

The University of Alabama

2006-2007

Strategic Diversity Report

August 2007

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2006-2007 Strategic Diversity Report**

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I. Executive Summary

A. Commitment to Diversity As Part of the University's Educational Mission

Reflective of its historical commitment to pursuit of diversity as part of its educational mission, The University of Alabama is increasingly comprised of women and men of diverse racial, ethnic, religious, socioeconomic, geographic and cultural backgrounds. Diversity within the campus community ensures a robust exchange of ideas that occurs within a diverse and inclusive learning environment, thereby achieving the University's strategic goal articulated in its 2004-2014 Strategic Plan of "enhancing its learning environment to attract and retain excellent students." One of the ways in which the University has chosen to achieve this strategic goal is to articulate as one of its action steps in its Strategic Plan, a commitment to "*continue progress in achieving diversity among faculty, staff, students, and administration.*" <http://sacs.ua.edu/university/strategicgoals/plan04.14.ppt>. This action step and strategic plan goal are consistent with this Board's September 2003 resolution, which explicitly "embraces the development of a diverse learning environment, which enhances the quality of the educational product."

The University's commitment to diversity as part of its educational mission has been articulated in prior strategic plans. That commitment is articulated on an annual basis in President Witt's Statement on Diversity, which is distributed on campus and available to the public on the University's Office of Equal Opportunity Programs website. As his February 8, 2007 memorandum to the university community states:

Students who learn from each other and from university faculty and administrators (including those at the highest level of leadership) in an environment with a variety of backgrounds, are better able to understand, appreciate, and contribute to our twenty-first century global society. Consequently, the University endorses a student, faculty, and administrative community enriched by women and men of diverse national origins, races, ethnicities, cultures, socioeconomic and geographic backgrounds, ages, physical abilities, and religious and political beliefs. The University is committed to offering diverse cultural programs, intercultural education, and other educational initiatives (such as the University's Crossroads Community Center) that enhance awareness and appreciation of cultural and individual diversity, promote community, and prepare students for the global society in which they will live and work.

Consistent with its educational mission, the University continues to develop strategies to enhance diversity on its campus, many of which include initiatives to recruit and retain minority and international students, staff, and faculty. These efforts have contributed to a Fall 2006 campus profile that includes:

- enrollment of 4,280 minority and international students (17.95%), 2,635 of whom are African Americans (11.1%);
- employment of 769 minority staff members (23.22%), 676 of whom are African Americans (20.41%); and
- 124 minority full-time faculty members (12.72%), 58 of whom are black (5.95%, which includes two black non-resident aliens).

As data in section C below indicates, the University of Alabama's percentage of African-American representation within its campus community is among the highest of all 50 flagship institutions, with it ranking *first* among the flagships for black representation among faculty, *third* highest for black representation in senior level administrative staff, *second* highest for black representation in degrees conferred, and *fourth* highest in percentage of black student enrollment. While this progress is something the University can celebrate, its commitment to continue to increase diversity will not dissipate. In fact, its commitment to diversity as part of its educational mission continues to be reflected in on-going campus initiatives that support the University's Strategic Plan goal of enhancing the learning environment to attract and retain excellent students. The best and brightest students will enroll and graduate with an excellent education as the University continues to implement initiatives that will promote a diverse learning environment.

B. Transition from Title VI Annual Report to Compliance with *Knight* Settlement, Strategic Diversity Plan and Annual Strategic Diversity Reports

Since 1991, as part of its remedial obligation in the *Knight v. Alabama* desegregation lawsuit, the University has prepared on an annual basis detailed reports of its racial composition data and of its specific efforts to recruit and retain black students, faculty, and senior level administrators. Highlights of those annual assessments of progress have been shared in semi-annual Minority Participation Reports, presented every other year in a system-wide report to the Board of Trustees. In December of 2006, the *Knight* case was concluded when a settlement was approved by the court, obligating the predominantly white public four-year universities to create and implement, with collegial dialogue and input from representatives of its African-American faculty and staff, a Strategic Diversity Plan and to prepare a Strategic Diversity Report on an annual basis for five years.

In response to that settlement obligation, a working draft Strategic Diversity Plan (hereinafter SDP) for the University has been prepared and a diversity website launched by the Provost to assist in communicating this effort to the University community <http://provost.ua.edu/diversity.html>. In January of 2007, the Provost met with the Council of Deans to explain the obligations of the *Knight* settlement and to discuss ideas of what types of initiatives a SDP might contain. To monitor compliance with some of the *Knight* settlement obligations, a spreadsheet was created in the Provost's office to track the racial composition of search committees for tenure and tenure-track faculty and EEO-1 positions; the Deans were provided with names of BFSAs members who were willing to serve on search committees; and the book, *Diversifying the Faculty, A Guidebook for Search Committees*, published by the Association of American Colleges

and Universities, was purchased and made available to each faculty search committee. In addition, the Provost has regularly been forwarding to the Deans articles from *The Chronicle of Higher Education* that suggest effective strategies in diversifying the faculty.

In April and May of 2007, the Provost distributed her working draft SDP and requested comments from dozens of university officials, including deans and directors, assistant and associate deans, the leadership of the Black Faculty and Staff Association (BFSA), the leadership of the Faculty Senate, and other university administrators. The Provost has met with the leadership of the BFSA several times to discuss aspects of the settlement obligations and more recently to discuss the draft SDP. A range of recommendations from the BFSA, which were received by the Provost in late July, are being discussed and examined. Some of the recommendations for which the Provost has requested more specific proposals from the BFSA include re-instituting an internship program designed for professional staff and expanding the SDP draft document to include staff who are not faculty or EEO-1 level employees. It is hoped that a final SDP for the University will be officially adopted before the end of the fall 2007 semester.

At the time of the writing of this report, the draft SDP articulates the following five goals:

Goal One: Communicate the University of Alabama's commitment to diversity as part of its educational mission and more specifically as part of its strategic goal to enhance the learning environment to attract and retain excellent students.

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.

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.

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.

Goal Five: Annually review goals and assess effectiveness of action steps and initiatives in effectuating diversity within our educational mission and achieving our strategic goal of enhancing the learning environment to

attract and retain excellent students by continuing progress in achieving diversity among faculty, staff, students, and administration.

Over a dozen action steps are identified in the draft SDP to help achieve these strategic goals. In addition, *Appendix C* of the SDP assesses progress UA has made since 1991 in enhancing diversity in the student body, faculty, and EEO-1 staff, with an emphasis on black representation. Because considerable progress is reflected in that 12-page appendix, particularly when the University's percentage of black representation is compared to national comparators, the University's draft SDP reflects a commitment to continue the types of ongoing strategic diversity initiatives identified in:

- a 22-page *Appendix D* that describes ongoing initiatives at UA to sustain an inviting and inclusive campus environment;
- a seven-page *Appendix E* that describes initiatives for enhancing diversity at UA within the faculty and administration; and
- an eight-page *Appendix F* that describes ongoing initiatives for enhancing the diversity of UA's student body.

This Strategic Diversity Report is organized to provide updated information about ongoing initiatives as they relate to accomplishing the five currently identified strategic goals; to provide data the University agreed to include in the *Knight v. Alabama* settlement agreement (Attachment I, which is available at <http://provost.ua.edu/strategicdiversity1991-2006.pdf>); and to update data previously provided in the University's Minority Participation Report (Attachment II). Therefore, this report format is different from past reports to this Board in that initiatives are discussed as they relate to accomplishment of a particular diversity goal. The University is confident that its progress in further enhancing the diversity of its campus community, and in annually assessing its progress through this Strategic Diversity Report, will continue to strengthen its educational mission.

C. Highlights of Progress Made in Increasing Black Representation in Student Body, Faculty, EEO-1 and EEO-3 Staff

Prior to reviewing each of the currently identified strategic goals and some of the initiatives designed to achieve each goal, the University is proud to share the following results of its recent review of progress compared to other institutions around the country. Consistent with the *Knight* settlement agreement, these highlights emphasize the progress achieved in enhancing African-American representation within the University community.

1. African-American Representation Among UA Degree Recipients

- 2nd among flagships: Using 2005-06 data, UA ranks *second* among the 50 flagship institutions for percent of total degrees conferred to black students, *second* 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 (12.43%), graduate and first professional (10.11%), and total (11.62%) degrees conferred ranks UA significantly ahead of both the respective averages and medians for flagships, public doctoral, and public institutions granting master's or higher (the range of averages being 3.71-7.74% and the range of medians being 2.78-5.18%).
- 1st in SREB Doctoral Fellows: The University has had 19 SREB doctoral fellows earn the Ph.D. degree – more than any other university. For the current academic year (2006-07), there are 22 SREB doctoral fellows enrolled on campus. Doctoral Scholars have been awarded to students who attend 83 institutions in 29 states.
- SREB Extra Mile Award Recipient: The University of Alabama was the first recipient of the Extra Mile Award presented by SREB in November 2006. The award was presented in recognition of the University's extraordinary resolve, commitment and support of the SREB Doctoral Fellows.
- Top 100 rankings from *Diverse Issues in Higher Education*: The University of Alabama was recognized in the May 31 and July 12, 2007 issues of *Diverse Issues in Higher Education* as one of the top 100 higher education institutions in the country (among *all* public and private) in the *number* of degrees awarded to African Americans and minorities, with the following notable rankings:
 - Doctoral Degrees: 64th among all PWIs in the number of doctoral degrees in all disciplines conferred to African Americans; 57th among all institutions in all disciplines for degrees conferred to minorities; 15th in Engineering and 22nd in Physical Sciences for degrees conferred to minorities.
 - Master's Degrees: 70th among all PWIs in the number of master's degrees conferred to African Americans.
 - Baccalaureate Degrees: 83rd in the number of baccalaureate degrees in all disciplines conferred to African Americans; and 36th in Engineering for degrees conferred to African Americans.

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

- UA's graduation rate for African Americans higher than overall: The ultimate measure of success for students is graduation and increasingly, the standard measure is the 6-year graduation rate. For the first time in UA history, for the most recent cohort (freshmen entering Fall 2000 and graduating by August 2006), the University of Alabama's 6-year graduation rate for African-American students (65.0%) was higher than its graduation rate for all its students (63.1%).
- 6th among flagships in minority graduation rates: A recent national study assigned an "A" to the University of Alabama for its success in achieving

minority student graduation rates close to that of its white students, ranking it sixth (6th) best among flagship institutions in all fifty states for 2004-05 data. [Education Trust-Engines of Equality, November, 2006]

- UA's African-American graduation rates higher than SUG institutions: In the last comparison performed of six-year graduation rates for African-American students at UA compared to SUG institutions, African-American students at the University of Alabama did significantly better than the average for African-American students at 31 SUG institutions (59.3% compared to 54.6%).
- Higher retention rates for African Americans at UA: The retention rate for UA freshmen entering Fall 2005 and continuing to the sophomore year is 85.3%. Black full-time first-time freshmen at the University, for at least the past decade, 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 2004 cohort (the latest SUG information available), that trend continued, and UA's Black and Hispanic first year retention rate exceeded the average for 31 Southern University Group (SUG) institutions.

3. African-American Representation in UA's Student Enrollment

- 3rd in National Achievement Scholars: UA tied for *third place* among public institutions in the enrollment of National Achievement Scholars for the 2006-07 academic year, with only the University of North Carolina – Chapel Hill and the University of Florida enrolling more National Achievement Scholars.
- 4th among flagships: For Fall 2006, UA ranks *fourth* (11.05%) among the 50 states' flagship institutions for highest percent black enrollment, with only the University of Mississippi (13.52%), the University of South Carolina (13.13%), and the University of Maryland (11.37%) ranking higher. UA's percent black enrollment is more than double the average and nearly triple the median for the 50 flagships.
- Top 26% among master's or higher: As of Fall 2006, UA is in the *top 26%* (ranking 123 out of 479) of all public institutions offering master's degrees or higher (excluding HBCUs) for percent black enrollment. UA's percent black enrollment is almost 3 percentage points higher than the average of 8.61% and nearly double the median of 5.7% for this group of institutions.
- Top 27% among public doctoral: As of Fall 2006, UA is in the *top 27%* (ranking 44 out of 160) of all public doctoral institutions (excluding HBCUs) in percent black enrollment. UA's percent black enrollment was 3 and 5 percentage points higher than the average and median respectively for the public doctoral institutions.

4. African-American Representation in UA's Faculty

- 1st among flagships and exceeds median and average: Among 41 flagship institutions reporting Fall 2006 data, UA ranks *first* in percent black full-time faculty with 5.74%, not counting UA's two black non-resident aliens. UA's percent black faculty is nearly double the flagship average of 2.89%. In the Fall 2005 data with all 50 flagships reporting, UA also ranked *first* in percent black full-time faculty with 5.86% compared to the flagship average of 2.62%.
- Top 9% among public doctorals and exceeds median and average: Among the 117 public doctoral institutions (excluding HBCUs) reporting Fall 2006 data, UA ranks in the *top 9%* of all institutions in percent black full-time faculty. UA's percentage is nearly double the median and average for public doctoral institutions (3.45% and 3.4% respectively).
- 142% increase in black faculty in 15 years: In 1991, UA employed 24 full-time black faculty out of 918 for 2.6%. For Fall 2006, UA had 58 black faculty (including two black non-resident aliens) (5.95%), an increase of 34 (or 142% increase). SREB reports that nationally 5% of faculty employed at all institutions (public and private, two-year and four-year) are black.
- Black hires exceed 10% of new faculty hires: For Fall 2005, seven of the 63 (or 11%) of the new faculty hired by UA were black. For Fall 2006, six of the 57 (or 10.5%) of the new faculty hired were black. This is impressive when considering that less than 3.8% of all doctorates awarded in the country in the last ten years were earned by black U.S. citizens (National Research Council Summary Report, 2005 App. Table B-2a, p. 145), and when considering that less than 2% of the applicants for UA faculty positions for those two hiring seasons self-identified as Black.

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

- Vice President for Community Affairs: Dr. Samory Pruitt, the University's Vice President for Community Affairs since August 2004 and UA's first black Vice President in its history, is serving as executive director of the University's Center for Community-Based Partnerships (CCBP), a new initiative of that office, the purpose of which is to engage communities, expand the classroom and laboratory, and promote better education, health, economic and cultural opportunities for all Alabamians. A part of the mission of Dr. Pruitt's office is "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."

- 10 New EEO-1's since 1991: In Fall, 2006, 11 of UA's 98 EEO-1 administrators were African Americans. In 2007, UA added two more, promoting one professional staff member and one faculty member into EEO-1 positions: (1) Bettina Byrd-Giles, the Director of the Community Crossroads Center who was hired in November of 2005 to coordinate multicultural programs on campus, was hired, after a national search, for a new EEO-1 position in Student Affairs: Executive Director of Campus Activities; and (2) Dr. Thaddeus Ulzen, hired initially in 2004 as Chair of the Department of Psychiatry and Behavioral Medicine, has been promoted to Interim Associate Dean in the College of Community Health Sciences. Our current 13 African-American EEO-1 administrators represent over a 300% increase from the 3 employed in 1991.
- Six colleges with African Americans in EEO-1 positions: Of UA's schools and colleges, one has an African-American dean (School of Social Work) and five have African-American assistant or associate deans (College of Arts and Sciences, College of Commerce and Business Administration, College of Education, College of Communication and Information Sciences, and College of Community Health Sciences).
- UA's percent black EEO-1's exceeds national median and average: An analysis of national data reveals that the University's 2006 percentage of black EEO-1 administrators (11.22%) exceeds that of most comparable public four-year institutions across the country:
 - 3rd among flagships: Among full-time EEO-1 administrators at 41 flagship institutions reporting Fall 2006 data, UA ranks *third highest* in percent black representation, at 11.22%. That percentage is more than double both the median and average for percent black EEO-1's at the flagships (5.54% and 5.14%, respectively). This ranking does not account for the two additional African-American EEO-1's added in 2007. In Fall 2005, when all 50 flagship institutions reported, UA also ranked *third highest*.
 - Top 14% of public doctoral: Among 117 public doctoral institutions (excluding HBCUs) reporting in Fall 2006, UA ranks in the *top 14%* for highest percent black EEO-1's, well above the national median of 5.59% and average of 6.64% for those public doctoral institutions.
 - Top 19% of master's or higher: UA ranks in the *top 19%* of 333 public institutions granting master's degrees or higher (excluding HBCUs) in percent black representation in EEO-1's, with its percentage greater than both the national median (5.88%) and the national average (7.22%) for that larger grouping of institutions.
- UA's percent black EEO-3 professional staff exceeds national median and average: An analysis of national data reveals that the University's 2006

percentage of black EEO-3 professionals (8.8%) also exceeds that of most comparable public four-year institutions across the country:

- 6th among flagships: Among full-time EEO-3 administrators at 41 flagship institutions reporting Fall 2006 data, UA ranks *6th highest* in percent black representation at 8.80%. That percentage is well above the median and average for percent black EEO-3's at the flagships (4.02% and 4.99%, respectively).
- Top 34% of public doctoral: Among 117 public doctoral institutions (excluding HBCUs) reporting in Fall 2006, UA ranks in the *top 34%* for highest percent black EEO-3's (8.80%), more than the national median of 6.12% and average of 7.88% for those public doctoral institutions.
- Top 37% of master's or higher: UA ranks in the *top 37%* of 334 public institutions granting master's degrees or higher (excluding HBCUs) in percent black representation in EEO-3's, with its percentage (8.80%) greater than both the national median (6.08%) and the national average (8.44%) for that larger grouping of institutions.

D. Overview of Major Diversity Initiatives

Section II of this report describes hundreds of diversity-related initiatives, courses and programs offered throughout the University, all of which support the five goals in UA's draft SDP. This overview mentions only a few of the major 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.

These initiatives are not isolated to one department or one division or one course of study; instead, they reflect widespread endorsement of the University's commitment to diversity as part of its educational mission. At least ten offices in three different divisions of the University provide leadership to the entire campus community in promoting this mission. The *Office of the Vice President for Community Affairs*, created in 2004 and led by Dr. Samory Pruitt, has initiated several programs that support this diversity mission, including co-sponsorship of UA's first *Minority Business Forum* in 2007, designed to increase the number of qualified minority-owned businesses doing business with UA, and the recent opening of *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. Dr. Pruitt also chairs the *Realizing the Dream Committee*, which collaborates with Tuscaloosa area educational institutions to produce quality programming in West Alabama, including the annual *Realizing the Dream* concert hosted each January at UA. *The Crossroads Community Center*, established in 2005, provides leadership in areas of cultural programming and intercultural education, helping to prepare students for demographic shifts and a global society. *The Center for Ethics and Social Responsibility*, established in the summer of

2005 and directed by Mr. Stephen F. Black, Esq., has already developed more than a dozen new initiatives that enhance awareness and appreciation of cultural and individual diversity, and develop ethical and socially responsible citizenship in UA's students. *The Women's Resource Center*, existing for over a decade, develops programs and services that promote healthy lifestyles, personal development, leadership, and social justice activism. It strives to include the input, needs and interests of women of all backgrounds and to create a welcoming environment that reflects the diversity of the campus community. *The Office of Equal Opportunity Programs* and *The Office of Disability Services* provide leadership to campus departments to ensure that programs are accessible to students, employees and campus visitors, and to promote an inclusive environment for individuals with disabilities. The University is proud of the *College of Education's Disability Sports* outreach program, with UA as one of only three universities in the country that offers both a men's and women's collegiate wheelchair basketball program and the only university in the Southeast to field wheelchair athletic teams. *The Capstone International Center* 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. A recent international student recruitment initiative, *UA Ambassadors*, deploys outstanding UA professors representing student-rich world regions to help recruit foreign students while they are attending international conferences and meetings. The University's "*Global Studies Certificate Curriculum*" is implementing a new course, "*Introduction to Global Studies*" that seeks to encourage both domestic and international students to come together in an environment conducive to open dialogue and encourage the UA student to approach all courses with a global perspective. Finally, the *Creative Campus Initiative*, implemented in May 2005, seeks to connect diverse communities through creative arts, and in the process use the arts as part of economic development for the region.

Two new initiatives announced since spring 2007 are designed to help the University enhance the socioeconomic diversity of its student body through recruiting and enrolling more community college students. UA received a \$1-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. To compliment this initiative, UA announced *Alabama's Promise Scholarship*. This new need-based financial aid program will guarantee financial aid covering UA tuition and fees for four semesters to community college transfers who are graduates of Alabama high schools, are under the age of 26, have a 3.0 GPA, and qualify for a full Pell Grant. This program supplements other need-based aid programs at UA, including the Coca-Cola Foundation Scholars program, offering \$5,000 scholarships to 12 students per year for four years, who demonstrate financial need and are first generation college students in their immediate family.

For years, the University has been a leader in implementing effective minority student recruitment programs. Those programs have been characterized by the federal judge in the *Knight* desegregation case as "exemplary." Many of those initiatives continue and are described in the Goal Four section of this report, including the *College of Arts & Sciences' Diversity Committee*, the *Manderson Graduate School of Business*

Diversity Initiative, and a new effort by the College of Communication and Information Sciences to develop a *college-wide strategic diversity plan* and to celebrate the 25th anniversary of its extremely successful *Multicultural Journalism Workshop*. An exciting new initiative involving Arts & Sciences, Engineering, and the Graduate School is the *Bridge to Doctorate Program* providing financial support for up to 12 STEM graduate students beginning in the fall. The Graduate School's aggressive recruitment of *McNair Scholars* will continue to ensure diversity, as will its newly designed website that has a section called "Opening the Schoolhouse Door" confronting head-on UA's racial history, and inviting students to "embrace our present-both our strengths and our weaknesses" and "strive for an even more diverse and distinguished graduate student body in coming years." The University's School of Medicine program in Rural Medicine, recently ranked 20th in the nation by *U.S. News and World Report's* "America's Best Graduate Schools for 2007," likewise is strategically geared toward recruiting rural and specifically minority students for its programs. Once enrolled, the University offers literally hundreds of courses and programs that address diversity in a variety of ways and promote an inclusive and supportive environment in which all students may succeed.

Finally, the University is meeting all of its obligations in the *Knight* settlement agreement with respect to diversifying its faculty and senior level administration, and has reached all its performance goals for minority representation in faculty and EEO-1 level staff. The colleges engage in a broad range of targeted outreach efforts to encourage a diverse group of applicants for positions and require diverse search committees. Substantial efforts are made to share current educational resources on best practices in diversifying the campus workforce. Retention strategies include providing travel and research support for faculty, ensuring a welcoming and inclusive environment, and providing opportunities for professional growth, including participation in the University's *Leadership Academy*. These and other initiatives have led the University to its first place ranking among flagship institutions in percent of black representation in the faculty and will continue to ensure meaningful progress.

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 and more specifically as part of its strategic goal to enhance the learning environment to attract and retain excellent students.

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.*

A. Initiatives of the Office of the Provost in Accomplishing Goal One

The Office of the Provost and Executive Vice President, Dr. Judy Bonner, is charged by the President for overall responsibility for promoting the University's strategic goals and its diversity plan implementation and compliance with the *Knight* settlement obligations, and her office has taken the following steps in academic year 2006-07 to ensure compliance with the settlement agreement and to communicate diversity as part of the University's educational mission:

- 1) *Training*: Facilitated various training sessions for UA administrators, including academic deans and several department chairs, Human Resources professionals, admissions staff, and leadership of the Black Faculty and Staff Association to publicize the obligations of the *Knight v. Alabama* desegregation settlement (including representation of African Americans on search committees for EEO-1 and faculty positions), the University's previously-articulated commitment to diversity as part of its educational mission, and the University's commitment to create and implement a Strategic Diversity Plan (hereinafter SDP).
- 2) *Drafted SDP*: Prepared and widely distributed in Spring 2007, for feedback and comments, a draft SDP document with five strategic diversity goals and numerous action steps. This draft was an attempt to identify ongoing diversity initiatives and settlement obligations that are helping fulfill the University's current 2004-2014 Strategic Plan and to seek input for goals, action steps, and more complete descriptions of ongoing diversity initiatives. This input will be a springboard for analyzing progress and/or thoughtfully proposing new initiatives to build upon current strengths. In addition, in the spring, the Provost, along with leadership in the BFSA, attended a conference hosted by Auburn University on the *Knight* settlement obligations and tips on creating Strategic Diversity Plans.
- 3) *SDP Website*: Created a SDP website, which contains a) the UAS and Knight Settlement Agreement, b) an initial working draft of a UA SDP and all its appendices, c) data required by the *Knight* settlement, and d) national data comparing UA's progress in increasing black representation in student body, faculty and EEO-1 staff over a decade to that made by almost 500 other public institutions. See <http://provost.ua.edu/diversity.html>.
- 4) *Input from BFSA Leadership*: Met with leadership of the BFSA and communicated frequently with the President of the BFSA to reiterate support for diversity as part of the University's educational mission, explain and discuss elements of the SDP document, communicate launching of website, and to invite and solicit input from BFSA on suggested initiatives to enhance the success of a SDP.

- 5) *Report Format To Obtain Information About Progress Toward Goals:* Created a report format for Deans and Directors, which provides 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 unit assess progress in enhancing racial diversity. A reporting deadline was set for June 2007 for administrators to report to the Provost on initiatives undertaken in their areas of supervision that support achievement of the five goals of the current SDP working draft.
- 6) *Participation in Planning System Statewide Conference:* Attended a system meeting hosted by Dr. Charles Nash to provide input on implementing the settlement agreement's obligation to host an annual statewide conference on best practices in diversifying the campus community.

B. Initiatives of Academic Units and Student Affairs in Accomplishing Goal One

All of the academic colleges engage in a variety of initiatives that reflect a genuine commitment to building a tolerant and inclusive community environment to enhance the learning environment to attract excellent students, and that reflect a commitment to diversifying the student body, faculty and staff to enhance the educational mission. 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 notable examples of methods in which the various colleges and other areas of the University have, consistent with Goal One, explicitly communicated their commitment to diversity as a part of UA's educational mission, however, include the following:

- 1) The Provost met with the Council of Deans in early January 2007 to educate them on the importance of understanding the institution's diversity mission, particularly as the *Knight v. Alabama* desegregation case concluded, and then met with them again in April 2007 to discuss the University's draft SDP. Thereafter, deans of several of the colleges communicated to their respective department chairs and assistant and associate deans that information about obligations in the *Knight* settlement and implications of the University's commitment to diversity as part of its educational mission.
- 2) *Arts & Sciences.* Under the leadership of its current dean, promotion of diversity as one of the core educational initiatives of the College of Arts and Sciences is achieved in a variety of ways.
 - a. *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 following message:

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. More about this important College commitment is available from the College's Diversity Committee and Dean Olin's liaison to this committee, the associate dean for multicultural affairs.

- b. *Diversity Committee & Diversity Logo.* Formed in spring 2001, a Diversity Committee made up of 15 A&S faculty members serving three-year terms has for the past six years 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 most recently initiating development of a proposal to recruit underrepresented/minority students. To date, 34 of the College's faculty members have served on this committee, with members rotating off receiving a Certificate of Service with the A&S diversity logo affixed to it.
 - c. *Associate Dean of Multicultural Affairs.* In June 2003, Dr. Jimmy J. Williams was appointed associate dean of multicultural affairs and charged with overseeing the College's diversity/multicultural initiatives and projects. Dr. Williams has promoted A&S's commitment to diversity across the campus community by serving on the Campus Programming Council, Crossroads Community Center, and the Children of Uganda project.
- 3) *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 the sections of this report below on initiatives accomplishing Goals Three and Four.
- a. *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.
 - b. *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."
 - c. *Black MBA Alumni Association.* To help communicate the college's commitment to diversity, C&BA established a Black MBA Alumni

Association to spur more involvement of UA's African-American MBA alumni with the program, more effectively recruit and retain African-American and minority students, and make diversity an essential part of the Manderson Graduate School of Business MBA curriculum as well as of the Manderson Graduate School of Business MBA culture.

- 4) *Communication and Information Sciences (hereinafter C&IS)*. Under the leadership of its new Dean, commitment to diversity as part of C&IS's educational mission has been re-emphasized as a high-priority item on the College's agenda, as reflected in the following ways:
 - a. *Dean's Communication of Commitment to Faculty*. In an effort to take a fresh look at the College's approach to diversity efforts, the Dean highlighted the importance of college diversity efforts in faculty meetings. He provided a training session for C&IS department chairs on the *Knight* settlement obligations and implications of the University's commitment to diversity as part of its educational mission. In addition, Dr. Lillian Dunlap, Strategic Insights, Inc., was invited to speak to the C&IS faculty on "Diversity as Excellence," on April 11, 2007.
 - b. *Development of C&IS Diversity Statement and Diversity Plan*. This past year, the Dean convened the College's Human Resource Committee and charged it with researching and developing a diversity statement and diversity plan for discussion and adoption by C&IS faculty. Assistant Dean Dr. Caryl Cooper coordinated and facilitated the meetings of the Committee. Dr. Dunlap, a nationally recognized consultant on diversity, participated in one of the committee's meetings and provided helpful suggestions regarding the diversity statement and plan. The statement was completed and distributed at the May 2007 end-of-term faculty meeting, and will be discussed and voted on by College faculty at the first College-wide faculty meeting of the 2007-2008 academic year. Also at that meeting, a draft of a diversity plan will be distributed with the goal of adopting it at a subsequent fall faculty meeting.

- 5) *College of Education*. The College of Education communicates its expectation that faculty and students alike use diversity to improve the education of their students by including this factor in its EDU 200 introduction to education course required of every teacher education student. The college then reinforces it throughout the curriculum through (a) student assessments for successful completion of the program, (b) participating in national groups such as the Holmes Partnership, (c) reflecting a commitment to diversity in its promotional materials, and (d) by articulating clearly that diversity and social justice are part of the College's core beliefs.
 - a. *Mission Statement*. The College's *Conceptual Framework* represents the core beliefs of the college faculty required for the preparation of teachers. Included in this statement is the following:

- i. Elements of professional *praxis* in this area include an understanding of the (i) physical, intellectual, and emotional development of the student; (ii) *diverse social, cultural, and political forces that shape the students' identity and influence their opportunities in life*; and (iii) interests of concerned constituencies, such as parents, school boards, and the broader community.
 - b. *Student "Dispositions."* The College's twelfth disposition or expectation for students requires that each student "Establishes a democratic and just environment, *with respect for diversity*, through culturally responsive teaching."
- 6) *Graduate School.* In addition to engaging in aggressive student outreach recruitment efforts, as described in the section below on initiatives to accomplish Goal Four, the Graduate School continues to communicate diversity as its strategic goal to enhance learning and attract and retain excellent students.
 - a. *Articulation of working goals underpinning all of the school's initiatives.* The new 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 28,000-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.
 - b. *Redesigned website.* The Graduate School website homepage was redesigned to include a new section called 'Opening the Schoolhouse Door', using UA's historical context as a counterpoint for the concerted quest to make diversity and excellence co-aspirations in graduate education. Few outside the immediate university community know that UA is now recognized by the SREB, *Diverse Issues in Higher Education*, and other national groups as a national leader in attracting, retaining, and graduating graduate students from underrepresented groups – and that these graduates have made a profound impact on American society. This site highlights specific accomplishments of the Graduate School's graduates, contains factual data on enrollment trends and financial commitments to graduate students, and lists some of the awards the school has won in diversity issues.
- 7) *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. Individuals exercise choices, adapt to the environment and have the capacity for self-actualization. . . . The faculty further believes that a dynamic, reciprocal relationship exists between persons and the environment. . . . 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.”

“We believe that learning is the process of changing behavior through the development of the cognitive, affective and psychomotor abilities inherent in each individual. The learning process develops at varying rates for individual learners and is affected by the learner’s perception of need, level of motivation . . . readiness to learn and past experiences. . . . *The . . . learning process is enhanced when learners as well as teachers possess and practice self-awareness, acceptance, understanding and effective communication.*”

“The increasing complexity in health care mandates that nurses assume responsibility for assuring that the values of caring and concern for human beings have primacy in the decision-making process.”

- 8) *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*).” Community living standards espoused by Housing and Residential Communities advise students that they “are responsible for developing and maintaining an atmosphere that promotes social awareness, social appreciation and acceptance of those who may be different from you (it is an expectation that you actively participate in conflict resolution).” In addition, 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.” Student Affairs websites, brochures, and publications are expected to use inclusive language and graphic images representing diverse populations.

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.*

Appendix D of the University's Draft SDP at <http://provost.ua.edu/sdpworkingdraft.pdf> identified ongoing initiatives previously implemented to assist the University in achieving its goal of sustaining an inviting and inclusive campus environment. Updated reports from various campus offices reflect the following ongoing efforts effectively 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, led by Dr. Samory Pruitt since its establishment in 2004, 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/> and described in *Appendix D* of UA's SDP.

One recent initiative launched by Dr. Pruitt in support of this office's mission was renaming and restructuring an office formerly known as Rural Services into *The Center for Community-Based Partnerships (CCBP)*. Vice President Pruitt serves as the

Executive Director of the Center and a 40-member council of faculty and staff with interest in community-based scholarship has been established to work with CCBP's staff. The CCBP and Council provide seed funding for faculty/staff projects and conference expenses, produce a fall and spring newsletter that showcase UA outreach efforts, and produce a peer-reviewed journal focusing on community-based research. (See <http://ccbp.ua.edu/> for more details) A number of the projects initiated by the CCBP and Council involve work intended to address health, economic, and educational disparities in rural and underrepresented communities. Some of these include:

- *HEROES*, an after-school program for elementary school students in underrepresented areas that focuses on improving reading comprehension and writing skills by allowing students to read and write about individuals around the world and in their local communities who they view as heroes.
- The *West End Journal* is a newspaper produced by students from Stillman College and The University of Alabama that focuses on news, events, and issues that impact the underrepresented west side of Tuscaloosa.
- The *CCBP language lab* is a collaborative effort involving Shelton State Community College and local churches that focus on helping ESL children, parents, and support personnel improve their speaking, writing, and listening skills.
- *Tribute to the Trail Blazer* with the African-American Alumni Network (AAAN). The event, held during homecoming, acknowledged the 50-year anniversary of the enrollment of the first African American, Autherine Lucy Foster, in 1956.
- *Open Arms Hispanic Providers Workshop* with the Tuscaloosa Family Resource Center and the Hispanic Providers Network. The workshop showcased services available in the West Alabama area for Hispanic families in April 2007.
- *How to do Business with the University of Alabama Forum* was held in collaboration with the UA Office of Financial Affairs, the city of Tuscaloosa and the South Regions Minority Business Council. This first *Minority Business Forum*, held March 28, 2007, represented the first step in UA's effort to build a campus infrastructure to increase the number of qualified minority-owned businesses doing business with UA. Contract Administration and Construction Administration have also participated in several offsite minority business fairs to provide information on opportunities at UA.
- A newly created *Minority Vendor Council*, led by Dr. Pruitt, includes representatives from Contract Administration, the Purchasing Manger for General Procurement, the Action Card Office, and other UA departments, and they have created a website to assist minority and small businesses, which will be linked to Purchasing and Construction Administration websites. The University is expressly encouraging the utilization of MBE/DBE vendors in its bid documents and encourages contractors to use MBE/DBE programs whenever possible. Facility Planning, Design, & Construction Department has also been working to increase and encourage disadvantaged and minority business participation in the delivery of campus construction projects. This has resulted in the University using minority-owned firms to provide design services on fire alarm projects and input on road design and configuration. In addition, this department has been in contact

with the Birmingham Construction Industry Authority (BCIA), a mentoring and incubator program for MBE/DBE firms, to identify potential bidders on projects. Plans have been provided to the BCIA and they make them available to prospective bidders. Financial Affairs Information Systems Support (FAISS) is providing technical services to ensure data integrity for the minority vendor information stored in Banner and is developing reports to make the data visible to senior administration.

b. Crossroads Community Center

The *Crossroads Community Center*, an initiative of the Office for Community Affairs, was established in fall 2005 to provide leadership in areas of cultural programming and intercultural education. Crossroads seeks to facilitate relationship building across cultures through innovative programs and initiatives; serve as a resource for students and student organizations regarding cross-cultural issues; provide leadership and coordination for professionals in multicultural student affairs roles; and prepare students for demographic shifts and a global society. *Appendix D* of the SDP contains information about past programs of Crossroads, which include publication on line of 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>.

Recently advertised Community Building Initiatives of the Crossroads Community Center resulting from an assessment of prior year's goals, include:

- Intercultural Student Council (ISC), established in 2006, is a culturally diverse group of 15 students that meet bi-monthly to advise Crossroads on intercultural issues and plan programs that build cross-cultural relationships among students and campus organizations. ISC's work in fostering awareness and appreciation of the cultural differences represented on UA's campus improves students' competencies in situations that involve difference and thus minimize conflict. The following ISC programs, which provide forums for intercultural exchange, promote and support a campus commitment to interculturalism:
 - *The Global Simulation Workshop*, an innovative 2-day workshop that allows students to become global leaders who are responsible for running the world for 30 years. This workshop aims to build leadership and teamwork skills and to inspire students to explore the political, economic and social challenges that they face in a global community.
 - *The 10,000 Villages Project* in April 2007, to raise awareness of fair trade, brought art from third world countries and the money raised from sales was given back to the villages.
 - *ISC Intercultural Café Series* brings students together in the Ferguson Center to enjoy a cultural event, like a poetry reading, etc.; and *ISC Film Series* shows a movie that highlights a specific culture every month during the academic year.

- 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. SD 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.
- Interfaith Initiatives include Crossroads-sponsored programs 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.
- Open Mic. Open Heart, initiated in February 2007, represents another pro-active attempt to foster understanding within the UA community. It is an open mic-style forum, which aims to provide an uninhibited and respectful environment in which all members of the UA community, both students and faculty, would be able to introduce, discuss and begin solving intercultural community issues. These issues can include anything from race relations to faculty/student relations, to hate speech and discrimination on campus. The forum also seeks to recognize persons or organizations who have demonstrated marked efforts toward building a more coherent community, and induct them into the Crossroads Community Center Honor Circle.
- The XChange is a group of freshmen students who work with Crossroads and Community Service Center to introduce freshmen to the campus culture and to the diversity in Tuscaloosa. It includes a community service component and includes selection of 15 students from the group to act as ambassadors for the new generation of freshmen.

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 is worth fighting for." <http://cesr.ua.edu/index.html>. CESR meets this goal by linking curriculum and campus culture in ways that students can both serve and reflect on their obligations towards 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:

- *Moral Forum* seeks to encourage both open-mindedness and conviction by challenging students to research and debate a controversial moral issue. By requiring students to substantiate different sides of an issue, they develop a heightened sense of respect for perspectives other than their own. The *Third Annual Moral Forum Tournament* is scheduled in October 2007.
- *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. Over 700 guests attended the first annual *Documenting Justice Film Screening* on May 1, 2007.
- *Documenting Justice International* applies the pedagogy of Documenting Justice, but students will spend time abroad filming a story of justice, exposing both the student-filmmakers as well as the students at the screening to life and culture outside of the United States.
- *Tuscaloosa Pre-K Initiative*, jointly led by the City of Tuscaloosa and UA through CESR, promotes community through its partnership with other universities and the City schools. In addition, UA students engage in the lives of at-risk children as part of the Power-Aide Corps, through their work-study placement, during service-learning in courses spanning all colleges, or as volunteers.
- *SaveFirst* provides training to students on tax preparation and financial literacy. Students then serve working-class families through free tax preparation and educational seminars.
- *Service-Learning* promotes awareness of diversity through exposure to community organizations as part of an academic course, which both enhances academic goals and applies scholarly learning to salient community issues. The service experiences are to be integrated into the students' academic curriculum, providing structured time for students to think, talk, and write about what they did and saw during activities, thereby increasing community and tolerance through thoughtful consideration of the ethical obligations they have toward their fellow citizens.
- *Nonprofit Enrichment Team* matches students with nonprofits that offer services to a variety of individuals and groups. Over the past two years, students have worked for organizations serving adults with autism, at-risk teens, low-income communities, the Hispanic population of Jefferson and Shelby Counties, and abused children in West Alabama, thereby increasing their awareness and appreciation of diversity.
- *Speak the Truth*, sponsored by CESR, is an annual Speech Team performance in which subject matter performed focuses on performance works that have inspired activists and movements for social change.
- *Freshman Forum: CESR Team* exposes students to the realities of injustice in not only the local community, but also the state, nation, and world. As such, students come to recognize the common threads connecting cultures and individuals across the globe, develop a broader sense of empathy, and gain awareness of the obligations they have to society.
- *Invisible Children* events provided a forum for students to not only view media related to a war in Uganda, but also engage in advocacy efforts including a letter-

writing campaign and candlelight vigil. This initiative exposed students to international issues, encouraging them to be members of a global society.

- *International Social Justice Initiatives* involve preparations for an April 2008 visit by a dance/music troupe called the Spirit of Uganda. The troupe of 20 children will be on campus for three-days, engaging with students through dance/drumming workshops, academic forums, and community-wide performances. CESR has also involved the Tuscaloosa community, including local K-12 schools and community groups.
- *Alternative Spring Break* projects sponsored by CESR immerse students in a new community to learn about the problems faced by people different than themselves, while also getting involved and lending a hand. A past trip served low-income children in six southern Alabama counties and victims of Hurricane Katrina.
- *Minor in Civic Engagement and Leadership*, co-sponsored by CESR, includes elective courses in concentration areas including International Leadership or Globalization.

d. Women's Resource Center

The *Women's Resource Center* fosters equal participation of women in the university community through programs and services that promote healthy lifestyles, personal development, leadership, and social justice activism. A history of the growth of this center and the programs and resources is available on line at <http://wrc.ua.edu/about/herstory.htm>. As the WRC develops programming and outreach efforts, described in more detail in *Appendix D* of UA's SDP, 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. Some examples of the WRC's commitment to promoting inclusiveness include:

- increasing representation of diversity in its prints, magazines, library holdings, documentaries, and pre-printed publications such as outreach materials targeted to underserved populations;
- maintaining a deliberate focus on recruitment and retention of diverse student participants in all of its student organizations;
- providing staff representation as allies at student-sponsored diversity programming;
- providing a variety of diversity training, including for all sponsored student organizations, for UA police officers in investigating incidents within diverse populations, and for the entire campus community through its *Creating Peace through Dialogue in the Workplace* workshop;
- developing a new format for campus programming on the topic of racism through its *Unscripted* student theater group; and
- partnering with the College of Arts and Science's Women's Study Program and Housing and Residential Communities to support the *Women in Learning and Leading* living-learning community for female students.

e. Offices Promoting Inclusive Environment for Individuals with Disabilities

The *University of Alabama Disability Sports* (<http://www.uads.ua.edu/index.html>) 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 the University in order to address a need for persons with disabilities. UA is one of only three universities in the country that offers both a men's and women's collegiate wheelchair basketball program and the only university in the Southeast to field wheelchair athletic teams.

The *Office of Disability Services* (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. This office works with personnel in the Office of Equal Opportunity Programs, the Facilities Department and with ADA liaisons in academic units to ensure that the University's programs are accessible to individuals with disabilities as required by federal law.

Student Support Services, <http://www.ctl.ua.edu/sss/sssmenu/browsesss.htm>, 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.

University initiatives this past year reflecting promotion of an inclusive environment for individuals with disabilities include:

- The Provost's Office updating the 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 (see http://www.tour.ua.edu/images/ADA_map.pdf);
- Facilities Department
 - completing a classroom and academic building accessibility survey, which identifies accessible classrooms and serves as a resource to ODS in ensuring that our classes for students with disabilities are accessible;
 - improving signage for accessible entrances/restrooms and alternative routes when elevators are broken;
 - establishing an ADA hotline and requesting 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 University response (see <http://ods.ua.edu/Access%20problems.htm>);
- using an ADA committee to help it prioritize expenditure of funds for deferred maintenance to maximize program accessibility for individuals with disabilities; and
 - completing sidewalk surveys to determine repairs to enhance ADA accessibility and renovating restrooms to improve accessibility for individuals with mobility impairments;
- ODS and EOP initiating an educational program by having departments place hangtags on bicycles parked on wheelchair ramps leading into buildings to remind them that they are violating regulations and creating impediments for individuals with disabilities and better publicizing those regulations applicable to bicycles (<http://bamaparking.ua.edu/pages/regulations.html#bicycle>);
 - Transportation Services increasing fines for individuals illegally parking in handicap parking spaces; and
 - Athletics Department better publicizing game day procedures/parking for individuals with disabilities by placing that information on line in several locations, including on Athletics, ODS and Equal Opportunity Programs websites (for example, see <http://eop.ua.edu/disabilities.html> for gameday procedures).

f. Capstone International Center and International Student Association

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. More detailed information about the programs and services of the center can be found on-line at <http://international.ua.edu/>. Some of the larger programs associated with the Center include:

- The *Japanese Culture and Information Center*, <http://bama.ua.edu/~jprogram/jcic/>, whose mission is to provide information, educational programs, and cultural activities about Japan and the Japanese people for the UA and local communities. Examples of programs include:
 - an annual week-long Sakura Festival, <http://bama.ua.edu/~jprogram/sakura/index.htm>;
 - maintenance of a Japan video library;
 - a Japan Program (see mission and program objectives at http://bama.ua.edu/~jprogram/about_japnprg.html); and a
 - Japan Exchange and Teaching Program (for more information, see http://www.mofa.go.jp/j_info/visit/jet/outline.html)
- The *English Language Institute*, whose purpose is to provide high quality instruction in English as a second language and orientation in US culture to

international students who are non-native speakers of English (for more information about initiatives of ELI, see <http://eli.ua.edu/mission.html>)

- The *International Student Association*, <http://isa.ua.edu/about.html>, which is provided space in the Ferguson Center, and has been recognized for serving as an extraordinary model of citizenship through service, for offering diverse, culturally aware, creative, and innovative programs. A goal of ISA is to foster an understanding of cultural diversity. The group has organized cultural awareness forums at a local high school interested in international relations and languages, held international fund raisers for the Global Fund, and sponsored cultural events for the entire University that culminate with FLAVA-FEST, the International Spring Festival Week.

g. Office of Academic Affairs/Provost Creative Campus Initiative

The *Creative Campus Initiative* was implemented in May 2005 to work side-by-side with a Tuscaloosa Chamber of Commerce Task Force desiring to link business, education and the cultural community to share resources and maximize opportunities for growth. The goal is to connect diverse communities through creative arts, and in the process use the arts as part of economic development for the region. Goals of this initiative include, among other things, recruiting, attracting and retaining the best and brightest students and faculty to the campus with the lure of participation in lively and high-quality arts and cultural programs; and building a climate of interactivity on campus and better articulating to the public why culture is valuable. The vision and programs of this unique student-led effort are outlined at <http://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.

Through the kinds of events it plans and the students it hires, the Creative Campus Initiative exhibits a strong commitment to diversity. During the past year (2006-2007), three of its ten student interns were African Americans. One of the first hired interns was selected because of her McNair Scholars research on cultural arts programming and its relationship to retention of African-American students. This student developed the *Hip Hop and Beyond* Summit as a response to her research, and her Creative Campus internship provided her with the support necessary to launch this ambitious project. The first summit had an attendance of approximately 750 students; the second summit in February 2007 had an attendance of over 1,000.

The most elaborate project for the year involved several visits and a residency by composer/musician *Daniel Bernard Roumain* (an African-American hip hop violinist and composer) culminating in a multimedia concert in the Moody Music concert hall on April 10, 2007. The centerpiece of that concert was the world premier of *The Tuscaloosa Meditations*, a composition for orchestra that focused on the heroism of Vivian Malone Jones and James Hood in the desegregation of UA in June 1963. The performance included an original video. Roumain's concert began with a local talent portion that

featured performances by UA rappers, spoken word artists, steppers, musicians, and singers.

Creative Campus also works with various organizations on campus (such as the International Student Association and students in university housing) to promote cultural events with a global emphasis, including its co-sponsorship this past year of an *Indian music concert; guest artist Derek Beres*, who presented a world music event as well as demonstrations of yoga and the martial arts; and its major kickoff event for the year – a talk by *Daniel Pink*, author of *A Whole New Mind*, that emphasized the changing nature of the global economy and the role of creativity in the newly emerging economy. CCI is also working with the Center for Ethics and Social Responsibility and The School of Music in planning for April 2008 *The Children of Uganda*, a musical and dance concert to be included in the School of Music's Celebrity Series.

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

a. Other Cultural/Celebratory Experiences To Broaden Understanding of Diversity

- The *Realizing the Dream Committee*, consisting of members from the Tuscaloosa Consortium for Higher Education (TCHE-Shelton State Community College, Stillman College, and UA), continue to collaborate to produce quality programming in the West Alabama area. The annual *Realizing the Dream* concert hosted by UA in January, a theatrical presentation hosted by Shelton State in February, and the spring and fall lecture series hosted by Stillman College continue to attract diverse audiences from across the community. In 2007, the *King "Alive"* program, held at historic First African Baptist Church, featured actor Craig Alan Edwards as Dr. Martin Luther King, Jr. and featured the Shelton State Community choir. Dr. King installed the pastor of First African Baptist Church, the Rev. T.Y. Rogers, in 1963.
- A&S & C&IS and its Capstone Association of Black Journalists co-sponsored the February 19, 2007 *African-American Heritage Program*, with guest speaker Mr. George Curry, editor-in-chief of the National Newspaper Publishers Association News Service and BlackPressUSA.com.
- The College of Arts & Sciences
 - co-sponsored the November 16, 2006, *Martin Luther King Jr. Distinguished Lecture Series*, with guest speaker Dr. M.V. Krishnayya, Fulbright Scholar-in-Residence at The University of Alabama and Shelton State Community College;
 - provided financial support to the Black Faculty Staff Association to host their Honors Day Program;
 - co-sponsored several diversity/multicultural events hosted by its departments, including (1) Department of English, Punch Writer's Project

- (student organization) to bring Amiri Baraka and Honoree Jeffers to campus on September 14, 2006; (2) Department of American Studies, Rose Gladney Lecture for Justice and Social Change, December 4, 2006; (3) Department of English, Hip-Hop Summit, February 22, 2007; (4) Department of English, Eruptions of Funk, March 15-16, 2007; (5) Department of Women's Studies, lecture by Dr. Ann Marie Mann-Simpkins, April 5, 2007; (6) Department of English, lecture by Dr. David Turley, April 10, 2007; and (7) Department of Modern Languages and Classics, Hispanic Outreach Program;
- co-partners with Housing and Residential Communities in ensuring that students in A&S's German House, Scholl Haus, come together in a relaxed environment to improve their knowledge of the language, culture, and contemporary political and social issues of the German speaking countries and Europe at large. The goal of the German House experience is threefold: to contribute to the students' intellectual and social development and increase the awareness and appreciation of cultural differences and thus become true global citizens.
- C&IS 1) sponsored Dr. Lillian Dunlap of Strategic Insights, Inc., who delivered a guest lecture in COM 121 on "How to Negotiate Difference in Communities from a Leadership Perspective" and Dr. Alberto Gonzalez, Provost, Bowling Green University, who offered a public colloquium during Hispanic Heritage Month; 2) as part of UA's African-American Heritage Month activities co-sponsored with the Capstone Association of Black Journalists a panel discussion, "Hip Hop in the Media," featuring African-American journalist Joseph Bryant (a Journalism alumnus), as well as panelists Christian Dacus, Crystal McCants, Janelle McGrew and Christopher Holmes; invited as its School of Library and Information Studies honors day keynote speaker, Mrs. Barbara Sirmans, an African American who is director of the Birmingham Public Library System, the largest in the state.
 - The School of Social Work
 - hosted several African-American Heritage Month events in February, including
 - displaying African-American Heritage art and artifacts in the building throughout the month;
 - hosting a potluck luncheon for students, faculty and staff featuring foods that expressed cultural heritages, but with special emphasis on African-American heritage;
 - inviting The Honorable U.W. Clemon as its key speaker at the annual African-American Heritage Day celebration, which attracted widespread participation from the entire campus;
 - "The Project" kids, who performed on a Saturday in February so that Distance Education M.S.W. students and instructors could also enjoy an African-American Heritage Month celebration event;

- included in its annual colloquium series for students, faculty, and the UA community two nationally renowned scholars on research related to diversity: 1) Dr. King Davis (an African American) of The University of Texas Hogg Foundation for Mental Health and Robert Lee Sutherland, Chair in Mental Health & Social Policy, spoke on September 18, 2006 on “Psychiatric Admissions—1960-2000: Differences by Race & Gender;” and 2) Dr. Karen E. Kirkhart, Ph.D., of the College of Human Services and Health Professions, Syracuse University spoke on January 29, 2007 on “Multicultural Validity and Evaluative Inquiry” and presented to an M.S.W. research class, helping students to understand the complexities of the challenges of being culturally sensitive with diversity;
- supports its chair of M.S.W. program, Dr. Debra Nelson-Gardell, in her role as secretary/treasurer of an on-campus organization, the Coalition for Diversity and Inclusiveness. In this role, she disseminates information regarding events and issues of diversity to those interested in the organization, and she collaborated with others to offer two events focused on issues of diversity on campus: “*The Interracial Experiences and Attitudes of UA Freshmen: Longitudinal Findings*” and “*Hiring, Promotion, and Retention of Diverse Staff in a Public Flagship Research Institution;*”
- co-sponsored with its Social Work Association for Cultural Awareness (S.W.A.C.A.) a successful fund raising event collecting over 3,500 textbooks for the Books for Africa program.

The Libraries participated in *Black Heritage Month*, February 2007, by incorporating the work of African-American clay potters into the Gorgas library-wide exhibit of Alabama clay potters, and by sponsoring a lecture and book signing with Hank Klibanoff, co-author of *The Race Beat* (Knopf, 2006) and news editor, *The Atlanta-Journal-Constitution*. Also, the UA Libraries, in conjunction with Tuskegee University Libraries, has received a \$148,939 matching grant awarded by the National Historical Publications & Records Commission to begin work on an ambitious new project, “*Bringing Alabama’s African-American History to Light: A Model Partnership.*” Both institutions will hire project archivists to organize and make available a number of currently unprocessed, and therefore inaccessible, manuscript collections on both campuses that relate to African Americans. A website is being designed to provide information about the project and its progress.

b. Additional Endeavors To Broaden Understanding of Diversity

- In Spring, 2007, consistent with the University’s 2004-2014 strategic action step to “expand the University’s emphasis on global and cultural studies,” a new 3-credit hour course, entitled “Introduction to Global Studies” (CIP 24.0199), was implemented as part of the University’s Global Studies Certificate Program. In addition, the University has created a 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.

- The Provost’s Office has made available on-line a “*Guide to Courses with Diversity and Multicultural Content*,” which was prepared by Dr. Jimmy Williams, associate dean of multicultural affairs for the College of Arts and Sciences. <http://provost.ua.edu/guidetocourseswith.doc> That document includes dozens of courses taught primarily through A&S. This spring, all deans were asked to review that website and identify for the Provost courses that included diversity and multicultural content. Several colleges reported additional courses to add, and plans are to update that on-line resource.

- Recent examples reported of multicultural content by other Colleges and Schools include:
 - Education offers advanced classes in Critical Race and Gender Studies; was recently recognized by the University Council on Educational Administration as a site for critical inquiry in race, class and gender studies; has a concentration in social and cultural studies at the PhD in Instructional Leadership; and recently developed a new class on Critical Race Theory.
 - C&BA had Muslim women speak about their view of a woman’s role in Muslim society in one course; offered a program on “Doing Business in China” attended by over 170 business students and faculty; and held a computer and employment workshop for the Tuscaloosa community in English and Spanish. In addition, C&BA offers courses and tracks in several of its majors in international business; requires all undergraduates to take a course that focuses on international issues; is developing a sophomore-level course in global business that focuses on multicultural awareness and may be required of all business students; exposes its MBA students to classroom activities, speakers who focus on the importance of diversity and understanding how diversity impacts the workplace, corporate panel sessions discussing diversity and global initiatives, and an annual “MBA Week” with efforts targeted specifically around corporate citizenship, community service, and social awareness.
 - C&IS taught a class at UA and Stillman College and jointly produced a new tabloid weekly newspaper (*The West End Journal*) covering news in Tuscaloosa’s predominantly African-American neighborhoods that was printed by and published in *The Tuscaloosa News*.
 - The Law School offered 15 courses during the 2006-07 year in which substantial parts of the course were devoted to diversity issues; included a diversity sensitivity program during Orientation and two presentations to faculty, staff, and students on ethnic sensitivity.
 - University Honors Program offers courses in African culture, Asian culture, Indian language in South America, and the Hispanic experience in America; includes treatment of diversity in many, if not most of its courses; and has service-learning courses that involve tutoring work with at-risk, disadvantaged elementary school students, almost all of whom are members of minority groups.

- International Honors Program students are required to take “Culture and Human Experience,” that is specifically designed to sensitize them to the differences in various foreign cultures. They are also encouraged to be conversation partners with international students and spend a minimum of ten weeks studying abroad.
- Social Work has adopted, among several themes for its curriculum, “*Valuing Diversity*: Social workers value and work respectfully with people who are different from themselves.” In addition, both the B.S.W. and M.S.W. programs have an objective related to diversity: “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.” The faculty has reviewed syllabi to ensure that diversity is stressed throughout the curricula. The School also
 - hosted two regional conferences that brought in culturally-diverse speakers and participants: The Alabama-Mississippi Social Work Education Conference for students primarily, and the Fifth Annual Fall Social Work Conference, with some student participation;
 - had two faculty members, Dr. Cassandra Simon and Dr. Debra Nelson-Gardell, present a workshop, “Advocacy, Social Work and Race: Effecting Change Through Our Collective Power,” at the 2007 State NASW Conference held on campus;
 - had several faculty members and graduate students present at conferences on diversity-related topics, including 1) a May 2007 presentation at the 50th Anniversary Social Work Conference by Dr. Simon and two Ph.D. students, *Students’ Voices: Effective Components in Teaching Social Justice and Anti-Oppression*; 2) sessions by Professor Barbara Chandler at the annual conference of the State Chapter of the NASW on “Social Work in the Native American Community” and “Working with the Latino Family”; 3) a presentation on “Working with American Indian Families” by Professor Chandler at the 17th Annual Family Preservation Conference in fall 2006.
- Human Environmental Science’s commitment to diversity in the academic program is evidenced in the following ways:
 - Incoming students in its *Athletic Training Program* participate in a “A Dialogue on Diversity” as part of their orientation program and all undergraduate students are evaluated twice a semester on “Acceptance of Cultural Diversity”;
 - *Marriage and Family Therapy (MFT)* curriculum has diversity issues as a key component; one of its graduate students is spearheading a healthy marriage initiative which promotes healthy black marriages; and its Capstone Family Therapy Clinic satellite program in Perry County provides an exercise in diversity training for students;

- 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, and the classrooms must have materials such as pictures, books, puzzles, etc. that reflect the lives of the children served and also the general diversity in society and our community. Also, as part of training students in the *HDFS degree programs*, enrollment in the Children’s Program is geared toward diversity.
 - Capstone College of Nursing’s main website (<http://nursing.ua.edu>) includes a link to the “Culturally Sensitive Hispanic Patient Pain Assessment” tool, which is available for use by generic BSN, RN Mobility and graduate students as well as faculty and nurses in the community. Cultural competence and diversity have been a major focus in the master’s nursing program that prepares nurse case managers. The introduction by the faculty to this focus on cultural competence follows. “Cultural competency training is a vital part of any program . . . to provide the best possible health care”. . . The CCN master’s program has an extensive list of cultural competency resources on the CCN website at: http://graduatenursing.ua.edu/cultural_competency/culturalcompetencywebsite.htm.
 - Continuing Studies offers as part of its Master Management Certificate Program a one-day diversity-training session entitled “Harnessing the Power of Diversity; as part of its Management Certificate Program for Supervisors, 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); diversity-related topics covered in the Alabama Community College Leadership Academy and Leadership Tuscaloosa; and several sessions on the importance of diversity to the community and economic development as part of Delta Regional Leadership Academy. In addition, the program Safe State provides free, Spanish-language safety training to more than 300 Hispanic workers in poultry processing plants across Alabama and Mississippi, and employs a full-time professional (a native Mexican) whose primary job is to translate existing safety literature and course materials into Spanish or to produce original/specialized technical material to help UA reach targeted Hispanic groups.

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

Website with Links to Policies: The *Office of Equal Opportunity Programs* maintains a website, <http://eop.ua.edu/>, which contains the University's equal opportunity, non-discrimination, and diversity statements, as well as the University's harassment and anti-retaliation policy and list of designated harassment resource persons in each college and division to whom an employee or student should bring a complaint of harassment. The EOP website also has links to assist individuals with disabilities. The Law Schools' statement of support for non-discrimination and equality is likewise on its Career Services Office website and a variety of other places.

On-line Harassment Tutorial: A primary training tool promoted by the University is its on-line illegal harassment training tutorial at <http://training.newmedialearning.com/psh/ua>. Academic units are asked to encourage employees in their colleges to take the on-line training. For example, all new C&BA faculty are asked to complete anti-harassment training and administrators in Engineering are encouraged to do so as well.

New Employees: During every *New Employee Orientation* conducted by the Human Resources Development Office, sexual harassment training is provided, reference is made to Equal Opportunity Programs and Crossroads Community Center, and information about training classes and resources available to employees on diversity-related topics is provided. For the past 21 years, the Graduate School has offered a two-day workshop for new *Graduate Teaching Assistants* and the workshop includes a session from the Office of Counsel 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 of Academic Affairs sponsors a *New Faculty Orientation* each year, and information is provided by the Office of Counsel on the University's no tolerance policy on harassment and retaliation. Instructors in the Math Department and tutors and instructors in the English Department also annually receive training on harassment, discrimination, and retaliation from the Office of Counsel.

Human Resources Development Office (HRD) offers a variety of ADA, diversity, harassment, discrimination and equal opportunity training sessions and resources. These are described on-line at <http://hr.ua.edu/st-dev/trc/trc-legal-issues.htm> and publicized campus-wide on a semester basis using several different methods. HR also has online a retaliation tutorial at <http://hr.ua.edu/documents/retaliationslideshow.ppt>. *Training Resource Materials* are also available for checkout from the Training Resource Center. Current diversity-related materials include videos, DVDs, books, and activities addressing diversity-related topics in the categories of diversity, disability, legal topics, generational/age related topics, and harassment. Diversity topics and employment-related laws and policies are addressed in two standard training offerings for "managers and supervisors" (The Management Project offered fall and spring semesters and The

First Level Supervision Series offered approximately every other month) and education on diversity topics, ADA and harassment is addressed in one standard offering for “office professionals” (The Professional Development Series offered every semester). Some areas that have reported use of the HRD training sessions this past year include:

- *Transportation Services* staff attended a session co-taught by the Employee Assistance Program on how to work more effectively with *persons with disabilities*, covering topics such as how people react/respond to people with disabilities, where those behaviors come from and strategies for more appropriate and helpful interaction.
- Leaders in the areas of Logistics and Support Services, Business Administration for Construction and Physical Plant, and Business Systems and Processes received training on *diversity awareness, anti-discrimination and anti-harassment*.

Facilities Department, which maintains its own library of video training resources covering diversity awareness and harassment, sponsored the following educational/training efforts this past academic year to promote diversity awareness and train on anti-discrimination and anti-harassment expectations:

- *Managing Diversity and Inclusion for managers/directors*: Provides awareness of differences and seeks to empower employees to serve the vision, mission and goals of the institution.
- *Diversity and Inclusion in the Workplace for Custodial Team Leaders*: Provides awareness of differences and encourages employees to learn how to value and manage diversity in the workplace.
- *Workplace Harassment*: Defines and gives examples of workplace harassment and discrimination and the procedures to avoid and respond to the problem. The training highlights the negative effects that harassment/discrimination has on the workforce.
- *Webinar for managers/directors – Avoiding Retaliation claims*: Defines retaliation, protected activity and adverse employment action. It provides an overview of typical scenarios and ways to avoid retaliation and complaints.

UA Police Department conveys its commitment to treating all individuals with respect and tolerance through its established training programs and policy guidance. The department provides 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. Additionally, the department partners with the Women’s Resource Center to conduct yearly training in investigating incidents within diverse populations. The department also has policies and procedures in place that reinforce these ideas to department members.

Student Affairs Administration

- Created two division-wide emphasis committees that specifically address diversity issues. The first committee, “Every Student Served,” undertook a review of current perspectives, surveyed Student Affairs employees, and is

currently planning staff development to be implemented in 2007-08 based on attentiveness to student body subpopulations. The second committee, "Bridges," examined relationships between groups, and is pursuing the management of organizational culture as a method of addressing longstanding divisions between student groups.

- Revised staff position descriptions to reflect expectation of commitment to diversity and established individual staff goals for coming year tied to performance evaluations that are related to diversity and additional training.
- Reviewed professional staff position descriptions to assure adequate verbiage related to understanding and serving all segments of the student body.

Student Affairs Staff Training

- Resident Advisors, student paraprofessionals who live in residence halls, are given guidance regarding program development on topics surrounding diversity and self-discovery. Discussion of the sociological foundations of inequities also occurs during training as a way of helping RAs respond appropriately to all students. In their BCE 210 course, RAs are taught relationship-building through conversation and incorporating cultural affiliation into rewards so that rewards are personally meaningful.
- Community Directors (the professional staff that live in the residence halls) are scheduled to receive improved training in the fall of 2007 on understanding and programming for underrepresented student populations. Training will include discussions of campus culture, "hot button" or sensitive issues surrounding diversity, and consideration of ways that issues of cultural and diversity play into interactions with judicial policies and policy enforcers, as well as continuing Safe Zone training.
- The Counseling Center hosts an annual staff training in-service on diversity issues.
- Blackburn Institute and Ferguson Center staff read and reviewed *Multicultural Competence in Student Affairs* by Pope, Reynolds, and Mueller.
- The Student Affairs Leadership Team reviewed the National Association of Student Personnel Administrators' *Understanding College Student Subpopulations: A Guide for Student Affairs Professionals* (Lyle A. Gohn, Ginger R. Albin, editors), chapter by chapter over the course of the year as a staff development project. Information was gathered on UA student subpopulations. A summary will be written and shared with the UA community.

Student Affairs-Sponsored Programs Intended for Student Learning

- Diversity awareness was one of six dimensions of Housing and Residential Community's programming model, "Making Connections...Providing Direction." Over the academic year, individual communities sponsored over 45 programs that addressed diversity and global perspectives. In addition, Crimson Signal and Residence Life Cinema, channels available through the residence hall television cable system, offered 15 titles which address diversity.

- The Counseling Center offered a total of 16 programs for students during the last academic year that included content on communication, conflict management, and relationship development.
- The Blackburn Institute maintained a commitment to diversity-related programs. In 2006-07, fellows attended a service at an African-American rural church in Alexander City and later participated in a panel discussion on the “The Role of the African-American Church in a Rural Community,” listened to “Encouraging Minority Businesses: The Role of the North Alabama African-American Chamber of Commerce” and hosted Cedric D. Sparks (Executive Director, City of Birmingham Mayor’s Office Division of Youth Services) to discuss issues facing minority youth in Birmingham.
- The Office of Leadership Development sponsored a Global Leader workshop that presented the complexities of leading from a variety of perspectives.

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 administration.*
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-American faculty and senior level administrators.*

Among the 50 flagship institutions, UA currently ranks *first* in percentage of African-American faculty (5.74%), *third* in percentage of African-American EEO-1 administrators (11.22%), and *sixth* in percentage of African-American EEO-1 professional staff. Almost 13% of UA’s faculty and 23% of UA’s staff are minorities. While optimistic about achieving this level of success, the University remains committed to further diversifying its faculty and staff so that it can more effectively fulfill its educational mission of ensuring that its students are exposed to and learn from individuals from a variety of backgrounds and experiences. Recent initiatives in achieving Goal Three’s two action steps are discussed below.

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

Information about current practices & Knight settlement obligations: In assessing ways in which to continue progress, it was determined that receiving and disseminating information related to recruiting and retaining a diverse faculty and staff was an important strategy to continue. To that end, *Appendix E* of the working draft SDP (<http://provost.ua.edu/sdpworkingdraft.pdf>) was prepared this spring to more clearly articulate for the campus community a general overview of the required recruitment procedures to follow, the purpose of central administration's oversight, available recruitment and training resources/conferences on best practices in diversifying faculty, and examples of department-based recruitment and retention initiatives. That document also contains the obligations the University agreed to in the *Knight* settlement with respect to recruitment of black faculty and EEO-1's. Those settlement obligations were also reviewed with Deans in January at a Council of Deans meeting, and communicated to the campus by posting the *Knight* settlement agreement on the Provost's website.

Provost's dissemination of information: In addition, the Provost proactively shares with the Deans current information on resources that identify best practices and information about national conferences on recruiting and retaining faculty of color, encouraging them to fund faculty members who desire to attend. In addition to purchasing for all faculty search committees the publication, *Diversifying the Faculty: A Guidebook for Search Committees*, this spring Dr. Bonner sent the Deans *The Chronicle of Higher Education* article, "Before Starting a Faculty Search, Take a Good Look at the Search Committee" and asked that they share the article with their search committees. Dr. Bonner also reminded the Deans to share announcements of faculty searches with the President of the Black Faculty and Staff Association so he could forward those to BFSA members. In addition, she reminded the Deans to make sure each search committee included a black faculty member, if possible, and later disseminated to the Deans a list of BFSA members who reported a willingness to serve on search committees.

College-initiated efforts to educate: Other administrators likewise have made resources available to educate search committees about best practices. For example, 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 the School of Social Work, Dr. Nelson-Gardell, recent chair of a search committee for a Distance Education Coordinator position, provided to members of the committee a copy of the book, *Increasing Faculty Diversity*, from which the committee obtained position description language to enhance the possibility of people of color applying for the position. To provide for on-going education in the area of diversity and stimulate ideas for faculty and student recruitment, the College of Arts and Sciences began providing a bi-monthly subscription to *Diverse Issues in Higher Education* to all department chairs. The College of Communication and Information Sciences brought Dr. Lillian Dunlap, a nationally recognized consultant on diversity, to speak to its faculty on

“Diversity as Excellence” and to consult with the college’s committee drafting a diversity statement and strategic diversity plan.

Information from conferences/workshops: Several UA administrators continue to attend conferences that provide additional information about diversification of faculty and staff. For example, Provost Bonner and UA’s BFSA President attended a seminar Auburn University hosted on Strategic Diversity Plans; the UA Leadership Academy sponsored a day-long seminar on *Diversity, Race, and Culture* for its members who come from all areas of the University; the new Dean of the Graduate School attended workshops on minority faculty and staff recruitment at the Council of Graduate Schools conference in Washington; an HES faculty member attended a SREB Conference on Teaching and Mentoring Minority Doctoral Students, which included a workshop on mentoring students of color and recruiting minority faculty members; and Mr. Greg Singleton, Director of the Multicultural Engineering Program in the College of Engineering attended numerous conferences related to multicultural engineering, the Alabama Diversity Conference, and the National Association of Multicultural Engineering Program Administrators national conference.

Resources in Equal Opportunity Programs (EOP) Office: In addition, UA’s Director of EOP, Ms. Gwendolyn Hood, attended statewide meetings in 2005 and 2006 resulting in the Task Force for Recruitment and Retention recommendations, and in March 2007 made a presentation to UA graduate students on the resources EOP offers to the campus community in these efforts. Last year, Ms. Hood was the keynote speaker at a joint luncheon of the BFSA, Alliance for Women of Color, and the Coalition for Diversity and Inclusiveness, which included Deans who addressed efforts to diversify UA’s faculty, and this year she joined a panel with the head of Human Resources to discuss primarily staff recruitment issues. Ms. Hood’s participation in listservs such as the National Association of Diversity Officers in Higher Education (NADOHE) and in DSSHE (disability) discussion groups helps keep that office abreast of current resources for hiring officials seeking to improve effectiveness in diversifying their staff. Of course, her 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.

Upcoming UAS conference: In the fall, the University of Alabama System will host its first statewide meeting discussing best practices in the recruitment and retention of African Americans and other under-represented groups. Provost Bonner will encourage representative employees involved in the recruitment and retention of black faculty and EEO-1 level staff to attend this meeting, and she will review and consider any reports and/or recommendations that may result from the meeting.

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 on the University's Employment website (as well as their departmental websites) and encourage applications from members of underrepresented groups by including on their position advertisements reference to the University'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.*") Some hiring departments expand upon that. For example, notices sent from the UA Libraries include a cover letter that expresses the University's commitment to developing a faculty that is racially, ethnically, culturally and socially diverse.

Developing recruitment plans: Additional efforts are made university-wide to encourage an effective recruitment plan. For example, departments are not given authority to search for a position until after they have developed a proposed recruitment plan including 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. The EOP's Affirmative Recruitment Resource (<http://eop.ua.edu/recruitment/recrtresource.html>) and almost two dozen Affirmative Action Officers serve as resources to assist departments in maintaining contact with female and minority organizations. For example, the Libraries' Affirmative Action Officer meets with each search committee at the beginning of the search process and reviews affirmative action guidelines. In the College of Education, this past year the Dean and Associate Dean met with each search committee chair and not only emphasized the importance of attracting a diverse faculty, but provided 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).

Wide-spread advertising: 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*, which had a special issue this year on diversifying university faculty and staff. Recently, UA contracted with Greystone Advertising to assist its colleges in creating attractive layouts for their job advertisements and placing ads in a variety of places. This year, the College of Arts & Sciences used the services of Greystone and highereducationjobs.com, and requested assistance from both in reaching prospective applicants from diverse backgrounds.

Targeting outreach to minority groups: The University 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 completed this past year include:

- Notifying the SREB of faculty vacancies (resulting in postings on SREB website and agreement by SREB Doctoral Scholars to share some announcements with recent doctoral graduates in specified fields);
- A&S requiring departments to search the SREB Online Doctoral Students Directory, which it subscribes to;
- Purchasing advertisements in minority-targeted magazines, such as:
 - *Diverse Issues in Higher Education* (almost all A&S faculty positions, positions in Engineering, Education, Continuing Studies, and OIT's Director of Security and Compliance position)
 - *The Hispanic Outlook on Higher Education* (Education positions)
 - *American Women in Science* (A&S science positions)
 - *Association for Women in Mathematics Newsletter* (A&S mathematics education position)
 - *Birmingham Times* (Distance Education Coordinator, Social Work);
- Advertising on targeted listservs and websites or sending materials to minority groups, such as:
 - *Black Caucus of the American Library, 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* (Libraries)
 - *NATA Ethnic Diversity Advisory Council* Listserv and the *NATA Women and Athletic Training* Listserv (HES Athletic Training faculty)
 - *McKnight Fellows Program*, which consists primarily of minority doctoral students, many of whom are searching for faculty positions, received link to A&S web listing of open faculty positions
 - *Council of National Psychological Associations for the Advancement of Ethnic Minority Issues (CNPAAEMI)* (HES's Human Development and Family Studies sent personal letter with job announcements to 57 minority members of APA's Division 7, Developmental Psychology);
- Sending notices to HBCUs (Student Affairs, Continuing Studies, Education and Libraries positions);
- Notifying UA's BFSA and other minority professionals and encouraging them to share job announcements with any professional or social organizations to which they belong; and
- Using the Future Black Faculty database to attempt to locate potential candidates.

Partnership with National Initiatives: The University of Alabama Libraries continued to support the Association of Research Libraries (ARL) Initiative to Recruit a Diverse Workforce this past year. 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 University of Alabama, as one of 51 other signature institutions, now has greater opportunities to hire librarians from underrepresented groups and to help mentor those librarians as they enter the library profession. These recruits are known as Spectrum

Scholars and the Libraries HR Officer participates in the semi-annual Spectrum Scholars symposium during the American Library Association conferences. ARL maintains a database of position openings in ARL libraries and facilitates the pairing of stipend recipients with applicable job opportunities. A mailing list for minority librarians, established through the ARL Diversity Programs Office, is used to distribute job announcements to potential candidates.

Attending Minority Conferences & Seizing Opportunities: Other recruitment strategies include attending conferences targeting minorities and inviting applications for positions. For example, in November of 2006, Dr. Celia Lo, chairperson of the Department of Criminal Justice, represented the College of Arts & Sciences at the 14th Annual *McKnight Fellows Conference* in order to recruit prospective minority faculty. Similarly, in October of 2006, UA was well-represented at the *COMPACT for Faculty Diversity* conference with Dr. Z. J. Wu and his students from Math; Mary Curtner-Smith and her students from HES; and Dr. Mike Conerly and his students from Statistics. Dr. Carl Williams was in attendance to receive the Extra Mile Award for UA, the only institution so honored and Dr. Jimmy Williams attended the conference to recruit prospective minority faculty. Information from attendees expressing an interest in the College's faculty positions was shared with the appropriate departments. Another strategy is capitalizing on contacts as they become known. For example, the Honors College has recently engaged in preliminary discussions with the parents (both lawyers) of one of its African-American incoming freshmen about them driving from Birmingham to teach a pair of UH seminars. In HES, African-American alumni are contacted and asked to share the announcements with colleagues, especially minority candidates. Also in HES, one department (HDFS), to help with recruiting minority faculty members, hosted a Black faculty member who is an endowed chair at University of Pennsylvania and who is the first person in the country to hold a chairship established for a Black woman.

Diverse Search Committee: Hiring officials are required to ensure diversity on search committees, and in compliance with the *Knights* settlement, African-Americans serve on EEO-1 search committees and on faculty search committees when educationally sound and practicable. CCN's faculty search committee was chaired by an African-American nursing faculty member. C&BA has an African-American faculty member who serves as Assistant Dean and as a consultant for all faculty search committees.

Growing Your Own: In response to the national nursing faculty shortage, the CCN has enacted the "grow your own faculty plan." Under this plan, CCN recruits clinically competent master's prepared nurses and strongly encourages 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 currently has two African-American faculty members taking advantage of this assistance through applying for the Federal Faculty Loan Repayment Program. This program requires that the institution match federal funds to repay existing student loans. One has completed coursework for the Ph.D. in Nursing at Georgia State University and is now working on her dissertation, and UA has provided an institutional match for this program. The second has just been

admitted to the Doctor of Nursing Practice program at the University of South Alabama and CCN has just completed the paperwork for her to also participate in the Federal Faculty Loan Repayment Program. Additional efforts to prepare students for faculty positions include an initiative in the MINT Center's Diversity Plan (in collaboration with the College of Arts and Sciences), which recruits promising minority research associates and grooms them for faculty positions.

b. Retention Strategies

Mentoring: The Associate Dean in C&BA, an African American, helps counsel and mentor minority faculty to assist them in acclimating to the University and succeeding in their academic careers. The College of Arts & Sciences' Diversity Committee and its Associate Dean for Multicultural Affairs likewise assist in mentoring faculty.

Leadership and Professional Development: Since the fall of 2003, the University has sponsored a *Leadership Academy* to provide a structured process for leadership development among faculty and staff. The Leadership Academy's objective is to broaden participants' understanding of leadership and the University, building the capacity for creating change, both within the institution and community. One of the workshops for each cohort is entitled "Race, Culture, and Conflict, and assists participants in understanding race and culture issues. The University intentionally solicits a diverse group of participants, and thus far, approximately 58% have been women and 22% have been minorities. In addition, the Provost has asked the BFSA to provide a detailed proposal for an *internship program* that BFSA is requesting to enhance opportunities for professional development and growth. Finally, professional development, through the University'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: The College of Arts & Sciences has directed its efforts this year to retaining tenure-track minority faculty. For example, A&S supplemented the departmental travel support of several of its minority faculty. 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. Three of the five tenure-track C&BA African-American faculty members applied for and received summer research support for summer 2007. One holds a chaired position and the other is receiving external support.

Sustaining a welcoming environment on the campus and in the Tuscaloosa community: The initiatives outlined in Goal Two are designed to assist with retention of minorities in the entire campus community. The Creative Campus initiative is particularly designed to highlight the diversity of cultural arts in the Tuscaloosa community to enhance economic development in the area and assist in recruiting and

retaining the best and brightest faculty, students and staff. The University's *Office of Continuous Quality Improvement (CQI)* has led the effort to conduct student and faculty surveys that have provided useful understanding of diverse perspectives regarding campus life, has facilitated the strategic planning processes for most colleges and many of the larger departments on the campus, has organized the University's Leadership Academy, and led President Witt's 2004 Multicultural Task Force that resulted in the establishment of the Office for Community Affairs and the establishment of the Crossroads Center. In 2006, CQI conducted a survey of faculty regarding living in the Tuscaloosa community and cross-tabulated the survey data by race and gender to ensure that there were no issues or concerns specific to minority groups or to women regarding living in this community. The University will continue proactively to seek information from faculty to ensure that any possible concerns are identified and addressed.

Publicizing accomplishments of minority employees: To assist in its efforts to recruit and retain minorities, the University is committed to publishing accolades of its minority faculty/staff. As just three examples, Media Relations has recently published stories on *Dr. Viola Acoff's* appreciation award from The National Academies for her service to that group, which addresses critical national issues; *Dr. Bryan K. Fair's* receipt of the 2007 Buford Peace Award, granted to a UA faculty member who in his/her teaching, research, practice and professional life has demonstrated exceptional levels of involvement in mediating human disputes, helping overcome prejudice, promoting justice and establishing peace; and *Dr. Samory Pruitt's* appointment by Governor Riley to the Alabama Rural Action Commission (and leadership position as chair of the region's education committee), which is charged with building partnerships to improve the quality of life in rural 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 will continue to improve the retention and graduation rates of all students, using a variety of strategies.*

1. New Recruitment/Retention and Need-based Aid Initiatives

Appendix F of the draft SDP identifies a variety of University and college-based initiatives that have been implemented to recruit and retain a diverse student body. These include several new retention initiatives designed to identify at-risk students, to provide social and academic networks for new freshmen and their parents, and to provide small

group options for freshmen to connect students with similar interests to each other and a faculty member in a small group learning environment. Beginning in fall 2007, The Office of Academic Records & University Registrar has developed an At-risk Early Warning System (AEWS), the purpose of which is to identify students who are struggling academically based on their grades in all 100 and 200 level courses at midterm and final grades. The cumulative impact of the University's retention efforts are working. UA's retention rates are higher than the SUG average, and for the first time in the University's history, African-American freshmen graduated in six years at a higher rate than the total UA freshmen cohort.

Community College and Need-based Aid Initiative: Two new initiatives announced in spring and summer of 2007 are designed to help the University enhance the socioeconomic diversity of its student body through recruiting and enrolling more junior college students. In March, the University received a *\$1-million grant from the Jack Kent Cooke Foundation* to help place high-achieving, low income students in four-year Alabama colleges. Through this grant, UA will hire recent college graduates from ten four-year institutions to work at community colleges, particularly those in rural areas, to help students choose four-year colleges and navigate the paper work for admission into college. Building on this initiative, the University announced its *Alabama's Promise Scholarship Initiative* to compliment this important work. This new need-based financial aid program will guarantee 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 and who qualify for a full Pell Grant. This new scholarship program is in addition to the *Coca-Cola Foundation* 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. It also supplements approximately \$600,000 the University awards from appropriated funds in need-based scholarships to first year entering undergraduates.

(CESR Scholars): A new 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 funding 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.

New LSAMP Funding for Bridge to Doctorate Program & Bama Grad Expo: This past year, the University was notified that it would receive funding for the first time from LSAMP for up to 12 STEM graduate students in the *Bridge to Doctorate Program* starting fall 2007. Provost Bonner immediately notified the Deans in Arts and Sciences and Engineering, as well as the Graduate School Dean, asking for them to share information about this program to appropriate department chairs, and to have staff in their student services area personally contact UA's outstanding undergraduate students who qualify to make them aware of this opportunity. These three academic units co-sponsored *Bama Grad Expo* last fall. Advertising nationally, juniors and seniors

interested in pursuing a graduate education in one of the STEM disciplines were invited to attend. A&S and Engineering used this event to recruit students for the *Bridge to the Doctorate Program*. In addition, A&S Associate Dean for Multicultural Affairs contacted officials at over a dozen HBCUs and asked them to encourage their students to apply to attend Bama Grad Expo and to make application to the *Bridge to the Doctorate Program*.

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 has already brought 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.

Presentation by National Expert on Enhancing Access and Equity in Higher Education: In April 2007, the *McNair Scholars Program* and *Student Support Services* partnered with several UA colleges, Stillman College and others to sponsor conferences and meetings led by Dr. Orlando Taylor, vice provost for research and dean of the Graduate School at Howard University, to discuss how to increase the impact of UA programs in serving high-ability minority students in our region. A national leader in graduate education, Dr. Taylor was the keynote speaker at the *McNair Honors Day Convocation*. Dr. Taylor is particularly known for his expertise in the areas of graduate study, educational equity, and excellence in college-level teaching. He conducted seminars with College of Education McNair mentors, McNair fellows, and other student groups.

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

The following paragraphs summarize the initiatives recently 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 777 international students from 70 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 US 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. Throughout the year, UA hosts a variety of international poets, dramatists, musicians, and lecturers advertising, funding, providing housing, and assisting in support roles to bring these outstanding international artists to our campus and community. Some examples this year include: Dr. R.M.N. Ramani, world renowned flutist; Daniel Ivanova, a Bulgarian scholar, to teach folk dance as well as lecture on the masked ball tradition to the Dionysian revel; and Ms. Marina Mayoral, a celebrated Spanish literary critic. In addition, 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.

b. Arts & Sciences

In December of 2006, A&S officials met with UAB officials to discuss creating a shared African-American Studies Program, and a draft program has been prepared. It is hoped that discussions will continue now that UA has hired a permanent director of its African-American Studies program, Dr. DeVeanna Fulton.

In addition to recruiting for the *Bridge to Doctorate* program and co-hosting Howard University's Dr. Orlando Taylor, the Associate Dean for Multicultural Affairs assisted in recruiting underrepresented/minority prospective graduate students by attending the COMPACT for Faculty Diversity Conference and the University of South Carolina's Diversity and the Doctorate Symposium to recruit *McNair Scholars*; attending UAB's Graduate School Fair; and providing information to an African-American

Psychology faculty member to assist in recruiting prospective students from HBCUs. The College also encouraged its departments to nominate undergraduate students to attend FOCUS 2007, a conference at Georgia Institute of Technology that encourages minority students to pursue graduate education.

c. Commerce and Business Administration

Recent C&BA diversity recruiting efforts include:

- Targeted high school visits by student volunteers returning to their alma maters, talking about the major to 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.
- Together with the Computer Science faculty, C&BA submitted in June 2007 a *Broadening Participation in Computing* NSF grant proposal, which if funded will provide scholarships to MIS undergraduate and graduate students from under-represented groups.

At the undergraduate level, C&BA is able to leverage the resources of the Information Technology Workforce Resource Centers (IT-WoRCs), a partnership among UA and several Alabama HBCU's with the goal of providing a stream of technically competent workers into the state of Alabama's workforce through statewide educational programming, with an emphasis on reaching underrepresented minorities. Toward this goal, IT-WoRCs in the past has sponsored regional and statewide Computing Olympiads, on-campus computing competitions with targeted recruiting of schools with high minority populations.

At the graduate level, the *Manderson Graduate School of Business Diversity Initiative* aims to establish student and program diversity as a cornerstone of the MBA Program. Key features of the Diversity Initiative include annual recruitment and selection of an academically, experientially, globally, and culturally diverse MBA class that fosters peer-to-peer interaction within applied learning contexts that mirror the diverse Alabama and global workplace. The strategic recruitment of McNair Scholars to the MBA program became the key thrust of the Diversity Initiative over the past year as all McNair Scholars in the country were contacted regarding opportunities in the

Alabama MBA program. In addition, faculty and student representatives attended the National Black MBA Association conference for the purposes of recruiting, networking, and enhancement of diversity initiatives.

In addition to the above programs, UA's MBA recruiting efforts are very target specific with regards to the diversity of the students being recruited. With a stated goal of enrolling 15-20% minorities, 35% females, and 13-15% international students, the following initiatives ensure progress toward those targets:

- Utilize current minority students to accompany C&BA employees at recruiting fairs at their undergraduate institution as well as at general recruiting and career fairs.
- Match current minority students with prospective minority students during the recruiting process to ensure a mentor and point of contact.
- Recruit at four targeted HBCUs, the National Black MBA Association Conference in Atlanta, and two women's colleges (Mississippi College for Women & Judson College); and
- Ensure adequate financial assistance (MBA program awarded approximately \$50,000 in scholarships, 42% of total pool for incoming students, to minority and international students).

Business 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. Students are now in the process of reviewing the enterprise to ensure sustainability.

Dr. Gary Hoover has participated as a lecturer in the Summer Minority Program of the American Economics Association each year for the past six years. 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. It provides an opportunity to recruit minority students to the graduate programs offered at The University of Alabama.

A team of four C&BA faculty members attended the *KPMG Ph.D. Project Conference* in fall 2006. The purpose of the conference is to encourage minority students to pursue doctoral education in business. The College has been an active supporter and participant in this conference for eight years. Coordinators of the Ph.D. programs participate in the Ph.D. Project by 1) reviewing applications to the program, 2) writing personal letters to each candidate that fits C&BA's profile, asking them to speak with UA representatives at the conference, 3) searching out and meeting with candidates while

attending the conference events, and 4) following up after the conference to gauge candidate interest and, if appropriate, invite candidates to campus for interviews.

Finally, C&BA provided support for the Minority Business Plan competition during Entrepreneurship Week; sponsored a chapter of the National Association of Black Accountants; and sponsors The Women's Initiative to promote business careers and leadership skills development among female students. The College's Steering Committee, which plays an important role in the strategic planning and promotion of events throughout the College, has 25% minority student membership.

d. College of Community and Health Sciences

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 Tuscaloosa Experience in Rural Medicine (TERM). Recently, UA's School of Medicine program in rural medicine was ranked 20th in the nation by *U.S. News and World Report's* "America's Best Graduate Schools for 2007." In addition, the professor who designed, implemented and directs UA's Rural Health Leaders Pipeline, Dr. John Wheat, recently received the Distinguished Educator Award from the National Rural Health Association. According to Governor Riley's nomination of Dr. Wheat, the "pipeline" Dr. Wheat has created to recruit and nurture rural students "is a model that is being replicated in our state and one which other states can look to as we all seek to improve quality of health care in underserved communities."

e. Communication and Information Sciences (C&IS)

The *College's Multicultural Journalism Workshop*, funded by the Dow Jones Newspaper Fund, the College, the Alabama Press Association and other media organizations, will celebrate its 25th anniversary in July 2008. This program, in which approximately 20 students attend an all-expense paid workshop during the summer, encourages young people of color to consider journalism as a career and helps increase enrollment of minorities in higher education in general and UA in particular. Rising seniors attending the 2007 Multicultural Journalism Workshop will be actively recruited. Students will receive follow-up letters and at least one telephone call during the year. One result of the MJW program is a dramatic increase in "quality" job placements of minority students in the journalism field from among UA graduates.

A new initiative involving the College is the Joint UA-Stillman College *West End Journal* project, in which students publish a newspaper about the West End of

Tuscaloosa. The project began in January 2007 with a Diversity Weekend Workshop, an event designed for students to learn how to report on different cultures and develop a sense of unity and open dialogue to enhance this new community resource.

Another effective recruitment program, with significant national visibility for the College and UA in the newspaper industry, is the *Knight Community Journalism Fellow Master's Program*. Offered through a partnership created by UA, *The Anniston Star*, and the John S. and James L. Knight Foundation, this program involves students actually working at a "teaching newspaper." The program's recruiting materials state that multiculturalism is a "high value."

During 2006-2007, recruitment efforts also included attendance at the national and regional National Association of Black Journalists (NABJ) conventions. During the past two academic years, the Dean's office financially supported the *Capstone Association of Black Journalists* (CABJ), covering administrative costs and making it possible for student officers also to attend the NABJ national conventions in Atlanta, GA and Indianapolis, IN and for CABJ students to attend the regional conference in Montgomery. Among its activities, the CABJ provides outreach to African-American student journalists in local area high schools. This group is currently making plans to assist with the recruitment of African-American and other minority students by joining the College's Assistant Dean for Undergraduate Studies and Assessment in approximately six visits each semester to predominantly black high schools in the area.

f. Education

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

The College is also having an impact at the highest levels of leadership in the school systems of Alabama through the *Alabama Superintendents' Academy*. The mission of the Academy is to develop the leadership, planning, and decision-making skills needed by results-oriented leaders while creating a diverse pool of applicants ready

to assume system-wide leadership positions. The current class includes 28 Alabama educators from throughout the state. Among this group are 16 African Americans. This program provides at least six multiple-day sessions that encompass curriculum, finance, school law, diversity, leadership, public relations, and other relevant topics.

g. 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.

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 recently 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. 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. Over the last few years, SITE has averaged approximately 25% minority participation.

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 – 2006*," 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. Funded research programs in the College also place special emphasis on recruiting graduate students from a wide variety of backgrounds. For example, an NSF-funded project, "*Introducing Science Faculty from Historically Black Colleges and Universities to Materials Science and Engineering*," brings faculty from a broad range of HBCU's to the University for an intense summer program and allows them to interact with many University faculty. It serves as a valuable training program for both the HBCU and UA faculty and as a recruiting source for a diverse pool of potential graduate students. In addition, the College recently received a *GAANN (Graduate Assistance in Areas of National Need)* award from the US 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.

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. In spring 2007, the College hosted a regional conference for the *Society of Women Engineers*, a non-profit educational and service organization that establishes engineering as a highly desirable career aspiration for women. Recently, the College had this year's two USA Today Academic All-American winners (both females) highlighted in the Society of Women Engineers' summer magazine. Also this spring, the College sponsored the *Crimson GRITS (Girls Racing in the South) team* which competed in the 2007 Society of Automotive Engineers Mini-Baja Competition in Ocala, Fla. The students designed and built an off-road vehicle that had to survive rough terrain, rolling hills, sandy flats and a challenging water course. Sponsoring an all-female team provided an opportunity to demonstrate an instance in which females were highly successful in the college.

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 ten years, the University's Director of Engineering Student Services, Gregory L. Singleton, has 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.

h. Graduate School

The Graduate School has redoubled its efforts to be highly visible in minority recruitment efforts, international student recruitment, and in meeting with on-campus minority student organizations. The changes to the School's website, especially the section 'Opening the Schoolhouse Door' make it absolutely clear that UA is confronting – head on and without reservation - long-standing public perceptions of Alabama and UA as unwelcoming to diversity in its many forms. This site describes UA's racial history, pays tribute to six African-American graduates, and presents data reflecting that UA is now among the nation's leaders in minority graduate student education. The Dean and other Graduate School administrators actively participated in meetings of the African-American Graduate Student Association (AAGSA) this year, including social events and the UMOJA ceremony in spring, likewise for the purpose of publicly emphasizing a commitment to diversity. In addition, in spring 2007, the School provided almost \$4,000 to send officers of the AAGSA to the National Black Graduate Student Association Conference in Las Vegas. 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 the Graduate School does and says.

Over one-half of the Graduate School's 42 off-campus recruitment visits across the Southeast, reaching almost 1,500 student prospects, were to HBCU's and/or *McNair Scholar* events. The School maintains virtually 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. The School hosted a *Graduate School Preview Day* in Fall 2007 emphasizing minority student participation, and attendance exceeded 500 students. This year it re-vamped its annual *Outstanding Minority Student Reception and Seminar*, scheduling three minority doctoral students to showcase their talents. Although more than 100 students registered to attend the event, the largest number in years, tornado warnings caused the reception to be cancelled.

Financial packages aimed at enhancing diversity in the Graduate School increased in 2006-07. The Graduate School reaffirmed its policy of providing financial support to every McNair Scholar from the University of Alabama who applied and was accepted to a UA program, and offered Graduate Council Fellowships, tuition grants, and other scholarships to UA McNair Scholars and some McNair Scholars from other universities. In total, Graduate School personnel interacted personally with 629 McNair Scholars across the U.S. on recruiting trips and other activities. A new McNair Scholars development initiative at UA commences in the fall, in collaboration with the UA McNair Scholars undergraduate program.

This past year, the Graduate School initiated a new program for recruiting graduate students, with special emphasis on students from underrepresented groups (*the Graduate Recruiting Enhancement Program: GRE*), that asked individual departments to submit creative, innovative recruitment plans to the Graduate School for cost-sharing. Twenty departmental grants were awarded for 2007-08 with almost \$23,000 in Graduate School funding, matched with nearly \$40,000 in departmental and divisional cost sharing.

Overall efforts to increase the number of international graduate students at UA intensified this year. The new *UA International Bridge Program* is intended for international graduate applicants who hold three-year bachelor's degrees from countries where that credential is not deemed equivalent to the four-year U. S. bachelor's degree. By completing a fourth year, or "bridge year", of undergraduate study at UA, international students from recognized foreign institutions with three-year bachelor's degrees will have the opportunity to enter graduate study without completing a separate four-year bachelor's degree. These students will complete a "bridge year" of UA undergraduate coursework and then begin their UA graduate degree program.

i. Human Environmental Sciences

The Department of Human Development and Family Studies (HDFS) in HES received a Graduate Recruitment Enhancement (GRE) grant for 2007-08 specifically designed to attract a more diverse pool of graduate students into HDFS. The planned GRE efforts will:

- target out-of-state and international students by advertising in nationally and internationally circulated newsletters, websites, and email listserves;
- specifically target underrepresented/minority students through recruitment materials that will be developed and submitted to the Black Caucus at SRCD, and 81 HBCUs and other minority universities in the Southeast;
- have graduate students and alumni visit HBCUs in the immediate geographic area to disseminate and discuss information about graduate programs and events;
- include a graduate information day specifically targeting underrepresented students in colleges and universities in the area;
- develop an email list of HDFS department chairs and program coordinators at universities across the nation so that graduate program materials may be circulated via email for dissemination to undergraduate students, with targeted outreach to Black Belt students with high GPAs who are in co-op programs;
- update and enhance the HDFS website; and
- measure the success of recruitment efforts.

j. Law School

The Law School's recruitment materials (brochures, flyers, ads, displays at conferences, etc.) consistently feature diverse faculty and students. This past year, the Law School sent representatives to eight HBCUs, two Law Fairs co-hosted by two groups of HBCUs, the National Black Pre-Law Conference in Texas, and to the Atlanta and New York LSAC Forums where most of the participants are from minority groups. In addition, the Law School continues to sponsor a Minority Recruitment Day where underclassmen (generally freshmen and sophomores) spend a day at the Law School visiting a classroom, talking with current students and professors, and taking a practice LSAT. This year about 70 students attended from Auburn, Southern Mississippi, and three HBCUs. Members of the Law School Admissions and Career Services staffs attend sessions at professional meetings that focus on the recruitment of and service to groups underrepresented in law school populations.

The Law School continued to provide financial support to the Black Law Students Association (BLSA). BLSA plays an important role in the life of the Law School, particularly in recruiting minority students. The president of BLSA is asked to write letters to accepted minority students. The chair of BLSA's diversity committee and the Assistant Dean for Admissions work together to develop ideas to recruit minority students. The BLSA president was a featured speaker at the Ribbon Cutting for the addition to the Law School and was included, as were several other BLSA members, in events planned to celebrate Justice Samuel Alito's visit to the Law School. The BLSA president also made a presentation at Law School commencement. Fifteen BLSA members competed in trial advocacy and moot court competitions at this year's regional BLSA meeting and the dean served as faculty advisor to BLSA's Douglass Moot Court Team. A second-year student was elected Vice President of the national BLSA organization, and the Law School provided funds for her BLSA campaign trips and will provide funding for her travel throughout the coming academic year. Another BLSA

member also holds a regional leadership position and will receive Law School travel support. Finally, the Law School also continued to fund BLSA's senior banquet, which honors all graduating minority students.

The inclusive atmosphere at the Law School is reflected in the diversity of its student leadership. During the 2006-07 academic year, students from minority groups were elected as Chief Justice and Assistant Defense Counsel of the Honor Court and third-year representative to the Law Student Division of the American Bar Association. Additionally, six of the twelve SBA senators, two of six members of the Student Career Services Board, and two of the twelve members of the Honor Court were minority students. Two of the eleven members of the Law School Ambassadors (the student recruitment team) for 2006-07 are from minority groups. For 2006-07, eight of the eleven Ambassadors are women. For the 2007-08 academic year, the chairperson of the Student Career Services Board, three of the six elected SBA senators, and the Editor-in-Chief of the *Law and Psychology Review* are minority students.

k. Social Work

Each year the Associate Dean of the School visits the six HBCU's in the state that have undergraduate social work programs as well as Stillman College with sociology majors and other interested students. She meets individually with any student whom faculty members in these programs identify as strong candidates for admission to UA's graduate program. A follow-up letter is sent to the students inviting them to attend an on-campus Graduate Recruitment Day at the School. 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. The Associate Dean also attends the Graduate School's annual Reception for Outstanding Minority Undergraduate Students in order to talk with these minority students about UA's M.S.W. and Ph.D. programs.

Several financial assistance programs assist with minority recruitment 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.

GOAL FIVE

Goal Five. Annually review goals and assess effectiveness of action steps and initiatives in effectuating diversity within our educational mission and achieving our strategic goal of enhancing the learning environment to attract and retain excellent students by continuing progress in achieving diversity among faculty, staff, students, and administration.

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, the University's senior leadership has endorsed and is proactively promoting, in a variety of ways, UA's 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 on pages 18-27 of this report were created or enhanced in response to President Witt's articulated vision for UA, particularly the Office of Vice President for Community Affairs. This office in particular is charged with "addressing the changing cultural demographics taking place within the internal campus community by implementing strategies that increase the cultural competency of the campus in an effort to foster an inclusive campus environment that promotes tolerance and values diversity." President Witt reiterates his commitment annually through dissemination of his Statement of Diversity.

President Witt has charged the Provost and Executive Vice President with creating and implementing a Strategic Diversity Plan, and the Provost's efforts in the last six months in accomplishing that charge, and seeking input from the leadership of the BFSAs, are discussed in Goal One's section of this report. Part of the President's evaluation of the Provost and other Vice Presidents this year will consider their efforts in achieving diversity at UA, and the Provost will similarly be adding that component to her evaluation of the Deans. To assist in that evaluation, this summer the Provost received 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 draft SDP. A summary of those initiatives have

been discussed above, and highlights of some of the colleges' assessments follow in section 4 below.

2. Submission of Goals and Progress Updates to Chancellor's Office

In 2003, the Chancellor's Office asked the campuses to set five-year goals in a variety of categories, and to submit annual progress updates on achievement toward those goals. The University has fully complied with that system-wide initiative, and submitted the following diversity-related five-year goals and data to assess progress. As the chart below indicates, UA has met or exceeded all of its five-year goals for 2008 except three: the percentage of black undergraduate students (11.2% in 2006, with 2008 goal of 14.5%); and the percentages of non-black minority and international graduate students (2.86% and 12.77% in 2006, with 2008 goals of 3% and 15%, respectively).

Diversity-Related UAS Performance Indicators for The University of Alabama					
Work Environment	UA 2003 Base	2004 Data	2005 Data	2006 Data	UA 2008 Goal
% of Black, non-Hispanic Administrators (EEO-1s)	8.60%	10.00%	11.46%	11.22%	10.00%
% of Other minority (excluding Black, non-Hispanic) Administrators	0.00%	2.22%	2.08%	2.04%	1.00%
% Full-time Tenured and Tenure Track Faculty that are Black, non-Hispanic	4.60%	4.94%	5.58%	5.40%	5.00%
% Full-time Tenured and Tenure Track Faculty that are other minority (excluding Black, non-Hispanic)	5.36%	5.59%	7.00%	6.66%	5.00%
% of Female Administrators	41.90%	46.67%	44.80%	42.86%	n/a
% Full-time Tenured and Tenure Track Faculty that are Female	31.16%	31.21%	32.68%	34.55%	n/a
Undergraduate Education	UA 2003 Base	2004 Data	2005 Data	2006 Data	UA 2008 Goal
Enrollment	15,888	16,568	17,550	19,471	18,370
% Black, non-Hispanic	13.80%	12.6%	11.8%	11.2%	14.5%
% Other minority (excluding Black, non-Hispanic)	2.66%	2.70%	3.05%	3.41%	2.50%

Graduate & Professional Education	UA 2003 Base	2004 Data	2005 Data	2006 Data	UA 2008 Goal
% Black, non-Hispanic graduate enrollment	9.62%	10.39%	11.31%	11.19%	9.94%
% Other minority graduate enrollment (excluding Black, non-Hispanic and non-resident alien)	2.82%	3.41%	3.20%	2.86%	3.00%
% non-resident alien graduate enrollment (International)	16.29%	14.73%	14.27%	12.77%	15.00%

To help UA attract and retain more *international students*, the Provost initiated a new recruitment program (*UA Ambassadors*) and an evaluation instrument for written and spoken English readily available to our international pool of applicants was approved. As discussed in Goal Four, these efforts, along with new academic opportunities for global studies, are bringing high quality international students to UA. Although UA's *percentage* of black undergraduate students has declined, in 2006 UA enrolled only five fewer black undergraduates (2,171) than in 2003 (2,176), the base year when the 2008 goal was set. Data suggests that the number of college-ready black high school graduates in Alabama is not growing, and there is a documented national trend of declining African-American first-time freshmen, reported in the April 6, 2007 edition of *Inside Higher Ed* (<http://insidehighered.com/news/2007/04/09/cirp>) (from 12.1% in 1990 to 10.5% in 2006). Notwithstanding these obstacles, the student recruitment and retention initiatives described in Goal Four will assist UA in increasing the racial diversity of its student body, promoting a rich discussion of the marketplace of ideas in the classroom, in the residential living communities, and in campus activities.

3. Comparison of UA to Flagships, Public Doctoral Institutions, and Public Institutions Offering Masters Degrees or Higher

When creating UA's SDP website, Provost Bonner included links to substantial amounts of data that had been prepared during the *Knight* desegregation case. That data compared the degree of progress UA had made between the early 1990's and 2003 in increasing black representation in its student body, faculty and EEO-1 level staff with that of hundreds of other public institutions. That data reflects that UA *ranked 38th (in the top 9%)* among the 400+ public institutions for reflecting the largest increase in percent black representation between 1991 and 2003 in faculty and EEO-1's combined.

Provost Bonner also made a commitment in the draft SDP periodically to collect and analyze data from other institutions as another performance measure in assessing progress. Consequently, this summer an analysis was conducted, comparing UA to national IPEDS racial composition data for fall 2006 on degrees conferred, student enrollment, faculty, EEO-1 and EEO-3 (professionals) for three national data sets: flagship institutions, public doctoral institutions, and public institutions offering masters

degrees or higher. Highlights of that analysis are reported in Section C of the Executive Summary, with more detail in Table 6 of *Attachment I*. This current analysis reveals that The University of Alabama is among one of the leaders in the country in ensuring black representation in its campus community. The Provost has posted details of this analysis on the SDP website.

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

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

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

A&S: For fall 2007, the College hired two African Americans in faculty positions (as Director of the African-American Studies program, with a faculty appointment in the Department of American Studies; and in Department of Art). As part of a recruitment strategy, the College hired for the second summer in a row an African-American currently teaching at University of West Alabama, who was a Post-Doctoral Research Fellow at UA in 2005, to be an assistant research scientist for the Center for Materials for Information Technology. The College has actively recruited women as faculty members in the sciences: the Department of Chemistry has hired a female for fall 2007, and in fall 2006, the College supported the recruitment of Dr. Martha Crowther, an African American, back to the university as faculty member in the Department of Psychology and Clinical Director of Psychology. The College's Hispanic faculty has increased from 6 (1.6%) in 2002 to 10 (2.5%) in 2006, and its number of black full-time faculty has remained basically constant, 15 (3.9%) in 2002 and 16 (3.9%) in 2006.

C&BA recently hired two new African-American faculty members (including The Smith Family Chair for Business Integrity), a female faculty member from Turkey, a faculty member from Asia, and a female Hispanic for the College's Director of Financial Affairs. During the 2007-2008 academic year, C&BA will employ five African-American faculty members, three of whom are tenured. In addition, an African American serves as the College's Scholarship and Women's Initiative Specialist, assisting C&BA in maintaining data on scholarship applicants and assisting faculty with the selection process, and assisting faculty who coordinate the College's Women's Initiative, designed to develop leadership skills among women students.

CCHS: Minorities account for 29% of CCHS's new faculty hires during the last five years, including one African-American department chair who in 2007 was promoted to Interim Associate Dean.

CCN: African-American nursing faculty have increased from two to four from 2002 to 2006. In light of the shortage of doctoral-prepared faculty, CCN's strategy for developing junior faculty through educational support is working.

C&IS: African Americans constituted 10.5% of the College's fulltime faculty and 25% of fulltime EEO-1 positions. In 2006-2007, each of the College's academic department faculties had at least one African-American full time faculty member, tenured or tenure-track. The College's Assistant Dean for Undergraduate Studies is also African-American. Three academic departments (Telecommunication and Film, Advertising and Public Relations and Journalism) each also employed an African-American part-time/contract faculty member. There were two Asian tenured or tenure track faculty in Telecommunication and Film and one in Advertising and Public Relations. Students also work alongside or under the supervision of three African-American media professionals in the Center for Public Television and the College's commercial television station. Continued progress is expected as a result of completion and approval by the faculty of the College's Diversity Statement and Diversity Plan.

Education: African Americans comprise 11.5% of the faculty, and the Associate Dean of the college is an African-American female. In addition, the College's faculty include two Americans of Asian descent and one of Hispanic descent.

Engineering: Faculty hired for the 2006-07 academic year included four males and two females (Computer Science and Electrical and Computer Engineering), one of whom is an African American (in Computer Science). Thus, the College of Engineering hired 33% females and 17% African-American faculty. The College recently succeeded in hiring a female, Dr. Susan Burkett, as the Alabama Power Foundation Endowed Chair in Electrical and Computer Engineering – effective January 2008. 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, a female to Associate Professor, and a minority male to Associate Professor. Data recently released from the ASEE (American Society for Engineering Education) indicates that only 2.4% of tenured and tenure-track faculty in Engineering in the country are African American, only 2.3% are Hispanic American, and 10.6% are women. UA's College of Engineering, with 5% black faculty, 1% Hispanic, and almost 11% women counting Dr. Burkett's hire, compares favorably with those national averages, particularly the African-American representation, which is double the national percentage.

Graduate School: A female was hired for the Director of Graduate Student Services, and the School vigorously sought out qualified minority candidates for its position of Assistant Dean, resulting in three finalists, including two women, one of whom was an African-American candidate. The new Assistant Dean, one of the first UA McNair Faculty Fellows, is now working closely with the McNair Program on campus to optimize recruitment of McNair Scholars to UA's graduate programs.

Law School: Faculty hires: While the Law School searched but did not fill two vacant faculty chair positions, four offers for those chairs were made to female applicants, one of those to an African-American woman. Of the several offers made for permanent faculty positions, seven of the offers went to women and persons of color. Three of the six new faculty for 2007-08 are women. An African-American woman will move from the law faculty at Washington and Lee to Alabama's law faculty in Fall 2007. In addition, two women were hired to the clinical faculty for the 2006-07 academic year. The percentage of female full-time regular faculty increased from 29% in 2006 to 31% in 2007. The percentage of the permanent faculty of Law School for 2007-08 who are from minority groups is slightly down from the percentage in 2006-07, though the percentage of the total faculty (permanent, visiting, and adjunct) includes more persons from minority groups. Visiting Professors: An African-American professor from UNC-Chapel Hill filled a visiting position and five of the eleven visiting professors in 2006-07 were women. Several offers were made for 2007-08 visiting professor positions to women and persons of color. Three of the nine visiting professors for 2007-08 are women, and the visiting John J. Sparkman Chair for Fall 2007 is an African American from the law faculty of Tennessee, who earned his law degree from UCLA where he was editor-in-chief of the *National Black Law Journal*. Staff: The Law School hired African Americans in several staff positions including Director of the Public Interest Institute and Director of Public Relations. Finally, Bryan Fair, an African-American member of the faculty, will have some administrative duties during 2007-08 to facilitate additional activities to provide an inclusive environment for students.

Social Work: The School's six-member Administrative Team has two racial minorities (African-American Dean and American Indian Director of the Field of Education), and of the four females on the team (67%), two are tenured. Of the School's current 25 faculty members, 28% are minorities. Four are African Americans (17.4%), one is American Indian (4%), and two (8.7%) come from two native countries of South Korea and Iran. This racial and ethnic diversity, along with the gender, geographic, and content specific diversity, enhances the opportunity for Social Work students to be exposed to and learn from faculty from a variety of backgrounds, thereby supporting the University's goal of attracting quality students from different backgrounds and offering a quality educational experience that prepares students for an emerging global society.

Other Administrators/Professionals: Student Affairs hired an African-American into an EEO-1 position in Spring 2007 (Executive Director of Campus Activities); Human Resources hired an African American as Payroll Manager, making him the second highest paid individual in HR; African Americans were hired as Senior Buyer in Finance Department, Contract Specialist in Contract Administration, and Database Administrator in Office of Information Technology; two employees of Asian descent were hired in Financial Affairs Information Systems Support (FAISS); and the Finance Department hired a Chinese National as a Senior Accountant.

b. Efforts/Successes in Enhancing Diversity of Student Body

A&S: A&S experienced a slight decrease in the percentage of black and Hispanic students enrolled in its graduate programs. However, this past year, it experienced an increase in the percentage of black graduate students obtaining degrees. In addition, black students received master's degrees in greater proportion than their representation in the graduate student body. Consistent with university-wide and national trend for the past five years, the College has seen a decrease in the percentage of black undergraduate students, from 13.9% in 2002 to 10.7% in 2006, but an increase in the percentage of Hispanic undergraduates, from 1.3% to 2.7%. In fall 2007, the College's Diversity Committee will focus on recruiting underrepresented/minority undergraduate students. In doing so, the College plans on emphasizing 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 the University'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.

C&BA: The *number* of minority students in C&BA continues to increase, though the number as a percentage of total students has decreased for undergraduate students. This trend is in line with University enrollment patterns.

CCHS: Since 1993, UA has worked with 364 Rural Health Scholars from 61 Alabama counties. The Rural Health Conference continues to grow, with minorities representing over 50% of attendees and three of the five keynote speakers. The Rural Health programs are nationally recognized and ranked in the top 20 by *U.S. News and World Report*.

CCN: The Capstone College of Nursing's strategic plan has an articulated goal to increase minority enrollment by at least 10%. Minority enrollment increased from 133 in fall 2005 to 185 in fall 2006, representing a 39% increase. Undergraduate enrollment of African-Americans has varied from 18.9% in 2002 to 14.1% in 2006. Hispanic percentages are holding about the same. The College has been particularly successful in maintaining a high percentage of African-American students in its master's program (22.9% to 30.2%). This may well be due to the fact that the program focuses on health care to rural populations. Thus, a significant number of African-American students are recruited from these rural areas.

C&IS: *Graduate Students*: Over the last five years C&IS graduate enrollment has increased 29%. In 2006-2007, African Americans constituted 5.6% of graduate students and 1.0% were Hispanic. The College's doctoral program made a special effort identifying and recruiting African-American students this year. Four of the fall 2007 entering class of 16 to 18 doctoral students are African Americans, with one additional prospect. *Undergraduate Students*: Overall undergraduate enrollment in C&IS has grown substantially over the past five years, a 23% undergraduate increase, keeping pace

with the overall growth in University enrollment during the same period. African-American undergraduate enrollment in C&IS also has grown in the last five years, now at 9.0% of undergraduates. However, because African-American undergraduate enrollment has increased at a slower rate than overall College enrollment, the percentage of College enrollment that is African-American has slipped somewhat from five years ago, when it was 10.4%. Hispanic student enrollment in C&IS, although only 2.3% of undergraduates, is at the highest level in the last five years and growing.

Engineering: The fall 2006 undergraduate minority enrollment for the College of Engineering was 17.6% (240 African American, 58 Latino/Hispanic, and 29 American Indian). The freshmen class was 10.3% African American, and female undergraduate enrollment for the College was 17.6%, with women making up 17.2% of the entering freshmen. Nationally, women comprise 17.5% of undergraduate Engineering enrollment. The College's assessment of progress is positive, particularly in light of the fact that nationally, only 5.3% of Bachelor's degrees in Engineering, only 4.6% of Master's degrees in Engineering, and only 3.7% of doctorates in Engineering were awarded to African Americans (www.asee.org/publications/profiles/upload/2005ProfileEng.pdf). Although these national trends negatively impact the College's ability to hire qualified females and minority faculty, they reflect the great degree of success by UA in its female and minority engineering enrollment and degrees awarded.

Graduate School: The Graduate School proactively reviews and updates diversity-related goals and action steps as part of routine operations. African-American graduate student enrollment has exceeded 11% in both of the last two years and spring 2007 recruiting data suggest that this percentage will increase again in Fall 2007. This greatly exceeds the School's previous goal of 9% set in 2004-05. Similarly, minority graduation rates have grown each year for the past several years, and now exceed 12% of all graduate degrees given. The School's goal for African-American enrollment has been adjusted to 12-15% of the graduate student population.

This year, UA is home to 777 international students representing 79 countries. After several years of modest decline in international graduate student enrollment, international applications have increased 7% in 2006-07. Early data suggest that the School's outreach efforts are beginning to bear fruit. Although applications data for the 2007-08 academic year are far from complete, as of May 2007, the School projected that the total number of applicants this year will be up 8.2% compared with two years ago, and approximately 40% of that net growth would be due to applications from ethnic minority students. Nearly all of the growth in minority applications came from African-American students. International applications at UA are down slightly from 2004-05, but UA has not suffered the large reduction in international applications (e.g., 28% decrease from 2003 to 2004) characterizing the U.S. as a whole post 9/11. There was evidence at the time of this report that UA's international student applications were up about 6% from last year, similar to the national projection of about an 8% increase (Council of Graduate Schools data). In the 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.

Law School: The Law School has redoubled its efforts to recruit female students. Presently, 46% of the first-year class beginning in Fall 2007 are women. It was encouraging to have 12% of the student body in 2006-07 to be from minority groups and 7% African American. This compares to 11% and 8%, respectively, in 2005-06 and 9% and 7%, respectively, in 2004-05. Presently, the first-year class for 2007-08 includes 18 percent from minority groups and 10 percent who are African American.

Social Work: The School has maintained a racially and ethnically-balanced student body in both undergraduate (an average of 40% African American, Hispanic and other) and graduate programs (an average of 35% African American, Hispanic and other) from 2002 to 2006. The percent of African-American undergraduate enrollment increased each year from 2002–2005, from 31.9% to 41%, only to decline slightly in 2006 to 39.5%. A similar trend holds true for graduate school enrollment. The percent of undergraduate and graduate degrees conferred to African-American, Hispanic and other students compared favorably to that of white in the B.S.W., M.S.W. and Ph.D. programs. Nearly one third of the undergraduate degrees were conferred to African-American, Hispanic and other students from 2001-2002 through 2005-2006. A similar pattern holds true for the M.S.W. and, to a certain degree Ph.D. programs during the same five year period. Nearly 30% of the degrees in the M.S.W. program were conferred to African-American, Hispanic and other minority students. Over 60% (61.1%) of the doctoral degrees were conferred to African-American and other minority students.

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Table 1**

**Baccalaureate Degree Completions Conferred by
Race 1991-92 through 2006-2007**

Fall Term	# Black, NonHispanic (includes Multiracial Blacks)	% Black, NonHispanic (includes Multiracial Blacks)	# White	% White	# American Indian or Alaskan Native	% American Indian or Alaskan Native	# Asian, Native Hawaiian, or Pacific Islander	% Asian, Native Hawaiian, or Pacific Islander	# Hispanic	% Hispanic	# Non-Resident Alien	% Non-Resident Alien	# Multiracial or Race Ethnicity Unknown	% Multiracial or Race Ethnicity Unknown	TOTAL
2006-07	339	10.83%	2,686	85.79%	18	0.57%	30	0.96%	27	0.86%	31	0.99%	0	0.00%	3,131
2005-06	347	12.33%	2,370	84.19%	13	0.46%	26	0.92%	25	0.89%	34	1.21%	0	0.00%	2,815
2004-05	411	14.02%	2,388	81.47%	22	0.75%	33	1.13%	28	0.96%	49	1.67%	0	0.00%	2,931
2003-04	388	12.83%	2,510	83.00%	13	0.43%	34	1.12%	33	1.09%	46	1.52%	0	0.00%	3,024
2002-03	380	13.14%	2,370	81.95%	24	0.83%	36	1.24%	23	0.80%	59	2.04%	0	0.00%	2,892
2001-02	327	12.18%	2,237	83.31%	14	0.52%	33	1.23%	20	0.74%	54	2.01%	0	0.00%	2,685
2000-01	302	11.72%	2,145	83.24%	18	0.70%	27	1.05%	14	0.54%	71	2.76%	0	0.00%	2,577
1999-00	264	10.28%	2,191	85.29%	16	0.62%	16	0.62%	15	0.58%	67	2.61%	0	0.00%	2,569
1998-99	260	9.48%	2,379	86.73%	9	0.33%	25	0.91%	15	0.55%	55	2.01%	0	0.00%	2,743
1997-98	312	11.50%	2,275	83.86%	13	0.48%	18	0.66%	17	0.63%	78	2.88%	0	0.00%	2,713
1996-97	244	9.09%	2,313	86.21%	16	0.60%	15	0.56%	16	0.60%	65	2.42%	14	0.52%	2,683
1995-96	257	9.58%	2,304	85.84%	11	0.41%	14	0.52%	14	0.52%	65	2.42%	19	0.71%	2,684

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1994-95	280	10.05%	2,381	85.49%	7	0.25%	18	0.65%	10	0.36%	73	2.62%	16	0.57%	2,785
1993-94	248	8.15%	2,664	87.55%	12	0.39%	18	0.59%	25	0.82%	67	2.20%	9	0.30%	3,043
1992-93	274	8.95%	2,678	87.46%	15	0.49%	7	0.23%	22	0.72%	53	1.73%	13	0.42%	3,062
1991-92	224	7.58%	2,596	87.79%	6	0.20%	9	0.30%	21	0.71%	97	3.28%	4	0.14%	2,957

Source: OIRA database

Table 2

**The University of Alabama
Graduate Degree Completions Conferred by Race 1991-
92 through 2006-2007**

Fall Term	# Black, NonHispanic (includes Multiracial Blacks)	% Black, NonHispanic (includes Multiracial Blacks)	# White	% White	# American Indian or Alaskan Native	% American Indian or Alaskan Native	# Asian, Native Hawaiian, or Pacific Islander	% Asian, Native Hawaiian, or Pacific Islander	# Hispanic	% Hispanic	# Non-Resident Alien	% Non-Resident Alien	# Multiracial or Race Ethnicity Unknown	% Multiracial or Race Ethnicity Unknown	TOTAL
2006-07	153	10.89%	1,070	76.16%	4	0.28%	75	5.34%	18	1.28%	84	5.98%	1	0.07%	1,405
2005-06	145	10.49%	1,018	73.66%	7	0.51%	16	1.16%	18	1.30%	178	12.88%	0	0.00%	1,382
2004-05	134	8.68%	1,172	75.91%	10	0.65%	18	1.17%	13	0.84%	197	12.76%	0	0.00%	1,544
2003-04	110	8.25%	984	73.82%	10	0.75%	11	0.83%	13	0.98%	205	15.38%	0	0.00%	1,333
2002-03	106	8.10%	994	75.99%	5	0.38%	12	0.92%	22	1.68%	169	12.92%	0	0.00%	1,308
2001-02	97	7.31%	1,043	78.60%	7	0.53%	4	0.30%	11	0.83%	165	12.43%	0	0.00%	1,327
2000-01	106	7.77%	1,079	79.05%	3	0.22%	11	0.81%	10	0.73%	156	11.43%	0	0.00%	1,365
1999-00	105	7.55%	1,133	81.51%	5	0.36%	15	1.08%	14	1.01%	118	8.49%	0	0.00%	1,390
1998-99	78	6.02%	1,042	80.46%	7	0.54%	12	0.93%	22	1.70%	134	10.35%	0	0.00%	1,295
1997-98	77	6.53%	960	81.36%	8	0.68%	8	0.68%	12	1.02%	115	9.75%	0	0.00%	1,180
1996-97	92	6.81%	1,084	80.30%	8	0.59%	8	0.59%	11	0.81%	133	9.85%	14	1.04%	1,350
1995-96	80	5.65%	1,157	81.77%	5	0.35%	3	0.21%	20	1.41%	131	9.26%	19	1.34%	1,415
1994-95	59	4.76%	1,011	81.53%	5	0.40%	6	0.48%	8	0.65%	122	9.84%	29	2.34%	1,240

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1993-94	46	3.90%	956	81.02%	2	0.17%	4	0.34%	8	0.68%	145	12.29%	19	1.61%	1,180
1992-93	52	4.99%	819	78.52%	2	0.19%	1	0.10%	7	0.67%	141	13.52%	21	2.01%	1,043
1991-92	41	4.18%	794	80.86%	4	0.41%	1	0.10%	7	0.71%	127	12.93%	8	0.81%	982

Source: OIRA database

Table 3

**The University of Alabama
Professional Degree Completions Conferred by Race
1991-92 through 2006-2007**

Fall Term	Non-	Non-	# White	% White	American	American	Native	Native	Hispanic	Hispanic	Resident	Resident	racial or	racial or	TOTAL
2006-07	13	8.55%	135	88.82%	1	0.66%	2	1.32%	1	0.66%	0	0.00%	0	0.00%	152
2005-06	10	5.81%	159	92.44%	1	0.58%	0	0.00%	2	1.16%	0	0.00%	0	0.00%	172
2004-05	10	5.46%	169	92.35%	1	0.55%	2	1.09%	0	0.00%	1	0.55%	0	0.00%	183
2003-04	10	5.81%	156	90.70%	2	1.16%	3	1.74%	1	0.58%	0	0.00%	0	0.00%	172
2002-03	10	6.06%	149	90.30%	3	1.82%	2	1.21%	1	0.61%	0	0.00%	0	0.00%	165
2001-02	15	8.77%	153	89.47%	0	0.00%	1	0.58%	1	0.58%	1	0.58%	0	0.00%	171
2000-01	16	9.30%	151	87.79%	1	0.58%	1	0.58%	2	1.16%	1	0.58%	0	0.00%	172
1999-00	9	4.97%	165	91.16%	3	1.66%	1	0.55%	1	0.55%	2	1.10%	0	0.00%	181
1998-99	7	3.83%	173	94.54%	0	0.00%	1	0.55%	1	0.55%	1	0.55%	0	0.00%	183
1997-98	16	9.04%	158	89.27%	2	1.13%	0	0.00%	0	0.00%	1	0.56%	0	0.00%	177
1996-97	18	10.17%	154	87.01%	0	0.00%	2	1.13%	1	0.56%	0	0.00%	2	1.13%	177
1995-96	17	9.14%	164	88.17%	3	1.61%	2	1.08%	0	0.00%	0	0.00%	0	0.00%	186
1994-95	10	5.59%	163	91.06%	3	1.68%	2	1.12%	1	0.56%	0	0.00%	0	0.00%	179
1993-94	7	4.07%	161	93.60%	0	0.00%	2	1.16%	2	1.16%	0	0.00%	0	0.00%	172
1992-93	10	5.92%	157	92.90%	0	0.00%	1	0.59%	0	0.00%	0	0.00%	1	0.59%	169
1991-92	10	5.62%	166	93.26%	0	0.00%	1	0.56%	1	0.56%	0	0.00%	0	0.00%	178

Source: OIRA database

Table 4

**The University of Alabama
Racial Composition Data of Undergraduate Student
Body
Fall 1991 -- Fall 2006**

Fall Term	# Black, NonHispanic (includes Multiracial Blacks)	% Black, NonHispanic (includes Multiracial Blacks)	# White	% White	# American Indian or Alaskan Native	% American Indian or Alaskan Native	# Asian, Native Hawaiian, or Pacific Islander	% Asian, Native Hawaiian, or Pacific Islander	# Hispanic	% Hispanic	# Non-Resident Alien	% Non-Resident Alien	# Multiracial or Race Ethnicity Unknown	% Multiracial or Race Ethnicity Unknown	TOTAL
2006	2,171	11.15%	16,108	82.72%	121	0.62%	166	0.85%	377	1.94%	361	1.85%	170	0.87%	19,474
2005	2,068	11.78%	14,567	82.99%	109	0.62%	161	0.92%	265	1.51%	286	1.63%	97	0.55%	17,553
2004	2,058	12.42%	13,740	82.92%	105	0.63%	156	0.94%	189	1.14%	323	1.95%	0	0.00%	16,571
2003	2,177	13.70%	12,989	81.73%	98	0.62%	153	0.96%	175	1.10%	300	1.89%	0	0.00%	15,892
2002	2,197	14.22%	12,498	80.88%	96	0.62%	161	1.04%	163	1.05%	337	2.18%	0	0.00%	15,452
2001	2,244	14.76%	12,179	80.09%	93	0.61%	167	1.10%	148	0.97%	375	2.47%	0	0.00%	15,206
2000	2,222	14.50%	12,339	80.53%	94	0.61%	162	1.06%	132	0.86%	374	2.44%	0	0.00%	15,323
1999	2,066	14.10%	11,824	80.72%	88	0.60%	146	1.00%	116	0.79%	409	2.79%	0	0.00%	14,649
1998	1,927	13.37%	11,763	81.63%	96	0.67%	142	0.99%	104	0.72%	378	2.62%	0	0.00%	14,410
1997	1,881	13.01%	11,836	81.86%	86	0.59%	115	0.80%	106	0.73%	435	3.01%	0	0.00%	14,459
1996	1,670	11.83%	11,726	83.03%	66	0.47%	94	0.67%	92	0.65%	415	2.94%	59	0.42%	14,122
1995	1,706	11.49%	12,402	83.50%	83	0.56%	86	0.58%	100	0.67%	397	2.67%	78	0.53%	14,852
1994	1,760	11.73%	12,553	83.63%	69	0.46%	86	0.57%	77	0.51%	383	2.55%	82	0.55%	15,010
1993	1,709	11.11%	12,914	83.97%	54	0.35%	103	0.67%	99	0.64%	417	2.71%	83	0.54%	15,379
1992	1,650	10.75%	13,010	84.78%	50	0.33%	92	0.60%	103	0.67%	380	2.48%	61	0.40%	15,346
1991	1,646	10.31%	13,668	85.63%	54	0.34%	71	0.44%	99	0.62%	369	2.31%	55	0.34%	15,962

Source: OIRA database (Includes exclusive audits. Law Enforcement Academy included 1975-1997.)

Table 5

Racial Composition Data of Graduate Student Body

**The University of Alabama
Fall 1991 -- Fall 2006**

Fall Term	# Black, NonHispanic (includes Multiracial Blacks)	% Black, NonHispanic (includes Multiracial Blacks)	# White	% White	# American Indian or Alaskan Native	% American Indian or Alaskan Native	# Asian, Native Hawaiian, or Pacific Islander	% Asian, Native Hawaiian, or Pacific Islander	# Hispanic	% Hispanic	# Non-Resident Alien	% Non-Resident Alien	# Multiracial or Race Ethnicity Unknown	% Multiracial or Race Ethnicity Unknown	TOTAL
2006	423	11.19%	2,765	73.13%	19	0.50%	38	1.01%	51	1.35%	483	12.77%	2	0.05%	3,781
2005	417	11.31%	2,623	71.14%	23	0.62%	30	0.81%	65	1.76%	527	14.29%	2	0.05%	3,687
2004	390	10.38%	2,684	71.46%	25	0.67%	45	1.20%	59	1.57%	553	14.72%	0	0.00%	3,756
2003	362	9.62%	2,682	71.27%	28	0.74%	35	0.93%	43	1.14%	613	16.29%	0	0.00%	3,763
2002	338	9.54%	2,546	71.88%	17	0.48%	35	0.99%	42	1.19%	564	15.92%	0	0.00%	3,542
2001	305	9.13%	2,451	73.38%	19	0.57%	25	0.75%	38	1.14%	502	15.03%	0	0.00%	3,340
2000	323	9.54%	2,482	73.32%	20	0.59%	24	0.71%	35	1.03%	501	14.80%	0	0.00%	3,385
1999	295	8.49%	2,660	76.55%	15	0.43%	26	0.75%	30	0.86%	449	12.92%	0	0.00%	3,475
1998	291	8.58%	2,621	77.29%	18	0.53%	35	1.03%	30	0.88%	396	11.68%	0	0.00%	3,391
1997	237	7.25%	2,586	79.11%	14	0.43%	27	0.83%	32	0.98%	373	11.41%	0	0.00%	3,269
1996	232	7.14%	2,562	78.81%	15	0.46%	21	0.65%	23	0.71%	356	10.95%	42	1.29%	3,251
1995	250	7.09%	2,810	79.69%	15	0.43%	13	0.37%	22	0.62%	362	10.27%	54	1.53%	3,526
1994	222	6.04%	2,949	80.22%	12	0.33%	9	0.24%	23	0.63%	397	10.80%	64	1.74%	3,676
1993	205	5.86%	2,777	79.34%	16	0.46%	7	0.20%	20	0.57%	424	12.11%	51	1.46%	3,500
1992	185	5.61%	2,574	78.05%	8	0.24%	3	0.09%	11	0.33%	460	13.95%	57	1.73%	3,298
1991	208	6.46%	2,462	76.41%	9	0.28%	5	0.16%	13	0.40%	477	14.80%	48	1.49%	3,222

Source: OIRA database (Includes exclusive audits.)

Table 6

**Racial Composition Data of Professional Student Body
Fall 1991 -- Fall 2006**

The University of Alabama

Fall Term	# Black, NonHispanic (includes Multiracial Blacks)	% Black, NonHispanic (includes Multiracial Blacks)	# White	% White	# American Indian or Alaskan Native	% American Indian or Alaskan Native	# Asian, Native Hawaiian, or Pacific Islander	% Asian, Native Hawaiian, or Pacific Islander	# Hispanic	% Hispanic	# Non-Resident Alien	% Non-Resident Alien	# Multiracial or Race Ethnicity Unknown	% Multiracial or Race Ethnicity Unknown	TOTAL
2006	41	6.58%	548	87.96%	4	0.64%	12	1.93%	6	0.96%	12	1.93%	0	0.00%	623
2005	43	7.23%	518	87.06%	8	1.34%	12	2.02%	5	0.84%	9	1.51%	0	0.00%	595
2004	42	6.54%	562	87.54%	8	1.25%	17	2.65%	3	0.47%	10	1.56%	0	0.00%	642
2003	39	5.75%	595	87.76%	8	1.18%	22	3.24%	4	0.59%	10	1.47%	0	0.00%	678
2002	36	5.63%	564	88.26%	8	1.25%	19	2.97%	4	0.63%	8	1.25%	0	0.00%	639
2001	43	6.88%	545	87.20%	7	1.12%	12	1.92%	7	1.12%	11	1.76%	0	0.00%	625
2000	50	8.20%	533	87.38%	4	0.66%	7	1.15%	6	0.98%	10	1.64%	0	0.00%	610
1999	52	7.90%	582	88.45%	4	0.61%	9	1.37%	4	0.61%	7	1.06%	0	0.00%	658
1998	45	6.67%	606	89.78%	4	0.59%	7	1.04%	8	1.19%	5	0.74%	0	0.00%	675
1997	43	6.61%	585	89.86%	6	0.92%	8	1.23%	3	0.46%	6	0.92%	0	0.00%	651
1996	50	7.89%	568	89.59%	2	0.32%	6	0.95%	3	0.47%	4	0.63%	1	0.16%	634
1995	61	9.17%	588	88.42%	4	0.60%	5	0.75%	2	0.30%	4	0.60%	1	0.15%	665
1994	60	8.82%	597	87.79%	6	0.88%	8	1.18%	2	0.29%	5	0.74%	2	0.29%	680
1993	42	6.59%	572	89.80%	5	0.78%	12	1.88%	3	0.47%	3	0.47%	0	0.00%	637
1992	40	6.42%	567	91.01%	3	0.48%	7	1.12%	3	0.48%	0	0.00%	3	0.48%	623
1991	39	6.07%	590	91.76%	1	0.16%	4	0.62%	5	0.78%	2	0.31%	2	0.31%	643

Source: OIRA database (Includes exclusive audits and medical residents.)

Table 7

The University of Alabama
Racial Composition of Full-Time Faculty
Fall 1991 -- Fall 2006

Fall Term	# Black, NonHispanic (includes Multiracial Blacks)	% Black, NonHispanic (includes Multiracial Blacks)	# White	% White	# American Indian or Alaskan Native	% American Indian or Alaskan Native	# Asian, Native Hawaiian, or Pacific Islander	% Asian, Native Hawaiian, or Pacific Islander	# Hispanic	% Hispanic	# Non-Resident Alien	% Non-Resident Alien	# Multiracial or Race Ethnicity Unknown	# Other*	% Other	TOTAL
2006	56	5.74%	812	83.28%										107	10.97%	975
2005	54	5.86%	786	85.25%										82	8.89%	922
2004	49	5.41%	783	86.42%										74	8.17%	906
2003	44	4.77%	808	87.64%										70	7.59%	922
2002	44	4.85%	795	87.65%										68	7.50%	907
2001	38	4.27%	782	87.96%										69	7.76%	889
2000	34	3.85%	781	88.45%										68	7.70%	883
1999	34	3.87%	788	89.75%										56	6.38%	878
1998	36	4.17%	775	89.80%										52	6.03%	863
1997	32	3.86%	753	90.72%										45	5.42%	830
1996	31	3.74%	756	91.30%										41	4.95%	828
1995	32	3.62%	808	91.30%										45	5.08%	885
1994	28	3.17%	816	92.41%										39	4.42%	883
1993	23	2.57%	827	92.40%										45	5.03%	895
1992	20	2.24%	830	93.15%										41	4.60%	891
1991	24	2.61%	847	92.27%										47	5.12%	918

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 8

The University of Alabama
 Racial Composition of Full-Time EEO-1
 Fall 1991 -- Fall 2006

Fall Term	# Black, NonHispanic (includes Multiracial Blacks)	% Black, NonHispanic (includes Multiracial Blacks)	# White	% White	# American Indian or Alaskan Native	% American Indian or Alaskan Native	# Asian, Native Hawaiian, or Pacific Islander	% Asian, Native Hawaiian, or Pacific Islander	# Hispanic	% Hispanic	# Non-Resident Alien	% Non-Resident Alien	# Multiracial or Race Ethnicity Unknown	% Multiracial or Race Ethnicity Unknown	TOTAL
2006	11	11.22%	84	85.71%	0	0.00%	0	0.00%	2	2.04%	1	1.02%	0	0.00%	98
2005	11	11.46%	83	86.46%	0	0.00%	0	0.00%	2	2.08%	0	0.00%	0	0.00%	96
2004	9	10.00%	79	87.78%	0	0.00%	0	0.00%	2	2.22%	0	0.00%	0	0.00%	90
2003	8	8.60%	85	91.40%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	93
2002	5	5.68%	83	94.32%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	88
2001	5	5.15%	92	94.85%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	97
2000	5	5.26%	90	94.74%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	95
1999	7	7.14%	91	92.86%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	98
1998	5	5.05%	94	94.95%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	99
1997	3	3.06%	94	95.92%	0	0.00%	0	0.00%	1	1.02%	0	0.00%	0	0.00%	98
1996	3	2.80%	103	96.26%	0	0.00%	0	0.00%	1	0.93%	0	0.00%	0	0.00%	107
1995	6	5.00%	113	94.17%	0	0.00%	0	0.00%	1	0.83%	0	0.00%	0	0.00%	120
1994	6	5.00%	113	94.17%	0	0.00%	0	0.00%	1	0.83%	0	0.00%	0	0.00%	120
1993	3	2.48%	117	96.69%	1	0.83%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	121
1992	3	2.42%	118	95.16%	1	0.81%	0	0.00%	1	0.81%	1	0.81%	0	0.00%	124
1991	3	2.42%	120	96.77%	0	0.00%	0	0.00%	1	0.81%	0	0.00%	0	0.00%	124

Source: OIRA database