereotypes, learning from other cultures, and developing cultural sensitivity.

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 2011-2012 academic year included:

- First Generation Students Welcome Reception.
- Dance Alabama! (featuring an array of genres and ethnic dance styles).
- UA’s African Drumming Ensemble performance.
- 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.
- First Generation students went on day trips to local black belt elementary and middle schools to encourage students to pursue a college education.
- Annual Fall Spectrum Showcase Concert to learn about musical diversity.
• Student Advisory Board hosted a community service project for all UA First Generation students – making Valentine’s Day cards and gifts for the children of Brewer Porch.
• First Generation Honors Reception.

q. Center for Materials for Information Technology (MINT)

REU Program. In the summer of 2011, Center faculty and staff offered Research Experience for Undergraduates (REU) program for 21 students (34% minority). They were supervised by MINT faculty members in six departments in the College of Engineering and the College of Arts and Sciences. It is noted that this was the first time the Center hosted two students from abroad (China and Taiwan) for the REU summer program. Besides the two international students, three were supported by MRSEC supplements and others by individual PI grants. Program activities included weekly research seminars and equipment demonstration series, and a number of social activities including a visit to the parks in Birmingham (Civil Rights Museum, McWane Center and a picnic).

International REU Program. The MINT Center currently has five international collaborative universities around the world. They are National Chung Hsing University (Taiwan), Zhejiang University (China), University of Bielefeld (Germany), Toyota Technological Institute (Japan) and Kaiserslautern University (Germany). As mentioned above, the MINT Center received two students for the REU summer program for 2011, supported by UA administration. A similar, but more enhanced program with seven international students was held in Summer 2012.

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 2011 there were nine participants (56% minority), three of whom were supported by the MRSEC, three supported from UA funds and three from MINT funds. Program activities included hour long weekly background sessions on science and engineering of nanomaterials, how to keep a notebook and preparing for presentation of a poster on research activities. On the final day, all the students presented their works in the poster-session.

Science Party for Kids Program. Dr. Yuping Bao’s group in ChBE department initiated a “Science Party for Kids” (SPK) program with an elementary school in 2011. The SPK program is a yearly event organized by the PI’s group and a K-12 teacher at Rock Quarry Elementary School. Two participating classes at one school grade (2 to 6) will participate in this program (note: 4 classes total in each school grade). During the proposal period, the program will start with the second graders and work with the same classes all the way though elementary school, since experiments were performed with the first graders this year. The student will perform experiments and present their understanding. To fully engage the young students, party fun activities related to their experiments are included. Each year, the PI’s group will design three experiments related to magnetic materials and nanotechnology, but build upon daily-life examples. For example, in 2011, the experiments were designed based on magnetic particles by relating them to magnetic iron in breakfast cereal, a daily subject that kids know. The students did the following experiments: fishing
iron particles out of grinded cereal using magnets, comparing the response and movement of magnetic iron in cereal with the magnetic nanoparticles synthesized in Dr. Bao’s group and presenting the role of iron in human body by decorating a toy car with balloons. At the end of the experiments, a car race contest was held, the students watched YouTube videos and ate pizza, like a party.

**MINT’s “Snap Circuit” Outreach.** On February 23, 2012, Dr. Sushma Kotru, Associate Professor in the department of electrical and computer engineering, conducted an outreach activity for approximately 60 4th grade students of Tuscaloosa Magnet School Elementary. This activity was based on an educational electronics kit known popularly as “snap circuit”. The kits were made available through the MINT center’s MRSEC outreach program. The kit provides reusable, snap together circuit components which can be used to build many circuits. Working in groups, the kids had an opportunity to use the components and make various circuits. This activity was helpful in understanding some of the fundamental concepts of how circuits work and how they play a role in day to day life. Few examples of the activities performed include (i) how electricity is turned “on” and “off” with a switch (ii) how electricity is used to run a DC motor (iii) how water conducts electricity (iv) how to combine the sounds from space war and alarm integrated circuits and (iv) how to build a police siren that is controlled by light. The activity ended by emphasizing the role of mathematics and engineering concepts in a playful atmosphere.

**SECME Institute.** Professor Bao’s group was one of the players for the Nanoscience and Nanotechnology module at the 35th Annual Southeast Consortium for Minorities in Engineering (SECME) Summer Institute workshop (June 19-26, 2011). They provided both lecture and in-class demonstrations. The SECME’s Summer Institute is the only professional development institute dedicated to bringing K-12 educators, university faculty and industry and government experts together to contribute to learning and doing science, technology, engineering and math. Its mission is to increase the pool of underrepresented and underserved students, creating a diverse and globally competitive workforce. Professor Bao’s group will continue participation in the future activities of this institute.

**MINT-ACS High School Nanotechnology Workshop** was held April 23rd – April 26th, 2012. Sponsors included the Center for Materials for Information Technology (MINT) and the American Chemical Society (ACS) through IPG grant. The major goal of the ACS high school nanotechnology workshop was to introduce high school students from Tuscaloosa schools to the emerging nanoscale science by way of learn-and-do workshop. A total of 20 students were selected from Northridge High School and divided into groups of 4 (5 students per group). Each group was allowed to perform and observe a nanoscale experiment and then exposed to nanoscale characterization techniques, nanostructures, bio/nanotechnology, and microfabrication methods for evaluating the results of their experiments. The groups from College of Engineering and College of Arts and Sciences participated in making this program successful. This learn-and-do approach allowed for introducing and exposing high school students to emerging areas of nanoscience and nanotechnology using conventional chemistry and nanotechnology methods to synthesize materials.
Northridge High School students’ Campus Visit on April 26, 2012. One-hundred and twenty students from Northridge High School in Tuscaloosa came to the UA campus on Thursday, April 26, 2012. As one part of their visit to the University of Alabama, the students attended presentations given by MINT faculty members and A&S faculty members. The students visited and attended an introduction to the type of research done at the MINT center. Through the MINT Open Campus Events, the MINT center strives to strengthen its ties with the community, the schools and most importantly the students of the Tuscaloosa area.

Building Stronger Ties in Learning Science on February 2, 2012. Twenty-five Central High School students in an advanced science class participated in some remarkable experiments on Thursday, February 2, 2012, in Shelby Hall. Judy Lumzy, Coordinator for High School Programs, and Dr. Martin Bakker, Associate Professor of Chemistry, coordinated the event. The primary focus of this initiative was to get high school students engaged, excited and empowered while experiencing the wonderful world of science in a university atmosphere.

The MINT Center continues reaching out to other regional institutions. There are 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.

Alabama Heritage

Alabama Heritage works with the Graduate School each year to offer Alabama Heritage subscriptions to new faculty. For this group and the larger community of subscribers, Alabama Heritage’s articles reflect on Alabama’s diverse history. The publication includes a running column on the civil rights movement and have, since last spring, had articles on Booker T. Washington, Rosenwald schools, the Selma-to-Montgomery March, the Tuskegee Junior Rangers Program, KKK murders in Tuscaloosa, black baseball in Birmingham, the first black U. S. Congressman from Alabama, the Tuskegee Airmen, and a controversial slave narrative – along with African-American perspectives in many other articles. This summer, we will have an article on the Scottsboro Boys Trials, in tandem with their expected pardon.

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** hosted the following programs and events: 1) *Civil Rights: The 16th Baptist Church Bombing* presentation by civil rights attorney Doug Jones, given at the Winter Symposium; 2) *Diversity in Journalism*, the Frank A. Nix Lecture from CNN journalist and documentarian Soledad O’Brien; 3) *Understanding Disparity* presentation by Tom Duley, former director of Urban Ministries in Birmingham, was given at the New Students Retreat; 4) *Understanding Differences* presentation by Bobbie Siegal and Kristin Harper at the New Students Retreat; and 5) *Understanding Privilege* presentation by Bobbie Siegel was given on campus. The Don and Barbara “Bobbie” Siegal Endowed Scholarship was established in 2010-2011 by advisory board members, Don and Bobbie Siegal, in honor of 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. This scholarship was awarded to Hannah Hicks for her work on peer mentoring and tolerance at the D. Ray Pate Dinner in September 2011.

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 2011-2012, 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.
- 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 campus visit of the Workforce Recruitment Program, which provides employment assistance to people with disabilities with federal agencies.
• Served as a partner for Capstone Alliance’s Day of Silence and participated in Capstone Alliance and LGBTQ sponsored events, such as their Race and Gender Forum.
• Helped sponsor the Black Faculty & Staff’s Annual African-American Honor’s Day Celebration during Honor’s Week 2012.

3. The Counseling Center staff members worked collaboratively with other offices on programming. These initiatives included partnerships with Crossroads Community Center Program on 2/20/12 and Women’s Resource Center Take Back the Night March and Rally on 4/17/12.

4. 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 few 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.

5. Office of First Year Experience. First Year Experience has built all programs around eight critical competencies for first year students, one of which includes multicultural understanding. This is represented in the curriculum of various programs including Freshman Forum, Ignite UA, Peer Leaders and Transfer student initiatives where students work with peers who are different from them, participate in conversations about mutual respect and difference and develop skills that lead to the development of global citizens. First Year Experience publications are representative of diverse audiences and special student populations including out-of-state students, transfer students, and first generation college students.

6. Ferguson Center Student Union. Ferguson Center works diligently to provide programming that enhances awareness and appreciation of cultural and individual diversity. For the 2011-2012 academic year, Ferguson Center sponsored or collaborated on numerous events that supported this effort. In January, Ferguson Center worked collaboratively with the CSC and McKenzie Court Housing Authority for the second year of 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. On the Town with the Ferg is an initiative that gives students the opportunity to travel off campus to explore various aspects of culture within the communities of Tuscaloosa and neighboring cities at little to no cost for students. Sponsorship of The International Coffee Hour gives students the opportunity to meet new people and explore the diverse cultures that make up UA campus. The Ferguson Art Gallery seeks to expose UA students, faculty, staff and the surrounding community to the culture of artistic expression by providing an outlet for students and local artists to showcase their work. The Rising Tide Tailgate is a student oriented event that allows students to participate in one of the oldest traditions of the Capstone, all while making new acquaintances and reconnecting with old friends. Capstone Conversation Series Presents Soledad O'Brien: As the keynote speaker, Soledad O’Brien
discussed her journey to becoming a successful CNN analyst. Ms. O'Brien shared personal and insightful stories with 500+ students and offered her views and opinions on current controversial topics. RHM 385-Restaurant, Hospitality Management is a collaborative effort between the Ferguson Center and the College of HES that provides students an arena where theory and practicum merge. By working in the programming office of the Ferguson Center, the students gain hands on experience that compliments their classroom knowledge and further prepares them for their future careers in the RHM field.

7. **The Office of Greek Affairs** The Greek Leadership Summit features 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. **Office of Fiscal Affairs (Student Organization Funding)**. The Financial Affairs Committee continues to allocate funds to several student organizations that support diversity in their programs and events. Support was provided to the following student organizations in support of their projects, travel and initiatives: Afro-American Gospel Choir, APWONJO, Association of Chinese Students & Scholars, Black Reflections, Black Student Union, Collegiate 100 Black Women, Delta Sigma Theta Sorority, Future Black Law Students Association, Japan Studies Association, Men’s & Women’s Wheelchair Basketball, National Society of Black Engineers, Project Health, Rip Tide Dancers, Society of Women Engineers, The African Students Association, Turkish Students Association, Tuscaloosa Chinese Christian Fellowship and UA NAACP.

9. **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 the 2011-12 academic year. The total number of diversity/multicultural programs implemented by Resident Advisors in the residence halls during the 2011-2012 academic year was 170. 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). HRC staff provided diversity training sessions for Community Directors, Graduate Assistants, Office Managers, Resident Advisors, and Desk Assistants in Fall 2011 and Spring 2012. Community Directors received improved training in the Fall of 2011 and Spring of 2012 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. Specific programmatic efforts for the 2011-2012 academic year that HRC has sponsored (financially, advertising, etc.) and/or collaborated on include:

- **Telling Your Story: An Evening with Andy Offutt Irwin**, one of the nation's best storytellers, singer-songwriters and comedians, October 11, 2011.
- **NOT ISOLATED**, October 19, 2011. A peaceful march against intolerance. This is a peaceful march in which students protest to the acts of intolerance by fostering a culture of inclusiveness.
- **Viewing Vietnamese History Through Art from Colonialism to the Present by Professor Nora Taylor**, November 4, 2011. Nora Taylor presented the work of artists who have made a significant contribution to the nation’s art history and discuss how historical, political and social circumstances have shaped artistic practices in that country over the past 100 years.
- **Stories of the Buddha: Ancient, Medieval, Modern by Professor Kurtis Schaeffer**, November 8, 2011. Schaeffer highlighted surprising continuities and profound changes in the life stories of the Buddha as they have been told in ancient India, medieval Tibet, and contemporary Europe and North America.
- **Diversity: On TV, Behind the Scenes and in Our Lives, A Presentation by Soledad O'Brien**, November 9, 2011. Soledad O'Brien, award-winning journalist and anchor for CNN's special investigations unit, focused on the importance of recognizing cultural diversity everywhere through her experiences as a journalist and growing up with Latino, African and Australian descent in the United States.
- **The Mallet & Spectrum Open Mic Night Extravaganza**, November 29, 201, featuring music, poetry, and comedy by all about hot topics.
- **Something about Sam: Autism Told through the World of Sitcoms**, January 25, 2012. Faculty-in-Residence for the UA Riverside Residential Community told stories of raising a son (now 20) with autism -- comparing their life to those of famous television comedy families.
- **Legends of Bollywood: An Introduction to Hindi Popular films Series**, February 7-29, 2012. Riverside Faculty-in-Residence presented the Riverside Bollywood Film Festival with Hindi cinema classics.
• **Celebration of Mary Ward Brown**, February 24, 2012. Students honored Mrs. Brown with a reading from “The Amaryllis” to Jazz music and gave an interview to the students.

• **The Hunger Banquet**, March 7, 2012. Community Service Center presents a banquet in which students, faculty and staff are randomly assigned to different income levels, based on the latest statistics about the number of people living in poverty in the world.

• **LUNAFEST**, March 20, 2012. Lunafest is a national film festival that showcases films by, for and about woman.

• **Beyond Rice Paddies, Shadow Puppets and the Vietnam War: Alternative Views of Southeast Asia through Contemporary Cinema Series**, March 28-April 18, 2012. The Riverside Faculty-in-Residence program presented a new film series featuring the latest award-winning cinema from Thailand, Indonesia, Singapore and Vietnam, with introductions by Nhung Walsh, Southeast Asian History Scholar.

• **Sleep Out on the Quad**, March 28, 2012, promoted awareness for homelessness.

• **Hands On Tuscaloosa Service Day**, April 13, 2012. Each year on Honors Day, classes are canceled so that students can take part in receptions for various honor societies. Most of the activities on this day are targeted to juniors and seniors. This program gave freshmen and sophomore students the opportunity to take part in a meaningful community service experience on Honors Day.

• **Lavender Graduation**, April 16, 2012. 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 at-risk populations during their school years and were honored for that as much as for their papers, reports, and projects.

10. **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 Student Judicial Board participated in Safe Zone 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. The staff participated in Harbor training and decals are placed on office doors to notify visitors that the office will provide advocacy and is a safe environment for all who enter. 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.” The Student
Judicial Affairs office continually examines sanctions, policies and programs to assess their effectiveness in enhancing diversity at UA.

11. **Office of the Associate Dean of Students.** The Student Affairs Professional Development Committee continues to provide workshops for new professionals in Student Affairs that address working with diverse populations of students.

12. **Office of the Dean of Students.** Staff members in the Dean of Students Office updated artwork throughout the office to be more reflective of the diversity of our student population in order to create a more welcoming environment for all students.

13. **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.

14. **The Office of Student Media** continued the emerging leaders training program which addresses diversity and cultural understanding through a variety of training activities. During student leader training conducted at the beginning of the fall semester, the university’s policies concerning discrimination and harassment are distributed and explained.

15. **Office of Veteran and Military Affairs.** The Office of Veteran and Military Affairs hosted programs throughout the year to promote awareness of the veteran student population. Through these programs, students, faculty, and staff came together to celebrate and gain a better understanding of all veterans, service members, dependents, and survivors. The staff is focused on promoting an environment of inclusion. Some of the events sponsored this year were:

- Veterans Day Ceremony - this event brought students, faculty, and staff together to acknowledge the sacrifices of our military members.
- Family Day brought students, faculty, and staff members with and without families together for a day with Big AL and to watch a family friendly movie.
- Women Veterans Meeting - Women Veterans along with Women Dependents came together to meet and discuss future events for this population of students.
- Veteran Friendly Workshop - veterans, service members, dependents, and survivors along with representatives from across campus discussed how UA can become more Veteran Friendly. The event focused on the needs of these students as they see them, with a survey conducted at the end for feedback and future planning.
- Sleep Out on The Quad - the office and students participated in this event to help promote awareness of Homeless Veterans.
• CVA Banquet - this event brought students, faculty, and staff together to celebrate and recognize the accomplishments of this special population. Through a partnership with the SGA, students from sororities and fraternities attended as well. Several members of the local community also attended.

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 and facility access to physically challenged/adaptive recreation through ongoing relationship with Adapted Athletics (formerly Wheelchair Athletics) Program through continued association with highly successful men’s and women’s basketball programs as well as launch of adaptive crew and establishment of wheelchair tennis program. UREC student training has modules directly related to the appreciation and understanding of difference inherent in individuals. Training is continuous with particular emphasis on welcoming and inclusive customer service. Majority of 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 and maintain an ongoing environmental scan to detect and improve perceived and real barriers to individual access and utilization of recreational facilities, programs and services. 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:

• UREC staff supervised Alabama Action Abroad trip to Belize.
• Midnight Madness Basketball Tournament to promote and raise money for the Alabama International Justice Mission: Spring 2012. This group promotes social justice issues especially human trafficking.
• Hosted numerous recognition and programming events for the English Language Institute.
• Korean Student Association: Spring 2012. Hosted KSA cultural day with numerous activities and programs that promoted the student organization and the Korean culture.
• BamaBike Program: ongoing program offers low-cost, bike rental program. Program is utilized predominantly by international students at UA. Expansion of fleet of bikes provided additional rental opportunities for students who otherwise would not be able to take advantage of such alternative programs.
• Hosted Special Olympics in Volleyball: Fall 2011.
• Honors College Collaboration for Dance Marathon. Event Raised $12,000 for Children’s Miracle Network.
• Quidditch on the Quad: Fall 2011. Partnered with Creative Campus to host this unique experience for students. Over 90 teams participated in the event and promoted literacy through a book drive for children.
• Chinese Student Association: Fall 2011. Hosted student organization’s field day of games and promotion of their culture.
• Alabama Action Abroad Spring 2012. Hosted fundraising event to promote organization and trips abroad.
• Graduate Student Night at the SRC: Fall 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. A substantial majority of students attending this special event are international students, many of which are provided their first exposure to the facilities and offerings of the department.

• Big Pink Volleyball: Fall 2011. Partnered with the Women’s Resource Center on a volleyball tournament to raise awareness and money for the Susan G. Komen Foundation. Additional recognition throughout the building with Intercollegiate Athletics during a Spring 2012 week of activities to cross promote breast cancer awareness.

• Hosted CAMP Mosaic at the SRC: Summer 2012. This camp is a traditional day camp filled with activity, sports, pool time, arts and crafts, etc. This camp is open to Muslim children between the ages of 10-13. They will be utilizing the facilities within the SRC for all their activities.

• Special Olympics Regional Swim Meet, Spring 2012. Approximately 250 athletes, 50 coaches, 35 event volunteers and 225 spectators attend this one day event at the University Aquatic Center.

• Outdoor Recreation partnered with the Graduate School and Community Outreach Department in purchasing “Alabamboo” bikes to promote sustainability through alternative bike design as well as raising awareness of Greensboro, Alabama-based operations that focus on economic empowerment through jobs creation using natural resources of the geographic area of the Alabama “Black Belt”.

• Extensive work ongoing with community service outreach and facility access for various groups and organizations leading cleanup and reclamation projects from the April 27, 2011 tornado.

• Dedicated and ongoing facility utilization by seven (7) African-American student organizations for dance/step show practices.

• Conducted at the Aquatic Center “Every Child a Swimmer” program with WSI candidates:
  • Capitol School, Fall 2011
  • Vestavia Hills Elementary School, Spring 2012
  • Holt Elementary, Spring 2012
  • Matthews Elementary, Spring 2012

• Aquatics student staff members engaged with Mr. Josh Burford during the Fall of 2011, who spoke with approximately 90 students at two staff meetings on the importance and celebration of diversity in the workplace and the University.

• Aquatics student staff members engaged with Mrs. Theresa Faulkner during the Fall of 2011, who spoke with approximately 90 students at two staff meetings on Myers-Briggs personality type indicators, and the importance of different perspectives and viewpoints in the workplace.

• During Fall 2011 staff training, the importance of "diversity" as one of University Recreation's stated values was emphasized to all aquatics student staff.
• Service as "Safe Zone" ally providing confidential support, assistance, and reliable information to other faculty, staff, and students regarding issues related to sexual orientation and gender expression.

17. The Women’s Resource Center, in collaboration with student groups and Academic and Student Affairs partners, 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 a teach-in, *Harboring: How Anti-Immigration Legislation Works against Women and Children*, a public showing of *Latino in America, International and Family Fun Day @UA Soccer*, 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, the *African-American Women Who Dared* poster campaign, a trip to the Birmingham Civil Rights Institute and the 16th Street Baptist Church, and a book discussion of *Don't Play in the Sun: One Woman's Journey Through the Color Complex*.

• Women’s History Month events were held throughout March. Events included annual *ACADAMEY Poster Presentation*, co-sponsored by Graduate Student Services, *Lunafest* international film festival, presentation from author Tina Savas, *Women of True Grit*, and the *Herstory Panel* on the history of women and UA.

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

• In April the WRC, Capstone Alliance, and Spectrum hosted *Lavender Graduation*. Lavender Graduation is held to honor the accomplishments of gay, lesbian, bisexual, transgender, queer and allied students at The University of Alabama. Students were honored at this event for not only having completed the academic requirements for a college degree but having also overcome the odds of being sexual minorities or at-risk populations during their school years.

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/](http://www.eop.ua.edu/), which contains UA’s equal opportunity, non-discrimination 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 facilitated and participated in webinars, workshops and discussion groups to provide training to the campus on equal opportunity, prevention of illegal discrimination and harassment, and affirmative action/diversity. The training 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. Training on equal opportunity, nondiscrimination, harassment, disability, and diversity included the following sessions: 1) “Title IX: Responding to OCR’s New “Dear Colleague” Letter on Sexual Violence”; 2) “Campus Response to Sexual Misconduct through a Risk Management Lens”; 3) “Title IX and the New Federal Guidance on Campus Sexual Assault”; 4) “Harassment and Discrimination Prevention Strategies for 2012”; 5) “Coding, Captioning, and Courses: Accessibility in the Digital Age”; 6) “Strategies and Case Studies for Improving Digital Access on the College and University Campus.”

c) **Title IX Coordinator:** In response to the Title IX OCR “Dear Colleague” letter on sexual violence, UA established a new position, Title IX Coordinator in May 2012. This new coordinator will oversee UA’s compliance with Title IX of the Education Amendments of 1972. A new website has been established and can be viewed at [www.titleix.ua.edu](http://www.titleix.ua.edu).

d) **On-line Harassment Tutorial:** A primary training tool promoted by UA is its on-line illegal harassment training tutorial with different versions for students, faculty and staff (supervisory and non-supervisory) at [http://training.newmedialearning.com/psh/ua/](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. Review of test completion reports indicated that the tool is being widely utilized as a training resource to educate the campus (students, faculty and staff) on the understanding and prevention of harassment within the university community. Likewise, the Dean of the College of Arts and Sciences annually requests faculty and staff to review this tutorial. The College of Engineering requires 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. In the School of Social Work, all faculty and staff completed the online harassment training module and reported their completion to their harassment resource person.

e) **New Employees:** For the past 26 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, as well as new GTAs and instructors in the College of Arts & Sciences.

f) Human Resources: Training and education offered through Human Resources during the 2011-2012 academic year covering diversity topics was provided using several formats:

- **New Employee Orientation** – Sexual Harassment training is provided; the harassment policy is distributed and key points are referenced; 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. Beginning Spring 2012, access to online resources through ManageElite were included as part of New Management Orientation. Online topics include, but are not limited to Diversity, Harassment, Bias, and Retaliation.

- **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**: Online Registration continues to provide accessible online registration for courses, as well as an additional location posting campus-wide course offerings. A listing of diversity related topics, as well as other offerings open to the campus was distributed monthly via HRD’s listserv, posted on UA Events 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.

- **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 2011 to include a fourth day and topic Recruitment and Selection, 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 full-time and student employees such as 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, Equal Opportunity Programs, Risk Management 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 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 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; 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. Beginning Spring 2012, access to online resources through ManageElite was added as an online training resource. Online topics include, but are not limited to, Diversity, Harassment, Bias, and Retaliation and may be accessed by all employees. 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, Women’s Resource Center, ManageElite, and the expanded EAP Online resources.

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

- **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.

- **Recruitment Training:** Provide Behavioral Interview training and Creating Effective Recruitment Strategies training to educate hiring managers on how to reach a diverse applicant pool; review search committee memberships for exempt staff recruitments to ensure search committees are diverse; advertise exempt staff recruitments in venues that will attract a diverse pool of qualified applicants to include print publications, list serves, letters of announcement, meetings, etc.; send weekly emails to Historically Black Colleges and Universities and the Black Faculty and Staff Association; require a diverse search committee for all EEO 1 recruitments; and active outreaches made to attract female and minority candidates for all EEO 1 staff recruitments.

g) **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 Office of Veteran & Military Affairs, 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.
h) 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.

i) 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:
  - Assistance and participation in the Spirit of Tuscaloosa Tornado Memorial, Together for Tuscaloosa Memorial, UA Candlelight Vigil, Bo Bikes Bama, and most recently the UA Remembrance Ceremony and Day of Service.
  - 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.
• **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 in recent years and co-sponsored with EOP office included 5 webinars on the new 2010 ADA standards. A plan to honor an African-American Professor in the College of Education was developed and included a landscape garden, memorial plaque and site furnishings.

• **The Action Card Office** continues to highlight images on its websites, presentations, videos and publications that represent the diversity of our student population.

• **Bama Dining** has collaborated with the SGA to host several International events serving authentic foods at Lakeside Dining.

• **Areas of Human Resources** continue to contribute by attending the Annual Diversity Enhancement Conference and training student supervisors on how to use the student job site to help them gain a diverse student applicant pool.

• **UAPD** provided training for all incoming officers in areas of cultural diversity/sensitivity, to include training on interacting with and investigating incidents involving members of different cultures as well as training on the prevention of bias in policing and the communication gaps that can lead to frustration and negative impressions in the community. Additionally, the police department partnered with the Women’s Resource Center to conduct yearly training in investigating incidents within diverse populations.

j) 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.

• 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 2011 and Spring 2012. Community Directors received improved training in the Fall of 2011 and Spring of 2012 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, in partnership with the Gender and Race Studies Department, “Recovering Black Women’s Voices and Lives Symposium: Transnational Feminisms and Women in the African Diaspora” presented a program of innovative scholarship on African-American women in literature, history and public and private life. The symposium was attended by center staff and open to faculty, staff, and students of UA, as well as to the greater community. Each month throughout the fall and spring semesters, the WRC and the Department of Gender and Race Studies hosted a Brown Bag. Designed as a series of events to create a space
for dialogue and discussion of feminist scholarship and issues related to gender, the series was attended by center staff and open to faculty, staff, and students of UA, as well as to the greater community.

During January through May 2012, nine 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.

- **Office of Student Judicial Affairs**. Paula Perry and Student Judicial Board presented to approximately 2,500 first year students in 62 Freshman Compass/Seminar courses therefore increasing students, instructors, and faculty members understanding of the Code of Student Conduct and the tenants of the Capstone Creed. The Student Judicial Affairs Office spoke on a panel hosted by the College of Social Work regarding “Disruptive Student Behavior in the Classroom.” Collaborations between campus departments ensure that a variety of people from different backgrounds and experiences are working together to make sure that students graduate with a better ability to understand, appreciate, and contribute to a global society.

- **The Office of Veteran and Military Affairs** mandates Safe Zone and Harbor training for its staff members and provides other training to promote understanding of the diverse groups of students it serves.

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 2011-12 academic year are:

- **September 4-5, 2011 and January 2012** – Dr. Tim Elmore with Growing Leaders presented to select junior and senior student-athlete leaders from each team. This was a hands-on approach to leadership and the student-athletes were able to participate by being engaged in discussion of topics such as building character, setting a positive climate, feeding oneself for personal growth and how to handle criticism and confrontation.

- **October 31, 2011** – General Ann E. Dunwoody, the highest ranking female officer (four-star general) in the United States Army and a former student-athlete, spoke to student-athletes about several topics, including characteristics of effective leaders and successful organizations/teams.

- **February 7-9, 2011** – Branded A Leader: Participants were challenged to consider their responsibility for their own behavior, and their teammates’ behavior, as leadership issues. An interactive discussion on responsibility, leadership and courage encouraged the group to develop strategies for effectively dealing with teammates who are making bad decisions. Topics covered were: entitlement (all teams), eating disorders, power of language, sexual consent, battering (healthy vs. abusive relationships) and masculinity101/femininity 101.

- **March 5-6, 2012** – American Athletic Institute speaker Dennis O’Sullivan, who once played professional football in the NFL, is a trained substance abuse professional with the American Athletic Institute. The American Athletic Institute’s primary focus is the education of athletes on the dangers of drugs and alcohol.

In addition to the above programming primarily designed for student-athletes, the following programming for staff members, including coaches, occurred during the 2011-12 academic year:

- **August 25, 2011** – State of Alabama Ethics Law: Chad Tindol, University Legal Counsel held a review of the new law and required documentation of online training course.

- **April 11, 2011** – New UA Child Protection Policy: Michael Spearing and Robin Jones, University Legal Counsel, held a seminar on the new policy with head coaches and administrators, discussing how it affects camps, clinics and new addendums to Permissive Use Agreements of Athletic Facilities.
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, second in percentage of African-American EEO-1 administrators, and sixth in percentage of African-American EEO-3 professional staff. Approximately 17.6% of UA’s faculty are minorities and internationals and 22.5% 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: 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. Recruitment information is provided on line through various resources at [http://www.hr.ua.edu/manager_resources/index.html](http://www.hr.ua.edu/manager_resources/index.html). In addition, the Strategic Diversity Plan is posted on the Provost’s website ([http://provost.ua.edu/information/strategic-diversity-plan](http://provost.ua.edu/information/strategic-diversity-plan)).

Provost Judy Bonner also sponsored several luncheons hosted by Dr. Jimmy Williams in 2011-12. 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 7, 2011, The University of Alabama hosted the fifth 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
representatives from numerous areas of UA. This year’s conference featured as keynote speakers: Mayor Walt Maddox, Tuscaloosa, Alabama, who spoke on “Tuscaloosa – Past April 27, 2011: What Does it Mean to be a Truly Inclusive Community?”; and Dr. Daryl G. Smith, Professor of Education & Psychology, Claremont Graduate University, who spoke on “Diversifying the Faculty for the Next Generation: Debunking Myths and Using Effective Strategies.” The conference also included an administrative panel on “Best Practices for Enhancing the Ethnic and Racial Diversity of the Teaching and Research Faculties on our Campuses” and break-out group discussions on the topic “Enhancing Diversity and Inclusion Campus-Wide.” The closing session was a panel “Summarizing the Day’s Work: Take-A-Ways.”

College-initiated efforts to educate: Other UA administrators likewise have focused time/resources on educating about best practices in achieving diversity. For example, the faculty in Communication and Information Sciences (C&IS) are continuing to implement their college-wide Diversity Statement and Plan. In the College of Human Environmental Sciences, which has articulated a specific strategic goal related to increasing the diversity of its faculty, search committee members are encouraged to read documents written by JoAnn Moody (NEBHE): Good Practices – Recruiting and Retaining Minority Faculty and Good Practices in Recruiting Non-Majority Faculty. In addition, the Dean of HES reviews with each department chair the commitment to diversity in terms of both faculty and student recruitment. Also, department chairs readily share with each other effective means of promoting diversity. To provide for on-going education in the area of diversity and to stimulate ideas for faculty and student recruitment, the College of Arts and Sciences provides a bi-monthly subscription to Diverse Issues in Higher Education to all department chairs. A&S also subscribed to the Higher Education Directory for Diversity. A&S and the College of Education have made available to faculty search committees a copy of Diversifying the Faculty: A Guidebook for Search Committees. Also in the College of Education, all search committee chairs have attended a training workshop and are given recommendations for increasing the diversity of the search pools. Also, part of the College of Education’s systematic and comprehensive efforts to recruit and retain a diverse faculty includes adoption of the College’s own non-discrimination and anti-harassment policy, which supplements UA’s policies. The policy can be accessed at 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, UA representatives attended and participated in the University of Alabama System’s Fifth 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 2011. Dr. Jimmy Williams, Dr. Viola Acoff and Dr. Cassie Simon attended the Tenth National Conference on Best Practices in Achievement for Students of Color in March 2012 and Provost Bonner paid this travel expense. Several UA faculty and staff attended the ALAHEDO Annual Meeting November 6, 2011 held on the UA campus. In addition, Dr. Williams attended the Mississippi State University’s conference, Enhancing Diversity in Higher Education: Undergraduate Retention and Recruiting of Graduate Students, Faculty and Staff on March 1-2, 2012; and attended the Compact Conference for Faculty Diversity Institute for Teaching and Mentoring, October 2011. The College of Arts & Sciences sponsored a one day symposium on effective communications skills for multicultural environments, Cross Cultural Perspectives: Teaching and Learning in a Global Society on November 14, 2011. Jamie Naidoo, Associate Professor in the School of Library and Information Studies, made presentations at the 2011 RNC (Fourth REFORMA National Conference in Denver, Colorado, September 2011 and the American Library Annual Conference, New Orleans, Louisiana, June 2011. Caryl Cooper, Associate Professor in the College of Communication and Information Sciences, presented at The Joint Journalism and Communication History Conference, New York, March 2012 and presented at the American Journalism Historians Association, Kansas City, October 2011. Drs. H. Khang, E. Han, E. J. Ki and Bill Gonzenbach presented papers at the Association for Education in Journalism and Mass Communication at St. Louis, Missouri in August 2011. One faculty member in the Department of Human Development and Family Studies presented at the Society for Research in Child Development annual conference, where diversity was emphasized as part of the conference theme. The Chair of the Department of Health Sciences is a member of the Board of Governors of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). In this role, he serves as the Board’s representative to the AAHPERD Multicultural Committee. This role enables him to be informed of multicultural issues within the health education and promotion professions, and share this information with faculty and students.

EOP/University Compliance Office: To ensure currency on best practices for increasing diversity in outreach, recruiting and retaining diverse students/faculty/staff, the University Compliance Officer/Director participated in the National Association for Diversity Officers in Higher Education (NADOHE) and the Disability Student Service
Officers in Higher Education listservs, and maintained membership in the following organizations: American Association for Affirmative Action (AAAA), Society for Human Resources Management (SHRM), and the Alabama Association of Higher Education Diversity Officers (ALAHEDO). The EOP office also is responsible for updating and disseminating the President’s annual Statement on Diversity, Reaffirmation of Equal Opportunity Policy, UA’s 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.

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. She also ensures that there is an African-American member on the search committees. 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. 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:
  o 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
  o NATA Ethnic Diversity Advisory Council Listserv and the NATA Women and Athletic Training Listserv
  o Alabama Disabilities Advocacy Program website (www.adap.net), National Disability Rights Network website (www.ndrn.org),
  o 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
  o 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.

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 Law School also supports the Alabama Lawyers Association, the largest association of African-American lawyers in Alabama. UA Law Alum Kim Kelley is President-elect and works actively with the Law School to promote networking opportunities for law students. The College of Education was a member of the Holmes Partnership until its recent secession of operations. Administrators and faculty attend Holmes conferences where opportunities are available to meet and interact with prospective faculty of color. The component of the Holmes Partnership that focused on the development of minority faculty, the Holmes Scholar Program, was taken over by the American Association for Colleges of Teacher Education (AACTE). The UA College of Education is a member of that organization and continues to participate in the Holmes Scholars Program. 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. These symposia offer the opportunity to meet and interact with minority librarians just entering the field or looking for new environments. 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 requested to promote diversity on search committees and African Americans serve on EEO-1 search committees and on faculty search committees when educationally sound and practicable. 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, which are provided information 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. A Hispanic faculty member receives 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.

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 support, Provost Judy Bonner met with the Steering Committee and the entire Black Faculty and Staff Association group in Fall 2011. 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.

*Promotions:* Eight underrepresented faculty in five colleges (A&S, C&BA, CCHS, C&IS, and Engineering) will be promoted to Associate Professor, and one minority faculty in Education will be promoted to Professor effective August 16, 2012.

*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 several faculty members in five departments to provide support for the following: 1) Dr. Brittney Cooper, Department of Gender and Race Studies, was given a year’s release time and additional compensation for living expenses for a fellowship at Rutgers for the 2011-12 academic year; 2) Dr. Derrick Bryan, Department of Gender and Race Studies, to participate in the Alabama in Ghana Study Abroad Program, July 2011; and to attend and present papers at conferences, October 2011; 3) Dr. Cassander Smith, Department of English, to attend and present papers at conferences, October 2011; 4) Dr. Michelle Robinson, Department of English, to attend and present papers at conferences, October 2011, including the Race, Gender, and Sexuality Conference, June 2012; 5) Dr. Maha Marouan, Department of Gender and Race Studies, to present a lecture at the Museum of the African Diaspora, San Francisco, October 2011; to attend and present two papers at the National Women Studies Conference, Atlanta, Georgia, November 2011; and to conduct research on Arabic manuscripts on slave narratives at Schomburg in New York, December 2011; 6) Dr. Russell McCutcheon, Department of Religious Studies, to attend and participate as a respondent at American Academy of Religion Conference, November 2011; 7) Professor Cornelius Carter, Department of Theatre and Dance, for professional development, January 2012; 8) Dr. Jennifer Purvis, Department of Gender and Race Studies, to attend and present a paper at the Southeastern Women’s Studies Association Conference, March 2012; 9) Dr. Jennifer Shoaff, Department of Gender and Race Studies, to attend and present papers at the conferences, Transnational Hispaniola II: Bodies, Commodities, Cultures, and Regimes of Mobility, Rutgers University, April 2012; and the Caribbean Studies Association Meeting, Le Gosier, Guadeloupe, May 2012 - June 2012; 10) Dr. DoVeanna Fulton-Minor, Department of Gender and Race Studies, to attend and recruit prospective graduate students at the African American Culture and Literature Institute, University of Texas at San Antonio, June 2012; and 11) Professor Demondrae Thurman, School of Music, to attend and perform at the International Tuba/Euphonium Conference, Linz, Austria, June 2012. 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: Dr. Beth Todd, Associate Professor of Mechanical Engineering, was named a Fellow of the American Society of Mechanical Engineers in 2011; Dr. Brittney Cooper, Assistant Professor of Gender and Race Studies, was awarded a prestigious Ford Foundation Fellowship valued at $40,000; Dr. Maha Marouan, Assistant Professor of Gender and Race Studies and Director of the African American Studies Program, was awarded a highly competitive postdoctoral fellowship from the Africana Research Center at Penn State University; Demondrae Thurman, Associate Professor of Music, was honored by the Wisconsin Alumni Association with a Forward Under 40 Award; Dr. Seongsin Margaret Kim, Assistant Professor of Electrical and Computer Engineering, was selected as one of seven National Science Foundation CAREER awardees; Dr. Pauline Johnson, Professor of Civil, Construction and Environmental Engineering, was chosen as one of 50 female faculty for the Academic Leadership for Women in Engineering Workshop which was held in conjunction with the Society of Women Engineers W11 Conference. The workshop is funded through the National Science Foundation and SWE’s Corporate Partnership Council in an effort to broaden professional development opportunities for women in academia; Dr. Viola Acoff, Professor and Head of Metallurgical and Materials Engineering, was recently selected as one of the University of Alabama at Birmingham’s 40 Engineers Making a Difference; Dr. Thaddeus P. Ulzen, Professor and Department Chair of Psychiatry and Interim Dean of the College of Community Health Sciences, and Dr. Lloyda B. Williamson, Assistant Professor of Psychiatry, were named as Distinguished Fellows by the American Psychiatric Association; Dr. Norma Cuellar, Professor in the University of Alabama Capstone College of Nursing, was appointed to serve on the Board of Directors for the National Association of Hispanic Nurses for the 2012-2014 term; Dr. Caryl Cooper won the Maurine Beasley Award for Outstanding Women’s History Research paper at the American Journalism Historians Association, Kansas City, Missouri, in October 2011; and Ms. Nisa Miranda serves as an Executive-on-Loan to the Economic Development Partnership of Alabama.

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. Retention is also enhanced by the programs and activities described in the discussion of Goal Two above. These efforts 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. Its annual meeting was held on June 25, 2012.

- Undergraduate Admissions continued its annual participation in the Capstone Black Belt Entrepreneurship Camp during June 2012. An Assistant Director of Admissions met with minority students from the Black Belt region of Alabama and discussed UA, the admissions and enrollment process, scholarship opportunities, and campus life.

- UA renewed participation in the Tom Joyner Virtual College Fair for the third year. The renewal and participation included a virtual college fair, presence in the “Partners Spotlights” and “School Spotlight.” The events are 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. The events typically draw more than 220,000 page views and over 52,000 members including parents and students of all ages seeking higher education opportunities. As in the past, the event was promoted by various marketing and social media opportunities (e.g. E-blasts, Facebook, Twitter, and Text Tom Club) and at back-to-school events throughout the African-American community.

- Undergraduate Admissions assisted staff of the Black Student Union (BSU) with the distribution of its Freshmen Newsletter. The BSU produced a summer newsletter for incoming African-American students. The newsletter advertised prominent student organizations that enhance the minority community. The Newsletter’s goal was to ensure that African-American students are exposed to the many resources and opportunities available on campus.

- Undergraduate Admissions provided staff attendance and monetary support for the Black Faculty and Staff Association’s New Student Welcome Reception on August 16, 2011. This event targets new freshmen and new transfer students on campus.
• Church college fairs continue to be a unique way for Undergraduate Admissions to serve the African-American community, and included the following college fairs during the 2011-2012 recruitment season: Flat Rock Baptist Church College Fair in Tallasse, AL, and the Greater Antioch Baptist Church Youth Advisory Committee in Ensley, AL. These events are usually open to the youth of the church from 6th-12th grade, most of which are minority students. The purpose of the events is to share the importance of early education and information from colleges and universities.

• Admissions staff members participated in CollegeWeekLive events throughout the 2011-2012 recruitment season (November 2-3, 2011 and March 21-22, 2012; August 4, 2011 – Back to School Event; September 14, 2011 – Diversity Day; January 12, 2012 – Paying for College Event; February 2, 2012 – Transfer Day; February 9, 2012 – Test Prep Event). CollegeWeekLive is a completely online college fair for minority students. Internet access is the only requirement. UA’s booth had 2,344 visitors over the seven events. All 50 US States (plus DC and Puerto Rico) were represented and students from all 50 states visited UA’s booth. Student contact information for event attendees is entered by Admissions staff into our communications tool, Talisma, and these students become prospective students.

• UA’s partnership with Hobson’s, an outside vendor, to assist with recruitment of African-American students, is continuing into its fifth year. UA uses the method of communication that prospective students use – the internet – to recruit and enroll students. UA’s African-American outreach on the web has several components: Targeted advertising to African-American students using Naviance that are sophomores, juniors or seniors in high school 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.)

• UA’s Regional Recruiter for PA/DE/NJ attended the Westtown School Students of Color Fair to speak to the students about diversity in early November 2011. Admissions staff from the University of Virginia and the University of Charleston also participated.

• The Admissions Counselor for Minority Recruitment attended the City of Memphis Southern Heritage Classic College Fair in September of 2011. This event sponsored by Memphis Mayor A. C. Wharton, Jr., the City of Memphis Office of Youth Services, the Memphis Ambassadors Program, and the Southern Heritage Classic invited thousands of high school students from all over the Mid-South region. Colleges, universities and trade schools from around the region met with the students about opportunities to further their education.

• The Southwest Tennessee Community College sponsored a College Bound Conference for students participating in a GEAR-UP Cohort on September 10, 2011. This event was
piggybacked off of the City of Memphis Southern Heritage Classic College Fair. The Admissions Counselor for Minority Recruitment represented UA for the college fair component of the conference. Approximately 200 students and their parents were in attendance.

• UA participated in the Step Up Minority Leadership Summit in the Spring of 2012.

• An Admissions Counselor for UA attended the 2012 Alabama Power Youth Leadership Conference on March 8, 2012. The set-up was a college fair booth style, where students were encouraged to stop and browse to learn about UA.

• Two Admissions Counselors met with UA’s Freshmen Forum in hosting an event for Westlawn Middle School students in April 2012. The students watched a presentation about Admissions and were able to have a question and answer session following the presentation.

• I am My Brother’s Keeper (IAMBK) conducted a conference call for the Admissions Counselor for Minority Recruitment. During the conference call, the IAMBK leaders asked for ways in which they could work with their partner schools in order to streamline the admissions application process. Some suggestions discussed were the common application and schools in Alabama that accept the common application. Importing IAMBK data into our communications tool, Talisma, has been discussed as a method of identifying these students. IAMBK’s mission is accomplished by each participant receiving one-on-one mentoring from an individual who has exhibited the stated core values in the local community. In addition, IAMBK uses workshops and hands-on experience to help instill core values for success.

• Admissions continues a proactive recruitment of National Achievement Scholars in Alabama and out-of-state. Thirty National Achievement Scholars enrolled at the University for Fall 2011 and received generous scholarship packages.

• Undergraduate Admissions engaged Venture Scholars by following up with interested students by email and regular mail. The interactions with students supplied them with campus resources and 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 have helped UA enhance the socioeconomic diversity of its student body through recruiting and enrolling more junior college students. In 2007-08 UA’s College of Education received a four year grant of $1 million 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 were 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 helped 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. In Fall 2011, 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 entered 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 $491,913 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.

The Office of Student Financial Aid also provided assistance to the Center for Academic Success, the McNair Scholars Program and 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 continued to assist the Dean of Students office in identifying and reaching out to foster care and homeless students to insure that their needs were being met by UA. Student Financial Aid also conducted intensive training related to federal funding options.

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 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.

d. University-Wide Retention Initiatives of the Offices for 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. 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 Housing and Residential Communities’ 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: Parker-Adams Arts and Sciences Freshman Living-Learning Community in Harris 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/, 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 partners with the Black Faculty and Staff Association to mentor African-American freshmen and transfer students. Provost Judy Bonner offered funds if the mentors entertained the students.

The UA Peer Mentoring program, 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 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.

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 $4.9 million. Since its inception, SSS has helped approximately 1,100 first generation and/or economically disadvantaged program participants successfully complete their degree. Each year, approximately 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 1,242 international students from 77 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 2011-12. The College hosted Bama Grad Expo, January 2012, 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 75 students from Aliceville High School attended on May 2, 2012.

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: Compact Conference for Faculty Diversity, October 2011; Annual Biomedical Research Conference for Minority Students, November 2011; Emerging Researchers National Conference in STEM, February 2012; Joint Annual Meeting of the National Institute of Science and Beta Kappa Chi Honor Society, March 2012; Annual American Society for Biochemistry and Molecular Biology Undergraduate Student Research Poster Competition, April 2012; Graduate School Fair at the University of Arkansas at Pine Bluff, April 2012; and SAEOPP McNair/SSS Research Conference, June 2012. A&S 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. An ad was also placed in the Emerging Researchers National Conference STEM Program Book, January 2012, a conference attended by a significant number of underrepresented students.

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 six Dean’s Diversity Merit Awards as supplements to recruit minority and underrepresented graduate students in the Departments of Communication Disorders, Geography, Chemistry, Gender and Race Studies, Geology, and Political Science.

During 2011-12, 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 2011-12, the College provided support to minority students for a variety of purposes, including recruiting a student from Ghana to the master’s program in the Department of Geography (paid for his Graduate School application fee); recruiting a student to the master’s program in the Department of Criminal Justice in Fall 2012 (paid travel expenses to visit UA campus); paid the Graduate School application fee for a student in the Department of History and a student in the Department of Biological Sciences; a Ph.D. student in the Department of Physics and Astronomy (to assist in paying her Summer 2011 tuition); a Ph.D. student in the Department of Political Science (to assist in paying her Spring 2012 tuition); a Ph.D. student in School Psychology and an SREB Doctoral Fellow (to print a poster and handouts for her conference presentation, February 2012); an undergraduate student in New College in support of her research project presented at the First African Baptist Church, Tuscaloosa, Alabama, February 2012; UA SREB - plaques for SREB graduates, refreshments at their organizational meeting on March 26, 2012, and for their BBQ on April 28, 2012; a student in the Department of Gender and Race Studies (to attend and present a paper at the Critical Themes in Media Studies Graduate Student Conference, April 2012); and a student in the Department of Gender and Race Studies (to assist in buying her Summer 2012 books). 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.

- The C&BA undergraduate scholarship program includes six scholarship funds, including one added this year, that specifically target minority students who wish to pursue a business degree. Two of these funds have endowments totaling more than $200,000. Minority students also are encouraged to apply for other College-wide scholarships as well as scholarships offered within their chosen majors. Minority students are encouraged to seek all avenues of scholarship aid for which they qualify.

- The Capstone Minority Information Systems Society (CMISS) is a new affinity group formed during the last academic year aimed at motivating, inspiring, and supporting minorities in information technology-related fields. While this organization is focused on minorities, there are no limitations on who can join and attend CMISS sponsored events. CMISS members participate in monthly meetings and activities focused on professional development, community service, team building, and social and business skills. In 2011-12, events included dinners with alumni and industry leaders, mock interview sessions, paintball games, Relay for Life sponsorship, and donations to the West Alabama Food Bank. Through these events, CMISS has helped more students to find their niche within the major and enabled students to meet more of their fellow classmates. Additionally, thorough its extensive community service projects, CMISS has helped UA MIS keep a positive image across campus, and has grown to 40 active members so far this year, an increase of almost 250% from last year.
• The Women in IT (WIT) is a student organization aimed at motivating, inspiring, and supporting women in information technology related fields. While this organization is focused on women, anyone is welcome to join. WIT members participate in monthly meetings and activities focused on professional development, outreach, community service, team building, and social skills. Started in the Fall of 2005, this organization is still setting its foundation and growing rapidly towards its goals. WIT members participate in monthly meetings and activities focused on professional development, outreach, community service, team building, and social and business skills. This year, events included coffee breaks with industry leaders, breakfast with executives, calendar brainstorming and creation session, a trip to Sips N Strokes to network while painting a canvas, a Trivia Night for team building, and a Holiday Pajama Party. Through these events, WIT enables women to stay active in the major and ensures they can find a place they can turn to for support. Overall, the group saw a 24% increase in participation compared to last year, going from 32 active members to 42. The WIT is advised by Dr. Joanne Hale.

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

• The Brookwood 4H Club – We partner with Extension to deliver entrepreneurship training to greenhouse program for sixth grade students in the science program. This was attended by two African-American females and one Hispanic female. Fall 2011 and Spring 2012.

• Capstone Entrepreneurship Camp – Seven African-American males and 13 African-American females attended the camp in 2011. A total of 27 participated in the annual Capstone Entrepreneurship camp aimed at entrepreneurship education and training exposure while experiencing a college campus setting and the 2012 Capstone Entrepreneurship Camp was held June 17-21, 2012. Thirty-three students attended and most were minority.

• The College hosted in Fall 2011 and Spring 2012 a Mentoring Project at Sunshine High School in Hale County. Fifteen African-American male students participated and 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.

• Hale County Elementary School Career Day Program – Accompanied high school students to participate with 4th, 5th, and 6th graders in activities to understand goal setting, teamwork, and entrepreneurship. This program was attended by approximately 65 African-American males, 65 African-American females, three Hispanic males, and two Hispanic females.

• In August 2011, C&BA partnered with Hillcrest High School to sponsor Journey to Entrepreneurship Camp, in which 15 special needs students explored
entrepreneurship. In attendance were six African-American males and four African-American females.

- Beginning in Fall 2010 and again in Fall 2011, 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 16 minority students participated.

- FBLA Conference Presentation – Entrepreneurship As A Career and Higher Education. Over 100 students attended this session including approximately 50 African-American males, 50 African-American females, four Hispanic males, and four Hispanic females.

- Pickens County Career Day Program – Gave a presentation during focus on careers, including entrepreneurship and rural communities. Twenty-eight African-American males and 23 African-American females attended.

- Holt High School Entrepreneurship Program – Provided resources to classroom instructors and helped develop entrepreneurship activities. Seventeen African-American males and 11 African-American females attended the program.

- 2012 Green Entrepreneurship Bridge Program – May 2012. Thirty students expected to attend, mostly minority.

- Junior$tart/Fed Reserve/FDIC/AlabamaReal Program – Held in Demopolis Alabama for 24 high school instructors from schools with mostly minority populations to receive instruction in activities in entrepreneurship and money management for use in classrooms.

- Career Technical Professional Development Conference – Held in Birmingham Alabama, June 13, 2012. This is workshop session for high school instructors from around the state. Thirty plus expected.

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 and Dr. Emmett Lodree from the Department of Information Systems, Statistics & Management Science attended. Also, there were several C&BA PhD students who attended the conference. MGSB PhD Program Coordinators use the PhD Project and participate by: 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 fourth 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.

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 AlCPA, 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 12th in the nation by *U.S. News and World Report’s* “America’s Best Graduate Schools for 2012.”
The Rural Master’s Degree Program recruits post-baccalaureate students with a course of study that will provide a minimum of two semesters and training for the MCAT for students seeking to enter the health professions via medicine or allied health fields.

The goal of the Hale County Health Scholars Program is to nurture and promote the health care aspirations of Hale County students through partnerships involving schools, health care facilities, health professionals, and regional colleges and universities. The plan employs summer program experiences to prepare students to compete for the Rural Health Scholars program when they reach 11th grade. The expected outcome is an increased number of Hale County students entering health care career training and taking positions in the local health care industry.

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 2012 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 Department of Journalism began an initiative to measure diversity as a student-learning outcome. Such a measure is consistent with reaccreditation standards set by the Accrediting Council of Education in Journalism and Mass Communication (AECJMC). In Dr. Greer’s New Writing and Reporting class, students’ understanding of diversity was assessed. Dr. Greer’s in-class experiment showed that a student’s understanding of diversity could be increased through a combination of lectures and reflective essays.

The College’s faculty organized or partnered with other organizations the following diversity-related events for the University community. Most notable are The Discerning Diverse Voices: Symposium on Diversity, the screening of CNN’s “Latino in America 2: In
Her Corner,” an event held in conjunction with Hispanic Latino Heritage Month, and the National Latino Children’s Literature Conference. Collectively, these events attracted more than 300 students, faculty and members of the Tuscaloosa community. Attendance to these events increases each year. It is believed that, combined with diversity concepts that are woven throughout the college’s curriculum, these events will increase students’ understanding, and hopefully, appreciation of diversity.

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 an Advertising major and winner of the prestigious scholarship The LaGrant Foundation Award.

Student efforts include:

- Journalism major Laura Metcalf was the moderator for a special Community Conversation on Poverty sponsored by The Alabama Poverty Project on campus April 17. That particular community conversation was one of the largest of such events so far in the series.
- On February 8, the student chapter of the Society of Professional Journalists (SPJ) held a Valentine’s Day party for a group of 150 area children at the Boys and Girls Club of West Alabama. This organization serves a variety of children, many from low-income and minority populations in the Tuscaloosa area. In addition to teaching children about interviewing and news writing, the student volunteers led games such as charades and musical chairs. More than 40 dozen cookies were baked or donated by other CIS students for the Valentine’s Day party. Thanks to the generosity of the many students that participated, the unopened cookies were taken to the Tuscaloosa Soup Kitchen as a secondary service project for SPJ.
- Students in MC 413 Communication and Diversity, a service-learning course led by Dr. George Daniels, provided direct service to those affected by the April tornadoes. Other students produced media products such as newsletters, magazines and videos for area organizations. All projects had strong diversity elements. Five community partners offered service opportunities for students in the Spring 2012 course: the State of Alabama’s Office of Minority Health, Temporary Emergency Services, Al’s Pals After-School Program, the Tuscaloosa One Place Family Resource Center and DA-SH Magazine, which is based in Bessemer. Even though each student was only required to work outside of class for a total of 12 hours during the 15-week semester, some voluntarily signed up for after-school programs that required a much longer weekly time commitment. MC 413 Communication and Diversity has been offered as a service-learning course each spring since 2010.

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.” Recruitment and funding of
minority students continues to be a priority for SLIS. Typically less than 10 percent of our student body has official minority status, but our students represent a range of diverse ethnic and geographical backgrounds, demographics, intellectual perspectives, sexual orientations, political views, etc. Four endowed scholarships are offered to minority students and SLIS has successfully recruited a McNair Scholar entering the MLIS program in Fall 2012. In August 2011, eight students were accepted into and began the IMLS-funded Project ALFA program, the focus of which is the promotion of universal access to information. Two of the eight students were from underrepresented groups: one Hispanic and one Asian Pacific Islander.

Promote community and foster more informed and open perspectives. SLIS began a new research colloquium series with the intention of broadening horizons and perspectives of faculty, staff and students in the unit. Three of the speakers in the series were from outside the U.S. or were involved in diversity issues. In October 2011, Professor Michael Olson, Senior Lecturer and Graduate Coordinator in Information Management and Technology at the University of Technology, Sydney, Australia, spoke on his research into how theatre professionals make sense of a culturally iconic author (Shakespeare). In late March 2012, Dr. Alma Flor Ada, an award-winning author of children’s books and Professor Emerita at the University of San Francisco, and F. Isabel Campov, an international children’s author and lecturer, were co-presenters in the Colloquium series. Their presentation and discussion was titled “More than One Voice; Authors in the Classroom, a Transformative Education Process.”

Diversity and cross-cultural communication in the curriculum. Diversity content and multicultural perspectives are an important part of many of the College’s courses. For example, the Department of Communication Studies created a new course, COM 456/565 Intercultural Communication that carries a “W” designation. SLIS proactively addresses diversity and cross-cultural communication in the curriculum in most of its courses. In addition, SLIS offers courses that focus on these issues: LS 590 Issues in Librarianship Accessibility for Information Technologies, CIS 620 Intercultural Perspectives in Youth Literature, and LS 580 Diversity in Libraries. Finally, a long-term initiative to promote “internationalism” at SLIS is beginning, with the expectation that students will be encouraged to take advantage of opportunities to study or to participate in service projects outside of the U.S. One student will study in London, England in Summer 2012 as part of an external course run by another program. The international research speakers from Australia and South Africa that visited the College this past academic year and are planning to return for the 2012-2013 academic year fit into this vision.

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 29 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’s Communication and 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 third “Discerning Diverse Voices: Communication & Information Symposium on Diversity” in March 2012. 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.

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 continued 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. Dr. Daniels and journalism professor David Grewe were awarded a $5,000 grant by the Council on Community-Based Partnership for their Photography as Work Force Development program, an initiative that uses photography to train at-risk youths in Hale County for employment opportunities. Participants also worked with students in Grewe’s JN 361 Intermediate Photojournalism and will participate in The Long Weekend, ASPA’s annual workshop held on UA’s campus and sponsored the department. Dr. Daniels directed the review process for the College’s first Diversity Research and Creativity award. These awards were given to the top faculty and graduate student research focused on issues of diversity in the area of communication and information sciences. Adjunct professor Monique Fields coordinated the Student Learning Lab for the National Association of Black Journalists Convention and Career Fair in New Orleans June 20-24. Branding U: The Student Edition will help students develop an electronic portfolio that will have news recruiters searching for and finding their work online. Fields also planned and developed the education reform workshop for working journalists at the convention.

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. 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 station was honored with five Edward R. Murrow Awards, including, for the fourth year in a row, the award for “Overall Excellence.” “Oil & Water: Recovering from the Spill,” APR’s multi-part series and the BP oil spill, received the prestigious award for Outstanding News Series.

g. **College of Continuing Studies**

Members of the senior community took charge of their learning as participants in Osher Lifelong Learning Institute (OLLI) programs. The over 400 individuals in OLLI elected board members who determined learning programs for the year, identified instructors, coordinated facilities with UA’s College of Continuing Studies, and engaged with each other as a cohesive community. The program is distinguished by the volunteer efforts of its participants and promotes a culture of healthy and successful aging.

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, helped 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 was taken over by the American Associate of Teacher Education (AACTE), which prepares underrepresented students for the professoriate at research universities. The UA College of Education is a member of that organization and continues to participate in the Holmes Scholars Program. Finally, the College was 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 not only increased the number of minority special educators in the West Alabama region, but addressed the statewide shortage of special educators. The first cohort started in January 2007 and the second cohort started January 2009.

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.

The Teacher Cadet Program is designed to provide entering freshmen with an
opportunity to volunteer in a local educational setting under the guidance of an experienced
and certified classroom teacher (recruitment). Eighteen students were assigned to Central
Elementary and twelve were assigned to Westlawn Middle School. Cadets performed over
500 hours of volunteer service at the schools and gained valuable experience in their intended
field of study (retention). Both schools are over 97 percent Black and have history of not
making Annual Yearly Progress goals (assist members of underrepresented groups). The
Cadet Program links UA students with the community in meaningful and important ways.

Future Teacher’s Day (FTA Day) is a recruiting initiative that targets High School
Future Teachers Associations in Alabama (recruitment). Many of the attendees come from
high minority or rural schools (underrepresented populations). The event provides many of
the students with their first exposure to the University of Alabama campus. The program
sessions cover the admission process, financial aid, COE majors and student life. There were
75 high school students and nine chaperones at the event this year. COE faculty, staff and
students were also in attendance at the noon cookout.

The Department of Educational Leadership, Policy, and Technology Studies has
established new doctoral residency requirements for 2012-2013 that include mandatory
orientation and theory classes along with participation at academic conferences. This reflects
the importance of a scholarly and supportive community to student retention. It also helps
promote the development of professional and research skills necessary for a future career.
These inclusive measures should be of particular value to minority students; they will also
help foster communication and cooperative projects among the many diverse students and
faculty in the department. The department also funded three African-American doctoral
students to participate in the Howard University future scholar’s seminar.

The Office of Research on Teaching in the Disciplines (ORTD) hosted Dr. Ahmed
Inuwa of Bayero University Kano, Nigeria in April and is communicating with Dr.
Ruqayyatu Rufai, the Minister of Education in Nigeria and President of the E-9 as well as
incoming President of the African society of Ministers of Education, in regard to her effort to
send a group of teachers to the USA, specifically the University of Alabama, for professional
development as part of her program to increase teacher quality in Nigeria.
The Office of Research on Teaching in the Disciplines (ORTD) is a sponsor of “Research Based Undergraduate Science Teaching: Investigating Reform in Classrooms: National conference II” which is supported by funding from the National Science Foundation. The purpose is to bring together faculty from UA and 40 other higher education institutions to present research on reform in entry-level undergraduate coursework. The purpose of reform efforts is to increase the academic success of typically underrepresented students in science and science education majors as well as increase opportunities for all students to participate in the STEM pipeline and workforce. These efforts address the needs of UA students as well as those of students nationwide. In 2012, two African-American doctoral students are incoming into the science education program, a Teacher-in-Residence who will work in the Physics department with the PhysTec project, which has just been awarded and includes Curriculum & Instruction CoPIs, and an African-American Postdoctoral researcher was awarded in January, 2012 whose expertise is in reform in entry-level undergraduate science teaching.

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. The Office actively recruits and educates minority students in Central and South America. Currently there are over 200 students taking classes offered via the Office of International Programs. 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, which enrolls a significant minority student population. 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.

134
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. Since April 2002, when a newly renovated location for the MEP opened, participation in MEP activities and utilization of MEP resources has 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. Over the last few years, SITE has averaged approximately 25% minority participation. For 2012, the MEP director was able to secure a $50K grant from the NUCOR Steel Corporation to support the SITE Summer Program. In 2010 NUCOR provided a $40K grant. Funds have been used to sponsor students who were financially unable to attend the SITE program, and the College has provided scholarship support for students from Sumter County (a Black Belt county) to attend SITE.

LSAMP – Dr. Viola L. Acoff, UA Associate Professor in Metallurgical and Materials Engineering, continues to serve as the Principal Investigator and administrator for Alabama LSAMP, formerly titled the Alabama Alliance for Minority Participation (AAMP). Funded by the National Science Foundation and administered through UAB, this project encourages minority students through scholarship support, summer internships, and research opportunities to eventually pursue a terminal degree in science, engineering, or mathematics. A total of twelve colleges and universities are members of the Alabama LSAMP, including AAMU, ASU, Auburn University, Miles College, Oakwood College, Stillman College, Talladega College, Tougaloo College, Tuskegee University, UAB, UAH, and UA. In the past year, six UA students have received scholarships through the LSAMP. UA served as a site for the Bridge to the Doctorate Program under the auspices of LSAMP. This program provides lucrative fellowships for graduate students from historically underrepresented groups and has led to intensive recruiting efforts. Dr. Viola L. Acoff received a nearly $1 million grant from the National Science Foundation to support a fellowship program for underrepresented minority graduate students studying in the areas of science, technology,
engineering and mathematics. The Bridge to the Doctorate program is administered by the Alabama Louis Stokes Alliance for Minority Participation and provides funding for 12 fellowships. 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 program began in June 2010 and ends July 31, 2012. Of the 13 fellowships awarded, five recipients are currently graduate students in the College of Engineering (two in ECE and three in MTE).

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 – 2011, 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.” After 12 years of continuous NSF funding totaling more than $2.2 million, this project ended with the summer 2011 class. This workshop, coordinated by Drs. Viola Acoff and Mark Weaver, utilized faculty across department and college boundaries in providing lectures, tours and hands on laboratory demonstrations on how to incorporate materials education into the classroom. The workshop hosted 285 HBCU faculty members from 82 different institutions and in the latter years provided them the opportunity to come back to work with UA faculty on their research projects. This served 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.

- Engineering Student Receives Leadership Award from Society of Women Engineers: A female senior in mechanical engineering from Dallas, was one of five students from across the nation who was selected to receive the Society of Women Engineers Collegiate Member Award for her contributions to SWE and UA. She currently chairs the regional Collegiate Leadership Coaching Committee that provides leadership training to students across the southeast.

- UA Society of Women Engineers Receives Leadership Award: The on-campus SWE student section was recognized with the Silver Outstanding Collegiate Section award at the society’s annual conference in Chicago. The award recognized the efforts to
provide a variety of STEM outreach and professional development programs for women engineering students at all stages.

- **Engineering Student Receives District Leadership Award from the American Society of Mechanical Engineers:** A female in Mechanical Engineering received the Outstanding Student Award from Southeast District F in the American Society of Mechanical Engineers. The award recognizes outstanding leadership of a student section for a period of more than one year. She is the district’s nominee for the student leadership award at the international level which will be awarded in November.

- An all-female team of engineering students, the Rocket Girls, participated in the NASA University Student Launch Initiative program. With a goal of launching a rocket and payload to a height of one mile above ground level, the team investigated the performance of a Stirling engine under the conditions of a rocket launch. The team successfully launched their rocket over 2000 ft in Huntsville in April.

- **Halliburton Women’s Leadership Scholarships:** Halliburton provided ten scholarships to members of UA-SWE to fund leadership training beyond the engineering curriculum. Recipients participated in a variety of leadership training programs on campus and provided by various engineering societies.

- Not including Halliburton, 11 scholarships were provided to UA-SWE members and alumni during the 2011-12 academic year. The scholarships were funded by UA alumni, SWE members, Chevron, Rockwell Collins, and US Steel.

- A female doctoral student in mechanical engineering was selected by the National Science Foundation for a Graduate Research Fellowship. She is studying nonlinear dynamics of contact mode atomic force microscopy under the direction of Dr. Nima Mahmoodi.

- With less than 15% female enrollment, the mechanical engineering department uses female undergraduate honors ME students to assist in teaching the Introduction to Mechanical Engineering course. A popular course taken by over 250 freshmen in the College of Engineering in 2011-12, the female assistants serve as role models and assist with the lab portion of the large class.

- An African-American male graduating in Computer Science is heading to Clemson for graduate studies, after attending four conferences (in VA, NC, and CA), and presenting at one on enabling robot device discovery through robot device descriptions.

- An African-American female doctoral student in Computer Science graduating this summer attended two conferences (in Alaska and Alabama), and presented three papers on: categorizing interference in real robot experiments; using rendezvous to
overcome communication limitations in multirobot exploration; and examining the expectations of autonomy and human intervention in a multi-robot surveillance task.


• A minority graduate in this year’s AE class has accepted a fellowship to Cornell University to work toward a PhD.

• An outstanding AE student who is a minority is a Goldwater Scholar, and participates in the Computer Based Honors Program.

• A female junior from Wetumpka majoring in Metallurgical and Materials Engineering, recently received a 2011 United Negro College Fund and Merck Foundation Undergraduate Science Research Scholarship Award. The UNCF/Merck Scholarship will cover the costs of tuition and other related expenses at $25,000 per year along with a $5,000 summer internship at the Merck research facility in Rahway, N.J. During her internship last summer, she researched nanosuspended drug formulations for oral and in vitro drug delivery, specifically investigating drugs that are insoluble and have a slow dissolution rate in the body. At UA, she is involved in Tau Beta Pi engineering honor society, Golden Key international honor society and Cardinal Key honor society. She is the vice president of the Metallurgical and Materials Engineering Student Advantage chapter and a McNair Scholar. In April 2011, she was awarded the John C. Wilkins Excellence Award for her accomplishments in metallurgical and materials engineering. On July 16-20, she was formally recognized for her achievements at the UNCF Fellows Day hosted at the Normandy Farm Hotel and Conference Center in Blue Bell, Pa. Her poster won First Place in the Light Metals Division for the 2012 TMS Annual Meeting held in Orlando, FL March 11-16, 2012. Her poster titled “Mechanical Behavior of Cast Mg AZ31-B Alloy Produced by Magnetic Suspension Melting Process” is based on the work she is conducting with Drs. Weaver and El-Kaddah.

• An African-American male GEM CS, M.S. Fellow will become a UA GEM CS PhD Fellow beginning with the 2012 fall semester.

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.
An interdisciplinary research team has received a five year $100,000 Grand Challenges Explorations grant from the Bill & Melinda Gates Foundation in June 2010. 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. He currently serves on the GEM Board of Directors and chairs the GEM Audit Committee. The College of Engineering recently hosted the 36th Annual Southeast Consortium for Minorities in Engineering (SECME) Summer Institute June 24-July 1. Approximately 90 middle and high school math and science teachers attend a 10 day intensive institute to enrich the classroom skills in the STEM fields. More than 100 students from schools throughout the nation competed in a national mousetrap, essay and robotics competition.

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, as well as new campaigns in social media outlets like Facebook and iTunesU. In the May 2012 “Graduate School 2012 Guide” edition of U.S.A. Today, 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.

The Graduate School continues to participate in off-campus recruitment visits and this year participated in 48 Graduate and Professional Day Programs across the United States and collected personal data from 1,477 prospective students. Personal visits were made to six HBCU’s in Alabama and surrounding states. However, this year focus shifted somewhat to incorporate a more targeted model of recruiting diverse students by hosting two recruiting events on campus specifically for students from underrepresented groups in graduate education. In conjunction with the annual Graduate School Preview Day, we hosted the McNair Scholars Visitation Day in which 92 students and 15 McNair Directors from 26 different institutions attended. The majority of the attendees attended HBCU’s or Black Majority Institutions (Rust College, Talladega, Alcorn, University of Arkansas-Pine Bluff, Southern University, Fayetteville State, Tougaloo, Southern Nazarene). Attendance was increased by 30% this year. Five hundred dollar travel stipends were provided to all McNair Directors who participated in the event with their students, a highly effective incentive for participation. OGS also co-hosted with the College of Arts & Sciences Bama Expo. Thirty-seven students from underrepresented groups in graduate education (the majority being African American) attended the event. Of the 37 attendees, 15 have already been accepted into one of UA’s graduate programs. Both of these events gave students the opportunities to meet with program faculty, attend presentations about how to make one more competitive during the application and admission process, and gain information about funding opportunities. OGS continues to work directly with diversity recruiting administrators in other UA academic units and have provided funding for them to attend recruiting events and to mail information to specific targeted groups of prospective graduate students.

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 2012, UA experienced a 14% increase in international applications over Fall 2011, compared with the national average of 9% (Council of Graduate Schools survey, April 2012).

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 Graduate School provides funding (12-month stipend, tuition scholarship, health insurance premium) for two graduate assistants to run each program, plus additional funding for events and services, totaling approximately $55 - $78,000 per year.

In terms of enriching the learning environment, the Graduate School worked with departments and colleges to increase research and travel grant funding from $74,000 in 2005-06 to over $500,000 in 2011-12. While this program does not target only minority students, the total number of students supported this year rose from 168 in 2005-06 to a projected 800+ for the full 2011-12 academic year. 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 2011-12. In 2011-12, OGS welcomed the fifth 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 13 new Fellows in 2011 and 2012. Since each of these Fellowships supports students for two years from the Graduate School and two additional years from the department, approximately 50 fully-funded McNair Graduate Fellows will be on campus in 2012-13 working on their degrees, each receiving $15,000 stipends, full tuition scholarships, and paid individual health insurance. In addition to Fellowship winners, UA continued to provide tuition support at record levels for former undergraduate McNair Scholars who are attending UA graduate school. A total of $146,515 was provided for 16 scholars, the highest number supported in any one year since we started the program. In addition and where appropriate, all graduate application fees were also waived for McNair Scholars. OGS again provided full tuition scholarships and single health insurance coverage for ten graduate students in the SREB fellowship program. All SREB fellows receive up to three years’ support from the SREB during which time UA covers their tuition costs, and UA additionally provides fully-funded graduate assistantships beyond those initial years for up to five years. A total of $118,563 in tuition and health insurance scholarships was paid in 2011-12 directly by OGS in addition to any department GA support. Under the community arrangement with Stillman College to support doctoral candidates, OGS provided tuition scholarships to three students this year totaling $14,330 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 $21,900.

The Dean was invited to serve a two-year term as a member in the National Council of Graduate Schools/Council for Opportunity in Education Joint McNair Scholars Committee, which meets several times annually to promote national policy on McNair Scholars Program support.
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. To assist in the development of Honors-eligible students, the Honors College faculty and students formed and administered an ACT/SAT exam preparation service provided to students in five different minority-dominant schools in both rural and urban areas of the state. Honors College students also worked with rising junior and senior minority high school students throughout the summer in Birmingham, Huntsville and Tuscaloosa to prepare the students for AP classes offered through the CollegeFirst Summer Academic Institute. The Honors College dean also presented to the Rural Health Scholars, a summer program primarily comprised of minority high school students, to encourage their participation in the various honors programs. 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 eight visits specifically targeted at schools across the state with a significant minority population. The dean, Honors College students and staff members also send personalized recruiting letters and make phone calls to the National Achievement Scholars identified by the Admissions Office. The Honors College continued 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 of minority students.

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 has recently elicited the support of the Black Faculty and Staff Association to review its recruiting materials and procedures as well as the on-campus support provided to minority students in order to enhance the recruitment and retention of minority Honors students. The Honors College will continue to explore and implement various ways to identify and recruit those students and faculty who would contribute to the diversity of the University and the Honors college student body.

l. **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.

The faculty recruitment committee for students at the undergraduate and graduate levels will be enhanced during the 2012-13 academic year. This plan will include strategies to recruit prospective students from underrepresented groups.

Both the Department of Human Development and Family Studies and the Department of Consumer Sciences employed an African American as a graduate assistant. Duties included teaching assistance, membership on a research team and working with graduate faculty on recruitment. Both of these graduate assistants are being mentored and encouraged to apply for doctoral study.

The website for the Department of Human Development and Family Studies was enhanced to include more specific information about the department’s undergraduate and graduate programs and specific faculty contact information in efforts to increase applications from out-of-state, international and/or underrepresented students. Departmental faculty regularly met with the admissions staff in the Graduate School to discuss a list of financial aid opportunities, including loans, fellowships and scholarships available to students majoring in the department.

Faculty in HES are active in programs that further the College’s diversity efforts. Faculty met with prospective McNair Scholars in an effort to recruit students from underrepresented population groups. This program helps talented first-generation college students in financial need and those from groups underrepresented. 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, the Law School hosted one such open house. Students attended the event from across the Southeast, meeting current students, faculty, and alumni. The Law School’s chapter of the Black Law Student association (BLSA) plays an important role in recruitment of new students by its active participation in Law School open house events.

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. Admissions staff represented the Law School at the following LSAC forums where almost 70 percent of the attendees were minority candidates: Miami in October, Los Angeles in September, Atlanta in November and Houston in November. The Law School was also represented at the LSAC New York forum in October. Approximately 60 percent of the attendees to the New York Forum were minority applicants. Law School representatives also attended fairs at the following colleges and universities: Florida A&M, Jackson State, Tougaloo, Tuskegee, Alabama A&M, and Stillman. In addition, the Assistant Director of Admissions attended the National Black Pre-Law Conference in 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 Professors Carol Andrews and Susan Lyons, the Law School’s recently re-designed Summer Academic Excellence Program seeks 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. In addition, BLSA sponsors a series of academic support programs from its members with the support of the Dean’s special development efforts and the help of alumni.

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. The Law School has recently begun a relationship with National Law University, Delhi, and last year saw its first student exchanges with the Buchmann Faculty of Law, Tel Aviv University. The Law School also sent Professor Ken Rosen to Pusan National University Law School in Korea to teach international business law and give other lectures. Professor Andrew Morriss traveled to East China University College of Law in Shanghai to discuss a possible memorandum of understanding. A second-year student spent the Spring semester studying law in Tel Aviv. In addition, the Law School’s International LL.M. Program brought international lawyers from China, Colombia and Turkey 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 provided 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. Over 180 people attended this year’s event, and BLSA awarded its largest number of scholarships ever to law students and undergraduate pre-law students. BLSA continues to co-sponsor events with other law students groups, seeking to promote a more diverse and welcoming community at the Law School.

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.

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 97.6% 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.

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**

In addition to the normal instruction sessions provided for all students, a faculty member within Gorgas Information Services has the primary responsibility for First Year Experience programming, designed to reach out to freshman, many of whom are first generation college attendees, from underrepresented groups. The First-Year Experience Librarian supports campus diversity through outreach to freshmen in collaboration with Student Affairs, the orientation team and the First-Year Writing program. Through these collaborations, first-year students from underrepresented groups receive support through outreach programs and learning initiatives that increase their awareness and encourage them to take full advantage of the rich resources and services available at the UA Libraries. The FYE Librarian also participates in outreach programs for prospective students from underrepresented groups in collaboration with the Dean of Students and UA’s Foster Care Initiative.

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 fliers were sent to over 60 predominately African-American populated schools in an effort to increase minority participation in field science programs. In the last four years, the Summer Expedition has focused research projects on the heritage of underrepresented communities: Native American heritage in 2012; 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 450 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. These episodes are aired throughout the year in a continuing effort to enhance cross-cultural understanding. 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 year, over 100 projects have been conducted that reached into almost 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 7,800 students last year, approximately 30% 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 for “Fusing Red Earth” was received from the National Endowment for the Arts and implemented at Moundville Park and the Alabama Museum of Natural History. That grant supported educational opportunities for instruction in the continuity of traditional skills among the Native American community and provided arts and educational programming to traditionally underrepresented communities in schools in Alabama’s Black Belt. Over 150 individuals participated in the four day program, 80% of which were from underrepresented communities.

UA Museums provided the management and direction towards opening the new Mildred Westervelt Warner Transportation Museum in Tuscaloosa. The museum has now been turned over to the City for operations. The museum is focusing 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.

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, 22% of the Corps of Cadets was composed of minority cadets and 20% 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.

In addition to the inclusiveness promoted by Living Learning communities discussed above, Student Affairs’ Office of First Year Experience utilizes upperclassmen who are representative of different racial backgrounds and different areas of campus to promote an inclusive campus environment in which all first-year students have relatable role models and role models different from themselves to learn from. The Office of Parent Programs sponsors Parent Orientation to assist in the recruitment and retention efforts of the University by providing educational sessions for the parents of new incoming students. By educating parents on the transition students will face and how each family will be affected differently by the student’s decision to attend college, student support is enhanced and the students are better prepared for academic work. Parent Orientation is designed to welcome and mirror the diversity on campus. Specifically, parents have the opportunity to speak with the following areas: Women’s Resource Center, Counseling Center, Capstone International and Crossroads.

The Judicial Affairs Student Judicial Board is comprised of diverse students who hear cases and present to Freshman Compass classes as well as student organizations. The Judicial Affairs office is instrumental in training Greek disciplinary boards. Programming efforts and initiatives have been extended to reach off-campus students. In addition the Office of Student Media student staff make a special effort to reach out to minority students during their recruitment efforts in the fall.

**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 55 organizations and four governing councils representing a variety of ethnic/cultural identities. 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.

The Community Service Center started Crimson for a Cause this year. This three day transitional program helps new students get acquainted with the campus and ease their
transition to the University of Alabama. The program is designed to teach students about service, help students engage in their new community and prepare them to be active members of the university’s diverse community.

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.

The Office of Veteran and Military Affairs currently serves just over 1,000 students who are from various areas across the nation. These students have unique perspectives due to either serving in the military or being a dependent that has traveled the world. The office fosters an environment of inclusion, bringing together these students to share in the uniqueness of their experiences. The office has established the “Military to College” FLC, where veterans can share their experiences with others and communicate with departments on campus to ease their transition to the college environment. Two LLC’s have also been created; one for Veterans and Service Members and one for Dependents which are scheduled to begin in the Fall 2012 semester. These LLC’s will bring students together who share common backgrounds. These students will participate in events with other LLC’s, promoting better understanding and awareness of all.

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 also conducted Quality of Life Research showing evidence-based data supporting disparities between male, female, white, and African-American participation on physical activity and resulting gaps in overall quality of life. From this research, more targeted efforts at group exercise and personal training offerings for women and minorities has been undertaken. Marketing efforts to support and enhance awareness of physical activity have also become more targeted to different student and UA community populations. University Recreation also created a program for launch in Summer 2012 entitled, MetRecs, which promotes health and wellbeing through physical activity using the concepts of a variety of traditional University Recreation programs and services with consistent branding of the type and quantity of measureable benefit in a consistent format. This will allow a more uniform representation of the diversity of programs and types of users of these programs in gaining a better appreciation for how physical activity benefit can accrue from many programs and activities.

University Recreation remains a leader in overall student employment and student participation among a wide array of user groups and increased the number of students employed by aquatics from underrepresented backgrounds through the use of online applications and increased marketing to minority student 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 mentors, such as in Tide Together and SafeZone, and advisors to numerous student groups composed of a diverse group of 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 Women’s Thesis and Dissertation Support Group and the UA Women Leaders in Action. 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 through continued departmental and organizational collaboration. The Career Center continues to serve marginalized 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 Career Center continues to show its support to many of Crossroads Community Center’s initiatives through attendance and collaboration in its events and programs such as, African-American Heritage Month, First Wednesdays, participation in Crimson is Culture Week, and LGBTQ Month activities, such as their Race and Gender Forum and Culture Fest. English Language Institute Cross-Cultural Perspective afforded a Career Center staff member the opportunity to serve as a small group facilitator to discuss various aspects of cross-cultural issues. 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. Incorporated Hot Shots 2012 is a Career resource that provides highlights and career advice to LGBTQ college students transitioning from academia to the workplace. Electronic copies were sent to Career Consultants and hard copies of this publication were made available in the Jones Center Career Resource Library. Publications such as the African-American Career World, the Hispanic-American Career World, Diversity & Democracy, Workforce Diversity, and Careers & The Disabled are examples of other 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.

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 topics
included: Dining Etiquette, Minority Journalism Workshop, Career Fairs, and Black Faculty and Staff Honors Day Celebration.

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, and 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 has done outreach specifically to international students to get them involved in community service. That resulted in at least one international student participating in each of the CSC’s Alternative Break trips this year. The CSC and the Ferguson Center continued the Al’s Pals after school mentoring program at McKenzie Court Housing Authority and Oakdale Elementary School designed to provide one on one mentoring to elementary and middle school students in these locations. The CSC planned and implemented a service day known as Hands On Tuscaloosa in honor of MLK in January.
that included a morning of educational activities about Martin Luther King, Jr. at McKenzie Court Housing Authority. This event was in collaboration with the Student Alumni Association, Student Government Association, Black Student Union, and the Ferguson Center. 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.

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.

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 930. Notably, the football team’s multi-year APR was 970 (22 points above the national average for that sport) and men’s basketball moved to a multi-year score of 984 (34 points above the national men’s basketball average). Also of note, the women’s golf and women’s tennis teams were recognized as having APR scores in the top 10% nationally.

**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 2011 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 interactive discussions on responsibility, leadership and encouraged the group to develop strategies for effectively dealing with teammates who are making bad decisions. Topics covered were: entitlement, eating disorders, power of language, sexual consent, battering (healthy vs. abusive relationships) and masculinity 101/femininity 101. 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

158
inclusive campus environment that promotes tolerance and values diversity.” The President’s commitment is reaffirmed annually through dissemination of a Statement of Diversity, http://www.eop.ua.edu/law.html.

The Provost and Executive Vice President was charged 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. 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 six 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/information/strategic-diversity-plan/ua-compared-to-other-public-four-year-institutions/)

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

Information on the racial composition of degrees conferred, student enrollment, faculty and EEO-1 staff, and of applicants for faculty and EEO-1 searches is collected and reviewed annually. 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 Fall 2011, out of 534 full-time A&S faculty members, 21 (3.9%) were black and 15 (2.8%) were Hispanic. For Fall 2012, two additional full-time black faculty are anticipated. The Hispanic statistics represent an increase for full-time faculty. While the percentage of black full-time faculty in the College in Fall 2011 is below their five year average, which is 4.1%, the number of faculty is above the five year average.
The percentage of Hispanic full-time faculty in the College in Fall 2011 is above their five year average, which is 2.5%, as well as the number of faculty is above the five year average. Over the past eight years, the College’s Hispanic faculty has more than doubled, from 6 (1.6%) in 2002 to 15 (2.8%) in 2011. 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 2011-2012 academic year, the college had seven African-American faculty members, three of whom are tenured. Overall, C&BA continues to make progress toward their goal with one additional full-time faculty expected for Fall 2012. The College’s Hispanic faculty has increased from 0 in 2003 to 2 (1.7%) in 2011; its other minorities and non-resident aliens has increased from 9 (9.7%) in 2003 to 11 in 2011 (9.5%); and its number of black full-time faculty was at 5 (5.4%) in 2003 and 7 (6.0%) in 2011.

CCHS: For 2011-12, 6.5% of the faculty are African American and a total of 15.2% are minorities. The College has one African-American Associate Dean who is also chair of the Psychiatry Department. He also served as Interim Dean from January 2011 until April 2012.

CCN: Efforts to increase numbers of minority faculty have resulted in 16.2% faculty with racial diversity. 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. CCN currently has five faculty members who are African American (13.5%) and one Hispanic faculty member (2.7%). The more junior faculty members are being mentored by senior faculty and are also mentoring McNair Scholars students.

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: In Fall 2011, the five-year average for African-American full-time faculty and administrative staff was 6.1% of the College’s faculty and 20.8% of EEO-1 positions. African Americans constituted 5.5% of the College’s full-time faculty and 16.7% of full-time EEO-1 positions. In Fall 2011, four of the College’s five academic departments had at least one African-American full-time faculty member, tenured or tenure-track. The faculties of Communication Studies and Journalism have one African American in each department. The Advertising and Public Relations department’s full-time tenured or tenure-track faculty includes one African American, two Hispanics and two Asians. The Telecommunication and
Film department’s full-time tenured or tenure-track faculty includes one African American, two Asians, one Hispanic and one Native American. Students also worked with or under the supervision of several African-American media professionals in the center for Public Television and the College’s commercial television station.

Meeting the goal of placing position announcements in diversity-related outlets, C&IS was successful in hiring one additional minority faculty member in 2011-12. There were seven full-time, tenure-track or contract faculty searches, resulting in seven hires: three females, four males, and one African American 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 current Assistant Dean for Undergraduate Studies position is African American.

The Center for Public Television and Radio continues its commitment to staff diversity. Women comprise 45 percent of our professional and student staff. Fifty percent of the senior management team and 23 percent of the professional and student 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 Senior 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. 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 in 2010. The Department Head in Curriculum and Instruction is Hispanic. Unfortunately, the College did not recruit and hire any new African-American or Hispanic faculty members for the 2011-2012 academic year. However, three of ten new faculty members recruited and hired during the 2011-12 academic year for the 2012-13 year were African American. Overall, the College will have nine black faculty members for the 2012-13 academic year, approximately 10% of the professorate. In Fall 2011, African Americans comprised 9.5% of the full-time faculty, an increase from 4.4% in 2003. Fifteen of the 95 full-time faculty (or 15.8%) are non-white, and includes Americans of Asian descent and of Hispanic descent. The number of diverse faculty has increased 16% since 2007.

The Office of Research on Teaching in the Disciplines (ORTD) annually reviews its efforts at a meeting in the fall semester and at another meeting in the spring semester with the enhancement of diversity as one focus of its efforts. The Research Forums, Excellence awards, and other ORTD activities have led to ten African-American doctoral students, one African-American alternative certification student, eight African-American in-service
teachers involved with the ORTD’s Physical Science for the 21st Century project in 2012, four African-American Educational Specialists, and four Master’s degree students.

Engineering: Almost thirty-two percent of the Fall 2011 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, and an African-American female to Associate Professor in Computer Science. In the past year, the College hired an Asian female and another female as assistant professors in Chemical and Biological Engineering and Mechanical Engineering. An offer has been extended to another minority to join the faculty as an assistant professor in the Fall of 2012. Data released from the American Society for Engineering Education (ASEE) indicates that only 2.52% 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% black faculty, 8% Hispanic, and 14% women for Fall 2011, compares favorably with those national averages.

Honors College: The Honors College had three African-American adjunct faculty instructors teaching in our UHP, CBHP and IHP seminar sessions this past year. In addition, the College had five adjunct instructors of Hispanic descent and ten 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 2011-12 year.

Human Environmental Sciences: Minorities comprise 11.1% of HES full-time faculty, with two (3.2%) African-American faculty for 2011-12. New hires for Fall 2012 include an African-American female Associate Professor in Health Studies on tenure track.

Law School: Through August 2010, an African-American member of the faculty served as Associate Dean for Special Projects. Although he 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. Effective January 2013, an African-American female will serve as Associate Dean for Special Programs. In addition, a female faculty member was recently appointed Assistant Dean for Student Services. An Asian female will serve as Assistant Dean and Director of the Public Interest Institute until July 2012.

Faculty hires: The percentage of the permanent faculty of Law School for 2011-12 who are African American is 9.4%. 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 President Aharon Barak and Judge Elika Barak, two leading Israeli scholars; Professor Joanne Brant of Ohio Northern University; Professor Vaughn Carter of the Ministry and Education for the Cayman Islands; Professor Hanoch Dagan of Tel-Aviv University; Professor Margaret Drew formerly of the University of Cincinnati; Professor Mona Hymel of the University of Arizona; Professor Susan Kuo of the University of South Carolina (Asian-American); and Dr. James...
Prest of the Australian National University.

Social Work: The School of Social Work’s current six-member Administrative Team includes one African American (BSW program chair), one American Indian (field education coordinator), and one person of Asian descent (MSW program chair). Of the School’s 28 full-time faculty members in Fall 2011, 17.9% (5) were African American and 10.7% (3) other minorities. Among the new hires for Fall 2012, two are African-American and one is Asian. The School’s faculty diversity enhances the opportunity for students to interact with and learn from individuals from a variety of backgrounds.

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 2011, that number increased to 644 or 11.2% of the 5,772 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, 2010 and 2011. These changes represent a steady increase in the percentage of minority students, comprising 17.1% of UA’s Fall 2011 enrollment:

<table>
<thead>
<tr>
<th>Minority Category</th>
<th>Total UA Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2007</td>
</tr>
<tr>
<td>African American</td>
<td>2,851</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>150</td>
</tr>
<tr>
<td>Asian, Native Hawaiian or Pacific Islander</td>
<td>260</td>
</tr>
<tr>
<td>Hispanic</td>
<td>471</td>
</tr>
<tr>
<td>Minority Totals</td>
<td>3,732</td>
</tr>
<tr>
<td>Total UA Enrollment</td>
<td>25,580</td>
</tr>
</tbody>
</table>

| Minority Percentage                              | 14.6%  | 15.1%  | 15.7%  | 16.5%  | 17.1%  |
|                                                 |        |        |        |        |        |

* 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.

Compared to 2010, in 2011, there was an increase in the number and percentage of black students in the College. There was a slight decrease in the number and percentage of Hispanic students. In 2011, out of 8,131 undergraduate students in the College, 13.0% were
black and 2.9% were Hispanic. The percentage of black and Hispanic students in 2011 represented an increase over the five-year average, 11.8% and 2.8%, respectively.

In 2010-11, out of 1,212 undergraduate degrees conferred, 111 (9.2%) were received by black students. In 2010-11, 34 (2.8%) of the undergraduate degrees conferred were received by Hispanic students. For black students, the number of degrees conferred for undergraduate students is above the five year average of 106 but the percentage is below the five year average of 10.2%. For Hispanic students, both the number and percentage is above the five year average of 30 and 2.9%, respectively.

In 2010-11, out of 1,212 undergraduate degrees conferred, 111 (9.2%) were received by black students. In 2010-11, 34 (2.8%) of the undergraduate degrees conferred were received by Hispanic students. For black students, the number of degrees conferred for undergraduate students is above the five year average of 106 but the percentage is below the five year average of 10.2%. For Hispanic students, both the number and percentage is above the five year average of 30 and 2.9%, respectively.

In comparison to 2010, there was an increase in the number and percentage of black and Hispanic students enrolled in the College’s graduate programs. In 2011, out of 1,120 graduate students enrolled in the College, 77 (6.9%) were black. The representation of black graduate students in 2011 is slightly above their five-year average, which is 6.8%. In 2011, Hispanic graduate students (41) accounted for 3.7% of the College’s graduate student enrollment. The representation of Hispanic graduate students in 2011 is above their five-year average, which is 3.1%.

In the College of Arts and Sciences in 2010-11, out of 224 master’s degrees awarded, 15 (6.7%) were received by black students. In 2010-11, out of 59 doctoral degrees conferred, 2 (3.4%) were received by black students. The percentage of master’s degrees awarded to black students in 2010-11 is the same as their five-year average, which is 6.7%. The percentage of doctoral degrees awarded to black students in 2010-11 (3.4%) is below their five-year average, which is 5.2%.

For Hispanic students in 2010-11, there was a significant increase in the number and percentage of master’s and doctoral degrees awarded. Out of all master’s degrees conferred in the College in 2009-10, only one (0.5%) was awarded to a Hispanic student. In 2010-11, nine (4.0%) Hispanic students received a master’s degree. Out of all doctoral degrees conferred in the College in 2009-10, only one (1.3%) Hispanic student was awarded such a degree. In 2010-11, out of all doctoral degrees conferred in the College, four (6.8%) were received by Hispanic students. In 2010-11, for both master’s and doctoral degrees, these statistics reveal an increase over the five-year averages, which are 2.3% and 3.6%, respectively.

C&BA: The number of black students in C&BA increased 11.92% from Fall 2007 to Fall 2011 (from 545 to 610 students). In Fall 2011, minorities comprised 19.93% of C&BA’s total enrollment.

CCHS: Minorities comprise 31% of the 100 medical students enrolled with CCHS, with 12% black student enrollment.

CCN: The College has worked to increase diversity within the undergraduate and graduate student body. In 2011, 15.2% of the nursing undergraduate students were African American. In addition 1.6% were Hispanic. One of the strategies used was to employ an African-American receptionist and an African-American academic advisor. At the graduate
level, 82 or 25.5% of our students are African American, the highest percent since 2008. Five percent of nursing graduate students are Hispanic, the highest percent in the history of the College. An indicator of success with graduate students is that 20% of our master’s degrees and 27% of our doctoral degrees in 2010-11 were conferred to African Americans. While the five year degrees conferred average among African Americans is 7.9%, it should be noted that 15.2% of our undergraduate students are African American and even fewer (1.6%) are Hispanic.

The College of Nursing has been carefully monitoring its minority enrollment with a goal of a 10% increase in minority enrollment at the undergraduate level and a 20% increase at the graduate level. These goals were exceeded in both groups for Fall 2011; undergraduate minority enrollment increased from 240 to 310 (29%) and graduate minority enrollment increasing from 69 to 116 (40%). The college also had the goal of 15% of our student ambassadors being minority, and in 2011-12, 24% of our student ambassadors are minority.

C&IS: Graduate Students: During the past five years the College’s graduate enrollment has been basically stable, having grown from 410 to 413 students. At the same time, African-American graduate enrollment has averaged 6.7%. Hispanic graduate enrollment, though much less than African-American enrollment, continues to slowly increase and is 2.9%. Altogether, when students designated as “Other” are included, 18% of graduate students were African American, Hispanic or “Other” and the overall trend continues to move in a positive direction. Diverse Issues in Higher Education’s June 21, 2012 issue ranked UA as 39th for master’s degrees conferred to African Americans in Communication, Journalism, and related programs. Undergraduate Students: African-American undergraduate enrollment in C&IS has grown 66% in the last five years, from 8.3% of total undergraduate enrollment in 2007 to 11.6% as of 2011. During the same period total undergraduate enrollment in the College has increased 19%. The five-year average of African-American enrollment in the College is 10.3%. During the last five years, Hispanic undergraduate student enrollment in C&IS has averaged 2.5% and is 2.9% as of 2011. 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 33.4% since Fall 2007. In Fall 2011, 387 black students comprised 12% of the student enrollment in Education, compared to 290 black students for 11.7% of Education’s student enrollment in Fall 2007. In Fall 2011, total minority enrollment was 17.9%. Over 50% 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 undergraduate African-American enrollment increased from 10.2% to 10.8% between 2010 and 2011. At the same time, Hispanic student enrollment increased 1.7% to 1.9% in spite of new restrictive Alabama law related to aliens. 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. Over the past three years, three minority doctoral students have chosen to come to UA due to the recruitment efforts of the Office of International Programs. The Office of International Programs annually reviews enrollment goals for our classes offered in Central and South America and enrollment growth is tied to capacity within the office and college.

**Engineering:** The Fall 2011 undergraduate minority enrollment for the College of Engineering was 12.1% African American (365 out of 3029), 1.8% Hispanic (54 out of 3029), and 6.5% Other (197 out of 3029). The graduate minority enrollment for Fall 2011 was 5.8% African American (20 out of 348), 2.0% Hispanic (7 out of 348), and 40.5% Other (141 out of 348). According to the most recent statistics published by the ASEE (2010), African Americans comprise 4.6% of undergraduate engineering enrollment. The graduate non-white enrollment was 48.3% (20 African American, seven Hispanic, and 141 Other, including non-resident aliens). In the past five years, the average representation of African Americans among bachelor’s degrees in Engineering was 5.4%; 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 will begin migrating these metrics and outcomes into WEAVE, 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 2012 applicant year (students applying for admission to the Spring, Summer, and Fall 2012 semesters) are incomplete, as of May 2012, applications this year will be up 2.3% compared to last year’s record total of 7,872 and 33% and 39% above 2007 and 2005, respectively. Admissions for the Fall 2012 semester are up even more – 1,556 on May 28, 2012 compared with 629 on the same date in May 2006. African-American graduate student enrollment has increased at UA in each of the past nine years and Fall 2011 stands at 661 (13.7% 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.

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 three 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 three applicants in the Fall 2009 applicant pool to almost 69% of the 2012 pool). Thus, valid comparisons between the 2010, 2011, 2012 and pre-2010 percentage of Black/African-American applicants are dubious. Based on the nine-year and counting yearly increase in the number of matriculated Black/African-American students, the application percentage number of 15.9% is fairly robust, even if calculated from a pool that represents only 31% of the total applicant pool that elected to designate their race. The percentage of applications from international students increased slightly in 2012 and was comparable to the earlier five-year time period, but the total number of international applications was 1,578 so far in calendar 2012 vs. 1,308 for the same time period in 2010.

<table>
<thead>
<tr>
<th>Recruiting Year</th>
<th>Total Apps.</th>
<th>% Black/A. Amer.</th>
<th>% International</th>
</tr>
</thead>
<tbody>
<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>7872</td>
<td>13.0%</td>
<td>18.9%</td>
</tr>
<tr>
<td>2012</td>
<td>8050*</td>
<td>15.9%**</td>
<td>21.1%</td>
</tr>
</tbody>
</table>

* Total 2012 applicant number is a conservative estimate for the full recruiting year, based on forecast model of still-incomplete Fall 2012 application numbers as of May 21, 2012, but percentages for Black/African-American and International applicants were accurate as of May 21, 2012.

** Because government reporting criteria for ethnicity and race changed greatly in the past three years, it is difficult to compare 2010, 2011 or 2012 race percentages with ethnicity percentages of previous years. The 15.9% figure for percentage of Blacks/African Americans was computed as a percentage of those applicants who declare their race (about 31% of the total applicant pool).

**Human Environmental Sciences:** In Fall 2011, African-American students comprised 18.6% of HES’s undergraduate enrollment and 21.1% of graduate enrollment. In 2010-11, African Americans received 15.1% of HES’s undergraduate degrees awarded and 14.4% of masters’ degrees. The percentage of minority undergraduate students (both Black and Hispanic) enrolled in the College of Human Environmental Sciences continues to increase. To better monitor recruitment efforts, HES is exploring a tracking program to assist in developing realistic goals for recruiting underrepresented population groups.

In efforts to measure the success of recruitment efforts, the Department of Human Development and Family Studies placed a counter on the updated website to record the number of visitors and track the graduate applications received from out-of-state, international and minority students. The data were reviewed to determine the effectiveness of efforts to increase the diversity of the graduate class.

Upon reviewing the results of the National Survey of Student Engagement, the faculty in the Department of Human Development and Family Studies has decided to more
clearly define for students those class activities designed to address diversity. More frequent opportunities for conversations among students who differ with each other in terms of religious beliefs, political opinions or personal values will be emphasized.

The interior design accrediting body, the Council for Interior Design Accreditation (CIDA) provides standards for the interior design program that include a requirement for the curriculum to address diversity and the global community. Historically, the majors in Clothing, Textiles, and Interior Design have not attracted many African-American students. Involvement with the high school community in the Black Belt will hopefully change that fact by exposing them to the opportunities in a design education.

Law School: It was encouraging that 9.4% of the student body in Fall 2011 was African American, compared to a five year average of 8.5%. It was also encouraging that 13.2% of the doctoral and professional degrees awarded by the Law School were conferred upon racial minorities (compared to a five-year average of 12.3%). 8.2% of doctoral and professional degrees conferred were awarded to African-Americans.

Social Work: Social Work’s efforts have been quite successful in both the recruitment and retention of African-American students. Graduate student enrollment for 2011 was 38.7% Black, and 7.3% Hispanic and Other. Of the 142 M.S.W. degrees conferred in 2010-2011, 40.9% were Black students and 1.4% were Hispanic 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 2011 was 44.4%, and 5.1% were Hispanic and Other. Of the 48 B.S.W. students who received degrees in 2010-2011, 25% were Black and 8.3% were Hispanic and Other.

Student Affairs: The Office of Student Affairs Assessment and Planning, in conjunction with the Office of Graduate Student Services is currently in the final stages of development of 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. Data has not been released for the last two administrations of the NSSE. The University is currently participating in a two year pilot of a new NSSE instrument. Staff members in the Office of Student Affairs Assessment and Planning continue to assist units within the division with the selection of instruments and measures that will assist staff members in understanding the populations that utilize programs and services. The Office of Student Affairs Assessment and Planning paid the up-front cost and coordinated the administration of national assessment instruments that contained specific measures designed to capture data on students’ perceptions and experiences associated with diversity and diverse perspectives. 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. Staff members in Judicial Affairs assess educational programs through surveys and feedback. Results have been used to inform program changes and to modify interventions. Staff members also have used their membership in national organizations and conferences to look for additional initiatives that will enhance our own community. 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. Housing and Residential Communities continues its participation in annual assessment activities using a national benchmarking survey with specific measures designed to capture data on students’ perceptions and experiences associated with diversity and diverse perspectives. 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. University Recreation provides both research and assessment-driven reviews to determine goals and objectives alignment for diverse program and inclusive outreach to all possible participants. A variety of quantitative and qualitative measures are constantly employed to gain feedback on programs, services, and facility access for all populations. An ongoing aspect of assessment within the department is the level and scope of utilization and learning outcomes from all demographic populations. 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, and those initiatives have been discussed earlier in this report. 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 diverse perspectives and world views. During the 2011-2012 academic year, the Office of Fiscal Affairs (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. Staff members in the Office of First Year Experience and the Office of Parent Programs assess all publications and programs on a continual basis for improvement and enhancement of diversity and our mission. Each summer, the Office of Student Media reviews the effectiveness of diversity efforts and brainstorm changes before the fall term. The Office of Veteran and Military Affairs is currently working with the Office of Student Affairs Assessment and Planning to develop measures that will assist the staff in understanding the populations which utilize our programs and services.

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 planned to have Dr. Wayne Hochwater, a faculty member at Florida State University, conduct the “Student-Athlete Attitude Survey” during the 2011-12 academic year; however, elected instead to postpone the surveying for completion during the 2012-13 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. Also, athletics administrators solicit feedback from coaches, staff and student-athletes after programming events such as those described under Goal Two above to ensure that these offerings are meeting their intended objectives.

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 education, training and consultation provided to promote awareness and understanding of UA equal opportunity obligations to prevent discrimination and harassment within the University were effective. The training targeted for EO Coordinators in the various colleges and administrative units as well as administrators, managers, supervisors and others responsible for implementation of equal opportunity and affirmative action policies were very well attended and generated salient questions and rich discussions on the various subjects. The leading of functional work groups on various accessibility/compliance issues has facilitated timely resolution of immediate campus access problems and enhanced strategies for addressing long-term campus accessibility goals. The annual update of the University’s Affirmative Action Plan was completed and reviewed by the AAP team. Also, the participation in listserv/discussion groups and in professional organizations by the Compliance Officer/Director added to the knowledge base of best practices for providing equal opportunity, access/accommodation and increasing diversity among students, faculty and staff. The participation of faculty, staff and students in various seminars, workshops and programs on equal opportunity, access, diversity and inclusiveness provides experiences that foster an enriched learning environment for students and cultivates more informed and open perspectives throughout the University community.
<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># Native American Indian or Alaskan Native</th>
<th>% Native 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>2011-12</td>
<td>465</td>
<td>10.37%</td>
<td>3,806</td>
<td>84.92%</td>
<td>17</td>
<td>0.38%</td>
<td>52</td>
<td>1.16%</td>
<td>73</td>
<td>1.63%</td>
<td>55</td>
<td>1.23%</td>
<td>14</td>
<td>0.31%</td>
<td>4,482</td>
</tr>
<tr>
<td>2010-11</td>
<td>409</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>Year</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>-------</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
Graduate Degree Completions Conferred by Race 1991-92 through 2011-12

<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>2011-12</td>
<td>235</td>
<td>12.53%</td>
<td>1,389</td>
<td>74.04%</td>
<td>4</td>
<td>0.21%</td>
<td>25</td>
<td>1.33%</td>
<td>51</td>
<td>2.72%</td>
<td>142</td>
<td>7.57%</td>
<td>30</td>
<td>1.60%</td>
<td>1,876</td>
</tr>
<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>
</tbody>
</table>
## The University of Alabama

<table>
<thead>
<tr>
<th>Year</th>
<th>Value</th>
<th>Percentage</th>
<th>Total</th>
<th>Value</th>
<th>Percentage</th>
<th>Total</th>
<th>Value</th>
<th>Percentage</th>
<th>Total</th>
<th>Value</th>
<th>Percentage</th>
<th>Total</th>
<th>Value</th>
<th>Percentage</th>
<th>Total</th>
<th>Value</th>
<th>Percentage</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999- 00</td>
<td>105</td>
<td>7.55%</td>
<td>1,133</td>
<td>15</td>
<td>1.08%</td>
<td>118</td>
<td>8.49%</td>
<td>0</td>
<td>0.00%</td>
<td>1,390</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>12</td>
<td>0.93%</td>
<td>134</td>
<td>10.35%</td>
<td>0</td>
<td>0.00%</td>
<td>1,295</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1997- 98</td>
<td>77</td>
<td>6.53%</td>
<td>960</td>
<td>12</td>
<td>1.02%</td>
<td>115</td>
<td>9.75%</td>
<td>0</td>
<td>0.00%</td>
<td>1,180</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1996- 97</td>
<td>92</td>
<td>6.81%</td>
<td>1,084</td>
<td>11</td>
<td>0.81%</td>
<td>133</td>
<td>9.85%</td>
<td>14</td>
<td>1.04%</td>
<td>1,350</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1995- 96</td>
<td>80</td>
<td>5.65%</td>
<td>1,157</td>
<td>10</td>
<td>0.83%</td>
<td>131</td>
<td>9.26%</td>
<td>19</td>
<td>1.34%</td>
<td>1,415</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1994- 95</td>
<td>59</td>
<td>4.76%</td>
<td>1,011</td>
<td>6</td>
<td>0.49%</td>
<td>122</td>
<td>9.84%</td>
<td>29</td>
<td>2.34%</td>
<td>1,240</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1993- 94</td>
<td>46</td>
<td>3.90%</td>
<td>956</td>
<td>6</td>
<td>0.54%</td>
<td>145</td>
<td>12.29%</td>
<td>19</td>
<td>1.61%</td>
<td>1,180</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1992- 93</td>
<td>52</td>
<td>4.99%</td>
<td>819</td>
<td>7</td>
<td>0.68%</td>
<td>141</td>
<td>13.52%</td>
<td>21</td>
<td>2.01%</td>
<td>1,043</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1991- 92</td>
<td>41</td>
<td>4.18%</td>
<td>794</td>
<td>7</td>
<td>0.71%</td>
<td>127</td>
<td>12.93%</td>
<td>8</td>
<td>0.81%</td>
<td>982</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: OIRA database
### The University of Alabama

#### Table 3

**Professional Degree Completions Conferred by Race**

1991-92 through 2011-12

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Non-Resident</th>
<th>Non-Resident</th>
<th># 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>2011-12</td>
<td>14</td>
<td>8.00%</td>
<td>151</td>
<td>86.29%</td>
<td>0</td>
<td>0.00%</td>
<td>6</td>
<td>3.43%</td>
<td>2</td>
<td>1.14%</td>
<td>0</td>
<td>0.00%</td>
<td>2</td>
<td>1.14%</td>
<td>175</td>
</tr>
<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>
<td>0.00%</td>
<td>159</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>
<td>0.00%</td>
<td>171</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>
<td>0.00%</td>
<td>172</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>
<td>0.00%</td>
<td>154</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>
<td>0.00%</td>
<td>152</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>
<td>0.00%</td>
<td>172</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>
<td>0.00%</td>
<td>183</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>
<td>0.00%</td>
<td>172</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>
<td>0.00%</td>
<td>165</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>1</td>
<td>0.58%</td>
<td>1</td>
<td>0.58%</td>
<td>1</td>
<td>0.58%</td>
<td>0</td>
<td>0.00%</td>
<td>171</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>0</td>
<td>0.00%</td>
<td>2</td>
<td>1.16%</td>
<td>1</td>
<td>0.58%</td>
<td>0</td>
<td>0.00%</td>
<td>172</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>1</td>
<td>0.55%</td>
<td>2</td>
<td>1.10%</td>
<td>181</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>
<td>0.00%</td>
<td>183</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>0</td>
<td>1.56%</td>
<td>0</td>
<td>0.00%</td>
<td>177</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>
<td>1.13%</td>
<td>177</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>
<td>0.00%</td>
<td>186</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>
<td>0.00%</td>
<td>179</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>
<td>0.00%</td>
<td>172</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>
<td>0.59%</td>
<td>169</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>
<td>0.00%</td>
<td>178</td>
</tr>
</tbody>
</table>

Source: OIRA database
## Racial Composition Data of Undergraduate Student Body

**Fall 1991 – Fall 2011**

<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>2011</td>
<td>3,363</td>
<td>12.82%</td>
<td>20,824</td>
<td>79.38%</td>
<td>135</td>
<td>0.51%</td>
<td>309</td>
<td>1.18%</td>
<td>629</td>
<td>2.40%</td>
<td>693</td>
<td>2.64%</td>
<td>281</td>
<td>1.07%</td>
<td>26,234</td>
</tr>
<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>0.69%</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>Year</td>
<td>Fulltime</td>
<td>% Female</td>
<td>Undergraduate</td>
<td>Grad</td>
<td>Minor</td>
<td>Total</td>
<td>Minor</td>
<td>Total</td>
<td>Total</td>
<td>Minority</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>1992</td>
<td>1,650</td>
<td>10.75%</td>
<td>13,010</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></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1991</td>
<td>1,646</td>
<td>10.31%</td>
<td>13,668</td>
<td>54</td>
<td>0.34%</td>
<td>71</td>
<td>0.44%</td>
<td>99</td>
<td>0.62%</td>
<td>369</td>
<td>2.31%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 2011

<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>2011</td>
<td>648</td>
<td>13.19%</td>
<td>3,477</td>
<td>70.77%</td>
<td>21</td>
<td>0.43%</td>
<td>75</td>
<td>1.53%</td>
<td>151</td>
<td>3.07%</td>
<td>452</td>
<td>9.20%</td>
<td>89</td>
<td>1.81%</td>
<td>4,913</td>
</tr>
<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>
</tbody>
</table>
The University of Alabama

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>OIRA</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td>208</td>
<td>6.46%</td>
<td>2,462</td>
</tr>
<tr>
<td></td>
<td></td>
<td>76.41%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>0.28%</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>0.16%</td>
<td>477</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.40%</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14.80%</td>
<td>3,222</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.49%</td>
<td></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 2011**

<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>2011</td>
<td>60</td>
<td>10.00%</td>
<td>483</td>
<td>80.50%</td>
<td>5</td>
<td>0.83%</td>
<td>22</td>
<td>3.67%</td>
<td>9</td>
<td>1.50%</td>
<td>4</td>
<td>0.67%</td>
<td>17</td>
<td>2.83%</td>
<td>600</td>
</tr>
<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>88.26%</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>Year</td>
<td>Cases</td>
<td>% White</td>
<td>% African American</td>
<td>% Hispanic</td>
<td>% Asian</td>
<td>% Other</td>
<td>% Health Career</td>
<td>% Other</td>
<td>% Total</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>
</tr>
<tr>
<td>1991</td>
<td>39</td>
<td>6.07%</td>
<td>91.76%</td>
<td>1.6%</td>
<td>0.6%</td>
<td>0.3%</td>
<td>0.16%</td>
<td>0.62%</td>
<td>0.31%</td>
<td>643</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: OIRA database (Includes exclusive audits and medical residents.)
<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>2011</td>
<td>67</td>
<td>5.51%</td>
<td>1,007</td>
<td>82.74%</td>
<td>1</td>
<td>0.08%</td>
<td>74</td>
<td>6.08%</td>
<td>25</td>
<td>2.05%</td>
<td>42</td>
<td>3.45%</td>
<td>0</td>
<td>0.00%</td>
<td>1,217</td>
<td></td>
</tr>
<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>0.00%</td>
<td>1,175</td>
<td></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>0.00%</td>
<td>1,111</td>
<td></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>0.00%</td>
<td>1,067</td>
<td></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>0.00%</td>
<td>1,030</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>56</td>
<td>5.74%</td>
<td>812</td>
<td>83.28%</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>975</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>54</td>
<td>5.86%</td>
<td>786</td>
<td>85.25%</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>922</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>49</td>
<td>5.41%</td>
<td>783</td>
<td>86.42%</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>906</td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>44</td>
<td>4.77%</td>
<td>808</td>
<td>87.64%</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>922</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>44</td>
<td>4.85%</td>
<td>795</td>
<td>87.65%</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>907</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>38</td>
<td>4.27%</td>
<td>782</td>
<td>87.96%</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>889</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>34</td>
<td>3.85%</td>
<td>781</td>
<td>88.45%</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>883</td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td>34</td>
<td>3.87%</td>
<td>788</td>
<td>89.75%</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>878</td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>36</td>
<td>4.17%</td>
<td>775</td>
<td>89.80%</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>863</td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td>32</td>
<td>3.86%</td>
<td>753</td>
<td>90.72%</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>830</td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td>31</td>
<td>3.74%</td>
<td>756</td>
<td>91.30%</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>828</td>
<td></td>
</tr>
<tr>
<td>1995</td>
<td>32</td>
<td>3.62%</td>
<td>808</td>
<td>91.30%</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>885</td>
<td></td>
</tr>
<tr>
<td>1994</td>
<td>28</td>
<td>3.17%</td>
<td>816</td>
<td>92.41%</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>883</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Black Faculty</td>
<td>% Black</td>
<td>Total Faculty</td>
<td>% Hispanic</td>
<td>Other</td>
<td>% Other</td>
<td>Total</td>
<td>Source</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></td>
<td></td>
<td>45</td>
<td>5.03%</td>
<td>895</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></td>
<td></td>
<td>41</td>
<td>4.60%</td>
<td>891</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></td>
<td></td>
<td>47</td>
<td>5.12%</td>
<td>918</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>2011</td>
<td>12</td>
<td>11.01%</td>
<td>94</td>
<td>86.24%</td>
<td>0</td>
<td>0.00%</td>
<td>2</td>
<td>1.83%</td>
<td>1</td>
<td>0.92%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>109</td>
</tr>
<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>88</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>82</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
<table>
<thead>
<tr>
<th>Table 9: Racial Composition of UA Faculty Applicant Pools</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2011 -- August 2012</td>
</tr>
<tr>
<td>Excludes Hires made through Waiver Process</td>
</tr>
</tbody>
</table>

### Black Hires and Applicants

<table>
<thead>
<tr>
<th>Faculty Hires</th>
<th># of Searches Resulting in a Hire</th>
<th># of Searches with Black Applicants</th>
<th>Faculty Applicants</th>
<th># of Applicants for Searches</th>
<th># of Applicants Meeting Minimal Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number</td>
<td>58</td>
<td>38</td>
<td>Total Number</td>
<td>2,431</td>
<td>2,318</td>
</tr>
<tr>
<td># Hires Self-identified as Black</td>
<td>7</td>
<td>7</td>
<td># Applicants Self-identified as Black</td>
<td>148</td>
<td>136</td>
</tr>
<tr>
<td>% Hires Self-identified as Black from Total Number</td>
<td>12.07%</td>
<td>18.42%</td>
<td>% Applicants Self-identified as Black from Total Number</td>
<td>6.09%</td>
<td>5.87%</td>
</tr>
</tbody>
</table>

### Minority Hires and Applicants

<table>
<thead>
<tr>
<th>Faculty Hires</th>
<th># of Searches Resulting in a Hire</th>
<th># of Searches with Minority Applicants</th>
<th>Faculty Applicants</th>
<th># of Applicants for Searches</th>
<th># of Applicants Meeting Minimal Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number</td>
<td>58</td>
<td>47</td>
<td>Total Number</td>
<td>2,431</td>
<td>2,318</td>
</tr>
<tr>
<td># Hires Self-identified as Minority</td>
<td>11</td>
<td>11</td>
<td># Applicants Self-identified as Minority</td>
<td>892</td>
<td>862</td>
</tr>
<tr>
<td>% Hires Self-identified as Minority from Total Number</td>
<td>18.97%</td>
<td>23.40%</td>
<td>% Applicants Self-identified as Minority from Total Number</td>
<td>36.69%</td>
<td>37.19%</td>
</tr>
</tbody>
</table>

Source: Faculty Hiring Database (covers Full-Time Tenure and Tenure Track searches)
<table>
<thead>
<tr>
<th>Black Hires and Applicants</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EEO-1 Hires</td>
<td></td>
<td></td>
<td>EEO-1 Applicants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Hires</td>
<td>5</td>
<td></td>
<td># of Applicants for Searches</td>
<td>46</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Searches with Black Applicants</td>
<td>1</td>
<td></td>
<td># of Applicants Meeting Minimal Qualifications</td>
<td>46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number</td>
<td>5</td>
<td></td>
<td>Total Number</td>
<td>46</td>
<td></td>
<td></td>
</tr>
<tr>
<td># Hires</td>
<td></td>
<td></td>
<td># Applicants Self-identified as Black</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selfidentified as Black</td>
<td>0</td>
<td>0</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Hires</td>
<td>0.00%</td>
<td>0.00%</td>
<td># Applicants Self-identified as Black from Total Number</td>
<td>2.17%</td>
<td>2.17%</td>
<td></td>
</tr>
<tr>
<td>Selfidentified as Black from Total Number</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minority Hires and Applicants</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EEO-1 Hires</td>
<td></td>
<td></td>
<td>EEO-1 Applicants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Hires</td>
<td>5</td>
<td></td>
<td># of Applicants for Searches</td>
<td>46</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Searches with Minority Applicants</td>
<td>3</td>
<td></td>
<td># of Applicants Meeting Minimal Qualifications</td>
<td>46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number</td>
<td>5</td>
<td></td>
<td>Total Number</td>
<td>46</td>
<td></td>
<td></td>
</tr>
<tr>
<td># Hires</td>
<td></td>
<td></td>
<td># Applicants Self-identified as Minority</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selfidentified as Minority</td>
<td>0</td>
<td>0</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Hires</td>
<td>0.00%</td>
<td>0.00%</td>
<td>% Applicants Self-identified as Minority from Total Number</td>
<td>8.70%</td>
<td>8.70%</td>
<td></td>
</tr>
<tr>
<td>Selfidentified as Minority from Total Number</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Source: Faculty Hiring Database (covers Full-Time Tenure and Tenure Track searches)