

The University of Alabama

2007-2008

Strategic Diversity Report

August 2008

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I. Executive Summary

Last year's Strategic Diversity Report documented not only The University of Alabama's historical commitment to the pursuit of diversity as part of its educational mission, but also UA's more recent reaffirmations of that commitment, including the Board of Trustees's September 2003 resolution embracing the development of a diverse learning environment to enhance the quality of the educational product; the University's 2004-14 Strategic Plan, which has as one of its action steps a commitment to "*continue progress in achieving diversity among faculty, staff, students, and administration;*" annually-distributed statements from President Witt endorsing diversity and emphasizing non-discrimination in student and employment matters; and the development of a University-wide Strategic Diversity Plan (SDP), which was finalized in Spring 2008 and is available to the campus community on the Provost's website at <http://provost.ua.edu/diversity.html>.

This second annual Strategic Diversity Report reviews each goal of the SDP and UA initiatives designed to achieve each goal, and reviews data to assess the progress of UA's efforts to ensure diversity as it fulfills its goal of attracting and maintaining excellent students. Collectively, these efforts and initiatives described in the report that follows have contributed to a Fall 2007 campus profile that includes:

- enrollment of 4,462 minority and international students (17.4%), 2,851 of whom are African Americans (11.1%);
- employment of 756 minority staff members (22.58%), 681 of whom are African Americans (20.34%); and
- 159 minority full-time faculty members (15.4%), 59 of whom are black (5.73%, which includes one black non-resident alien).

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

Prior to reviewing the SDP's five strategic goals and some of the initiatives designed to achieve each goal, UA is proud to share the following results of its 2008 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

- 3rd among flagships: Using 2006-07 data, UA ranks *third* among the 50 flagship institutions for percent of total degrees conferred to black students, *third* for percent of undergraduate degrees conferred to black students, and *second* for percent of graduate and first professional degrees conferred to black students.

- UA's percent black degrees conferred exceeds median and average: UA's percent black undergraduate (10.83%), graduate and first professional (10.43%), and total (10.7%) degrees conferred ranks UA significantly ahead of both the respective averages and medians for flagships and public doctorals (the range of averages being 3.81-6.47% and the range of medians being 2.96-5.06%).
- 1st in SREB Doctoral Fellows: UA has had 24 SREB doctoral fellows earn the Ph.D. degree – more than any other university. For the current academic year (2007-08), there are 22 SREB doctoral fellows enrolled on campus. Doctoral Scholars have been awarded to students who attend 83 institutions in 29 states.
- Top 100 rankings from *Diverse Issues in Higher Education*: UA was recognized in the June 12, 2008 and July 10, 2008 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:* 82nd among all traditionally white institutions in the number of doctoral degrees in all disciplines conferred to African Americans; 59th among all institutions and 58th among traditionally white institutions in all disciplines for degrees conferred to minorities.
 - *Master's Degrees:* 77th among all traditionally white institutions in the number of master's degrees conferred to African Americans.
 - *Baccalaureate Degrees:* 87th in the number of baccalaureate degrees in all disciplines conferred to African Americans and 60th among the traditionally white institutions.

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 most recent cohort (freshmen entering Fall 2001 and graduating by August 2007), UA's 6-year graduation rate for African-American students (56.8%) was lower than its graduation rate for all its students (65.1%). However, for the freshmen entering Fall 2000 and graduating by August 2006, UA's graduation rate for African-American students was higher than its graduation rate for all students (65% compared to 63.1%).
- 6th among flagships in minority graduation rates: A 2006 national study assigned an "A" to UA 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 2006 comparison performed of six-year graduation rates for African-American

students at UA compared to SUG institutions, African-American students at UA did significantly better than the average for African-American students at 31 SUG institutions (57.4% compared to 65%).

- Higher retention rates for African Americans at UA: The retention rate for UA freshmen entering Fall 2006 and continuing to the sophomore year is 86.8%. Black full-time first-time freshmen at the University for the same period was 90.7% and, 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

- 4th in National Achievement Scholars: UA ranks *fourth* among public institutions in the enrollment of National Achievement Scholars for the 2007-08 academic year, and 18th among all universities.
- 4th among flagships: For Fall 2007, UA ranks *fourth* (11.16%) among the 50 states' flagship institutions for highest percent black enrollment, with only the University of Mississippi (13.07%), the University of South Carolina (12.71%), and the University of Maryland (11.62%) ranking higher. UA's percent black enrollment is more than double the average and nearly triple the median for the 50 flagships.
- Top 25% among public doctoral: As of Fall 2007, UA is in the *top 25%* (ranking 40 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

- 2nd among flagships and exceeds median and average: Among the 50 flagship institutions for Fall 2007, UA ranks *second* in percent black full-time faculty with 5.63%, not counting UA's one black non-resident alien. UA's percent black faculty is more than double the flagship average of 2.67%. In the Fall 2006 data, among 41 flagships reporting, UA ranked *first* in percent black full-time faculty with 5.74% compared to the flagship average of 2.62%.
- Top 12% among public doctorals and exceeds median and average: Among the 160 public doctoral institutions (excluding HBCUs), UA ranks in the *top 12%* of all institutions in percent black full-time faculty. UA's percentage is nearly

double the median and average for public doctoral institutions (3.35% and 3.28% respectively).

- 146% increase in black faculty in 16 years: In 1991, UA employed 24 full-time black faculty out of 918 for 2.6%. For Fall 2007, UA had 59 black faculty (including one black non-resident alien) (5.73%), an increase of 35 (or 146% increase). SREB reports in its 2007 Factbook that nationally 5.3% of faculty employed at all public four-year colleges and universities are black.
- Black hires exceed 10% of new faculty hires: For Fall 2007, five of the 90 (or 5.56%) 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 and only 3.64% awarded in 2006 were earned by black U.S. citizens (National Research Council Summary Report, 2006 App. Table B-2a, p. 172), and when considering that only 3.9% of the applicants for UA's faculty positions last year self-identified as Black.

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

- 10 New EEO-1's since 1991: In Fall 2007, 13 of UA's 101 EEO-1 administrators were African Americans. This represents 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 2007 percentage of black EEO-1 administrators (12.87%) exceeds that of most comparable public four-year institutions across the country (including SREB Factbook's reported 10.3% of full-time administrators at all public four-year colleges and universities).
 - 3rd among flagships: Among full-time EEO-1 administrators at the 50 flagship institutions reporting Fall 2007 data, UA ranks *third highest* in percent black representation, at 12.87%. That percentage is more than double both the median and average for percent black EEO-1's at the flagships (5.14% and 5.40%, respectively).
 - Top 12% of public doctoral: Among 160 public doctoral institutions (excluding HBCUs) reporting in Fall 2007, UA ranks *in the top 12%* for

highest percent black EEO-1's, well above the national median of 6.03% and average of 6.73% for those public doctoral institutions.

- UA's percent black EEO-3 professional staff exceeds national median and average: An analysis of national data reveals that the University's 2007 percentage of black EEO-3 professionals (9.23%) also exceeds that of most comparable public four-year institutions across the country:
 - 5th among flagships: Among full-time EEO-3 administrators at the 50 flagship institutions reporting Fall 2007 data, UA ranks *5th highest* in percent black representation at 9.23%. That percentage is well above the median and average for percent black EEO-3's at the flagships (4.83% and 3.56 %, respectively).
 - Top 32% of public doctoral: Among 160 public doctoral institutions (excluding HBCUs) reporting in Fall 2007, UA ranks in the *top 32%* for highest percent black EEO-3's (9.23%), more than the national median of 6.24% and average of 8.03% for those public doctoral institutions.

B. Overview of Major Diversity Initiatives

Section II of this report describes hundreds of diversity-related initiatives, courses and programs supportive of all five Strategic Diversity Plan goals. This overview highlights a few of the initiatives that are enhancing awareness and appreciation of cultural and individual diversity, promoting community, and preparing students for the global society in which they will live and work.

The University's diversity initiatives are not isolated to one department or one division or one course of study; instead, they reflect widespread endorsement of UA's commitment to diversity as part of its educational mission. For example, in addition to working on the UA SDP goals, the *Student Affairs Division* has now implemented its own, more specific Strategic Diversity Plan for its division, and its Assessment and Planning Office is monitoring and assessing progress. Likewise, the *College of Communication and Information Sciences* adopted its Strategic Diversity Plan this year, and is also actively monitoring progress toward its goals. Over a dozen offices in three divisions of UA provide leadership to the entire campus community in promoting a diversity-based educational mission. The *Office of the Vice President for Community Affairs*, led by Dr. Samory Pruitt, oversees several programs that support this diversity mission: *The Crossroads Community Center*, which provides leadership in areas of cultural programming and intercultural education, helping to prepare students for demographic shifts and a global society; *The Center for Community-Based Partnerships*, which promotes faculty and student involvement in programs that address health, economic, and educational disparities in rural and underrepresented communities; *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 Office of Equal Opportunity*

Programs, whose mission is to promote a positive climate for diversity and to ensure that UA has adequate policies and procedures in place to guard against and prohibit discrimination and/or harassment; and the *Minority Business Forums*, designed to increase the number of qualified minority-owned businesses doing business with UA. *The Alabama International Trade Center*, which makes presentations around the state on the impact of globalization on the state's economy, and *the University Center for Economic Development*, which provides services and outreach to the minority, small communities in Alabama, likewise contribute to the educationally-based diversity mission. *The Center for Ethics and Social Responsibility*, directed by Mr. Stephen F. Black, Esq., continues to develop creative new service-learning 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, and the *Office of the Associate Vice President for Facilities* leads the campus ADA Committee in assessing campus facilities and prioritizing improvements for ADA compliance. UA 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 UA's international endeavors, facilitates the development of a global perspective campus wide, and supports students, faculty and staff in global outreach, teaching, and research. An 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. UA's "*Global Studies Certificate Curriculum*" has implemented a course, "*Introduction to Global Studies*," which seeks to encourage both domestic and international students to come together in an environment conducive to open dialogue and encourage UA students to approach all courses with a global perspective. Finally, the *Creative Campus Initiative* continues to connect diverse communities through creative arts and, in the process, use the arts as part of economic development for the region.

Two initiatives announced since Spring 2007 are helping UA 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 to eligible community college transfers who 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, UA has been a leader in implementing effective minority student recruitment programs, and as the discussion in Goal Four below reflects, that leadership continues. By way of example, *the Office of Undergraduate Admissions* has designed a new recruitment brochure entitled “A Proud Family,” which covers not just racial diversity, but diversity in its broadest sense; has purchased advertising in *Hobsons’ African-American Student Guide* for targeted recruitment; has created an African-American Advisory Board “think tank” to advise on ways to further increase minority enrollment; and has hired a Senior Counselor who is overseeing progress toward goals for minority enrollment. *The College of Arts & Sciences’ Diversity Committee* has likewise recently designed a student recruitment brochure entitled *Vibrant Colors, Vibrant Cultures*. *The Capstone College of Nursing* has received a \$1.5 million *Nursing Workforce Diversity Grant* to increase nursing education opportunities for individuals from disadvantaged backgrounds; and Arts & Sciences, Engineering, and the Graduate School successfully enrolled in Fall 2007 12 STEM graduate students in its externally-funded *Bridge to Doctorate Program*. The College of Communication and Information Sciences celebrated this summer the 25th anniversary of its extremely successful *Multicultural Journalism Workshop*. The Graduate School’s aggressive recruitment of *McNair Scholars* will continue to ensure diversity. Once enrolled, UA 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, UA is meeting 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. An on-line faculty application process implemented this year will hopefully attract a more diverse qualified applicant pool. Substantial efforts are made to share educational resources on best practices in diversifying the campus workforce. Retention strategies include mentoring, providing travel and research support for faculty, ensuring a welcoming and inclusive environment, and providing opportunities for professional growth. These and other initiatives have led UA to its second place ranking among flagship institutions in the country 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.

Action Steps:

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

1. Initiatives of the Office of the Provost in 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 2007-08 to ensure compliance with the settlement agreement and to communicate diversity as part of the University's educational mission:

- a) *SDP*: After several meetings with different groups since January 2007, in Spring 2008, finalized the SDP document with five strategic diversity goals and numerous action steps. This Plan identified ongoing diversity initiatives and settlement obligations that are helping fulfill UA's current 2004-2014 Strategic Plan and goals, action steps, and descriptions of ongoing diversity initiatives. This Plan will be a springboard for analyzing progress and/or thoughtfully proposing new initiatives to build upon current strengths.
- b) *SDP Website*: Updated the SDP website, which contains a) the UAS and Knight Settlement Agreement, b) the final 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 flagships, public doctoral and public institutions offering master's degrees or higher. See <http://provost.ua.edu/diversity.html>.
- c) *Input from BFSAs Leadership*: Met with leadership of the BFSAs in Fall 2007 and Spring 2008 and communicated frequently with the President of the BFSAs to reiterate support for diversity as part of UA's educational mission and discuss elements of the SDP document, including BFSAs suggested initiatives to enhance the success of a SDP.
- d) *Annual Reports To Obtain Information About Progress Toward Goals*: For the second year in a row, provided to each academic unit five-years of racial composition data on student enrollment, degrees conferred, full-time faculty and EEO-1's to help assess progress in enhancing racial diversity. A reporting deadline for Deans and Directors was set for June 2008 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. These reports also provide information for the Provost's evaluation of Deans in achieving diversity in their respective academic units.

- e) *Participation in System Statewide Conference:* Participated in the First Annual UAS Diversity Conference: *Best Practices for Identifying, Recruiting, and Retaining Underrepresented Faculty and Staff* on Wednesday, November 14, 2007, at the Bryant Conference Center on the campus of The University of Alabama. The foci of the conference was Faculty and Staff and featured best practices from around our state and the nation to achieve improved recruitment and retention of African-American and other underrepresented groups. Participants had the opportunity to share and discuss their successful (and not so successful) experiences and heard from noted experts on the topic. The conference attracted more than 100 representatives from all 14 of the State's universities.

- f) *Participated in the UA System Diversity Meeting.* Attended a daylong meeting on Wednesday, March 26, 2008, in Birmingham on how the System can continue its progress in the further diversification of UAS faculties, staffs, and student bodies. This meeting was a second step following the System sponsored state-wide diversity conference that was held at UA on November 14, 2007. Dr. Shirley Malcom of the American Association for the Advancement of Science presented as the System's guest consultant. Discussions focused on how to continue to identify, recruit, retain, and appropriately include underrepresented faculty, staff, and students on our campuses. The focus was on best practices that have the possibility of working effectively in The University of Alabama System.

- g) *Encouraged UA Participation in How to Recruit Minority Faculty Candidates Workshop:* This workshop was held in Birmingham on February 23, 2008, and was well-attended by UA representatives. The Provost sent e-mails to the Deans and others to encourage attendance. The presenter, Sonel Shropshire, is from UCLA and topics included working with minority academic and professional organizations, incorporating alumni and development officers in recruitment, establishing relationships with academic career services and placement offices, and using technology in corresponding with minority faculty applicant pools.

2. Initiatives of Other Areas in Accomplishing Goal One

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

- a) *College of 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.
- *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.
 - *Diversity Committee & Diversity Logo*. Formed in Spring 2001, a Diversity Committee made up of 15 A&S faculty members serving three-year terms has promoted A&S diversity initiatives by inviting students and administrators to address the committee with concerns; hosting an international coffee hour; distributing at regional and national conferences t-shirts and pens bearing the College's diversity logo; and most recently initiating development of a proposal to recruit underrepresented/minority students. Approximately three dozen 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.
 - *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. During the 2007-08 academic year, A&S supported a number of diversity/multicultural events hosted by its departments and other university organizations, and developed a minority student recruitment brochure entitled "Vibrant Colors. Vibrant Cultures. Our many colors blend together to form one." Further, on November 26, 2007, Dr. Williams spoke to UA's McNair Scholars about the status and importance of faculty and student diversity in higher education.
- b) *Culverhouse College of Commerce and Business Administration (hereinafter C&BA)*. Promotion of diversity as part of C&BA's educational mission is reflected in its mission statement, college goals, and faculty and student recruitment initiatives described in Goals Three and Four.
- *C&BA Mission Statement*. Communicated on its website, this mission statement emphasizes diversity with the following language:

We will maintain integrity in all of our actions, respect for individual differences and diverse opinions, a participative decision-making style, and quality as the test of all of our actions. We will value performance and diversity and operate in an environment of open communication and shared commitment.

- *Diversity as Specific Goal.* In association with this educational mission statement, an explicit strategic goal of C&BA is “to maintain diversity in our faculty, staff and student body.”
- *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.

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

- *Development of CIS Diversity Statement and Diversity Plan.* In 2007, 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 CIS 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. In Fall 2007, the Diversity Statement and Plan were discussed and then adopted unanimously by College faculty in January 2008. The Diversity Statement and Plan provides the College a documented commitment to diversity and a roadmap for achieving it. It is intended to be an evolving document that can adapt to changing circumstances and be responsive to faculty concerns and input. At the same time, it articulates basic diversity principles which are held essential as a community of scholars and highlights the College’s commitment to those principles.
- *School of Library & Information Studies (SLIS) Director’s Commitment to Diversity.* The Director routinely invites each faculty and staff member, as they join the SLIS community, to make a commitment to building a more diverse community in the School. Beginning in 2006, without exception, each faculty and staff member has signed a statement promising to do their part in “developing a learning community that is welcoming and congenial to colleagues and students whose ages, ancestries, colors, creeds, disabilities, genders, personal lifestyles, races,

religions, sexual orientations, or military/veteran status vary from their own.” The commitment is reviewed annually at a faculty meeting.

d) *College of Education.* The College of Education communicates its expectation that faculty and students alike use diversity to improve their education 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, (d) communicating a commitment to diversity in public presentations to alumni and friends of the College, leadership in hiring a diverse faculty and staff, diverse appointments to boards and committees, and support of policies that promote diversity, and (e) by articulating clearly that diversity and social justice are part of the College’s core beliefs.

- *Mission Statement.* The College’s *Conceptual Framework* represents the core beliefs of the College faculty required for the preparation of teachers and outlines the College’s commitment to engaging in ongoing processes and dialog that lie at the heart of socially-responsible, culturally relevant, and research-based effective practice. 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.
- *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.”
- As part of its mission, the College has a non-discrimination and anti-harassment policy which supplements the institution’s policies and is accessible at:
<http://education.ua.edu/ncate/documents/nonniscrimpolicy.pdf>.
- The College incorporates a commitment to diversity in recruiting materials for faculty, administrators, and students in the following ways:
 - i. All position advertisements contain a statement of commitment to diversity. The “Ability to teach with a multicultural perspective” is listed as a qualification on position announcements.
 - ii. The College is committed to recruiting and graduating diverse students using several mechanisms. Efforts to attract minority students are explained in the College’s Overall Recruitment Plan which can be accessed at:
<http://education.ua.edu/ncate/documents/recruit.pdf>.

- e) *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.
- *Articulation of working goals underpinning all of the school's initiatives.* The Dean paraphrased the following two working goals that make it clear that diversity in all its forms and service to students and faculty are linchpins of all other quality goals and initiatives. Those two goals are:
 - i. Partner with colleges and departments to develop nationally-prominent graduate programs that synergistically contribute to the University goal of a 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.
 - *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.
 - To publicly emphasize a commitment to diversity, the Dean and other Graduate School administrators actively participated in meetings of the African-American Graduate Student Association (AAGSA) this year, including social events and the UMOJA ceremony in the spring. At each of these events, a personal address was made and/or a personal note from the Dean was included in the program. A representative from the AAGSA served on the Last Lecture Selection Committee. Representatives from the Graduate School have delivered workshops for the McNair program on strategies for getting into graduate school, and one Graduate School employee serves on the Executive Board of Creative Campus and on the advisory committee for the McNair program.
- f) *School of Law.* The Dean of the School of Law has been personally involved as a champion of diversity in the Law School through many of his speeches, programs, and fund raising for organizational support. This past year, the Dean informed the

chair of each major law school committee about the Law School's and the University's diversity goals, and charged each committee to seek diversity, where applicable. In addition, the Law School's statement of support for non-discrimination and equality is posted on its Career Services Office website and a variety of other places. In addition, in August of 2007, the Dean named Professor Bryan K. Fair Associate Dean and Director of Diversity and International Programs, and directed that the professional staff incorporate diversity training workshops into orientation for all new students. Professor Fair, who serves as advisor to the Black Law Student Association and the Gay-Straight Alliance (Outlaw), and works with the Dorbin Society women's law group, also met with the leaders of several minority student groups to encourage them to collaborate.

- g) *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.”

- h) *Admissions*. Undergraduate Admissions established an Admissions/Marketing Committee to review other SEC Schools' diversity brochures and determine the best direction for UA. The agreed-upon approach resulted in a brochure that covered not just ethnicity/race, but also gender, underrepresented groups, diversity in academic programs, and a diverse campus as a whole. The name of this publication used for student recruitment is "A Proud Family."
- i) *Capstone International Center*. The Capstone International Center's mission statement is published in each issue of its newsletter, which is mailed throughout the United States, and is listed on its website, <http://international.ua.edu/>. It reads: "The mission of the Capstone International Center is to initiate, promote, and support The University of Alabama's international efforts on campus as well as throughout the state and the world. The Center, comprised of International Academic Programs, International Services, and the English Language Institute, coordinates the University's international endeavors, facilitates the development of a global perspective campus-wide, and supports students, faculty, and staff in global outreach, teaching and research."
- j) *Community Affairs, Office of Equal Opportunity Programs*. The Office of Equal Opportunity Programs facilitates the review and update of the President's Statements on Commitment to Diversity, Equal Opportunity, and American with Disabilities Act, posts the updated statements to the University website and distributes them via hard copy to all University employees. This office also reviews undergraduate and graduate recruiting materials (applications, handbooks, etc.) to ensure that these materials include the University's most current statement on diversity, equal opportunity, and affirmative action. Finally, the University Compliance Officer/Director communicates the University's commitment to diversity by serving as liaison to the Equal Opportunity Committee and participating in discussions/panels of campus groups (Black Faculty and Staff Association/Coalition for Diversity and Inclusiveness/Alliance of Women of Color).
- k) *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.

The Division of Student Affairs has merged two committees to form one division-wide Student Affairs Professional Development Committee. The priority work of the committee this year has been to develop strategies for implementation of the Student Affairs Strategic Diversity Plan, including a plan for communicating these to the division. The SA Plan mirrors the UA Plan and provides guidance relating specifically to Student Affairs. The Student Affairs mission statement and guiding principles were printed, framed and distributed to every staff member so they could display the division values prominently in their workspaces. The visual display of the division mission and principles serves not only as a reminder to professionals that their daily work should be consistent with these statements, but also as an indicator to students and others that the Division of Student Affairs is committed to an inclusive campus community.

- l) *University Press.* The University of Alabama Press works to communicate a commitment to diversity through its position as part of the University's outreach efforts. The Press sustains an active and continuing program to publish both scholarly and general-audience works on the South in general and Alabama in particular, emphasizing Civil Rights heritage, and on the history and culture of ethnic, minority, and disadvantaged communities. Such effort can be quantified through reporting the number of titles published in these areas: 71 titles are in print on African-American studies and the Civil Rights Movement; 81 titles are in print in Native American studies, with the preponderance of those addressing the Indian peoples of the Southeast. That these are continuing efforts is indicated by the number of such titles currently under contract and in production, but not yet published: 14 in Native American Studies, and five in African-American Studies/Civil Rights. Although the Press has yet to publish more than a small handful of works on Hispanic, Asian, and other ethnic and minority topics, it is actively seeking such manuscripts, especially those based in Alabama and Southeastern groups.

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 UA's SDP at <http://provost.ua.edu/uasdp2008.pdf> identified ongoing initiatives previously implemented to assist UA 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 seeks to combine the capacity of a major research university with community partners in an effort to expand the classroom for students and faculty, while assisting in improving the quality of life for those living in our local and regional communities. It also seeks to address the changing cultural demographics taking place within the internal campus community by implementing strategies that increase the cultural competency of the campus in an effort to foster an inclusive campus environment that promotes tolerance and values diversity. New and ongoing initiatives of this office related to sustaining an inviting and inclusive campus environment are publicized at <http://communityaffairs.ua.edu/>.

The Office of Equal Opportunity Programs, which reports to the Vice President for Community Affairs, supports the University's efforts to foster a diverse student body and workforce by working with administrators, departments, and committees to ensure that University policies and programs comply with applicable nondiscrimination requirements.

The Center for Community-Based Partnerships (CCBP), led by Vice President Samory Pruitt as the Executive Director and a 40-member council of faculty and staff with interest in community-based scholarship, provides seed funding for faculty/staff projects and conference expenses, produces a fall and spring newsletter that showcases UA outreach efforts, and produces a peer-reviewed journal focusing on community-based research. (See <http://ccbp.ua.edu/> for more details) A number of the following projects

initiated and/or co-sponsored by the CCBP and Council involve work intended to address health, economic, and educational disparities in rural and underrepresented communities:

- *HEROES*, an after-school program for elementary school students in underrepresented areas that focuses on improving reading comprehension and writing skills, allows students to read and write about individuals around the world and in their local communities who they view as heroes.
- The *West End Journal* newspaper produced by students from Stillman College and UA which focused on news, events, and issues impacting the underrepresented west side of Tuscaloosa, continued through Fall 2007.
- The Journalism Department is working with The Tuscaloosa News through a new internship program that places UA students in the newsroom and provides the newspaper with the staffing to help cover the West End. In addition, the department worked with The Tuscaloosa News to revive its online product, Dateline Alabama, which can serve as a forum for coverage of the West End 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.
- *AlabamaREAL (Rural Entrepreneurship through Action Learning) programs in Black Belt counties.* Through the efforts of a UA clinical instructor in Management and Marketing and a program coordinator in C&BA assigned to REAL projects, AlabamaREAL brings hands-on project-based entrepreneurship activities into public school classrooms. Among the projects they are developing are a national institute in Tuscaloosa, creating a Youth Entrepreneurship Camp for Black Belt youth, and maintaining the network of statewide instructors.
- *The Office of Community Education (OCE)* works closely with campus units and community partners to develop, conduct, evaluate and generate funding for community Education. These include P-12 partnerships, English as a Second Language (adult and family literacy); mentoring programs for middle school students who have limited resources; after-school tutorials in extended daycare programs, and community development within its own operations and within the communities that the OCE works. The OCE is also responsible for project management of the Parent's Leadership Academy (an initiative to increase parenting capacity among Alabama families of diverse backgrounds) and the English Language Laboratory that build capacity for deliberative decision-making in Education.
- *How to do Business with the University of Alabama Forum* was held in collaboration with the UA Division of Financial Affairs, the city of Tuscaloosa, TALA Professional Services and the South Regions Minority Business Council on May 6, 2008, following two prior successful forums in March and October of 2007 in which 109 minority business men and women attended. The forum offered minority-owned and operated businesses lessons and tactics for getting more general business, construction and vending contracts, managing risks, and improving networking and communication with UA. Information is provided on

participation in the Bama Cash program. Representatives from Contract Administration, Construction Administration, Purchasing, the Action Card, and Risk Management participated. Local minority businessmen talked about their experiences doing business with UA. Since the first two forums, minority businesses have won bids to build sidewalks and other structures related to new dormitory construction and other goods and services. Information for vendors related to this forum is on line at: <http://ccbp.ua.edu/communityDevelopment/index.html>. Contract Administration and Construction Administration have also participated in several offsite minority business fairs to provide information on opportunities at UA.

- The *Minority Business Council*, led by Dr. Pruitt, includes representatives from Contract Administration, Construction Administration, the Purchasing Manager for General Procurement, the Action Card Office, and other UA departments. The Council created a website to assist minority and small businesses, which is linked to Purchasing and Construction Administration websites. UA is expressly encouraging the utilization of MBE/DBE vendors in its bid documents. In conjunction with our DBE program (<https://facportal.fu.ua.edu/sites/default/facilitiesite/constructionadmin/ca/bplate/pages/DBE%20Program.aspx>), UA encourages contractors to use MBE/DBE programs whenever possible. Construction Administration has been working proactively with several of its campus and community partners to increase and encourage disadvantaged and minority business participation in the delivery of campus construction projects. This is being accomplished through several different mechanisms. The most successful to date has been the utilization of minority-owned firms for design and consulting services on several projects. 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. Alabama International Trade Center and University Center for Economic Development

The William R. Bennett Alabama International Trade Center (AITC) provides export research, training, and financing services to Alabama's small business community. These services are open to the public and supported in part by the U.S. Small Business Administration. Print communication and website materials indicate that all services are open to the public, nondiscriminatory, and available to individuals with disabilities. In FY 2007, the Center organized workshops for the business community in the state on global topics such as doing business with diverse countries and cultures. Workshops were held on India, China, Germany, Japan, Mexico, and Colombia. The Trade Center cosponsored the annual meeting and exposition of the North Alabama African-American Chamber of Commerce, which attracted over 145 visitors. AITC staff led a workshop at

the event on international trade opportunities for the African-American business community.

AITC staff makes presentations around the state on the impact of globalization on the state's economy and conducted in-depth training for minority owned agribusiness manufacturers located in Virginia, Florida, and Alabama. The training on export procedures was conducted on site at each company's place of business and helped the firms start selling in foreign markets. The program was sponsored in part by a grant, which is called the Minority Export Training Program, from the U.S. Department of Agriculture. The AITC will continue the program in FY 2008.

The AITC will continue to provide outreach to the minority small business community in Alabama and the region in an effort to identify and serve minority-owned businesses as part of its annual programming. In FY 2007, the Center offered export training and counseling services to 41 minority-owned small business clients (37% of total clients served), and organized 26 educational workshops around the state, with 47% of its total workshop attendees either minorities or representing minority-owned businesses.

The University Center for Economic Development (UCED) draws from the resources of UA to support the state's public and private economic development initiatives. The Center facilitates this support by providing access to UA's technical resources and the specialization of faculty and professional staff. A major emphasis of the UCED is community development. UCED will continue to provide services and outreach to the minority, small communities in the State of Alabama. The methods used to identify and deliver services have been effective. Those methods include direct visitation to minority-owned businesses, serving on committees and boards of organizations which promote cultural diversity, co-sponsorship of workshops and annual events held by organizations representing the minority business community, and presentations around the state to civic, community, and elected leaders.

c. 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. Crossroads publishes on line 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>). This past year, the Center, in conjunction with several other co-sponsors, helped with the 100 Lenses Project, a joint effort of the Black Belt Community Foundation and UA's Center for Community-Based Partnerships, which built on the experience of the 2006 UA 100 Lenses Project at Crossroads Community

Center. Over a dozen students from five high schools depicted the culture of the Black Belt in their photography, which was displayed in the UA Ferguson Center March 25 through April 30, 2008. Other ongoing Community Building Initiatives include:

- 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.
- The Community Conversations series encourages open, honest, and balanced talk about intercultural relationships at UA and in the community. These personal visits are a great way to build relationships with neighbors. Eclectic, courageous, and surprising, these informal gatherings provide an uninhibited and respectful environment in which all members of the UA community, both students and employees, are able to introduce, discuss, and begin solving intercultural community issues. One example of these conversations this past year, co-sponsored with Creative Campus Initiative, featured Klezmer Music and Jewish Culture in the Ferguson Center.
- Honor Circle Awards recognize extraordinary initiatives in community building and offer courageous leaders a circle of support. Crossroads honors individuals or groups who have demonstrated marked efforts toward building a positive community. In 2008, representatives from Shelton State Community College, Stillman College, and UA were inducted into the Honors Circle for the Unity Day initiative they developed that invites students from the three colleges to enjoy together an afternoon of food, music and fun.
- Cultural Celebrations and Observances are sponsored or co-sponsored by Crossroads throughout the year that celebrate the cultural traditions of the Capstone and the nation. Through these celebrations, the campus can learn about African American, Asian Pacific American, European American, Hispanic-Latino American, and Native American cultures. Examples of cultural heritage celebrations Crossroads coordinates include Native American Heritage Month, Scottish Tartan Day, and United Nations Day. Through these efforts, members of the UA community can learn about one another's cultural traditions and engage in intercultural conversation on campus.

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

The *Center for Ethics & Social Responsibility*, directed by Mr. Stephen F. Black, was established in Summer 2005 to assist students in developing a distinctive definition of moral and civic maturity, making the values and skills of citizenship a hallmark of a University of Alabama education. CESR's purpose is reflected in Mr. Black's quote on the Center's website: "At the heart of ethical and socially responsible citizenship is a moral obligation to understand that every individual's life has dignity and worth, and that every individual's health, education, and potential 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* was held in October 2007 and required students to debate whether Congress should pass the Development, Relief and Education for Alien Minors Act (the DREAM Act), which would provide a path to citizenship for illegal immigrants who entered the country before they turned 16, lived in the U.S. at least five years, had no criminal record and had graduated from high school or had been admitted to college.
- *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. The 2007-2008 class of *Documenting Justice* produced films on the stories of five American veterans; the Tuscaloosa City Schools' recent rezoning decisions and their impact; legendary musician Willie King; a literacy program that helps inmate mothers connect to their children; the success story of E.D. Nixon Elementary School in Montgomery; and a portrait of race in Cullman, Alabama.
- *Documenting Justice International* applies the pedagogy of *Documenting Justice*, but students spend time abroad filming a story of justice, exposing both the student-filmmakers as well as the students at the screening to life and culture outside of the United States. Two *International Documenting Justice* students filmed abroad in Spring 2008 (in Cairo, Egypt, and in Buenos Aires, Argentina) and one other student filmed abroad in the Summer of 2008 (Johannesburg, South Africa).
- *Tuscaloosa Pre-K Initiative*, a visionary partnership consists of high quality, comprehensive programming that focuses on the development of the child, his or her family, and the participating undergraduate and graduate students. Through a collaboration between the City of Tuscaloosa, The University of Alabama,

Stillman College, and members of the Tuscaloosa business community, the Tuscaloosa Pre-K Initiative engages city school system administrators and educators, as well as UA and Stillman faculty, staff and students, to offer the best health and education services possible for academically at-risk children and their families.

- *SaveFirst* provides training to students on tax preparation and financial literacy. Students then serve working-class families through free tax preparation and educational seminars. More than 75 UA undergraduate and law students worked at free tax preparation sites across the state to prepare over 1,000 returns for working families – helping them to secure \$1.2 million in tax refunds and saving them \$200,000 in commercial tax preparation fees. More than 30 of these students enrolled in a service-learning course on poverty in which students discussed and reflected on those living in poverty and current policies affecting working families.
- *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. The Center has undertaken a variety of projects to help better equip faculty members and engage students in the process of developing a more comprehensive service learning effort at UA, including the establishment of a UA Service Learning Course Directory, administration of a comprehensive web-based course management database (Service Learning Pro), an annual Faculty Fellows in Service Learning Program, and a statewide service learning conference (“To Whom Much Is Given”) in September 2007.
- *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.

- *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 and the 2008 trip provided vision care to low-income children in Alabama.
- *Minor in Civic Engagement and Leadership*, co-sponsored by CESR, includes elective courses in concentration areas including International Leadership or Globalization.
- *SpeakFirst* aims to reinvigorate Birmingham's inner city youth by engaging them in a competitive, multidisciplinary debate program enhanced by a comprehensive learning experience that includes standardized test preparation training, summer internships, and admissions and scholarship guidance from college counselors across the state. As they sharpen their debating skills, students also improve vocabulary, critical thinking, speaking ability, and language and study skills. Each unique aspect of the SpeakFirst program, in addition to debate training, responds to the critical needs in low-income communities. In the Fall of 2007, UA announced an incredible new partnership with the SpeakFirst debate team. UA agreed to provide, in perpetuity, Birmingham students completing at least three years of the SpeakFirst Program with full, four-year, academic scholarships, including tuition and fees. These scholarships cover approximately \$30,000 of cost for each student over a four year period.
- *FocusFirst*, a collaboration between CESR and Impact Alabama aims to provide a cost-effective direct response to the vision care problems of children who live in urban and rural poverty in Alabama. In keeping with this mission, undergraduate and graduate students strive to ensure that children ages six months to five years in Head Starts and lower-income daycares are screened for vision problems and receive appropriate examination, diagnosis, and treatment. Incorporating service with FocusFirst into a curriculum through the service-learning course *Poverty and Citizenship* (catalogued as UH 400.02 for the May 2008 Interim) provides an enhanced experience for students by emphasizing critical reflection and promoting the development of deeper commitments to society.

e. Women's Resource Center

The *Women's Resource Center* maximizes the learning experience of every UA student and the greater UA community through outreach, services and advocacy to empower women and encourage their active and equal participation. A history of the growth of this center and the programs and resources is available on line at <http://wrc.ua.edu/about/herstory.htm>. As the WRC develops programming and outreach efforts, it strives to include the input, needs and interests of women of all racial and ethnic groups, backgrounds, and religious beliefs and to create a welcoming environment that reflects the diversity of our campus community. The WRC is following values that support the broader goals of the institution: social justice, community, leadership, safety, mentoring, research, education and diversity. Some examples of the WRC's commitment to promoting inclusiveness include:

- hiring a staff which represents racial and ethnic diversity;
- increasing representation of diversity in printed and electronic materials, including the *Our Voice* newsletter and other brochures, and library holdings targeted to and representative of underserved populations;
- maintaining an intentional focus on recruitment and retention of diverse student participants in all of its sponsored student groups;
- providing a variety of diversity training, including training for all sponsored student organizations and for the entire campus community through the offering of Harbor training and Unscripted Theatre of the Oppressed performances;
- the provision of counseling and advocacy services to 40 clients who identified as members of marginalized populations; and
- partnerships with the College of Arts and Sciences, Department of Women's Study program, and Freshman Learning Communities to support the Women Involved in Learning and Leading living-learning community for female students.

f. Offices Promoting Inclusive Environment for Individuals with Disabilities

The *University of Alabama 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 UA in order to address a need for persons with disabilities. UA is one of only three universities in the country that offers both a men's and women's collegiate wheelchair basketball program and the only university in the Southeast to field wheelchair athletic teams. The University of Alabama Wheelchair Athletics program sent seven wheelchair basketball players to Beijing for the 2008 Paralympic Games. Three players were named to the U.S. Women's Wheelchair Basketball Team and four players were named to the Canadian National team. The student athletes are training this summer with their respective teams at sites across the United States, Canada and Europe in preparation for the Paralympic Games in September. In March 2008, the 3rd ranked UA Women's Wheelchair Basketball team advanced to the finals of the Women's National Wheelchair Basketball Tournament and the UA Men's Wheelchair Basketball team placed 7th in the National Intercollegiate Wheelchair Basketball Tournament.

The *Office of Disability Services* (ODS) serves as the central contact point for students with disabilities at UA. ODS works individually with students to determine appropriate and reasonable academic accommodations, to ensure that students' academic performance is evaluated apart from the limiting effects of disability, and to promote student responsibility and self-advocacy. The number of students registered with ODS has risen from 468 during AY 2004-2005 to 1,132 during AY 2007-2008, an increase of over 140% in three years. To serve adequately the needs of these students and to help UA remain in compliance with applicable federal disability laws, ODS added an Assistant Director in June 2007 and an additional Accommodations Specialist in May 2008. All four professional staff members have earned Master's degrees in either Rehabilitation Counseling or Social Work. In addition to working with students, ODS:

- conducts training sessions for departments and meets with faculty members to heighten awareness of the role of ODS and ADA/§504 requirements;
- collaborates with Furnishings and Design to place special furniture in classrooms for students with physical disabilities;
- continues to work with appropriate campus partners to improve community knowledge of accessibility to sporting and other events, chiefly through the UA Gameday website;
- continues to work in partnership with the Director of Parking and Transportation Services, the Alabama Disabilities Advocacy Program (ADAP), and the office of the Associate Vice President for Auxiliary Services to combat abuse of accessible parking tags and plates at UA events, so that accessible parking is available to those for whom it was intended;
- collaborates with and provides representation to the board of a new program of the University's Psychological Clinic, UA-ACTS (*The University of Alabama Autism Spectrum Disorders College Transition and Support Program*) to meet the needs of UA students with Asperger's Syndrome;
- serves with representatives from UA's Psychological Clinic and Student Health Center on UA's ADHD working committee to design outreach programs and improve available services for students with ADHD, LD, and other "hidden" cognitive disabilities;
- assists Housing and Residential Life on a Medical Review Committee to evaluate and prioritize housing requests of students with the greatest need; and
- serves on UA's ADA Committee (along with representatives from Legal Counsel, Facilities and Equal Opportunity Programs), and participates in walking tours of academic buildings to target and prioritize renovations that will make more of the building space available for accessible programming.

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

with disabilities and better publicizing those regulations applicable to bicycles (<http://bamaparking.ua.edu/pages/regulations.html#bicycle>).

The Office of the Associate Vice President for Facilities chairs UA's ADA committee and works in conjunction with ODS, EOP and Office of Counsel and others in assessing campus facilities for ADA compliance and prioritizing planned improvements. That office

- leads the ADA Committee visits to academic buildings to identify and prioritize ADA improvements;
- maintains and updates the ISES classroom and academic building accessibility survey, which identifies accessible classrooms and serves as a resource to ODS in ensuring that classes for students with disabilities are accessible;
- completes renovations to academic buildings to ensure compliance with federal regulations, including restrooms, water fountains, accessibility ramps, automatic door openers, and updated signage to identify ADA accessible routes;
- conducts annual sidewalk surveys to identify sections that need to be replaced to enhance accessibility and then replaces identified sections;
- participates in Construction Administration's ADA seminar, "Striving for a More Accessible University" by Terry Evans Associates, to educate UA personnel on the current ADA facility accessibility standards; and
- oversees the ADA hotline established by Facilities Department, which requests that employees, campus visitors and students who encounter disability-related accessibility problems on campus or know of potential accessibility problems in campus buildings or on University grounds call or email facilities to report the problem to facilitate a prompt UA response (see <http://ods.ua.edu/Access%20problems.htm>).

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.

g. Capstone International Center and International Student Association

The mission of the *Capstone International Center* is to initiate, promote, and support UA's international efforts on campus as well as throughout the state and the world. The Center, comprised of International Academic Programs, International Services, and the English Language Institute, coordinates the University's international endeavors, facilitates the development of a global perspective campus-wide, and supports students, faculty, and staff in global outreach, teaching, and research. More detailed information about the programs and services of the center can be found on-line at <http://international.ua.edu/>. Examples of initiatives designed to promote cultural

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

- 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. Dr. Marilyn Emplainscourt, retired Director of the UA Japan Program, received the 2008 Dean Garner International Friendship Award from the Tuscaloosa Sister Cities Commission for her work in developing the Japan Culture and Information Center. 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 UA that culminate with FLAVA-FEST, the International Spring Festival Week.

h. 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.

An archive of past events of Creative Campus was placed on line this year to document its events. (<http://creativecampus.ua.edu/pastevents.htm>). As a review of that website reveals, Creative Campus continues to connect diverse communities through the arts, partnering with other groups to promote the 3rd annual Hip Hop Summit (February 2008), the 100 Lenses photography exhibit by Black Belt middle and high school students, sponsoring a dance outreach program with Oakdale and Arcadia Elementary Schools, and helping to develop and renovate an arts center at the Boys and Girls Club in Tuscaloosa.

The 2007-08 school year began with the Capstone Convocation, an event to welcome new students. In addition to welcoming remarks by President Witt and SGA President R. B. Walker, the event included a speech by India Williams (African-American student who came to UA from New Orleans after Katrina and found UA such a great place to be a student and to develop her skills and interests that she stayed) and a musical performance by Derryck Gleaton, African-American sophomore from Anniston, AL. Gleaton, who performs as D#, is a hip hop violinist who has performed and won prizes numerous times at the famed Apollo Theater. He also plays in the UA Symphony Orchestra.

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

- 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 committee's mission is "to raise consciousness about injustice and promote human equality, peace, and social justice by creating educational and cultural opportunities for growth, empowerment, and social change so that every person may experience the bounty of life's abundant possibilities." 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 MLK Distinguished Lecture series hosted by Stillman College continue to attract diverse audiences from across the community. In 2008, choirs from Stillman College, Shelton State Community College and The University of Alabama performed at the concert.
- UA continues to offer its 3-credit hour course, entitled "Introduction to Global Studies" (CIP 24.0199), as part of its Global Studies Certificate Program. In addition, UA has created an Interdisciplinary Global Studies freshman learning community, which is designed to emphasize the cultural, economic, physical, and political aspects of world citizenship in the 21st century.

- The Provost's Office updates annually its on-line "*Guide to Courses with Diversity and Multicultural Content*," which was originally prepared by Dr. Jimmy Williams, associate dean of multicultural affairs for the College of Arts and Sciences. <http://provost.ua.edu/guidetocourseswith.doc>.
- **College of Arts & Sciences** supported several diversity/multicultural events, both within and outside the College this past year, including:
 - Campus visit by Dr. David R.F. James, University of Pennsylvania (Department of Modern Languages and Classics, October 2007).
 - Alpha Kappa Alpha and Alpha Phi Alpha's performance to benefit Breast Cancer Awareness, and Beat Auburn Beat Hunger campaigns (October 31, 2007).
 - Luncheon for students who had roles in the play, *Amen Corner* (Department of Theatre and Dance, November 2007).
 - Dinner in honor of SREB Scholars from UA, UAB, and AU (December 2007).
 - African-American Studies Program retreat (January 2008).
 - African-American Read-in (Crossroads Community Center, February 2008), in which participants were invited to read their favorite passages written by African-American writers.
 - Dr. Diann Jordan's colloquium, "Sisters in Science: Conversations with Black Women Scientists on Race, Gender and Their Passion for Science," (Department of Women's Studies, March 3, 2008).
 - Women Involved in Learning and Leading Luncheon (Department of Women's Studies, April 2008).
 - 6th Biennial Race & Place in the American South Conference (Frances S. Summersell Center for the Study of the South, and the Department of History, April 2008).
 - Campus visit by Sapphire, novelist, poet, and performance artist; purchased 75 copies of her book, *Push*, and distributed it to faculty and residents of a housing project (African-American Studies Program, April 2008).
 - Dr. Micki McElya, assistant professor in the Department of American Studies at UA, gave a lecture titled "Confronting the Mammy Problem in the Montgomery Bus Boycott," Ferguson Center Forum. A reception followed the lecture.
 - Dr. DoVeanna Fulton, director of the African-American Studies Program at UA, presented "Speaking to Write/Right: African-American Women's Voices for Freedom," 308 Manly Hall, as part of the Feminism Spoken Here Brown Bag Luncheon Series and Black History Month.
 - Black Student Union's 4th Annual Black and White Scholarship Ball (April 2008).
 - Fifth Annual Rose Gladney Lecture on Justice and Social Change (Department of American Studies, April, 2008).
 - Voices from Darfur at UA.

- Continued partnership 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.

- **Culverhouse College of Commerce and Business Administration (C&BA)**

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

- The Students in Free Enterprise (SIFE) "I Choose" grant project funded by the Marcus Foundation was a project to give the African- American community in Sumter County a voice in their local white-owned newspaper. It did that and evolved into an ongoing Journalism Workshop put on by the UA Journalism Department and the addition of a Journalism elective in Livingston H. S. The CCBP is also a partner and matched funding. C&BA donated computers, software, notebooks, supplies and training.
- C&BA faculty organized the 2008 Inaugural Youth Camp on Entrepreneurship held June 23-27, 2008. They are following the model of Capstone Business Academy with funding from the Office of the Vice President for Community Affairs and students from "Black Belt" counties.

MBA students are exposed to a variety of activities which increase their awareness of other cultures. These activities include classroom activities, speakers who focus on the importance of diversity and understanding how diversity impacts the workplace, and corporate panel sessions that expose students to diversity and global initiatives. The MBA program also hosts an "MBA Week" each year with efforts targeted specifically around corporate citizenship, community service, and social awareness. As a part of their curriculum, EMBA students travel abroad to study business models.

- **College of Communication and Information Studies (CIS)**

- 1) This past academic year, the college sponsored a brown-bag session "Teaching Diversity Actively and Collaboratively" led by Connie Frazier, Executive Vice President, American Advertising Federation; more than 30 faculty members attended.

- 2) The Department of Communication Studies co-sponsored the African-American Series with the African-American Studies Department.
- 3) The School of Library and Information Studies supports research that helps in the understanding and appreciation of diversity. Three recent examples of doctoral students' work are: *Right to Read: Segregation and Civil Rights in Alabama's Public Libraries, 1900-1965* (Toby Graham), *Visual and Textual Representation of Latino Subcultures in Americas and Pura Belpre Award-Winning Picture Books* (Jamie Campbell Naidoo), and *Freedom Libraries in the 1964 Mississippi Freedom Summer Project: A History* (Karen Cook). A master's student, Gina Robertson, won the 2008 honors day student paper award for her work entitled *An Overview of Current Native American Archival and Library Issues*. Dr. Margaret Dalton, a faculty member, was supported in Fall 2007 for her research on the impact of American librarians abroad in the mid-20th century.
- 4) The Department of Telecommunication and Film hosted a workshop on the film, "Honeydripper," with director John Sayles and producer Maggie Renzi. The film, which deals with issues of race and class, was presented to the Tuscaloosa community at the Bama Theatre. After the film, a reception was held with live blues music and a question and answer session with the film's director and producer.
- 5) The College's faculty and staff frequently invite academics and industry professionals to bring differing perspectives about race and class into the classroom including: Gene Roberts, former *New York Times* editor and Pulitzer Prize-winning co-author of *The Race Beat*, and Hank Klibanoff, managing editor of *The Atlanta Journal-Constitution*.

- **College of Community Health Sciences**

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

- **College of Continuing Studies**

The College provided or facilitated the following courses/programs during the past year that addressed diversity:

- 1) The Master Management Certificate Program included a one-day diversity-training session entitled, “Harnessing the Power of Diversity.”
- 2) The Management Certificate Program for Supervisors included a three-hour session entitled “Understanding People” (learning the essentials of human relations; assessing yourself and your interpersonal style; and identifying what supervisors should know about their people: supervisors, peers, subordinates). This was conducted twice during the year.
- 3) The Division of Environmental and Industrial Programs offered the following programs/courses this past academic year:
 - a. Promotion of Safe State Hispanic Outreach, by offering free Occupational Safety and Health training in Spanish, educational materials in Spanish; outreach to the Hispanic community; and addressing possible cultural differences.
 - b. Training offered to several managers of companies included training on cultural issues.
 - c. DEIP’s Hispanic Safety Specialist, Lucy Fonseca, attended planning meetings for Open Arms (an annual community event that showcases resources available to the Hispanic community in the Tuscaloosa area).
 - d. OSHA website link to UA’s bilingual safety programs giving UA national exposure in the Hispanic Safety field. http://www.osha.gov/dcsp/smallbusiness/sb_hispanicsafety.html. Alabama is one of only five states included in OSHA’s Small Business-Hispanic Safety website.

- **College of Education**

The College of Education includes curricular experiences and sponsors the following initiatives, organizations, activities, and events to enhance awareness and appreciation of diversity, to promote community and respect, and to prepare students for the global society in which they will teach, live, and work:

- a. Students complete required coursework related directly to diversity; see the *Minimum Required Diversity Courses* at <http://education.ua.edu/ncate/documents/minimum.pdf> for a summary of the minimum required coursework related to diversity offered in each department.
- b. Course syllabi for teacher education students include diversity standards which are assessed by clear content-based objectives that link coursework with clinical experiences. This approach embodies the meaning of praxis in that students are provided opportunities to learn about diversity issues and

develop an understanding of the College's dispositions in courses; then they are able to practice those dispositions in their teaching and interactions with students, teachers, administrators, and parents during their experiences in field and clinical placements.

- c. Teacher education students complete field and clinical practice in different settings to provide diversity in pre-teaching experiences. Placements provide experiences with students with exceptionalities and students from diverse ethnic, racial, and gender groups. Other variables considered in determining diverse placements are grade/subject levels, city/county schools, rural/urban setting, large/small schools, and differing socioeconomic levels of schools.
- d. The *Consortium for Overseas Student Teaching (COST)* provides global student teaching experiences for our teacher education students who elect to complete their student teaching in international sites. Sites include Australia, Ecuador, Germany, Japan, New Zealand, and South Africa. For an example of the rich cultural exchange for one student teacher in South Africa, go to <http://www.education.ua.edu/ssc/COST2.wmv>.
- e. The annual *Julie Liabile Memorial Lecture* is a celebration of the short life of Julie Liabile and is dedicated to anti-racist scholarship, education, and social justice.
- f. The *2007 – 2008 James P. Curtis Endowed Lecture* was presented by Historian James Anderson, a black professor whose lecture was entitled, "Black Struggles for Education: Then and Now." Last year's Curtis Lecture was presented by Sharon Robinson, the black female President and CEO of the American Association of Colleges for Teacher Education (AACTE).
- g. The College sponsors professional organizations which facilitate the extension of all students' knowledge base relative to working successfully with diverse peers, K-12 students, families, and communities. These organizations include the Student Alabama Education Association, Kappa Delta Pi, Chi Sigma Iota, Phi Delta Kappa, and Kappa Delta Epsilon.
- h. The College participates in the *Holmes Scholar Program* of the national Holmes Partnership which has a mission of increasing the proportion of underrepresented minorities in the education professorate. The College continues to support two Holmes Scholars through graduate assistantships.
- i. The College supports the *McNair Scholars Program* by encouraging faculty within the College to serve as mentors to the student scholars and as faculty fellows (instructors in the McNair Scholars Seminars). To date, the College has had eight faculty to serve as mentors and four faculty to serve as faculty fellows.

- j. Faculty, administrators, and students participate in conferences and workshops that promote effective practices and strategies in minority student recruitment and retention. Sponsoring organizations include the National Association of Multicultural Education, the American Educational Research Association, and the Holmes Partnership.
- **College of Human Environmental Sciences (HES)**

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

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

- **Libraries**

The University of Alabama Library acquired this past year one of the world’s largest African-American cookbook collections. Tracing the roots of the soul food movement and beyond, the collection contains more than 450 titles with recipes from African food diasporas – past and present. The reprint version of ‘What Mrs. Fisher Knows about Old Southern Cooking,’ published in 1881, features recipes by a former Alabama slave and was thought to have been the earliest publication by an African-American chef until Malinda Russell’s cookbook ‘A Domestic Cook Book: Containing a Careful Selection of Useful Receipts for the Kitchen,’ originally published in 1866, came to light. The collection is David Lupton’s effort to create a comprehensive bibliography of culinary literature that reflects the diversity of

African-American culture and highlights differences in regional cooking. Lupton, a distant cousin of former UA president Nathaniel Lupton, decided UA was the ideal place to donate his collection because of its location, and after his death Lupton's widow authorized the collection's transfer. During 2007-08, the Libraries co-sponsored with the Frances S. Summersell Center for the Study of the South and others two diversity-related events: 1) "The Real Pepsi Challenge," the inspirational story of breaking the color barrier in American business presented by Stephanie Capparell, Editor of the Marketplace page for the Wall Street Journal (co-sponsored with the Departments of History and American Studies, and C&BA); and 2) "Stories that Heal, Stitches that Bind: The Syphilis Study and the Tuskegee Bioethics Community Quilt Project," presented by Professor Muhjah Shakir, Tuskegee University Bioethics Senior Scholar, National Center for Bioethics in Research and Health Care (co-sponsored with the Department of History, A&S and the support of Lakey and Susan Tolbert).

- **School of Law**

The Dean and his staff promote and communicate the Law School's commitment to diversity throughout the academic year's programming. For example, the Law School offered 15 courses during the 2007-08 year in which substantial parts of the course were devoted to diversity issues and offered two presentations to faculty, staff, and students on ethnic sensitivity. In addition, Professor Fair of the Law School and Dr. Beverly G. Hawk of the Crossroads Community Center provided diversity training for all incoming law students during orientation. The Dean has sought to include African Americans and other minorities as guest speakers, visiting faculty, lecturers, and participants at Law School functions. For example, Professor Dwight Aarons, of the University of Tennessee College of Law, was a visiting professor in the Fall of 2007. <http://provost.ua.edu/diversity.html>.

- **Capstone College of Nursing**

Nursing courses consistently include content that enhances awareness and appreciation of cultural and individual diversity due to the importance of this content in providing health care to diverse populations. A complete listing of courses with this content is available at: <http://provost.ua.edu/diversity.html>.

Capstone College of Nursing's main website (<http://nursing.ua.edu>) continues to include 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 CCN master's program has an extensive list of cultural competency resources on the CCN website at:

http://graduatenuing.ua.edu/cultural_competency/culturalcompetencywebsite.htm.

On April 21, 2008, Dr. Angie Bushy provided a special continuing education program for faculty entitled, *Becoming Culturally and Linguistically Competent*. The goal of this program was to promote general understanding about diversity and enhance cultural and linguistic competence among health professionals. Dr. Bushy presented the same program for Tuscaloosa County Health Department staff funded by a HRSA grant received by the College.

- **School of Social Work**

In its 2007-08 colloquium series for students, faculty, and the UA community, the School of Social Work included national and international scholars on research related to diversity. In addition to their presentations, the guests listed below spent time with faculty and particularly doctoral students for informal exchanges about their research. These guests and their presentations helped faculty and students understand the complexities of the challenges of culturally sensitive research and genuine understanding of and appreciation for diversity:

- Zsolt Lukacsko, Ph.D., Laszlo Horvath, Ph.D., Dr. Gergely Fabian, and Laszlo Pattyan, faculty of the Health College of the University of Debrecen, Hungary, spoke on September 10, 2007 on “Issues in Social Welfare and Social Gerontology in Hungary.” Their visit was co-sponsored by the UA Center for Mental Health and Aging.
- Jeffrey W. Thigpen, Ph.D. of Indiana University School of Social Work, did a presentation on February 18, 2008 entitled: “Beyond Mislabeled: The Sexual Behavior of African American Children.”
- Julia R. Henly, Ph.D. of the University of Chicago School of Social Service Administration spoke on April 21, 2008 on “The Intersection of Public Policy, Low-Wage Employment, and Social Networks: The Coping Strategies of Low-Income Families.”

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 Sixth Annual Fall Social Work Conference. The theme was “Child Welfare Social Work: A Legacy of Caring, A Future of Hope.” The keynote speaker was Clarence N. Wood, President/CEO, Jane Addams Hull House Association, with some student participation. During the Civil Rights Movement, Mr. Wood, an African American, organized and directed the Urban League’s first affiliate in Birmingham.

Social Work faculty members are involved with the Alabama Blues Project and the diverse “Blues Project Kids; included SW Policy class members in raising \$2,800 to purchase malaria nets for a village in Tbola Africa; and developed projects that promote healthy communities, like planning a Unity Day Celebration in Alberta City, cleaning up a dilapidated community center in a housing development, cleaning up an unused park in Holt, developing plans and obtaining permission from City officials to build a covered bus stop to protect children from bad weather; and planning a mentoring and career center program for high school juniors at the almost all minority high school in Tuscaloosa. In addition, the students in the Social Work Association for Cultural Awareness worked with other groups to collect 1,328 textbooks to aid in literacy efforts for Africa.

Throughout the year, Social Work faculty made presentations or had publications accepted on a variety of diversity topics, including some presented at international conferences. Over two dozen of these are documented in Social Work’s report to the Provost, covering topics such as minority-related health, infertility, religion and pain, care-giving, aging, youth violence, and transportation issues; children with disabilities; social work practice in the American Indian Community; and social work education in Hong Kong. In addition, the School enhances awareness and appreciation of cultural and individual diversity through its faculty’s involvement internationally, and particularly through its cooperative program with Shue Yan University in Hong Kong, where since 1981, UA has offered first year M.S.W. courses. M.S.W. students from Hong Kong must come to UA to complete the second year of the M.S.W. degree.

The School celebrates African-American Heritage Month with events throughout February, including a pot luck lunch with food that expresses cultural heritage, with a special emphasis on African-American heritage, and a Heritage Day Celebration, which this year was named “Honoring Our Own: Social Workers Involved in the Civil Rights Movement” and featured an African-American M.S.W. part-time faculty member who recounted her involvement in the Civil Rights Movement in the 1960s and the former Assistant Student President, Selma Movement.

- **Honors College**

- **University Honors Program** offers courses in African culture, Asian culture, 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. In addition, with the Center for Ethics and Social Responsibility, the UHP offers Moral Forum, Documenting Justice, and SaveFirst.
- **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. This course has recently been adopted for offering to the general University population by the Capstone International Center. IHP sponsors various events to bring together American and International students. In addition, during the 2008-2009 academic year, the IHP will host a Nepalese professor who will teach courses on campus and share her culture experience with UA students, as well as with those at Stillman College and other institutions throughout the state.

The Honors Academy is a strong participant in Hispanic Heritage month, including sponsoring an evening of Hispanic-American films.

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.

EOP Training. This past year, the Office of Equal Opportunity Programs provided several live webinars (sessions ranging from one to two hours) to provide training to the campus on equal opportunity, prevention of illegal discrimination and harassment, and affirmative action/diversity. The training targeted designated Affirmative Action Coordinators in the various colleges and administrative units, as well as administrators, managers, supervisors and others responsible for implementation of the University's equal opportunity and affirmative action policies. Webinars on nondiscrimination, harassment, retaliation and affirmative action/diversity included the following sessions: 1) New Developments in Discrimination and Retaliation Law: Practical Strategies to Guard Against Costly Claims"; 2) Can I Get a Witness? How to Conduct Internal Investigations"; 3) Avoiding Costly ADA "Regarded as Disabled" Discrimination Claims; 4) Employment Law 101 for Supervisors: Avoiding The Mistakes that Lead to Litigation; and 5) Affirmative Action Basics.

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. Anti-harassment training was provided to HES faculty during the spring faculty retreat; as a part of the training, discussions were held regarding the importance of diversity. Engineering offered harassment training to its administrators and faculty, and plans are underway to schedule the training again.

New Employees: For the past 22 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 for Academic Affairs sponsors a *New Faculty Orientation* each year, and information is provided by the Office of Counsel on UA's no tolerance policy on harassment and retaliation. Instructors in the Math Department and tutors and instructors in the English Department also receive training on harassment, discrimination, and retaliation from the Office of Counsel. In C&BA, all new faculty are provided University anti-discrimination and anti-harassment policy materials and asked to complete anti-harassment training.

Human Resources: Training and education offered through Human Resources during the 2007-2008 academic year covering diversity-related topics was provided using several formats:

- New Employee Orientation - Sexual Harassment Training is conducted, access information for the *Preventing Sexual Harassment* online tutorial is provided, Equal Opportunity Program's purpose, services and location are announced, pamphlets from Crossroads Community Center, Capstone International, and Women's Resource Center are distributed and services are discussed. Additionally, website locations for the Staff Handbook, HR Policy Manual, and HR Development course offerings are provided and the websites are visited.
- Campus-Wide Training Courses – A listing of diversity-related topics open to the campus was publicized on *Crimson Calendar*, HR Development's website, and in *Dialog*. Topic categories included, but were not limited to Legal Issues, Teamwork, Disability, Generational/Age, Cultural Awareness, and Harassment.
- Professional Development – First Level Supervision, a standard 3-day supervisor training program, is offered 2-3 times per semester. Diversity topics and employment related laws and policies are addressed in the first component of this training series. The Professional Development Series, a five-day training series designed for Office Professionals offered every semester, addresses diversity, teamwork, and legal matters in various modules.
- Co-Sponsored Training – HR Development teamed with the Office of Counsel to offer classes on Retaliation, Sexual Harassment, and Interview Tactics and the Law. Additionally, a variety of webinars were co-sponsored with the Office of Equal Opportunity Programs.
- Internet Training - Human Resources provided online training to Financial Affairs employees via SkillSoft, a learning management system. Employees electing to use the system have desktop access to numerous courses, books, and simulations including, but not limited to, diversity-related topics. Auxiliary Services Directors received this training and were encouraged to make use of the resources and components dealing with diversity and other issues. Under the "Skillbriefs" section on the SkillPort

website, the Directors were asked to explore at least three of the diversity-related topics and to discuss those topics with their staff by October 2008.

- Training Resources - The Training Resource Center provides materials, videos, DVDs, books, and activities addressing diversity-related topics in the categories of diversity, disability, legal topics, generational/age related topics, harassment, and change adjustment.
- Customized Training – HR Development, on a regular basis, provided training requested by departments that included, but was not limited to, teamwork, harassment, and diversity.

Facilities Department: Educational/training efforts in the Facilities Department to promote diversity awareness and anti-discrimination and anti-harassment training for the 2007-2008 academic year are as follows:

- Managing Harassment in the Workplace: Provides guidance on UA's Workplace Harassment Policies, provides a roadmap for Supervisors/Managers to address incidents and complaints of workplace harassment and the negative effects that harassment/discrimination has on the workforce.
- Workplace Harassment: Defines and gives examples of workplace harassment and discrimination and the procedures to avoid and respond to the problem. The training highlights the negative effects that harassment/discrimination has on the workforce.
- Diversity and Inclusion: Provides awareness of differences and encourages employees to learn how to value and manage diversity in the workplace.
- Managing a Multigenerational Workforce: provides awareness of and understanding of how generational diversity impacts the workplace and how best to interact, address and respond to motivation, communication, recruitments and conflict resolution.
- Training Resources available within the department:
 - Diversity – Food for Thought
 - Managing Diversity Work
 - A Tale of “O”
 - Preventing Sexual Harassment in the Workplace
 - Sexual Harassment is Bad Business
 - Sexual Harassment: New Behaviors, New Issues
 - 12 Danger Zone Series for Supervisor
 - Preventing Sexual Harassment Media Learning Tutorial

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 and has policies and procedures in place that reinforce these ideas to department members.

Intercollegiate Athletics periodically conducts seminars for coaches and staff to raise awareness of diversity issues. For example, a minority, Don McPherson, who is a consultant to several universities on issues related to diversity and male violence against women, has spoken with coaches and staff on several occasions. Dr. Richard Lapchick, founder of the Center for the Study of Sports and Society, spoke with coaches, staff and student-athletes regarding civil rights and athletics. Dr. Charlotte Westerhaus, Vice President of the NCAA's Office of Diversity, conducted a diversity training seminar for staff in February, 2007. Staff members who want to pursue professional development opportunities are supported in this regard. The Department of Intercollegiate Athletics pays any expenses associated with such opportunities and provides leave time to participate. Recent examples of minority staff participating in professional development opportunities include - the Assistant Director of Event Management, participated in the NCAA's Leadership Institute for Ethnic Minority Males and the Assistant Athletics Director for Life Skills participated in the NCAA's Leadership Institute for Ethnic Minority Females.

Student Affairs has several training initiatives within the division:

- The Student Life Office provided diversity training for student employees of the Ferguson Student Center, and incorporated diversity education into its unit goals with appropriate measurable objectives. Two Student Life administrators were invited to present at an international multicultural symposium in Miami, December 2007, regarding action steps taken to enhance intercultural understanding and diversity appreciation by participants in UA's Blackburn Institute.
- Blackburn Institute revitalized its Alabama 101 course for new members to emphasize the need for community race relations and diversity appreciation.
- The Community Service Center provided diversity training to participants in its international travel and service opportunities, including environmental service to Guatemala. Students were able to reflect on how they could bring this enhanced understanding back to the campus environment.
- The Office of the Dean of Students promoted a commitment to diversity through its role in coordination of training opportunities for registered student organizations.
- The Housing and Residential Communities staff provided diversity training sessions for Community Directors, Graduate Assistants, Office Managers, Resident Advisors, and Desk Assistants in Fall 2007 and Spring 2008. The Community Director staff completed Safe Zone training in Fall 2007 in order to promote an environment within the residence halls in which UA's diverse community of students and staff are treated with respect and dignity. Safe Zone training was offered to the Resident Advisor staff in Fall 2007 and all Resident Advisors will complete Safe Zone training in Fall 2008.
- The Women's Resource Center staff participated in a number of conferences and workshops to enhance their understanding of diversity on campus and in the

workplace. For example, all staff members have completed Safe Zone training and training on violence against women, and staff participated in diversity programming, such as Brazos Abiertos (Hispanic). Staff served on a variety of committees, such as the Student Affairs Multicultural Competence Committee, the Black Faculty Staff Association, the Coalition for Diversity and Inclusiveness, Hispanic Heritage Month planning committee, African-American Heritage Month committee, Women's History Month committee, and the Capstone Alliance to address diversity issues on campus and in the community. In addition, the Women's Resource Center staff provided numerous trainings to student groups on topics such as diversity and leadership, women's self-defense, sexual harassment, and the intersection of gender throughout the year.

- University Recreation staff attends national, regional and state professional association and related conferences and workshops. These workshops all teach and train on tenets of diversity and inclusion. Program and service specific areas are highlighted for best practices at better promoting an environment that encourages acceptance and diversity for a broader global perspective of the value of health and physical activity in overcoming discrimination and bias. The annual NIRSA Emerging Leaders Conference held in February at HBCU's across the country is a chance for professionals and students alike to recognize, understand and learn of others differences and to promote a sense of unity of purpose in the profession and association. University Recreation has had regular attendance and high involvement in this event. During the 2007-2008 year, URec promoted a commitment to diversity with intentional training and improved awareness of differences among patrons through its Safe Harbor and Safe Zone training. Its student staff training likewise has modules directly related to the appreciation and understanding of difference inherent in individuals. Training is covered on cultural and other diversity-related differences among all patrons and participants of URec programs, services and facilities.

GOAL THREE

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

Action Steps:

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

Among the 50 flagship institutions, UA currently ranks *second* in percentage of African-American faculty, *third* in percentage of African-American EEO-1 administrators, and *fifth* in percentage of African-American EEO-3 professional staff. Approximately 15% of UA's faculty and 23% of UA's staff are minorities. While proud of its success, UA remains committed to further diversifying its faculty and staff so that its students are exposed to and learn from individuals from a variety of backgrounds and experiences. Initiatives helpful in achieving Goal Three are discussed below.

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

Information about current practices & Knight settlement obligations: The Strategic Diversity Plan, Strategic Diversity Reports, and Knight Settlement are posted on the Provost's website (<http://provost.ua.edu/uasdp2008.pdf>). Appendix E of the SDP provides a general overview of required faculty/administrator 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. Deans and Directors have been advised to refer to the website to review the Plan and last year's Strategic Diversity Report.

UAS conference: In November of 2007, the University of Alabama System hosted on the UA campus its first statewide meeting, "Best Practices in Identifying, Recruiting, and Retaining Underrepresented Faculty and Staff." The Provost encouraged academic units to attend resulting in over 40 representatives from numerous areas of UA, including from Human Resources, Equal Opportunity Programs, Athletics, Student Affairs, and academic areas such as Arts & Sciences, Social Work, C&BA, CCHS, Engineering, Libraries, Law School, and Graduate School. The UA attendees interacted with approximately 60 other educators and administrators from across Alabama to discuss best practices. The group heard opening remarks from Chancellor Malcolm Portera, who reaffirmed the campuses' commitment to diversity, explaining that higher education is best offered with the exchange of ideas coming from diverse communities talking with each other. A keynote speaker, Dr. Shirley Malcom, Head of the Directorate for Education and Human Resources Programs, American Association for the Advancement of Science, discussed institutional and specific challenges for increasing diversity and proposed some ideas for improving the recruitment and retention of underrepresented faculty. A panel made up of the UAB Chief HR officer and UAH's Associate Vice President for Finance discussed best practices for recruiting and retaining EEO-1 staff. In discussion groups, the participants discussed best practices and reported key ideas with the entire group.

UAS Leadership Conference: In March of 2008, President Witt, along with UA's Provost, Vice President for Financial Affairs, and Vice President for Community Affairs, attended the Chancellor's one-day follow-up Leadership Conversation with other UAS Presidents, CFOs, Provosts, and Vice Presidents for Equity and Diversity on "Best

Practices for Identifying, Recruiting, Retaining and Engaging Underrepresented Faculty, Students, and Staff.” Dr. Shirley Malcolm presented a session on “Increasing Diversity: What Works.” The senior level staff from the Chancellor’s Office, along with the Presidents and senior level administrative staffs at the three campuses discussed the value, benefits, and challenges of the impact of diversity on the System’s programs and services, and discussed ways to successfully move UAS’s diversity agenda forward.

College-initiated efforts to educate: Other UA administrators likewise have focused time/resources on educating about best practices in achieving diversity. For example, the faculty in Communication and Information Sciences (CIS) have spent the last academic year working on a college-wide Diversity Statement and Plan, which was approved in January in 2008 and has a roadmap for achieving diversity in its college. In the College of Human Environmental Sciences, which has articulated a specific strategic goal related to increasing the diversity of its faculty, search committee members are encouraged to read documents written by JoAnn Moody (NEBHE): *Good Practices – Recruiting and Retaining Minority Faculty* and *Good Practices in Recruiting Non-Majority Faculty*. In addition, the Dean of HES reviews with each department chair the commitment to diversity in terms of both faculty and student recruitment. Also, department chairs readily share with each other effective means of promoting diversity. To provide for on-going education in the area of diversity and 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. A&S also gave all faculty search committees a copy of *Diversifying the Faculty: A Guidebook for Search Committees*. Part of the College of Education’s systematic and comprehensive efforts to recruit and retain a diverse faculty includes adoption of the College’s own non-discrimination and anti-harassment policy, which supplements UA’s policies. (See <http://education.ua.edu/ncate/documents/nonniscrimpolicy.pdf>).

Student Affairs-initiated Education Efforts: As noted in the Goal One discussion, Student Affairs has implemented a division-wide Strategic Diversity Plan that complements the University’s. Goal Two of that plan is to “enhance the recruitment, retention, and promotion of Student Affairs staff that reflect underrepresented populations such as people of color, women, ethnic minorities, and people with disabilities to a level that is reflective of the community.” Some of the strategies used by the division to achieve its goal include: 1) “seek to include all University constituencies including people of color, ethnic minorities, women, and members of other underrepresented groups in senior administrative positions;” 2) “seek to increase employee diversity, including women, people of color, ethnic minorities, people with disabilities, and other underrepresented groups in higher level staff positions;” 3) “establish work life enhancement programs to attract and retain outstanding, diverse Student Affairs staff and better compete with peer institutions;” and 4) “create a mentoring program focused on exploring career opportunities in the area of Student Affairs for students of underrepresented populations who are employed within the DSA.” The Student Affairs Professional Development Committee is working in conjunction with Human Resources to develop a training tool for search committees that will provide

substantive training on enhancing the recruitment and selection of diverse applicants pools and provide direction for the interview process.

Information from conferences/workshops/associations: Several UA administrators continue to attend conferences or participate in associations/listservs that ensure currency on best practices for increasing diversity in outreach, recruiting and retaining diverse students/faculty/staff. As noted above, over three dozen UA employees attended and participated in the University of Alabama System's First Annual Diversity Conference. On February 23, 2008, two faculty from A&S and the Senior Associate Dean of the Law School attended the workshop, "How to Recruit Minority Faculty Candidates," which was held in Birmingham and was conducted by Mr. Sonel Y. Shropshire, The Academic Network, Inc. In October 2007, A&S's Dr. Williams attended the COMPACT for Faculty Diversity conference to recruit prospective minority faculty. Contact information from those expressing an interest in faculty positions was shared with the appropriate A&S departments. The Dean, Associate Dean and Assistant Dean of the Graduate School attended workshops on minority faculty and staff recruitment at the CGS conferences in Seattle and Puerto Rico, and vigorously sought out qualified minority candidates for an Assistant Registrar position in the Graduate School. The HES Associate Dean for Student Services attended several webinars offered by the EOP office and attended a workshop on Cultural Competency sponsored by the American Dietetic Association. Another HES faculty member attended the Conference on Teaching and Mentoring Minority Doctoral Students, sponsored by the Southern Regional Education Board (SREB). One specific workshop addressed mentoring students of color and recruiting minority faculty members.

EOP/University Compliance Office: UA's Compliance Officer/Director of Equal Opportunity Programs participates in the National Association for Diversity Officers in Higher Education (NADOHE), and the Disability Student Service Officers in Higher Education listservs and maintains current membership in the following organizations: American Association for Affirmative Action, Society for Human Resources Management, Association for the Study of Higher Education, and the American Evaluation Association. This administrator, along with other UA staff who are members of UA's affirmative action team, attended a seminar, "*Preparing for OFCCP Compliance Audits and Crafting Effective Affirmative Action Plans* (April 29-May 1, 2008) conducted by ERS Group, a recognized expert in affirmative action consulting. The EOP office also is responsible for updating and disseminating the President's annual Statement on Diversity, Reaffirmation of Equal Opportunity Policy, UA's Nondiscrimination statement, and Compliance with ADA; and for providing information for search committees on conducting effective searches, including updating resources for hiring departments to use to attract minority and women applicants.

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

a. Recruitment Strategies

Inviting minorities to apply: At a minimum, hiring officials post positions for which searches have been approved on UA's Employment website, <http://hr.ua.edu/employment/>, (as well as their departmental websites) and encourage applications from members of underrepresented groups by including on their position advertisements reference to UA's EEO statement ("*The University of Alabama is an Equal Opportunity Affirmative Action Employer. Women and minorities are strongly encouraged to apply*") or "*The University of Alabama is an Equal Opportunity Affirmative Action education institution/employer,*" or simply "*Equal Opportunity/Affirmative Action Employer*"). Some hiring departments expand upon that. For example, job notices sent from the UA Libraries include a cover letter that expresses UA's commitment to developing a faculty that is racially, ethnically, culturally and socially diverse.

Developing recruitment plans: Additional efforts are made university-wide to encourage an effective recruitment plan. For example, a job search is not authorized until after the hiring area has developed a proposed recruitment plan, which includes a description of special efforts to identify minority and female candidates. The College of Arts and Sciences requires an even more detailed report of what efforts will be undertaken. 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*. UA continues to contract with Graystone Advertising Company to assist its colleges in creating attractive layouts for their job advertisements and placing ads in a variety of places. As an example, A&S continues to use Graystone Group Advertising Company, highereducationjobs.com, and Academic Careers (its Diversity Package) to assist in reaching a much more diverse population.

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

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

Personal Contacts: In addition to the formal advertising initiatives, informal avenues are frequently used to attract a diverse candidate pool. For example, in HES, African-American alumni and faculty of doctoral programs are contacted and asked to share position announcements with colleagues, especially minority candidates. Last year, during the search for an assistant professor of nutrition, all directors of graduate programs in nutrition listed on the American Dietetic Association Website were contacted

personally—these contacts included several HBCUs. HES's faculty search in the Department of Consumer Sciences included personal contacts to faculty in departments where there is a doctoral program in Consumer Sciences and all were asked to specifically identify minority candidates for the applicant pool. Likewise taking advantage of personal contact, the College of Education regularly and systematically visits students and university representatives from the State's two major public HBCUs. Further, the College has collaborative initiatives with Stillman College, which creates a positive presence on that campus and serves as a useful recruiting tool. The College of Education is very successful in recruiting graduate students from HBCU's into its doctoral programs. As a final example in an academic area, the Dean of the Law School has sought to expand diversity in this professional school by recruiting many dynamic visitors from diverse backgrounds.

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

Partnership with National Initiatives: The Dean of the Law School has given financial and other support for organizations seeking to promote faculty and staff diversity in the legal profession, including the Council on Legal Education Opportunity and the regional and national Law Teachers of Color Legal Scholarship conferences. The College of Education is a member of the Holmes Partnership. Administrators and faculty attend Holmes conferences where opportunities are available to meet and interact with prospective faculty of color. UA Libraries 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 Initiative allows academic and research libraries to become more competitive in the recruitment of racially and ethnically diverse professions. UA, as one of 51 other signature institutions, now has greater opportunities to hire librarians from underrepresented groups and to help mentor those librarians as they enter the library profession. These recruits are known as Spectrum Scholars and the Libraries HR Officer participates in the semi-annual Spectrum Scholars symposium during the American Library Association conferences. ARL maintains a database of position openings in ARL libraries and facilitates the pairing of stipend recipients with applicable job opportunities. Signature libraries may also encourage current staff members who are minorities to apply for these stipends as incentives to attend a graduate library school. A mailing list of minority librarians, established through the ARL Diversity Programs Office, is used to distribute job announcements to potential candidates. In 2001, the Black Caucus of the American Library Association established a website to post job announcements and UA's Libraries utilize this on a regular basis.

Diverse Search Committee: Hiring officials are required to ensure diversity on search committees, and in compliance with the *Knight* settlement, African-Americans serve on EEO-1 search committees and on faculty search committees when educationally sound and practicable. C&BA has an African-American faculty member who serves as Assistant Dean and as a consultant for all faculty search committees. In A&S, an African-American representative served on all search committees. In order not to overtax its African-American faculty, A&S's Associate Dean for Multicultural Affairs was appointed to serve on several search committees. His role was to make sure the advertised positions were placed in outlets with a high minority readership and to review the applicant pools for diversity. The Libraries uses a list generated by the Black Faculty and Staff Association to obtain willing minority faculty search committee members.

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

Additional efforts to prepare students for faculty positions include an initiative in the MINT Center's Diversity Plan (in collaboration with A&S), which recruits promising minority research associates and grooms them for faculty positions.

b. Retention Strategies

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

Mentoring: The Assistant Dean in C&BA, an African American, helps counsel and mentor minority faculty to assist them in acclimating to UA and succeeding in their academic careers. A&S' Diversity Committee and its Associate Dean for Multicultural Affairs likewise assist in mentoring faculty. The College of Education also provides mentoring for all new faculty hires and they are encouraged to participate in grant writing and external funding workshops for the purpose of increasing their scholarly productivity. In addition, the Dean of the College of Education encourages membership in and supports college faculty in UA's Black Faculty and Staff Association.

Leadership and Professional Development: Between Fall of 2003 and Fall 2007, UA has sponsored a *Leadership Academy* to provide a structured process for leadership development among faculty and staff. The Leadership Academy's objective was to broaden participants' understanding of leadership and UA, building the capacity for creating change, both within the institution and community. One of the workshops for each cohort was entitled "Race, Culture, and Conflict" and assisted participants in understanding race and culture issues. UA intentionally solicited a diverse group of participants: approximately 58% women and 22% minorities. In Spring 2008, the Leadership Program was downsized and restructured to provide a senior UA official as an individual mentor. Each mentor will oversee an activity specific to the fellow's interests and aspirations as well as advise the fellow on managerial and organizational skills necessary on university campuses today. Unfortunately, no African American applied for the current new class of six participants. Provost Judy Bonner, based on recommendations from the Black Faculty & Staff, is working with Dr. Margaret King to initiate discussions about a new and different leadership development program for middle managers at UA. A meeting with the BFSA Executive Committee is being planned for early Fall to introduce this idea and to solicit feedback. Finally, professional development, through UA's tuition benefit (100% payment for up to 3 hours in-state tuition rate and 50% for all other hours taken), numerous management training programs available from Human Resources Development Office, and a variety of other workshops/conferences is encouraged and available to all.

Travel and Research Support: As part of A&S' support offered to all faculty members, with the objective of retaining them, A&S encouraged its minority faculty to attend seminars on teaching and research. Minority faculty members were encouraged to utilize the services of the College's Teaching Fellows, to apply for participation in the grant writing workshop, and the workshop on creating Learning Outcomes for their courses. In addition, A&S provided financial assistance to five minority faculty members in three departments to provide support for the following: to attend and present a paper at the College Language Association Annual Meeting, and the Fourth Annual Salzburg Seminar/American Studies Alumni Association Symposium; to pay editing fees for faculty member's book; to attend and present a paper at the Sigma Tau International Convention; to support research about the stage adaptation of the *Color Purple*; to attend and present a paper at the Modern Languages Association Meeting; to cover the cost of the reprint of *Blue/Funk as Philosophical Discourse: The Revolutionary Poetry of Gil Scott-Heron in So Far, So Good*; and for faculty member to host a dance workshop for disadvantaged, minority elementary and high school students.

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. Eight tenure-track C&BA minority faculty members applied for and received summer research support for summer 2008. One is African American and holds a chaired position. Additionally, an African-American faculty member in Management and Marketing was accepted into a joint

training program between UAB, UA, Tuskegee, and Emory focused on studying the problems with health disparities among various racial and ethnic minorities.

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

Publicizing accomplishments of diverse employees: To assist in its efforts to recruit and retain women and minorities and celebrate the diversity of the campus, UA is committed to publishing accolades of its diverse faculty/staff. As just three examples, Media Relations has recently published stories on Dr. Amalia K. Amaki, Professor of Art History, being at the White House to honor the National Museum of Women in the Arts which received one of 10 National Medals for Museum & Library Service for 2007; Dr. Laura Klinger's launch of College Transition Program for students with Autism Spectrum Disorders; and Dr. DoVeanna Fulton and the African American Studies Open House Week.

GOAL FOUR

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

Action Steps:

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

A variety of University and college-based initiatives are employed to recruit and retain a diverse student body, and those are described in this discussion of Goal Four. Some of the more recent recruitment efforts include a new African-American Advisory Board to the Undergraduate Admissions Office and a new diversity recruitment brochure, as well as 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 developed an At-risk Early Warning System (AEWS). This system identifies students who are struggling academically based on their grades in all 100 and 200 level courses at midterm and final grades. This program is used extensively by Intercollegiate Athletics.

The recruitment and retention efforts described below in Admissions, Financial Aid, the Center for Teaching and Learning, sixteen academic units, Student Affairs and Intercollegiate Athletics, are collectively assisting in UA's efforts to enhance the diversity of its student body, preparing UA students to live and work in a global environment.

1. University-wide Recruitment/Retention Initiatives

a. Admissions Recruitment Efforts

- An Admissions/Marketing Committee was established to review other SEC schools' diversity brochures, resulting in a new UA recruitment brochure entitled "A Proud Family," which covers not just ethnicity/race, but also gender, underrepresented groups, diversity in academic programs, and a diverse campus as a whole.
- The UA Admissions Office has established an African-American Advisory Board, a nine to eleven member "think tank," to increase UA's presence with minority students and help Undergraduate Admissions better recruit and successfully enroll African-American students. The first meeting of this group was July 27-28, 2008.
- Undergraduate Admissions hired a Senior Counselor in October 2007 to recruit students from primarily African-American Alabama High Schools and in the Alabama Black Belt. The Senior Counselor attended National Scholarship Service (NSS) college fairs in Memphis, Birmingham, Montgomery and Atlanta. The goal of the NSS is to assist students in gaining access to and graduate from America's postsecondary institutions. The Senior Counselor also attended "The Best Practices in Black Student Achievement Conference" (January 27-29, 2008) in Clemson, SC. This conference offered a "how-to" approach that focused on the nuts and bolts of programs with a proven record of success for attracting and retaining black students. Ideas were shared and discussed in reference to recruitment and retention.
- The Senior Counselor attended the Lawson State Upward Bound Recruitment Event. This event focused on exposing UA to students from Midfield, Fairfield, and Jess Lanier High Schools (predominantly African-American high schools).
- The Senior Counselor and the UA Admissions Office also participated in A&S' "Saturday at UA" event (February 9, 2008). Recruitment materials were provided and a presentation was made for approximately 80 students from Alabama's Black Belt. The Senior Counselor walked students through the UA admissions application, pointing out different sections and how to complete the application. This event targeted seniors, juniors, and sophomores in high school, and parents as well.
- The Talented Tenth is a group of current UA students who have been chosen to examine issues of importance for African-American students on the UA campus. The Senior Counselor has attended a few of the Talented Tenth's monthly meetings to

train the group on UA Admissions requirements and policies. The Talented Tenth has helped call prospective students.

- The Minority Achievement Council group from Spain Park High School brought minority students to UA to learn more about UA and what it has to offer students. Visiting student met with Talented Tenth members and toured the campus.
- A goal was established for enrolling minority students for Fall 2008. To reach that goal, the Senior Counselor has used a personalized recruitment plan that incorporated mailing of postcards, congratulating students on their admission to UA, and informing other students of application status and what credential(s) were needed.
- UA Admissions will participate in a college fair during the Full Gospel Baptist Church Fellowship Conference being held in Birmingham, Alabama. The conference is expected to draw more than 30,000 attendees, including a multitude of youth.
- The Transfer Admissions Counselor conducted four Wimba (web-viewable) chats for transfer students who were unable to visit campus due to transportation limitations. The chats enabled a body of information to be relayed to prospective transfer students in a technology-based capacity, therefore serving a diverse population of students.
- Two of the UA Admissions staff members participated in CollegeWeekLive (March 25-26, 2008). CollegeWeekLive is a completely online college fair for minority students with Internet access as the only requirement. Overall, the event had 9,038 attendees: 90% of the attendees were students; 48% of the student attendees classified themselves as ethnically diverse and 70% were female. All 50 states (plus DC and Puerto Rico) were represented, as were over 100 different countries.
- UA Admissions continues a proactive recruitment of National Achievement Scholars in Alabama and 23 other states. National Achievement Finalists receive the following scholarship package: 4-years tuition (in-state or out-of-state value), 4-years on-campus housing only; \$1000/year University National Achievement Scholarship for 4-years; one-time \$2000 stipend for study abroad or summer research (after one year has been completed); and a laptop computer (if student registers for an orientation session by June 1st). Twenty-one National Achievement Scholars enrolled at UA for Fall 2007.
- UA continued partnership with Hobsons' (Enrollment Solutions Company) publication of the African-American Student Guide. UA has a Key Fact page, a Student Profile page, and a shared sponsorship on the Front Cover page. This publication is mailed to high school guidance counselors upon request as well as mailed to UA's top 50 minority feeder schools.
- Beginning with the recruitment of the 2009 freshman class, UA is partnering with Hobsons in the publication of National Scholarship Service (NSS) college fairs Guide to College Planning in the south and in the mid-Atlantic. This publication will be

given to all students that attend a NSS college fair. This publication will include a Student Profile, Inside Front Cover ad and a Front Cover logo.

- UA continues to be involved with the *Venture Scholars Program*, by renewal of annual dues and involvement in the recruitment of Venture Scholars. The Venture Scholars Program is a national membership program designed to help underrepresented and first-generation college-bound students interested in pursuing math- and science-based careers link to information, resources, and opportunities that will help them successfully pursue their career goals.

b. UA Ambassadors to Recruit International Students

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

c. Community College and Financial Initiative

Community College and Need-based Aid Initiative: Two new initiatives announced in spring and summer of 2007 were designed to help UA enhance the socioeconomic diversity of its student body through recruiting and enrolling more junior college students. UA 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 hires 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, UA announced its *Alabama's Promise Scholarship* initiative to compliment this important work. This need-based financial aid program guarantees financial aid covering tuition and fees for four semesters to community college transfers who are graduates of Alabama high schools, are age 25 or younger, have a 3.0 or better GPA, have a family income of \$35,000 or less, and who qualify for a full Pell Grant. This 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.

Office of Student Financial Aid. This past year, the Office of Undergraduate Scholarship Support awarded from the Direct Student aid budget \$602,755 in need-based scholarship dollars. Funds are awarded to first-year entering undergraduates who are Pell

eligible, demonstrate federal need and have a high school GPA of at least 3.5 and to returning undergraduates who are Pell eligible, demonstrate federal need and have a cumulative UA GPA of at least 3.0. In addition, UA received an increased amount in the Alabama Student Assistance Program. In 2006, UA spent \$97,000 and in 2007 that increased to \$244,231. Adding the Knight settlement to this amount, this office will make over 700 state grant awards. This office supports student recruitment initiatives by providing personnel to present information specifically on financial aid. Presentations were made last year to the Black Belt region in Alabama. In addition, this office provided letters of support to a) Student Support Services for funding to participate in the U.S. Department of Education –funded TRIO program; b) Graduate Assistance in Areas of National Need Program (GAANN) (in which a representative from Financial Aid serves as liaison to ensure that eligible students are being served); and c) Ronald E. McNair Post Baccalaureate Achievement Program for McNair Scholars funding. The Director of Financial Aid serves as an advisory board member and participates in meetings, provides input, and provides funding to hire two graduate students from the Federal Work Study Program.

Ethics & Social Responsibility 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. The project that each Scholar undertakes greatly deepens his or her own academic experience and fosters a personal commitment to society.

LSAMP Funding for Bridge to Doctorate Program & Bama Grad Expo: UA received approximately \$1 million grant funding from the Alabama Louis Stokes Alliance for Minority Participation (LSAMP) for 12 college graduates to begin graduate study in Fall 2007 in science, engineering and mathematics at UA as part of a new National Science Foundation-sponsored “*Bridge to the Doctorate*” two-year program. Ten *Bridge to the Doctorate* students are studying in A&S and two are studying in Engineering. A UA African-American female professor of metallurgical engineering co-authored the successful grant proposal with the Vice President for Equity and Diversity at UAB. This program allows UA to enhance its successful record of educating graduate students from groups that are underrepresented in science, engineering and mathematics. The program provides student participants with academic and professional mentoring and immersion in the professional life of their discipline through a mentoring program, seminars and workshops, and additional research and networking opportunities. Students continuing on to a doctoral program in the sciences will be supported with research assistantships, teaching assistantships, and other graduate research fellowships. The UA students were selected after aggressive recruiting efforts by A&S, Engineering and Graduate School, who collectively 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. The Alabama LSAMP Executive Committee met on the UA campus in Fall 2007, providing an opportunity for all Co-Principal

Investigators at partner institutions to meet the UA *Bridge to Doctorate* students and the STEM faculty at UA.

d. Retention Initiatives of the Office of Academic Affairs

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

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

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

Consistently, freshman student engagement has exceeded 80% each year and the Fall 2008 freshman class has engaged over 40% of the class before students even arrived on campus. Each year, by acquiring more accurate parent email addresses, UA has succeeded in increasing the number of parents who are engaged in the program. For Fall 2008, over 2,600 freshmen parents have actively participated.

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

2) *New Student and Parent Program Office (NSPP)*

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

Through this expanded NSPP, UA has developed a healthy level of involvement with UA parents in a medium that is manageable. An example of this successful interaction came at the beginning of the year when Hurricane Katrina was on the horizon. Through the mass email tool, UA was able to inform parents of UA's closing and how they could connect with someone in an emergency situation, while sharing with them the information their students received. Over the course of the last three years, UA has used the program to communicate grade information, special student services, housing re-contracting information, as well as information that helps parents support their first-year students. Parents have also used this tool to contact UA when they feel their son or daughter is having difficulties. UA staff followed up on the information and was able to refer students to the academic and personal resources they needed.

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

3) *Tide Early Alert Program & Midterm Grade Report*

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

4) *Living-Learning Communities, Freshman Learning Communities and Freshman Seminars*

Another successful retention initiative is the *Living-Learning Communities*. These programs allow students to live in residence halls for the same cost, but to also have access to educational programs and classes exclusive to each Living-Learning Community. Each community is unique, with specific requirements and living arrangements. Students may request a living-learning community when they complete the online housing application. The communities include: Arts and Sciences Freshman Living-Learning Community in Parker-Adams Hall; Blount Undergraduate Initiative; The Arts and Sciences Capstone Living-Learning Community in Harris Hall; Capstone Communication and Information Sciences Community in Harris Hall; Capstone Human and Environmental Sciences Community in Harris Hall; Capstone Nursing Community in Harris Hall; German House; Honors College; The Mallet Assembly; Women Involved in Learning and Leading (WILL); Commerce And Business; and Engineering.

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

Freshman Seminars, <http://provost.ua.edu/seminars/index.html>, are three-credit courses that feature special topics that often take an interdisciplinary approach to subject material. Seminars are designed to fulfill a core curriculum requirement while enhancing students' academic and social development in addition to fostering critical thinking skills, independent research, expository writing, and in many cases, field experience. For 2007-08, there were 15 freshman seminars with enrollment of 15-25 students.

e. Center for Teaching and Learning

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

In addition to regularly scheduled study skills and reading proficiency workshops, supplemental instruction sessions for many quantitative UA courses, and an appointment-based individual tutorial service, the CTL fosters collaborative relationships among

faculty, academic departments, and other campus service units. All CTL programs and services are for the purpose of helping students enhance academic success. The CTL is committed to providing academic support services for academically gifted students, and for students who need to strengthen their academic performance.

Also, two TRIO programs funded by the U. S. Department of Education are housed in CTL. These programs are the Ronald E. McNair Post Baccalaureate Program (known at UA as the McNair Scholars Program) and Student Support Services. The McNair Scholars Programs provides undergraduate research opportunities to first generation, low income and students traditionally underrepresented in graduate programs. The ultimate objective is to prepare more students from these demographic backgrounds to become members of the professoriate in academe. Implemented eight years ago, the McNair program has a graduate studies enrollment rate of eighty-four percent. Even though the program is less than ten years in existence at UA, two students enrolled in the first cohort are scheduled to complete the Ph.D. requirement this year.

Student Support Services (SSS) have been provided to UA students for more than twenty-five years. Each year, 200 eligible students participate in SSS. Eligibility is based on status as a first generation college student, one who is eligible for federal financial aid and or having a registered disability. The goal of SSS is to assist students in the attainment of an undergraduate degree from UA.

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

The following paragraphs summarize some 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 804 international students from 80 countries is ever increasing due to the growing worldwide recognition of the quality of studies offered at UA, the more demanding admission criteria, and the efforts of the *UA Ambassadors* noted above. Once students arrive, the *Office of International Student and Scholar Services* plays the most important role outside the academic classroom in making the international student's time at UA both welcoming and successful, as well as in compliance with U.S. regulations. Before students even leave their home countries, they are given the opportunity to team with a resident UA mentor. Via e-mail, these friendships grow and questions can be answered expeditiously and from a student point of view. Once the international students arrive, they may join country-specific international student organizations led by a faculty member from the country or the more diverse *International Student Organization* composed of both American and International students. Conducting workshops in U.S. immigration compliance, income tax regulations, Optional and Curricular Training opportunities (internships within the educational experience), opportunities and regulations for part-time work, and job

hunting, the Student-Scholars unit provides an array of services to make the international students' time at UA a successful and enjoyable sojourn in academe.

There is also room for fun as well. Every Friday a coffee is held in 135 BB Comer where students and faculty, international and domestic, can gather to discuss the world's events. Sponsored by various departments on campus, the coffee hours provide an ideal environment for domestic and international students to come together to learn more about each other as well as about the coffee hour sponsor units, which range from Housing to the Rec Center. Additional activities include picnics, trips to the Civil Rights Museum, trips to Atlanta and CNN, and other area locales.

Other ways in which UA strives to enrich the learning environment with regard to international students is through the support of international guest speakers, artists, and entertainers. Every year in the third week of November, UA celebrates *International Education Week*. This is a cooperative effort and brings various academic units throughout campus together to demonstrate an appreciation of other countries. Students, faculty, and community participate and visitors come from all over the state. This also gives UA's international students the opportunity to showcase their countries, histories, and cultures.

b. Alabama International Trade Center (AITC)

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

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

The recruitment and retention of minority students received special attention during 2007-08. In cooperation with the Office of Undergraduate Admissions, A&S' Diversity Committee actively recruited minority undergraduate students from the Black Belt. Campus visits were made to Sumter High School, Aliceville High School, John Essex High School, and Livingston High School. This recruitment effort culminated in "Saturday at UA," an event sponsored by the Diversity Committee on February 9, 2008. Approximately 85 high school juniors and seniors attended the event to learn about the admission process to college, applying for financial aid, and other related matters.

As noted above, in conjunction with the College of Engineering and the Graduate School, A&S co-sponsored *Bama Grad Expo* in November 2007 to recruit minority graduate students. In addition, the College nominated students for *FOCUS 2008*, an event hosted by Georgia Institute of Technology, and designed to encourage minority students to pursue graduate education. In February 2008, a faculty member in the Department of Physics and Astronomy attended the Joint Annual Conference of the National Society of Black Physicists and the National Society of Hispanic Physicists to

recruit prospective minority graduate students. Finally, A&S' Associate Dean for Multicultural Affairs attended, with the Senior Counselor in UA's Admissions Office, the *National Conference on Best Practices in Black Student Achievement* at Clemson University in January 2008, and attended the following conferences to recruit prospective minority graduate students: (1) *Tenth Annual Alabama/LSAMP Graduate School Fair*, October 2007; (2) *SREB Conference*, October 2007; (3) *HBCU-UP Research Conference*, October 2007; (4) *National Institute of Science and the Beta Kappa Chi Scientific Honor Society Meeting*, March 2008; and (5) the *Innovative STEM Conference*, Morgan State University (HBCU), April 2008.

In June 2008, A&S and UAB presented to the Board of Trustees a joint request to make the B. A. degree in African-American Studies a shared program. The Board approved and granted permission to submit the shared program to the Alabama Commission on Higher Education. UA has hired a permanent director of its African-American Studies program, Dr. DoVeanna Fulton.

Several minority students received financial support awards from A&S, including: a Dean's Merit Award to a graduate student in the Department of Mathematics; a tuition grant to a graduate student in the Department of Psychology; financial support for a graduate student in the Department of Criminal Justice to make a paper presentation at the Academy of Criminal Justice Sciences Annual Meeting and the Southern Criminal Justice Association Meeting; and financial support to a graduate student in the Department of Physics and Astronomy to make a presentation at the American Physical Society meeting and to attend and participate in the activities of the Marie Curie Psi-k Training summer school, Costa Brava, Spain.

Departmental chairs were encouraged to nominate and support the applications of eligible students for Ford Foundation Diversity Fellowships. The College also recommended to the Department of Biological Sciences that it nominate eligible, minority students for the American Society for Microbiology's Microbiology Undergraduate Research Fellowship. The Departments of Art, Theatre and Dance, and the School of Music were encouraged to nominate deserving African-American students for the 2008 Congressional Black Caucus Spouses Performing and Visual Arts Scholarships. In January 2008, African-American faculty members were encouraged to nominate minority students for the Baker Donelson Internship Program, Birmingham Civil Rights Institute.

During 2007-08, the College also addressed the retention of minority students. In Fall 2007, the Associate Dean for Multicultural Affairs met with the African-American faculty to discuss using undergraduate research as a way of retaining minority students. Also, A&S made sure minority students resided in the Parker-Adams Living Learning Community (where research indicates social and academic success is higher) and participated in the Freshman Learning Community Program (http://www.as.ua.edu/undergraduates/learning_communities/index.php).

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

Diversity recruiting efforts of C&BA include:

- Student volunteers returned to their high school alma maters to discuss a business major with high school juniors and seniors. C&BA encourages all students to participate, with a particular emphasis on sending diverse student teams to high schools with high minority populations.
- The *Capstone Mentoring Information Systems Society* (CMISS) conducts 3 mentoring sessions per week for Computer Science (CS) classes required in the MIS program. These classes have been a historic deterrent to the MIS program, with a significantly higher impact on the recruiting and retention of women and ethnic minorities. The CMISS mentoring sessions improve CS course completion and performance, thus reducing those giving up on the MIS major before enrolling in MIS 295.
- The *Young Entrepreneurial Program* is sponsored during the summer with Bishop State Community College. Students from this program spend two days each summer on campus, with the UA-MIS program as their host. Students are provided a workshop environment to learn about business, careers and the value of a college degree.
- Together with the faculty, C&BA submitted in June 2007 a *Broadening Participation in Computing* NSF grant proposal. This grant, entitled *IDIC: Increasing Diversity in Computing*, was funded and will provide scholarships to MIS undergraduate and graduate students from underrepresented 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.

C&BA's African-American faculty play an instrumental role in recruitment of minority students. For example, Dr. Gary Hoover engages in numerous one-on-one sessions with prospective students and was the keynote speaker at the first "*Minority Preview Day*," hosted by the Graduate School at UA on April 3, 2008. Dr. Hoover has also established a relationship with faculty at HBCU's such as Morehouse College, Spelman and Clark Atlanta University, to recruit minority students. In addition, each year for the past seven years, Dr. Hoover has participated as a lecturer in the Summer Minority Program of the American Economics Association. The mission of the AEA Summer Minority Program is to provide minority undergraduate students with knowledge and skills that will make them more competitive for admission and success in graduate

programs in economics. Dr. Hoover attended the program himself as a student and his annual presentation provides another opportunity to recruit minority students to the graduate programs offered at UA.

A team of four C&BA faculty members once again attended the *Ph.D. Project Conference* in Fall 2007. The purpose of the conference is to encourage minority students to pursue doctoral education in business. C&BA has been an active supporter and participant in this conference for nine years. Participation in the conference has led to the recruitment of two minority students in the Ph.D. program in Marketing. Additional students are currently being recruited for the coming academic year. C&BA currently has one African-American Ph.D. student in Applied Statistics; two African-American Ph.D. students in Marketing; and two African-American Ph.D. students in Management. In addition, C&BA has five Hispanic students in the Ph.D. programs. Coordinators of the Ph.D. programs participate in the Ph.D. Project by: reviewing applications to the program; writing personal letters to each candidate that fits C&BA's profile, asking them to speak with representatives at the conference; searching out and meeting with candidates while attending the conference events and following up after the conference to gauge candidate interest and, if appropriate, invite candidates to campus for interviews.

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. C&BA continues to maintain the Lewis Manderson Graduate School of Business Scholarship program, which helps attract diverse students to the MBA program and to other graduate programs in business.

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).

C&BA students have participated in a variety of projects that increase their involvement with minority businesses. The Black Belt Treasures (BBT) Initiative provided a faculty-student team an opportunity to assist in developing a business enterprise in rural Alabama. Black Belt Treasures is a non-profit economic development program marketing high quality products from the Black Belt region. The team provided strategic, tactical and operational planning and execution for a retail gallery featuring artwork, sculpture, pottery, woodwork, baskets, jewelry, books and much more; and an e-commerce shopping site that offers an opportunity to purchase many one-of-a-kind, handmade Black Belt products.

Another faculty-student team is participating in the Rural Alabama B2B Initiative. This project is extending services provided by the Alabama Small Business Development Center, regional development commissions, PTEC, and others. The project is using enterprise integration techniques to provide small rural Alabama businesses a means to compete at a statewide, regional, and national level.

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

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

Minority students are encouraged to apply for College-wide scholarships, scholarships offered within their chosen majors, and to seek all avenues of scholarship aid for which they qualify. A few of the many donor-created scholarship funds in C&BA specifically target underrepresented students, helping to maintain a level of diversity within the college that will enhance the education of all UA students and prepare C&BA students for the diversity they will encounter upon graduation. One minority student, a junior majoring in finance, visited Botswana recently to study the country's economy and culture as an international student. He had a chance to make friends in Asia and in Europe and the encounters stirred a need to find ways to help people on an international

level. In addition, the Culverhouse School of Accountancy assists minority students in applying for scholarships provided by external organizations, such as those provided by the AICPA, the Hispanic Scholarship Fund, and the McNair Scholarships Program. Several majors, such as Health Care Management in which 25% of its majors are African-American or other minority students, have actively promoted student participation in minority-focused internship programs.

e. College of Community and Health Sciences (CCHS)

CCHS's primary mission is centered toward a first class medical teaching facility that specializes in producing physicians committed to meeting the primary care needs of Alabama, especially the rural parts of Alabama. The Community and Rural Medicine department is strategically geared toward recruiting rural and specifically minority students for its programs. The Rural Health Scholars program recruits students from underserved rural populations and provides them with activities in high school and college, placing them on track for medical school. Rural medicine programs include the Institute for Rural Health Research, Rural Medicine Clerkship, Rural Family Medicine Clerkship, Minority Rural Health Pipeline, Rural Health Scholars, Rural Medical Scholars and the newly initiated Tuscaloosa Experience in Rural Medicine (TERM). 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."

CCHS and the Rural Medical Scholars Program recently hosted the National Rural Health Association Rural Medical Educators Annual Conclave at UA. Over the past three years, the group has been jointly developing a methodology for implementing a successful rural medical education program which addresses many of the barriers to success. Medical educators from leading rural medical education programs in ten states attended presentations and discussions held at University Medical Center and joined the UA Rural Medical Scholars on a farm field trip in Boligee, where participants learned of the economic difficulties American fish farmers face in competing with imported products due to higher safety standards than that in third world countries. The members were invited to meet at CCHS because of the growing interest in the Rural Scholars Pipeline approach to producing more rural physicians. With the critical shortage of doctors in rural areas across the country, rural medical educators have been sharing strategies and examining the methods of successful programs like UA's Rural Scholars pipeline, which has been repeatedly cited as a model program in professional journals.

f. College of Communication and Information Sciences (CIS)

College Diversity Plan Accomplishments: As noted earlier, the College's faculty and staff unanimously approved the College's Diversity Plan in January 2008. Since then, the College's Communication Specialist has developed recruitment material (to be completed by Fall 2008) that includes images that represent the diversity of the College's student population. In addition, topics related to diversity and CIS alumni will be considered for publication in the College's alumni newsletter, the *Communicator*. The College is continuing to explore ways to recruit and retain minority students. For

example, last year it continued to send representatives to college recruiting fairs that attracted a large number of minority students (i.e., National Association for College Admission Counseling and the National Scholarship Service NSSFNS college recruiting fair), which helped identify students for the Multicultural Journalism Workshop (MJW), a key recruiting tool for the College. CIS also renewed its commitment to the Alabama Scholastic Press Association (ASPA) program, another key recruiting tool for the College, by hiring an instructor to manage this program. The College's Curriculum Committee is also exploring the feasibility of creating a compass course for all CIS freshmen, and the College is exploring whether to create a student mentor program. The College held its first diversity-related teaching session, an annual event, and continues to participate in University-sponsored programs and events directly related to promoting diversity, such as the Hispanic-Latino Heritage Month and African-American Heritage Month. Each year, the College will assess its diversity efforts through its Diversity Plan, and will specifically review its progress with increasing the number of diverse students and building an enriched intellectual environment that promotes the investigation and expression of diverse ideas.

The College's *Multicultural Journalism Workshop*, funded by the Dow Jones Newspaper Fund, CIS, the Alabama Press Association and other media organizations, celebrated its 25th anniversary in July 2008. Former participants – some of whom are now distinguished professionals – and former directors and instructors joined the 2008 class for a banquet and awards ceremony to mark one of the nation's longest-running programs dedicated to diversifying the journalism workforce. This event was designed to serve as a tool to reach out to minority alumni and generate funds for scholarships. This program, in which approximately 20 students attend an all-expense paid workshop during the summer, encourages underrepresented groups to consider journalism as a career and helps increase enrollment of minorities in higher education in general and UA in particular. Rising seniors attending the 2008 Multicultural Journalism Workshop were actively recruited to UA. 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.

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."

Support for student organizations that assist members of underrepresented groups. The College continues to provide financial support for the *Capstone Association of Black Journalists (CABJ)*, covering costs related to recruitment and the general administration of the organization and travel support. For example, the College covered CABJ's transportation costs related to attending the Black Public Relations Summit in Atlanta, Georgia in November 2007 and the National Association of Black Journalists

(NABJ) Unity conference in Chicago, Illinois in July 2008. In addition, the Dean's office hosted the Birmingham Association of Black Journalists in October 2007. Among its activities, the CABJ provides outreach to African-American student journalists in local area high schools and creates networking opportunities with local and regional professionals. CABJ hosted the "Black Males in the Media" panel as a part of UA's African-American Heritage Month program in February 2008. In addition, the Dean's office will encourage CABJ to bring African-American and Hispanic communication practitioners to campus to speak to classes and other CIS student organizations. Bringing in Hispanic speakers is in keeping with the overall mission of NABJ and the other national minority journalism organizations: The National Association of Hispanic Journalists, The National Association of Asian American Journalists and The National Association of Native American Journalists. In August 2008, these organizations have a combined national conference called Unity. The Dean's office will encourage and support those CABJ students planning to attend this historic conference.

School of Library and Information Studies (SLIS) Initiatives. SLIS participates in and co-sponsors recruitment efforts for diverse student populations. For example, SLIS will participate in a workshop at the annual American Library Association (ALA) Conference in 2008 entitled "Leaders Wanted: Is an LIS Doctoral Program Right for You?" sponsored by the ALA Office for Diversity, the Spectrum Scholars, and The University of Washington I-School. This program's stated topic is "cultivating a diverse workforce" for library and information science education.

SLIS makes every effort to support deserving graduate students who are members of underrepresented groups in library and information studies. From 2005 through 2007, a federal grant supported ten master's students in a selective fellowship program. Thirty percent of the fellows were minority group members; all completed the program and were placed in professional positions at prestigious institutions (Washington University in St. Louis, University of Miami, and Vanderbilt University). One of the fellows was featured in *Library Journal's* placement issue in 2007 and graced the cover of the journal (October 15, 2007). The ALA's *Spectrum* initiative (<http://www.ala.org/ala/diversity/spectrum/spectrum.cfm>) supports underrepresented students in pursuing degrees in library and information studies, and SLIS offers additional support as well. Since 2005, four *Spectrum* Scholars have enrolled in SLIS; two are currently supported.

In SLIS, the faculty and staff select students for academic programs so that diverse students make up each cohort, thereby enhancing the learning opportunities for all students. The School's admissions committee and director's staff have selected the 2008 cohort for the highly selective online MLIS program. Fifteen percent of the 46 students who were chosen for the class represented minority groups and of those who accepted, 13.9% are minorities.

Promote community and foster more informed and open perspectives. The Westside Community Development Corporation (WCDC) in Tuscaloosa was a client for Dr. Eyun-Jung Ki's PR campaign class in Fall 2007. This organization is dedicated to

the public purpose of increasing the availability of quality housing for low- and moderate-income families in the region. The majority of the population on the west side of Tuscaloosa is African American, and throughout the semester, students had opportunities for getting involved in that community through research, a special event open house and other activities. Also, in February 2008, some of the College's students held a silent vigil in front of Phifer Hall protesting the racist and sexist language chalked on the steps of the building. The College's administration, faculty and several student organizations supported this endeavor.

Diversity and cross-cultural communication in the curriculum. Diversity, as well as developing ways for students to understand and appreciate a diverse and global society, are important elements of the CIS curriculum. The most effective and socially responsible communication practitioners are those that appreciate their role and responsibilities in the global communication process. The 2006 National Survey of Student Engagement (NSSE) asked freshmen and seniors about their intellectual and academic experiences. When asked if they included diverse perspectives (by race, religion, gender, political) in class discussions or assignments, 98% of CIS' freshmen reported affirmatively, the highest percentage for the University's freshmen. In addition, 97% of CIS' seniors reported affirmatively to the same question, again, the highest percentage for seniors in any academic unit.

g. College of Education

The College of Education has initiated or supports a number of programs that enrich the learning environment for underrepresented minority students. The College has a total of seven faculty members who currently serve or have served as *McNair mentors*, helping students not only in Education, but in other colleges as well, including C&BA and A&S. Alabama's *Holmes Scholars Program* is part of the national Holmes Partnership, which prepares underrepresented students for the professorate at research universities. For its fourth 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 31 Alabama educators from throughout the state. Among this group are 13 (42%) 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.

The College is committed to recruiting and graduating diverse students using several mechanisms. Efforts to attract candidates of color are consistent with the College's Overall Recruitment Plan (<http://education.ua.edu/ncate/documents/recruit.pdf>). College faculty and staff interact regularly with minority student organizations and student leaders. Additionally, the College serves in leadership roles in faculty/staff organizations that address campus climate and human relation concerns including the Human Relations Council, the Black Faculty and Staff Association, and the Coalition for Diversity Initiatives. This visibility with student and professional organizations has been instrumental in developing important linkages with minority students seeking additional educational opportunity and mentoring.

Over 50% of the undergraduate minority students are transfers from community colleges. Therefore, the College regularly sends representatives to local community colleges to educate prospective students on the transfer process and discuss ways in which the College can support their matriculation. Additionally, the College has been successful at maintaining diverse representation in the Student Ambassador Program whose primary function is undergraduate student recruitment.

h. College of Engineering

The College of Engineering engages in a number of initiatives to recruit and retain a diverse group of students and to ensure that students obtain the broad education necessary for engineering graduates to function in a global society.

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

The *Multicultural Engineering Program (MEP) Incentive Program*, initiated in 2003, continues to be an overwhelming success. Students who participate in activities sponsored by the MEP as well as other engineering-related activities, receive a financial incentive for the next fall or spring semester. The Director of the MEP, Mr. Greg Singleton, is involved in all aspects of minority student recruitment and retention, including admissions, co-op, placement, career development, student affairs, academic affairs, student life, financial aid, and residential life. 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 – 2007*, 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. The goal of the workshop is to provide HBCU faculty with the ability to inform their students about the discipline of materials science and engineering. Participants are urged to make their students aware of employment and graduate school opportunities in the field. At most HBCUs, the discipline of materials science and engineering is virtually unknown at the undergraduate level and the workshop has been developed to address this void and to help introduce HBCU faculty and educators from all science disciplines to the field of materials science and engineering. The format of the workshop is patterned after an introductory course in metallurgical and materials engineering taught to students in UA’s College of Engineering.

In addition, the College has received a *GAANN (Graduate Assistance in Areas of National Need)* award from the U.S. Department of Education, which explicitly recognizes the need to develop a diverse workforce in the subject area (Energy Conversion for Sustainable Environment) and has reinforced the College’s efforts to recruit and train a diverse graduate student body.

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.

Participation in national organizations/associations. The College’s participation in a number of national and regional organizations that work to increase minority and female representation in engineering also exemplifies its commitment to diversity. These groups include *NAMEPA*, *SECME* and *The National Gem Consortium*. For over a decade, the Director of Engineering Student Services, Gregory L. Singleton, served in a variety of leadership capacities with *NAMEPA*, and he has been honored several times, on a national level, for his impact on increasing the number of women and minorities in engineering.

i. Graduate School

In the Graduate School, student and faculty diversity is Job One and central to all other educational quality objectives, and that message is front and center in everything its representatives do and say. Students know that they can get individual attention from the staff as all have an open-door policy. The Graduate School reestablished the Ambassador Program, with approximately 40 graduate students serving, many of whom are members of minority or underrepresented groups, to help with diversity recruiting activities and put a “face” on official recruitment efforts.

The Graduate School has provided fiscal support of over \$5,000 for numerous student groups, including the African-American Graduate Student Association (AAGSA) and the Graduate Student Association (GSA), sponsoring the 2008 GSA Research Conference and numerous mixers. The Graduate School provided almost \$4,000 to send four members of the AAGSA to the National Black Graduate Student Association Conference in Chicago Las Vegas in March 2008.

In terms of enriching the learning environment, the Graduate School worked with departments and colleges to virtually triple (from \$74,000 to over \$220,000) support for graduate student research and travel to conferences over the past 18 months. While this program does not target only minority students, the total number of students supported this year rose from 168 in 2005-06 to nearly 400 in 2007-08.

Off-campus Graduate School recruitment visits to HBCU’s in Alabama and surrounding states were fully restored this year. Personal visits were made to more than 40 Graduate and Professional Day Programs across the Southeast, reaching almost 1,500 student prospects; approximately one-half of these visits were to HBCU’s and/or McNair Scholar events. The School hosted a Graduate School Preview Day in Fall 2007 emphasizing minority student participation. Personal invitations were made to UA students to participate and attendance exceeded 550 students. This spring, the Graduate School Diversity Day was sponsored for minority students attending UA and over 40 HBCUs in the region; 121 students pre-registered for this event and approximately 50 students attended the program.

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

This past year, a new McNair Scholars Graduate Fellowship Program was implemented, which yielded 25 applicants from across the country. Eight offers were made and six Fellows have accepted positions in the entering McNair Scholars cohort. In addition to these new Fellowships, full and partial tuition scholarships have been offered

to approximately 15 undergraduate McNair Scholars this spring, increasing tuition support for these students by over 117% compared with the same period last year.

The Dean authorized commitments of graduate fellowships as institutional support to help secure additional Fellowships funded by grant proposals submitted to the GAANN program and other federal granting agencies. The Graduate School actively worked with A&S and Engineering to help secure the LSAMP *Bridge to the Doctorate* grant, which provides 12 Fellowships per year to underrepresented candidates. A representative from the Graduate School serves on the admissions committee for the *Bridge to the Doctorate* grant, and the Graduate School has actively participated in recruiting students into the program.

The Graduate School continues efforts to increase the number of international graduate students at UA. One program to assist is the *UA International Bridge Program* 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 have the opportunity to enter graduate study without completing a separate four-year bachelor's degree.

j. Honors College

Honors College actively promotes its minority students which helps with future recruitment of minority students. For example, the Dean named an African-American student as the first senator from the State of Alabama to the Henry Clay Center's Student Congress. The paper of an Asian student was nominated for the Portz Scholar Award, given by the National Collegiate Honors Council to the three best papers produced in American colleges each year. During 2008-2009 an African-American student will be among UA's nominees for the Rhodes and Marshall Scholarships, and another African-American student will be among UA's nominees for the Truman Scholarship.

k. College of 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. Activities included the following:

- targeting out-of-state and international students by advertising in nationally and internationally circulated newsletters, websites, and email listserves;
- specifically targeting underrepresented/minority students through recruitment materials that were developed and submitted to the Black Caucus at SRCD, and 81 HBCUs and other minority universities in the Southeast;
- hosting an HDFS Graduate Information Day specifically targeting underrepresented students in colleges and universities in the district;

- having an African-American graduate student visit an HBCU in the immediate geographic area to disseminate and discuss information about HDFS graduate programs and events;
- including a graduate information day specifically targeting underrepresented students in colleges and universities in the area;
- developing 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;
- updating and enhancing the HDFS website; and
- measuring the success of recruitment efforts.

Health Sciences faculty are involved in delivering health enhancement programs to the Black Belt region. Students are included in the delivery of health education/promotion programs, and minority students are especially encouraged to participate. Finally, an African-American faculty member represented Health Sciences at Morehouse School of Medicine health services career fair to recruit minority students. This faculty member also represents the department at multiple military and other recruitment outlets.

1. School of Law

The Dean of the Law School and his staff promote diversity-focused recruitment initiatives for students, faculty, and staff. For example, the Law School adopted diversity-focused recruitment initiatives for students, including sponsoring the Law School's participation in the Law School Admissions Council's (LSAC) minority recruitment day, which brings many students from diverse backgrounds, including minority students, to the Law School for a day-long open house with students and faculty.

The Dean also charged the Student Diversity and Academic Support Committee to continue to monitor the Law School environment and to develop innovative programs to assist students in their transition to and through Law School. Under the direction of Professor Carol Andrews, the Law School has re-designed its Summer Academic Excellence Program seeking to enroll a diverse class and to ensure that the students have the guidance they need to succeed. The Dean meets periodically with student leaders from most of the major student organizations to keep open lines of communication with the students. Plus, once each semester, the Dean sponsors lunch for the entire Law School community to afford all students a chance to meet informally with faculty and staff.

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. A third-year student was elected Vice President of the national BLSA

organization, and the Law School provided funding for her BLSA campaign trips and funding for her travel throughout the time she holds this office. It is expected that at least four law students will hold regional or national offices in BLSA in 2008-09. Finally, the Law School also continued to fund BLSA's senior banquet, which honors all graduating minority students.

m. Capstone College of Nursing (CCN)

The strategic plan of the Capstone College of Nursing for 2007-2008 begins with Goal 1: "Recruit and retain academically qualified students for all CCN programs." Under Goal 1, Objective 3 states: "Increase minority enrollment by at least 10%." During the 2007-2008 academic year, minority enrollment increased by 19%. During this year, CCN revised its strategic plan to include Vision and Core Values. The second sentence under vision states: "We aspire to be a community of diverse faculty and students whose collaborative efforts promote excellence in the nursing profession." Likewise, CCN's Core Values include excellence and diversity, defined as follows:

Diversity is differences in social, intellectual, and individual characteristics. The Capstone College of Nursing values diversity as evidenced by an all-inclusive environment for the communities of interest. Dimensions of social diversity include individuality, sensitivity, tolerance, good will, social justice and cultural competence. Intellectual diversity includes a multiplicity of ideas, autonomy in thinking, flexibility and respect for varied teaching strategies. Diversity is recognizing, appreciating and using the unique attributes and contributions of all individuals to enhance the richness of the academic environment regardless of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, political beliefs, spiritual perspectives or other ideologies.

The new web site for CCN went live in August of 2007. The site includes a rotation of pictures of CCN's students, reflecting its diverse student population. The site also includes a directory of faculty with their pictures.

CCN successfully competed for a \$1.5 million federal Health Resources and Services Administration (HRSA) *Nursing Workforce Diversity Grant* in 2007-08. UA was the only university in Alabama to receive funding from this grant. The purpose of this three-year program, entitled BAMA-BSN, is "to increase nursing education opportunities for individuals from disadvantaged backgrounds, including racial and ethnic minorities underrepresented among registered nurses (RNs), through projects that incorporate retention programs, pre-entry preparation programs, and student scholarships and/or stipends programs." The objectives of the BAMA-BSN project are:

- a. To recruit, support, and mentor educationally or economically disadvantaged students in a pre-entry program.

- b. To increase retention of educationally or economically disadvantaged Associate Degree in Nursing (ADN) graduates from the partner sites enrolled in general education courses.
- c. To increase the number of disadvantaged ADN graduates from the partner sites enrolled in UA nursing courses.
- d. To increase the number of disadvantaged students graduating from the RN to BSN track.

CCN partners with ADN programs at Alabama Southern Community College, Lawson State Community College, Shelton State Community College, the University of West Alabama, and Wallace Community College, which have minority enrollments ranging from 22% to 95%. The pre-entry portion of BAMA-BSN will be coordinated by the Project Director and will use mentors and tutors at the 5 ADN partnership sites to ensure success. Staff for recruiting and mentoring students and faculty for teaching additional RN to BSN students are essential to goal achievement.

CCN offers a trans-cultural nursing course for nursing students from Chiba University in February each year. This is a ten-day program for Japanese students where UA students participate in socialization activities outside of the classroom. In August, UA students have the opportunity to participate in a ten-day program in Japan where they learn about the Japanese health care system.

In order to maximize the retention of nursing students in the upper division and their opportunity to be successful on the national licensure exam (N-CLEX), the College uses a national standardized testing system. This system uses standardized tests in each clinical area. When a student is unsuccessful on a test in an area, an individual remediation plan is developed which capitalizes on the strengths and improves areas of weakness of that student. In the final semester, students take an exam that predicts their success on N-CLEX. Again, if a student does not do well on this test, an individualized remediation plan is developed and implemented. This approach helps all students be successful.

n. School of Social Work

Each year the Associate Dean of the School of Social Work 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. In the past few years, Social Work stepped up the recruitment of students into the undergraduate program. Recruitment visits were made to community colleges in the Tuscaloosa area that have diverse student enrollment, as well as to four-year colleges that do not have a CSWE-accredited B.S.W. program, such as the University of West Alabama, and UA representatives spoke to Sociology and Psychology classes at these sites.

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

The Associate Dean has communicated very closely with staff in UA's Graduate School to ensure that those who have been McNair Research Scholars in their undergraduate program and express interest in Social Work graduate programs are recruited into the M.S.W. and Ph.D. programs. This year, three McNair Scholars were admitted to the M.S.W. program; two are African American. A telephone call by the Associate Dean to one of the two who had indicated that he was not going to enroll in the program resulted in not only his enrollment, but also his wife's enrollment in the UA Anthropology Ph.D. program. This kind of aggressive follow-up is helpful, particularly for students who have never attended UA.

o. University Libraries

The Libraries position of *Coordinator for First Year Services* was established to seek formal opportunities to enhance the learning experience and retention rates of all students, with emphasis on those that traditionally lack the foundation to successfully matriculate at a four-year institution of higher learning. This position has afforded the Libraries the ability to be present at the planning level of student services and information provision opportunities and to promote the facilities and services available to all students that will enrich their learning experience at the University.

p. Army ROTC

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

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

The entire Division of Student Affairs (DSA) is committed to offering diversity training to its staff and students. Details describing the training offered last year are included in the training section of the Goal Two discussion above. The following

paragraphs summarize some additional initiatives reported to Provost Bonner in her request for information on what the DSA was doing to accomplish Goal Four.

Communicating a commitment to diversity as a student recruitment/retention initiative. Areas within the Division of Student Affairs are committed to communicating to students a commitment to diversity. For example, the Student Judicial Affairs website uses inclusive language in its policies and procedures, with the Student Code of Conduct requiring students to “respect the dignity, rights and property of others.” Community Living standards for students living in UA housing require students to be “responsible for developing and maintaining an atmosphere that promotes social awareness, social appreciation and acceptance of those who may be different from you...” In Housing and Residential Communities, diversity is promoted and publicized by the Resident Advisor staff in the residence halls through bulletin boards and a wide range of awareness raising programs. The Greek Life office has reviewed publications and developed new brochures, websites and photographs to promote the entire system as one unified body rather than as subsets of three units: traditional, NPHC, and multicultural colonies. The Counseling Center likewise ensured representation of minority students in primary marketing tools, including brochures on Counseling Center Programs and Services and Healthy Transitions; promoted outreach efforts focusing on minority students through email and print distribution of announcements; and included new web resources for minority students on the Counseling Center website.

Student employment and career mentoring: Research has shown that on-campus employment positively contributes to a student’s retention and graduation. By providing a strong workplace environment for students of color, women, ethnic minorities, and people with disabilities that reflect underrepresented populations, DSA positively contributes to the working and learning environment for these students. The Student Affairs Strategic Diversity Plan includes strategies to increase student recruitment efforts and student employment opportunities for students of color, women, ethnic minorities, and people with disabilities that reflect underrepresented populations. Another strategy is to create a mentoring program focused on exploring career opportunities in the area of Student Affairs for students of underrepresented populations who are employed within the DSA. For example, this past year, the Student Affairs and Higher Education department, as well as colleagues from Graduate Student Services and Housing sponsored GA day. This was designed to help students of color and others interested in considering a career in Student Affairs administration to sit in on a master’s level class, interview for GA positions within the division, and meet faculty as well as staff regarding possibilities of a Student Affairs profession. In addition, in Spring 2007, the Director of Student Affairs Assessment and Planning introduced the NASPA Undergraduate Fellows Program (NUFP) to a UA junior possibly interested in pursuing a career in higher education. The NUFP is a professional mentoring program between student affairs professionals and undergraduate students who identify as persons of ethnic-minority, persons with disabilities, and/or persons who identify as LGBT. (See <http://www.naspa.org/programs/nufp/index.cfm> to learn more about NUFP). Ultimately, the student decided not to apply but is considering the program in the future. Finally, an African-American Student Affairs professional has been asked to serve on the

Association of College Unions International faculty for mentoring minority professionals, a group known as “For Professionals of Color.” This UA employee spoke at the international conference in New Orleans, Louisiana in March, 2008.

Assisting and advising minority student organizations. The Office of the Dean of Students has direct responsibility for serving as the primary advisor for diverse student organizations including the Coordinating Council for Student Organizations (CCSO), the Black Student Union (BSU) and the National Pan-Hellenic Council (NPHC). The Office of the Dean of Students works closely with the BSU as they seek ways to coordinate events and programs designed to enhance the academic experience of underrepresented students. For example, the block party known as VIBE (Visualizing the Importance of Black Empowerment) provides underrepresented students an opportunity to learn about the numerous registered organizations that are specifically geared toward addressing their need for social, leadership, and academic involvement. BSU also hosts a variety of forums and programs related to everything from career development to serving the local community. The office also works closely with NPHC and the Greek Affairs staff to develop programs and services designed to create an open welcoming environment for the students in this subset of the community. For example, each semester, the Dean of Students co-sponsors NPHC Greek Convocation. This program is open to any student interested in being considered for membership in a NPHC organization. The program provides the participants with an overview of all the eight organizations that comprise this council, seeks to ensure that students understand the membership intake process, and educates on how to protect against hazing. The Office of the Dean of Students also coordinates the National Student Exchange (NSE) program, which is designed to encourage UA students to seek opportunities for academic engagement at one of a variety of four-year college campuses across the country, including several HBCUs. In return, UA welcomes NSE students from all over the country who are interested in experiencing college life at a traditional Southern university.

The Counseling Center has a permanent liaison to minority student groups, and it sponsors or co-sponsors one or more relevant outreach events each academic year. The Student Affairs Office and Ferguson Center also assisted with the funding and planning of the Black Faculty and Staff Association Honors Convocation, which recognizes students of achievement and gives a special welcome to families of those being honored

Encouraging Diverse Representation in Student Activities. In conjunction with the Student Judicial Board application process, Judicial Affairs contacted African-American staff to encourage the recruitment of African Americans to the board. Because of this recruitment effort, five of eighteen justices are African American. The Leadership area sponsored receptions for Inroads students, minority students selected for participation based on their high school leadership and academic skills. This group has agreed to mentor incoming minority students with similar interests and will be overseen by Student Life staff.

A rising Junior who is a minority has been selected as President of the Blackburn Institute. She and several other students of color were selected as presenters at the

Capstone Convocation for all entering students as well as Capstone Heroes, which recognizes inspiring role models among UA's student body.

University Recreation remains a leader in overall student employment and student participation among a wide array of user groups. In 2007-08, almost 20% of the student leadership within URec is African American with other ethnic representations making up an additional 5%. African American participation has averaged almost 18% greater usage than for 2006-2007. Asian student usage has increased by almost 8% with Hispanic student usage up by 13%. Students with disabilities usage has also increased significantly with the addition of the men's wheelchair basketball program as well an overall increase in usage of all students with physical challenges. In Outdoor Recreation, programs and services were developed that have special appeal to women and the physically challenged; adaptive recreation training was offered; and wheelchair equipment repairs are provided through Outdoor Recreation's Bike Shop. The Crossing Point program has enabled mentally challenged students employed and being trained within UA to access weight and fitness training and equipment to enjoy a better quality of life involving physical activity for total health improvement.

The *Women's Resource Center* offers student leadership programs that have a foundation in promoting equality and social justice. These groups help women to fulfill their potential and become leaders in their personal and professional lives as well as in their communities. A diverse group of students participate in programs that allow all members to contribute and take a leadership role, and encourage information sharing, networking, and mentoring. Examples of Women's Resource Center leadership programs that were offered this year included:

- *Young Women Leaders Program*: Using individual and team mentorship, YWLP pairs a group of UA students "Big Sisters" with a group of "Little Sisters" in the 5th or 6th grade. This year the program worked collaboratively with community partner Martin Luther King, Jr. Elementary to mentor a group of 19 5th grade girls. A total of 18 UA students, including 9 women of color, trained as mentors. A total of 19 girls were mentored, including 18 African-American students.
- *Women Involved In Learning and Leading*: This program, a partnership with Housing and Residential Communities, the Department of Women Studies, and A&S Freshman Learning Communities, engages students, faculty and staff in a learning community that promotes academic excellence, leadership development, and civic involvement for women. This year, 27 women participated in the program, including 18 women who identified as women of color. Research shows that the collaborative learning approach yields success for students from marginalized populations.
- *Leading Edge*: This program brings collegiate women from across the state together to help develop their leadership skills, expose them to critical issues facing Alabama, and inspires them to make a difference in the State. Leading Edge requires a year-long commitment from the student and includes a service component. The participants selected completed a week-long summer institute, which included several training components focused on working through human

difference and building on a common goal. These portions included a focus on civil rights, human rights, and policy initiatives in the Black Belt. The Tuscaloosa Community Council of Leading Edge is comprised of leadership from Stillman College and UA.

- *Unscripted*: Using a Theatre of the Oppressed model, this group of student actors/peer educators used interactive improvisational theatre to educate the campus community about social justice issues and interpersonal violence challenging the viewers to engage in dialogue, work at problem solving, and consensus building. The group of actors who participated this year reflected diversity in the area of gender, sexual orientation, and race and ethnicity.

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

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

Mentoring Program: In an effort to promote retention and graduation of minority student-athletes in sports that, at least nationally, have experienced concerns in these areas, Intercollegiate Athletics began a Minority Mentoring Program in July 2004. The program matches freshmen minority student-athletes in the sports of football, men's basketball and women's basketball with a minority faculty or staff member outside of athletics who serves as a mentor and confidant for the student-athlete. The program's objectives include providing minority freshmen student-athletes a resource person on campus, who is not within intercollegiate athletics, who can mentor the student-athlete, be a networking resource, be a friend/counselor, and facilitate a student/mentor relationship that could develop over the length of their career at UA. The program includes approximately 10 to 15 minority faculty/staff mentors. Beginning in the 2007-08 academic year, the Minority Mentoring Program was expanded to include minority student-athletes in all sports.

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

Minority student-athletes serve in leadership roles, likewise assisting with recruitment and retention efforts. For example, minority student-athletes have represented UA at the NCAA's Foundation Leadership Conference five of the past ten years. Minority members of the Student-Athlete Advisory Committee (SAAC) consistently represent 25% or more of the SAAC and minority student-athletes have served as President, Secretary/Treasurer, and as other officers of the committee. Since its inception in 1980, several minority student-athletes have been selected for UA's Black Scholars Recognition Award and the nationally recognized Arthur Ashe Award. In

addition, as many as 40 minority student-athletes have been recognized over the past six years for academic achievement during UA's annual Honors Week.

The Department of Intercollegiate Athletics communicates to all student-athletes the resources available to further develop career options following graduation and focus is placed on the career development of minority athletes. For example, the department funds a graduate assistantship each year to help facilitate entry of former minority student-athletes into an intercollegiate athletics administration career path.

GOAL FIVE

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

Action Steps:

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

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

As the information shared in this report clearly reflects, UA's senior leadership has endorsed and is proactively promoting, in a variety of ways, its commitment to diversity as a part of its educational mission. President Witt provided leadership to this end shortly after his arrival on campus by articulating in his first Strategic Plan (2004-2014) the University's long-term commitment: 1) to further diversify the faculty, staff, and students for the purpose of enhancing the excellence of the learning environment; 2) to expand an emphasis on global and cultural studies; 3) to provide leadership in addressing economic and social issues in Alabama through research and outreach activities; and 4) to collaborate with outside entities to advance the economic and social condition of Alabama. Numerous offices described on pages 17-29 of this report were created or enhanced in response to President Witt's articulated vision for UA, particularly the Office of Vice President for Community Affairs. This office in particular is charged with "addressing the changing cultural demographics taking place within the internal campus community by implementing strategies that increase the cultural competency of the campus in an effort to foster an inclusive campus environment that promotes

tolerance and values diversity.” President Witt reiterates his commitment annually through dissemination of his Statement of Diversity, <http://eop.ua.edu/policies.html#diversity>, which along with the non-discrimination statement was modified this past year to include sexual orientation.

President Witt has charged the Provost and Executive Vice President with creating and implementing a Strategic Diversity Plan, and the Provost’s efforts in the last year in accomplishing that charge and seeking input from the leadership of the BFSA, are discussed in Goal One’s section of this report. Part of the President’s evaluation of the Provost and other Vice Presidents considers their efforts in achieving diversity at UA, and the Provost similarly evaluates the Deans on their efforts in achieving diversity. To assist in that evaluation, the Provost annually receives reports from each of the Deans containing five years of racial composition data of students, faculty and EEO-1 level staff for their respective colleges, and a description of initiatives/efforts within their college to enhance diversity and an assessment of their progress in achieving the goals of the SDP. A summary of those initiatives have been discussed above.

2. 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. UA 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 on the next page indicates, UA has met or exceeded all of its five-year goals for 2008 except two: the percentage of black undergraduate students (11.1% in 2007, with 2008 goal of 14.5%) and the percentage of international graduate students (11.25% in 2007, with 2008 goal of 15%).

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 UA’s 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 2007 UA enrolled 173 additional black undergraduates (2,350) than in 2003 (2,177), the base year when the 2008 goal was set. This represents an eight percent increase since 2003. 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 (from 12.1% in 1990 to 10.5% in 2006). See April 6, 2007 edition of *Inside Higher Ed* (<http://insidehighered.com/news/2007/04/09/cirp>). Notwithstanding these obstacles, the student recruitment and retention initiatives described in Goal Four will continue to assist UA in increasing the racial diversity of its student body.

Diversity-Related UAS Performance Indicators for The University of Alabama						
Work Environment	UA 2003 Base	2004 Data	2005 Data	2006 Data	2007 Data	UA 2008 Goal
% of Black, non-Hispanic Administrators (EEO-1s)	8.60%	10.00%	11.46%	11.22%	12.87%	10.00%
% of Other minority (excluding Black, non-Hispanic) Administrators	0.00%	2.22%	2.08%	2.04%	1.98%	1.00%
% Full-time Tenured and Tenure Track Faculty that are Black, non-Hispanic	4.60%	4.94%	5.58%	5.40%	5.54%	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%	6.75%	5.00%
% of Female Administrators	41.90%	46.67%	44.80%	42.86%	46.53%	n/a
% Full-time Tenured and Tenure Track Faculty that are Female	31.16%	31.21%	32.68%	34.55%	35.90%	n/a
Undergraduate Education	UA 2003 Base	2004 Data	2005 Data	2006 Data	2007 Data	UA 2008 Goal
Enrollment	15,888	16,568	17,550	19,471	21,081	18,370
% Black, non-Hispanic	13.80%	12.6%	11.8%	11.2%	11.1%	14.5%
% Other minority (excluding Black, non-Hispanic)	2.66%	2.70%	3.05%	3.41%	3.46%	2.50%
Graduate & Professional Education	UA 2003 Base	2004 Data	2005 Data	2006 Data	2007 Data	UA 2008 Goal
% Black, non-Hispanic graduate enrollment	9.62%	10.39%	11.31%	11.19%	11.8%	9.94%
% Other minority graduate enrollment (excluding Black, non-Hispanic and non-resident alien)	2.82%	3.41%	3.20%	2.86%	3.32%	3.00%
% non-resident alien graduate enrollment (International)	16.29%	14.73%	14.27%	12.77%	11.25%	15.00%

3. Comparison of UA to Flagships and Public Doctoral Institutions

When creating UA's SDP link to her website, Provost Bonner initially 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. Provost Bonner also made a commitment in the SDP to periodically collect and analyze data from other institutions as another performance measure in assessing progress. Consequently, for the past two years an analysis has been conducted, comparing UA to national IPEDS racial composition data on degrees conferred, student enrollment, faculty, EEO-1 and EEO-3 (professionals) for national data sets, including flagship institutions and public doctoral institutions. Highlights of some of that analysis are reported in Section A of the Executive Summary. This updated analysis reveals that UA remains among one of the leaders in the country in ensuring black representation in its campus community. The Provost posts details of this analysis on her website.

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

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

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

A&S: Over the past year, the College increased the number of its underrepresented/minority faculty. In 2007, out of 427 full-time A&S faculty members, 18 (4.2%) were black and 11 (2.6%) were Hispanic. In comparison, in 2006, out of 407 full-time faculty members, 16 (3.9%) were black and 10 (2.5%) were Hispanic. Of the 18 black full-time faculty, six (33%) were professors, six (33%) associate professors, five (28%) assistant professors, and one (6%) an instructor. In April 2008, a black faculty member in the Department of Geography was promoted to associate professor, effective August 2008. For Fall 2008, the College hired one additional African American in a faculty tenure track position. The College has also actively recruited women as faculty members in the sciences: the Department of Physics hired a female for Fall 2008 and the Department of Chemistry had hired a female for Fall 2007. Over the past five years, the College's Hispanic faculty has increased from 6 (1.6%) in 2002 to 11 (2.6%) in 2007, and its number of black full-time faculty has increased from 15 (3.9%) in 2002 to 18 (4.2%) in 2007. The College's African-American Associate Dean for Multicultural Affairs represents 14% of the senior level administrative staff in A&S.

C&BA: The College makes a special effort to recruit minority candidates for faculty and staff positions and continues to make considerable effort to identify and recruit minority candidates from a dwindling pool of Ph.D. graduates. One of C&BA's four senior level administrators is black. During the 2008-2009 academic year, the college will have four African-American faculty members, three of whom are tenured. The College's Hispanic faculty has increased from 0 in 2003 to 1 (1%) in 2007; its other

minorities and non-resident aliens has increased from 9 (9.7%) in 2003 to 12 in 2007 (12.2%); and its number of black full-time faculty has decreased by one, from 5 (5.4%) in 2003 to 4 (4%) in 2007. 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. For 2007-08, 7.1% of the faculty are African American and a total of 11.9% are minorities.

CCN: African-American nursing faculty have increased from two to four (12.1%) from 2002 to 2007. In light of the shortage of doctoral-prepared faculty, CCN's strategy is developing junior faculty through educational support. This strategy for increasing the numbers of African-American faculty resulted in one black faculty member who earned her Ph.D. this year being appointed to a tenure track position. A second faculty member is beginning the same trajectory. Thus, CCN's plan for developing junior faculty through mentoring and financial support is working. In addition, for 2008-09, a second African American was hired as Assistant Professor and she has already received appointments that will help her be successful in her research.

CIS: Over the past five years, African-American full-time faculty have averaged 10.89% of the College's faculty and 21.7% of EEO-1 positions. In Fall 2007, minorities constituted 19.3% of the College's full-time faculty; African Americans constituted 8.8% of the College's full-time faculty and 20% of full-time senior level administrative positions. In 2007-2008, 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. Two academic departments (Telecommunication and Film, Advertising and Public Relations) each also employed an African American as part-time or full-time contract faculty. Also, there were two Asian tenured or tenure track faculty in Telecommunication and Film and three in Advertising and Public Relations. Students also worked with or under the supervision of five African-American media professionals in the Center for Public Television and the College's commercial television station.

In 2007-2008, searches were conducted to fill ten full-time faculty positions in the College. Ten percent of the pool of qualified applicants were African Americans and 17% of the candidates interviewed were African Americans. A faculty position in APR was offered to an African-American female, but the offer was declined. Of the nine persons who were hired in 2007-2008, seven (77%) were white females. Overall, the College continued to maintain an African American presence and to attract African Americans to its pool of applicants when faculty positions were available. With the ultimate goal of further enhancing the diversity of CIS faculty and EEO-1 staff, CIS is committed to continuing efforts to ensure a diverse applicant pool for these positions by

advertising in newsletters published by national organizations and in publications targeting minority audiences.

Education: The Associate Dean of the College of Education is an African-American female, and she is one of five (20%) of the senior level administrators in the college. For 2007-08, the College hired an African-American Clinical Instructor in Special Education. In Fall 2007, African Americans comprised 8.8% of the full-time faculty, an increase from 4.4% in 2003. Thirteen of the 91 full-time faculty (or 14.3%) are non-white, and includes Americans of Asian descent and of Hispanic descent. The number of diverse faculty has increased over the past three years by 8%.

For the second consecutive time, the College earned all A's on the most recent Alabama State Department of Education (ALSDE) *Report Card* on the preparation of teachers and instructional support personnel. This report is used to provide annual public accountability on the quality of teacher preparation programs. The ALSDE assessment includes an evaluation of the College's progress toward meeting diversity-related Quality Teaching Standards. The *Report Card* can be accessed at <http://www.alsde.edu/AllReportCards/CollegeReportCards2007/The%20University%20of%20Alabama.pdf>.

Engineering: Twenty-seven percent of the Fall 2007 Engineering full-time faculty were non-white (black, Hispanic, and other, including non-resident aliens). Faculty hired for the 2007-08 academic year included eight males and one female (Chemical Engineering). In addition, an offer was made to an African-American male, but the offer was declined. The College 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 interim department head of Chemical Engineering. Data released from the American Society for Engineering Education (ASEE) indicates that only 2.5% of tenured and tenure-track faculty in Engineering in the country are African American, only 3.4% are Hispanic American, and 11.8% are women. UA's College of Engineering, with 5.6% black faculty, 1% Hispanic, and almost 11% women compares favorably with those national averages, particularly the African-American representation, which is double the national percentage.

Human Environmental Sciences: Minorities comprise 8.5% of HES full-time faculty, with two (4.3%) African-American faculty for 2007-08.

Law School: *Faculty hires:* Two of the four new faculty for 2008-09 are female, and one is an Asian American female. An African-American woman from the law faculty at Washington and Lee joined Alabama's law faculty in Fall 2007. The Law School tried aggressively to recruit another African-American female, as well as find employment for her husband, but in the end they decided to remain in Atlanta. 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

African American is 11.1%. *Visiting Professors:* The Law School frequently includes African Americans as guest speakers, lecturers, and participants at Law School functions. Three of the nine visiting professors for 2007-08 were women, and the visiting John J. Sparkman Chair for Fall 2007 was 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*. For Fall 2008, an African-American female Professor of Law at Syracuse University College of Law will be a Visiting Professor, and in the Spring 2009, another female, the UTK Distinguished Service Professor and Professor of Law at University of Tennessee College of Law, will serve as Visiting Professor. *Staff:* Professor Bryan Fair, an African-American member of the faculty, was named Associate Dean and has duties to facilitate additional activities to provide an inclusive environment for students.

Social Work: The School's seven-member administrative team has two racial minorities (African-American Dean and American Indian Director of the Field of Education, 29%), and of the four females on the team (57%), two are tenured. Of the School's current 24 faculty members, 20.8% are minorities. Three are African Americans (12.5%) and two (8.3%) come from two native countries of South Korea and Iran. This 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.

b. Efforts/Successes in Enhancing Diversity of Student Body

Overall Student Enrollment: As the freshmen class continues to increase in size, the number of African-American students continues to increase as well. In 2006, 378 African-American freshmen comprised 8.6% of the 4,378 freshmen; in 2007, that number increased to 384 or 8.5% of the 4,539 freshmen. UA projects for the Fall 2008 that African-American representation in the freshmen class may increase to as high as 10%. In addition, the diversity of UA's total enrollment has also increased. The table below represents the minority enrollment versus the total enrollment for 2006 and 2007. These changes represent a significant increase in the percentage of minority students, comprising 15.8% of UA's Fall 2007 enrollment:

	Total UA Enrollment	
	2006	2007
American Indian/Alaskan Native	144	151
Asian or Pacific Islander	217	522
African-American	2,635	2,867
Hispanic	434	495
Minority Totals	3,430	4,035
Total UA Enrollment	23,878	25,580
Minority Percentage	14.4%	15.8%

A&S: In Fall 2007, the College's Diversity Committee focused on recruiting underrepresented/minority undergraduate students. In doing so, the College emphasized that many of its minority undergraduate students participate in living/learning, and learning communities. As a matter of fact, the Parker-Adams program continues to attract African-American students at or above the percentage that they are represented in UA's undergraduate enrollment. African-American and Hispanic students are also over-represented in the Freshman Learning Community program. These programs offer a sense of community to minority undergraduate students.

Based on recent data, the College's efforts to recruit underrepresented/minority graduate students are working. Out of the 1,012 A&S graduate students in 2007, 75 (7.4%) were black and 25 (2.5%) were Hispanic; in 2006, out of the 1,000 graduate students, 65 (6.5%) were black and 20 (2.0%) were Hispanic. In Fall 2007, the College enrolled 10 of the 12 *Bridge to the Doctorate Fellows* in its master's programs in biological sciences (5), chemistry (3), and mathematics (2).

In 2006-07, black and Hispanic students experienced an appreciable increase in the number of doctoral degrees awarded to them. In 2006-07, out of 62 A&S doctoral degrees awarded, 5 (8.1%) were received by black students, and 5 (8.1%) were received by Hispanic students. In comparison, in 2005-06, out of 64 A&S doctoral degrees awarded, 2 (3.1%) were received by black students, and 2 (3.1%) were received by Hispanic students.

In comparison to 2006, the number of A&S black and Hispanics students increased in 2007, although their percentage of the overall undergraduate population remained stable. In 2006, out of 6,190 A&S undergraduates, 665 (10.7%) were black and 168 (2.7%) were Hispanic. In 2007, out of 6,626 A&S undergraduates, 710 (10.7%) were black and 174 (2.6%) were Hispanic. Further, for the past two years, black students received undergraduate degrees at a higher rate than their representation in the undergraduate population. In 2005-06, out of 784 undergraduate degrees awarded by A&S, 101 (12.9%) were received by blacks; and in 2006-07, out of 881 degrees, 107 (12.1%) were received by blacks. During this same time period, in 2005-06, 9 (1.1%) Hispanic students received undergraduate degrees awarded by A&S, and in 2006-07, 13 (1.5%) received such degrees.

C&BA: The number of black students in C&BA increased 11% from Fall 2006 to Fall 2007 (from 491 to 545 students), resulting in an increased representation of black students overall, from 9.4% in 2006 to 9.6% in 2007. In Fall 2007, minorities comprised 14.6% of C&BA's total enrollment.

CCHS: Minorities comprise 7.6% of the 92 medical students enrolled with CCHS, with 3.3% black student enrollment.

CCN: The Capstone College of Nursing's strategic plan has an articulated goal to increase minority enrollment by at least 10%. The five-year average for African-American enrollment is 15.4% with a range of 18.7% to 2007's 13.3%; Hispanic

enrollment percentages remain about the same. African-American enrollment in the graduate program has decreased from 16 students in 2006 to 7 students, or 15.2%, in 2007. The recent HRSA *Nursing Workforce Diversity Grant* is expected to increase minority enrollment among RNs returning to school for their B.S.N. and M.S.N.

CIS: *Graduate Students:* In 2007, African Americans constituted 6.6% of graduate students (an increase of five students and one percentage point from Fall 2006). Hispanic graduate enrollment remained stable at 1.0%. *Undergraduate Students:* Overall undergraduate enrollment in CIS has grown substantially over the past five years (24.5%). African-American undergraduate enrollment in CIS also has grown in the last five years, from 159 students in 2003 to 172 in 2007; however the percentage has dropped. Last year, African Americans represented 9.0% of undergraduates; in Fall 2007 due to an increase in overall enrollment, that dropped to 8.3%. Hispanic student enrollment in CIS, although only 2.5% of undergraduates, is at the highest level in the last five years and growing. Each year, the College will review its progress with increasing the number of diverse students and building an enriched intellectual environment that promotes the investigation and expression of diverse ideas. Because there are so many elements involved in a student's decision to attend UA (scholarships, financial aid, etc.), the following measures of effectiveness will be used to review the progress made with the undergraduate student recruitment program: the number of visits made to area high schools, the number of prospective students seen, the number of telephone calls and letters sent, and the quality of the responses. The College also will continue to work with the University's undergraduate retention efforts and will monitor the progress of minority students each semester. Follow-up efforts will include advising and referrals to other University services as deemed necessary.

Education: The number of diverse students has increased overall by 18% over the past three years. In Fall 2007, 290 black students comprised 11.7% of the student enrollment in Education, compared to 165 black students for 9.95% of Education's student enrollment in Fall 2003. In Fall 2007, 26% of the College's Graduate Assistants were students of color.

Engineering: The Fall 2007 undergraduate non-white enrollment for Engineering was 18.7% (248 African American, 48 Latino/Hispanic, and 90 Other including non-resident aliens). The 2007 UA freshman Engineering class was 11.2% African American; looking at the total undergraduate enrollment, African Americans made up 12.0%. Female undergraduate enrollment was 18.0% with women making up 19.6% of the entering freshmen. According to the most recent statistics published by the ASEE (2007), nationally, women comprise 17.5% of undergraduate engineering enrollment and African Americans comprise 5.5%. The graduate non-white enrollment was 63.3% (18 African American, 2 Hispanic, 144 Other including non-resident aliens). In the past five years, the average representation of African Americans among bachelors degrees in Engineering was 10.6%; among master degrees, 3.6%, and among doctorates, 2.8%.

Graduate School: The Graduate School proactively reviews and updates diversity-related goals and action steps not just on an annual basis, but as part of routine

operations. It regularly updates UAOPS entries, and one of its six expected outcomes directly addresses diversity issues. It is committed to moving forward with efforts to increase the enrollment and successful graduation of higher numbers of underrepresented students and to ensure that the education they receive at UA allows them to make an even bigger impact on human society than previous graduates. Early data suggest that these efforts are beginning to bear fruit. Although applications data for the 2008-09 academic year are not complete, as of May 2008 it was projected that the total number of applicants this year would be up 7% compared to last year and 12% compared with three years ago. Applications from African-American, Hispanic and other minority students continue to increase each year, so that in 2007-08 one-quarter of all applications received were from minority students. International applications at UA were up slightly from 2006-07 and total numbers of international applicants have now rebounded to the highest total since before 9/11.

A review of recruitment data for total completed applications to the UA Graduate School plus the percentages of those applications received from African-American students, all ethnic minority students, and international applicants reflects an increase between 06-07 and 07-08 in African-American applicants (from 15.0% to 15.6%); in minority applicants (from 19.7% to 25.3%); and in international students (from 19.8% to 22%).

African-American graduate student enrollment has exceeded 11% in each of the last three years and Spring 2008 recruiting data showing an increase in African-American application rates for the 4th straight year suggest that this percentage will increase again in Fall 2008. This greatly exceeds the previous UAOPS goal of 9% set for the unit in 2004-05. Similarly, minority graduation rates have grown each year for the past several years and now exceed 12% of all graduate degrees given. The Graduate School's new UAOPS goal for African-American enrollment is now 12-15% of the graduate student population.

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

Human Environmental Sciences: In Fall 2007, African American students comprised 14.4% of HES's undergraduate enrollment and 17.4% of graduate enrollment. In 2006-07, African Americans received 6.6% of HES's undergraduate degrees awarded and 13.2% of master's degrees. There were only two doctorates awarded, both to white students. In efforts to measure the success of minority recruitment efforts, the Department of Human Development and Family Studies placed a counter on the updated website to record the number of visitors; tracked the 07-08 graduate applications received for the number of out-of-state, international and minority students; and reviewed the effectiveness of efforts to increase the diversity of the graduate class for Fall 2008. Projections are that the 2008 graduate class will include 23% Black and 8% Hispanic students compared to no Blacks or Hispanics admitted in 2007.

Law School: It was encouraging that 13% of the student body in 2007-08 was from minority groups and 7.7% African American. This compares to 12% and 7.1%, respectively, in 2006-07 and 11.2% and 7.6%, respectively, in 2005-06. The Law School awarded degrees to 13 African American students in 2006-07 (8.6%), higher than the last five year average of 6.3%.

Social Work: Social Work's efforts have been quite successful in both the recruitment and retention of African-American graduate students. Graduate student enrollment for 2007 was 34% Black, and 6% Hispanic and Other. Of the 156 M.S.W. degrees conferred in 2006-2007, 33% were Black students and 4.5% were Hispanics and Other. Although no African Americans received a Ph.D. in Social Work in 2006-2007, in the previous year, of the four students who received the Ph.D., half (50%) were African American and the other half were international. Social Work has the highest percentage enrollment and completion rates of African-American students among UA graduate programs.

In the past few years Social Work has also stepped up the recruitment of students into the undergraduate program and enrollment has increased. The percent of the 185 Black students in UA's B.S.W. program in 2007 was 36%, and 2.1% were Hispanic and Other. Of the 34 B.S.W. students who received degrees in 2006-2007, 32.4% were Black and none were Hispanic or Other.

The School of Social Work evaluates M.S.W. graduating students' opinions of their attainment of two objectives related to the topic of diversity. In the Spring 2007 Exit Survey of graduating M.S.W. students, the mean student rating for the objective "understands forms and mechanisms of oppression and discrimination and apply strategies of change" was 4.39 on a scale of 1-5 (where 1 was "cannot do at all" and 5 was "certain can do"). On the objective "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 rating was 4.5 on the same scale. Two items on an evaluation of graduating master's level students by their field placement instructors measure objectives related to diversity. One item asks if students demonstrate "sensitivity to all clients, with particular regards for the needs of the disadvantaged and underserved persons." That item was rated as 3.842 on a scale of 1 to 4, where 4 is an "excellent" rating. Another item asks field instructors if students demonstrate "understanding of the impact and consequences of oppression and discrimination within society." The rating on that item was 3.788 on the rating scale of 1 to 4.

Two B.S.W. Program objectives are especially relevant to the Diversity Plan: Objective 3, "Students will 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." Objective 4 is also relevant, "Students will understand forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social

change to advance social and economic justice. The B.S.W. Exit Survey of students, and the B.S.W. Evaluation of Student Performance in their Field Practicum (SW 490) by professional experts who were their instructors, have several items that address the effectiveness of Social Work's efforts. In the Fall 2007 Exit Survey of students, the mean student rating for Objective 3 was 4.8 on a scale of 1-5, and of Objective 4 it was 4.5. A rating of 3.0 indicates that students are moderately certain they have the ability in question and a rating of 5.0 indicates complete certainty. One item on the Field evaluation asks the instructor whether students respect the needs, dignity, and worth of all people, without discrimination. The mean rating for that item, on a scale of 1 to 4, was 3.88 (88% of students were rated excellent). Six items ask about student sensitivity to individuals from populations at risk of oppression and discrimination. The mean rating for those items was 3.87, with the highest ratings achieved for sensitivity toward women and people of color (ratings = 3.91, 3.94; 91-94% of students rated excellent); and the lowest ratings were for sensitivity toward gay, lesbian, bisexual, and transgendered persons (3.81; 81% of students rated excellent).

Student Affairs: The *Office of Student Affairs Assessment and Planning*, in conjunction with the Every Student Served Committee, conducted a Staff Multicultural Awareness Survey, the results of which have informed the work of a newly-formed professional development committee. This office will continue to assess the effectiveness of the Student Affairs Strategic Diversity Plan and its contributions to the UA SDP. The *Dean of Students* continues to work closely with registered student organizations to increase opportunities for all students to interact in an atmosphere conducive to cross cultural interaction, and continues to enhance assessment protocols to ensure that accurate information is gathered to enhance the effectiveness of programs and services offered. *Judicial Affairs* continues annual review of policies and programs to assess their effectiveness in enhancing diversity at UA. The *Counseling Center's* current outreach efforts are thought to be effective, particularly in the area of communication and increasing the likelihood that minority students will access its services. Using a national benchmarking survey, *Housing and Residential Communities* has learned that students have identified a statistically significant increase in the level of tolerance among their peers, and that minority students have identified that living in campus housing has increased their personal growth more than students of majority groups. In the *Office of Student Life*, as a part of its planning process, each unit continues to incorporate diversity awareness as an ongoing part of its training and commitment, and each staff member has been asked to develop action steps to strategically enhance the campus climate with regard to diversity. *University Recreation* has identified as a core learning outcome of participation in its programs, services and access to facilities, that "students will seek and embrace opportunities to understand and appreciate the differences in culture and identity of people different than oneself." Therefore, all programming efforts, as well as student and professional recruitment and development initiatives, include emphasis on that learning outcome. *University Recreation* recognizes the role it plays in ALL patrons (students and non-students) encouraging and appreciating differences and diversity. Assessment of this learning outcome comes through a variety of methods, including but not limited to: demographic participation and usage counts; staff database for demographic profiles; rentals and reservations of facilities and equipment by

organizations and groups representing diverse backgrounds; staff training (internal and external) efforts; discussions within staff meetings on the topic of inclusion through enhanced programs, services and facility access; dedicated staff recruitment efforts; and peer and professional evaluations. Finally, the *Women's Resource Center* actively assesses student learning outcomes for all programs and services.

Intercollegiate Athletics (IA): For several years, IA has asked several questions on its written student-athlete exit interview regarding the student's perceptions of support for minority students. In addition, follow-up questions related to diversity issues are asked during in-person exit interviews. Minority faculty/staff members conduct in-person exit interviews. The Department of Intercollegiate Athletics will continue to annually review student-athlete exit interviews to assess any concerns identified by student-athletes. In addition, the Hochwater Survey is conducted with all student-athletes every two years and the final report presented to senior administrative staff for discussion, to assess any trends identified by student-athletes, and to respond accordingly. In addition to hosting diversity training opportunities/workshops every two years for coaches, staff, and student-athletes, IA is adding UA's Non-Discrimination Notice and Statement on Diversity to the Student-Athlete Handbook, the By-Laws of the Student Athlete Advisory Council, the Department of Intercollegiate Athletics Policies and Procedures Manual and on any website areas, as appropriate. In addition, it continues to annually monitor minority representation on the Student-Athlete Advisory Council, including its Board of Directors. Finally, IA will continue to communicate to all student-athletes the resources available to further develop career options following graduation, especially focused on the career development of minority athletes.

The University of Alabama
Table 1

Baccalaureate Degree Completions Conferred by
Race 1991-92 through 2007-2008

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
2007-08	351	10.33%	2,939	86.49%	17	0.50%	21	0.62%	39	1.15%	31	0.91%	0	0.00%	3,398
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

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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
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

The University of Alabama
Table 2

Graduate Degree Completions Conferred by Race 1991-
92 through 2007-2008

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
2007-08	145	9.60%	1,138	75.31%	7	0.46%	16	1.06%	15	0.99%	190	12.57%	0	0.00%	1,511
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

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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
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

The University of Alabama
Table 3

Professional Degree Completions Conferred by Race
1991-92 through 2007-2008

Fall Term	Non-	Non-	# White	% White	American	American	Native	Native	Hispanic	Hispanic	Resident	Resident	racial or	racial or	TOTAL
2007-08	12	7.79%	139	90.26%	0	0.00%	1	0.65%	2	1.30%	0	0.00%	0	0.00%	154
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

The University of Alabama
Table 4

Racial Composition Data of Undergraduate Student
Body
Fall 1991 -- Fall 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
2007	2,350	11.15%	17,716	84.03%	129	0.61%	194	0.92%	407	1.93%	286	1.36%	0	0.00%	21,082
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.)

The University of Alabama
Table 5

Racial Composition Data of Graduate Student Body
Fall 1991 -- Fall 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
2007	455	11.82%	2,835	73.62%	19	0.49%	54	1.40%	55	1.43%	433	11.24%	0	0.00%	3,851
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

**The University of Alabama
Racial Composition Data of Professional Student Body
Fall 1991 -- Fall 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
2007	46	7.11%	567	87.64%	2	0.31%	12	1.85%	9	1.39%	11	1.70%	0	0.00%	647
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 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	# Other*	% Other	TOTAL
2007	58	5.63%	871	84.56%	1	0.10%	49	4.76%	15	1.46%	36	3.50%	0	0	0.00%	1,030
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 2008

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
2008	12	11.32%	91	85.85%	0	0.00%	0	0.00%	3	2.83%	0	0.00%	0	0.00%	106
2007	13	12.87%	86	85.15%	0	0.00%	0	0.00%	2	1.98%	0	0.00%	0	0.00%	101
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