The University of Alabama

2008-2009

Strategic Diversity Report

August 2009
The University of Alabama
2008-2009 Strategic Diversity Report

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I. Executive Summary

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

- enrollment of 4,821 minority and international students (17.85%), 3,059 of whom are African Americans (11.32%);
- employment of 836 minority staff members (22.75%), 754 of whom are African Americans (20.52%); and
- employment of 173 minority and international full-time faculty members (16.2%), 60 of whom are black (5.62%, which includes two black non-resident aliens).

A. Overview of Major Diversity Initiatives

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

The University’s diversity initiatives are not isolated to one department or one division or one course of study. Rather, the efforts described in this SDR reflect campus-wide endorsement of UA’s commitment to diversity, which continues to garner national recognition. For example, in December, the Graduate School, in competition with 16 other nationally-prominent graduate schools, won the prestigious Council of Graduate Schools/Peterson’s Award for innovation in creating an inclusive graduate student community. That resulted in a $20,000 matching award, which UA is using to create new mentoring programs for underrepresented and underserved graduate students to increase retention and decrease time to degree. UA’s School of Medicine Program in Rural Medicine was ranked 17th in the nation by U.S. News and World Report’s “America’s Best Graduate Schools” for 2008. This summer, within the Division of Student Affairs, professional presentations at two national student affairs conferences focused on the Blackburn Institute.
as a national best practices model in the area of multicultural education and diversity promotion for collegiate leadership development organizations. In May, the Accrediting Council on Education in Journalism and Mass Communications determined that the College of Communication and Information Sciences was in compliance with the organization’s standard for Diversity and Inclusiveness, which assesses the inclusion of diversity issues and perspectives throughout the curriculum and the recruitment of minority students and faculty. At a conference held at Auburn University in April, in which 118 students representing 12 institutions participated, six of UA’s 12 Bridge to the Doctorate Fellows received awards and all 12 made presentations. This past year, a documentary film created by two UA students participating in the Center for Ethics and Social Responsibility’s Documenting Justice program, was selected for inclusion in the 2009 Undergraduate Ethics Symposium at DePauw University. The symposium addresses issues of morality, justice and public policy, character, duty and responsibility, and only 30 students from across the country are selected. UA is proud of the College of Education’s Wheelchair Athletics, and the National Championship its women’s wheelchair basketball team won this year.

To assist the Provost in coordinating, assessing, and better publicizing the effectiveness of its numerous initiatives, in June, Provost Bonner appointed Dr. Jimmy Williams as Special Advisor to the Provost for Diversity. Capitalizing on Dr. Williams’ years of experience as an African-American faculty member in Criminal Justice, as Associate Dean of the College of Arts and Sciences and as past chair of that college’s Diversity Committee, this appointment provides additional centralized resources to continue incorporation of the SDP goals throughout the entire University.

The vision statement, “engaging communities and changing lives” continues to focus efforts in the entire division of The Office of the Vice President for Community Affairs, led by the University’s first African-American Vice President, Dr. Samory Pruitt. Key initiatives in this division include: The Crossroads Community Center, which provides leadership in areas of cultural programming and intercultural education, helping to prepare students for demographic shifts and a global society; The Center for Community-Based Partnerships, which promotes faculty and student involvement in programs that address health, economic, and educational disparities in rural and underrepresented communities; 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 Council, a partnership involving numerous offices in the Financial Affairs Division designed to increase the number of qualified minority-owned businesses doing business with UA. In addition, the Realizing the Dream Committee, which originated 20 years ago to promote an annual community concert to celebrate the goals and aspirations of Dr. Martin Luther King, has expanded to a full year of activities, including a Distinguished Lecture Series in the fall and spring, a performing arts presentation and for the first time this year, a banquet to honor individuals who have made significant contributions to the community in continuing with Dr. King’s dream.

Within Academic Affairs, The Center for Ethics and Social Responsibility continues to develop creative new service-learning initiatives for UA students to become more aware of and appreciative of cultural and individual diversity, and to develop ethical and socially
responsible citizenship. The Capstone College of Nursing’s $1.5 million dollar Workforce Diversity Grant to increase nursing education opportunities for individuals from disadvantaged backgrounds has made an immediate impact, with African-American representation in its graduate program almost doubling from the prior year. Further indicative of the University’s efforts to enhance socioeconomic diversity, the College of Education has begun implementing its one million dollar grant from the Jack Kent Cooke Foundation to help high-achieving, low income community college students enroll in one of Alabama’s four-year colleges. The University’s Alabama’s Promise Scholarship program guarantees financial aid covering UA tuition and fees to eligible community college transfers who qualify for a full Pell Grant. This program supplements other need-based aid programs at UA, including the very successful Coca-Cola Foundation Scholars program, offering scholarships to students who demonstrate financial need and are first generation college students in their immediate family. Enhancing cultural diversity, Academic Affairs’ Capstone International Center coordinates UA’s international endeavors, facilitates the development of a global perspective campus wide, and supports students, faculty and staff in global outreach, teaching, and research. UA’s Cuba initiative has provided remarkable, once-in-a-lifetime opportunities for UA students and faculty to interact with the University of Havana community, and this summer, with 12 Cuban actors presenting “A Midsummer Night’s Dream” on the UA campus. This year, the Creative Campus Initiative, which continues to connect diverse communities through creative arts, presented a panel with UA’s Center for Community Based Partnerships at the national Imagining America conference to introduce UA’s new Journal of Community Engagement and Scholarship.

For years, UA has been a leader in implementing effective minority student recruitment programs. Ideas generated by its new African-American Advisory Board for Undergraduate Admissions, use of new technology, and an Admissions Senior Counselor overseeing progress toward goals for minority enrollment will collectively ensure continued progress in recruitment. Once enrolled, UA offers hundreds of courses and programs and, through Student Affairs, multiple extracurricular opportunities that address diversity in a variety of ways and promote an inclusive and supportive environment in which all students may succeed. The University has recently implemented a Peer Mentoring program with a goal to build community and facilitate the development of a support network for incoming students. Undergraduate Admissions partnered this past year with the Black Faculty and Staff Association to mentor African-American freshmen and transfer students, assigning approximately 700 students to mentors, and an International Peer Advisory Council likewise uses student mentors, who are trained on cross-cultural communication skills, to help with retention of international students. The University’s Living/Learning Residential Communities are particularly effective in building community and improving minority retention.

Finally, with respect to diversifying its faculty and senior level administration, the University employs a broad range of targeted outreach efforts to encourage a diverse group of applicants for positions and requires diverse search committees. Retention strategies include mentoring, providing travel and research support for faculty, and providing opportunities for professional growth, such as UA’s Leadership Academy, which has a class for the fall that is 30% minority, and the University’s new Leadership University for mid-level managers.
B. Highlights of Progress Made in Increasing Black Representation in Student Body, Faculty, EEO-1 and EEO-3 Staff

UA is proud to share highlights of its progress, particularly compared to other institutions around the country. Consistent with the Knight settlement agreement, these highlights focus on African-American representation within the University community.

1. African-American Representation Among UA Degree Recipients

- **3rd among flagships:** Using 2007-08 data, UA ranks third among the 50 flagship institutions for percent of total degrees conferred to black students, fourth for percent of undergraduate degrees conferred to black students, and third for percent of graduate and first professional degrees conferred to black students.

- **UA’s percent black degrees conferred exceeds median and average:** UA’s percent black undergraduate (10.33%), graduate and first professional (9.43%), and total (10.03%) degrees conferred ranks UA significantly ahead of both the respective averages and medians for flagships and public doctorals (the range of averages being 3.79-7.10% and the range of medians being 2.89-5.17%).

- **1st in SREB Doctoral Fellows:** UA has had 66 SREB doctoral fellows earn the Ph.D. degree – more than any other university. For the current academic year (2008-09), there are 20 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 25, 2009 and July 23, 2009 issues of Diverse Issues in Higher Education as one of the top 100 higher education institutions in the country (public and private) in the number of degrees awarded to African Americans, with the following rankings:

  - **Doctoral Degrees:** 49th in the number of doctoral degrees in all disciplines conferred to African Americans; and
  - **Baccalaureate Degrees:** 90th in the number of baccalaureate degrees in all disciplines conferred to African Americans and 61st 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 SUG average:** The ultimate measure of success for students is graduation and increasingly, the standard measure is the six-year graduation rate. 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%). For the most recent cohort (freshmen entering Fall 2002 and graduating by August 2008), UA’s 6-year graduation rate for African-American students was 59.0%. Although that is lower than its graduation rate for all students (64.5%), it is higher than the 2007 average for
African-American students at 31 Southern University Group (SUG) institutions: 56.2%.

- Higher retention rates for African Americans at UA: The retention rate for UA freshmen entering Fall 2007 and continuing to the sophomore year is 84.3%. Black freshmen at UA had a slightly higher retention rate of 84.7%. For at least the past decade, black students have had higher retention/continuation rates for their second and third year than first-time freshmen as a whole, and particularly white first-time freshmen. For the Fall 2006 cohort (the latest SUG information available), that trend continued, and UA’s Black and Hispanic first year retention rates (90.7% and 88.6% respectively) exceeded the average Black and Hispanic retention rates for 31 SUG institutions (84.9% and 85% respectively).

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

- 4th among flagships: For Fall 2008, UA ranks fourth (11.32%) among the 50 states’ flagship institutions for highest percent black enrollment, with only the University of Mississippi (13.57%), the University of South Carolina (11.67%), and the University of Maryland (11.64%) ranking higher. UA’s percent black enrollment is more than double the average and nearly triple the median for the 50 flagships.

- Top 26% among public doctoral: As of Fall 2008, UA is in the top 26% (ranking 40 out of 152) of all public doctoral institutions (excluding HBCUs) in percent black enrollment. UA’s percent black enrollment was three and five percentage points higher than the average and median respectively for the public doctoral institutions.

4. African-American Representation in UA’s Faculty

- 3rd among flagships and exceeds median and average: Among the 50 flagship institutions for Fall 2008, UA ranks third in percent black full-time faculty with 5.44%, not counting UA’s two black non-resident aliens. That is significantly higher than the flagship average of 3.02%. In the Fall 2007 data, among 50 flagships reporting, UA ranked second in percent black full-time faculty with 5.63% compared to the flagship average of 2.67%.

- Top 14% among public doctorals and exceeds median and average: Among the 133 public doctoral institutions reporting data for Fall 2008 (excluding HBCUs), UA ranks in the top 14% of all institutions in percent black full-time faculty; again significantly higher than the median and average for public doctoral institutions (3.51% and 3.34% respectively).

- 150% increase in black faculty in 17 years: In 1991, UA employed 24 full-time black faculty out of 918 for 2.61%. For Fall 2008, UA had 60 black faculty (including two black non-resident aliens) (5.62%), an increase of 36 (or 150% increase). SREB reports in its 2008 Factbook that nationally 5.4% of faculty employed at all public four-year colleges and universities are black.
• Black hires exceed percentage in applicant pool: Only 2.1% of all the applicants for UA’s faculty positions last year self-identified as Black; nonetheless, three of the 71 (4.2%) new faculty hired were black. Although the pool of black doctorates has been slowing increasing, less than 3.9% of all doctorates awarded in the country in the last ten years and only 3.78% awarded in 2007 were earned by black U.S. citizens (National Research Council Summary Report, 2006 App. Table B-2a, p. 172, and NASA 2007 Survey of Earned Doctorates).

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

• Notable Promotions/Hires in 2008-09: One significant recent appointment was Provost Bonner’s selection of Dr. Jimmy Williams as Special Advisor to the Provost for Diversity. Dr. Williams has served for several years as Associate Dean in the College of Arts and Sciences and is very active in the area of diversity. In addition, the Intercollegiate Athletic Department successfully hired Coach Anthony Grant as the University’s first black head coach for men’s basketball. Additionally, Coach Wendell Hudson, an African American, serves as the female basketball coach.

• Nine New EEO-1’s since 1991: In Fall 2008, 12 of UA’s 106 EEO-1 administrators were African Americans. This represents a 300% increase from the 3 employed in 1991.

• Seven colleges with African Americans in EEO-1 positions: Of UA’s schools and colleges, one had an African-American dean who retired this summer (School of Social Work) and six currently 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, College of Community Health Sciences, and School of Law).

• UA’s percent black EEO-1’s exceeds national median and average: The University’s 2008 percentage of black EEO-1 administrators (11.32%) 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).

  o 3rd among flagships: Among full-time EEO-1 administrators at the 50 flagship institutions reporting Fall 2008 data, UA ranks third highest in percent black representation, at 11.32%. That percentage is more than double both the median and average for percent black EEO-1’s at the flagships (5.52% and 5.56%, respectively).

  o Top 15% of public doctoral: Among 133 public doctoral institutions (excluding HBCUs) reporting in Fall 2008, UA ranks in the top 15% for
highest percent black EEO-1’s, well above the national median of 5.81% and average of 6.81% for those public doctoral institutions.

- UA’s percent black EEO-3 professional staff exceeds national median and average: The University’s 2008 percentage of black EEO-3 professionals (9.55%) also exceeds that of most comparable public four-year institutions across the country:
  
  - 6th among flagships: Among full-time EEO-3 administrators at the 50 flagship institutions reporting Fall 2008 data, UA ranks 6th highest in percent black representation at 9.55%. That percentage is well above the median and average for percent black EEO-3’s at the flagships (4.73% and 5.44%, respectively).
  
  - Top 30% of public doctoral: Among 133 public doctoral institutions (excluding HBCUs) reporting in Fall 2008, UA ranks in the top 30% for highest percent black EEO-3’s, more than the national median of 3.47% and average of 7.93% for those public doctoral institutions.

II. Report of Initiatives Accomplishing UA’s Five Strategic Diversity Goals

**GOAL ONE**

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

*Action Steps:*

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

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

   The Office of the Provost and Executive Vice President, Dr. Judy Bonner, is charged by the President for overall responsibility for promoting and implementing the University’s SDP and complying with the *Knight* settlement obligations. In academic year 2008-09, this office has completed the following initiatives:

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

b) **Input from BFSA Leadership & Special Advisor to Provost for Diversity:** Met with leadership of the Black Faculty Staff Association (BFSA) in Fall 2008 and Spring 2009 and communicated frequently with its President to reiterate support for diversity and discuss ideas to enhance the success of a SDP. As a result of BFSA’s request for additional leadership in diversity matters, in June 2009 Provost Bonner named Dr. Jimmy Williams, Associate Dean in the College of Arts & Sciences, as Special Advisor to the Provost for Diversity.

c) **Annual Reports To Obtain Information About Progress Toward Goals:** For the third 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 each college assess progress in enhancing racial diversity. Administrators thereafter report to the Provost on initiatives undertaken in their areas of supervision that support achievement of the five goals of the current SDP, and the Provost uses this information in her evaluation of the Deans in achieving diversity in their respective academic units and to prepare this annual report.

d) **Encouraged UA Participation in Minority Faculty Recruitment Workshops and System Statewide Conference:** The Provost has had several communications with the Council of Deans to encourage participation in diversity conferences and recruitment activities. She encouraged attendance at workshops presented by Academic Network, Inc., where the topics included creating “feeder” programs with minority-serving institutions (including HBCUs, HSIs and Tribal Colleges), establishing your own institutional graduate minority student pipeline, developing relationships with minority academic and professional organizations, establishing relationships with career placement offices, coordinating outreach with community college professors, and analyzing minority databases and internet search resources. Provost Bonner also encouraged participation in the Second Annual UAS Diversity Conference: *Best Practices for Identifying, Recruiting, Retaining, and Engaging Underrepresented Faculty, Staff and Students* on November 3, 2008.

e) **Encouraged Use of SREB Doctoral Scholars in Recruiting:** Provost Bonner has promoted use of the SREB On-line Scholar Directory as a source of minority applicants; purchased an annual contract to have unlimited job postings for both faculty and staff to InsideHigherEducation.com; and provided a list of SREB Doctoral Scholars to the Deans and encouraged them to actively pursue these graduates for open faculty positions.
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 various areas have explicitly communicated their commitment to diversity as a part of UA’s educational mission include the following:

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

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

- **Diversity Committee & Diversity Logo.** 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 initiating development of a proposal to recruit underrepresented/minority students. Approximately three dozen of the College’s faculty members have served on this committee. The Dean’s liaison to this committee, the Associate Dean for Multicultural Affairs, Dr. Jimmy J. Williams, oversees the College’s diversity/multicultural initiatives and projects.

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

• Every six years, the College’s JMC departments (Advertising and Public Relations, Journalism, and Telecommunication and Film) are accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACJMC). The ACJMC assesses the College’s JMC department’s research, curriculum and services on nine standards, including Diversity and Inclusiveness. Indicators of diversity and inclusiveness include a written diversity plan, the inclusion of diversity issues and perspectives throughout the curriculum and the recruitment of minority students and faculty. In May 2009, ACJMC found the College in compliance with the organization’s standard for diversity and inclusiveness. The accrediting agency was pleased with the College’s Diversity Plan, the promotion of female faculty and efforts to recruit minority students.

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

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

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

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

2. A commitment to diversity is articulated in the College’s mission and goals. The College’s diversity statement can be accessed at [http://education.ua.edu/ncate/diversity.html](http://education.ua.edu/ncate/diversity.html).
   - As part of its mission, the College has a non-discrimination and anti-harassment policy which supplements the institution’s policies. (See [http://education.ua.edu/ncate/documents/nonniscrimpolicy.pdf](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, accessible at [http://education.ua.edu/ncate/documents/recruit.pdf](http://education.ua.edu/ncate/documents/recruit.pdf).

e) *College of Engineering.* The College of Engineering publicizes its commitment to diversity in a variety of ways discussed in Goal 4, including through its Multicultural Engineering Program, and in its promotional materials, which include diverse genders, races, and ethnicities in photo shoots and which stress the fact that students can receive an excellent engineering education at a diverse liberal arts university. In addition, the College proudly supports professional organizations like the Society of Women Engineers, the National Society of Black Engineers, and the Society of Hispanic Professional Engineers, each of which provide career networking and professional advising and reflect a diverse college community. The National Society of Black Engineers also communicates the College’s commitment to diversity through its tutoring at a predominately African-American middle school in Tuscaloosa to help develop science, technology, engineering, and mathematics skills of young African-American students.
f) Graduate School. In addition to engaging in aggressive student outreach recruitment efforts, as described in the section on Goal Four, the Graduate School continues to communicate diversity as its strategic goal to enhance learning and attract and retain excellent students.

- **Articulation of working goals underpinning all of the school’s initiatives.** The Dean paraphrased the following two working goals that make it clear that diversity in all its forms and service to students and faculty are linchpins of all other quality goals and initiatives. Those two goals are:
  i. Partner with colleges and departments to develop nationally-prominent graduate programs that synergistically contribute to the University goal of a 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 site ‘Opening the Schoolhouse Door’, was revised again this year, using UA’s historical context as a counterpoint for the concerted quest to make diversity and excellence co-aspirations in graduate education.

- **Commitment to diversity attracting national attention.** UA has begun to attract national attention for leadership in recruiting, retaining, and graduate students from underrepresented minority groups and that recognition is publicized to further communicate the commitment to diversity. For example, UA has gotten national press attention for leading the nation in both enrollment and graduation of Southern Regional Education Board (SREB) Doctoral Scholars, with 66 Scholar graduates, at least 42 of whom are employed in positions utilizing their UA doctorates. In addition, in December 2008, The Graduate School won the prestigious Council of Graduate Schools/Peterson’s Award in Washington, D.C. for innovation in creating an inclusive graduate student community, in competition with 16 other nationally-prominent graduate schools. The $20,000 matching award is creating new mentoring programs for underrepresented and underserved graduate students to increase retention and decrease time to degree.

  g) School of Law. The Dean is personally involved as a champion of diversity in the Law School through many of his speeches, programs, and fund raising for organizational support. He also seeks diversity in his recruitment of outstanding students, faculty, and staff from a broad range of backgrounds and experiences. The Dean also informed the chair of each major law school committee about the Law School’s and the University’s diversity goals, and charged each committee to seek diversity, where applicable. All of the committees had as part of their charge seeking diversity in hiring pools, programming, faculty visitors, and speakers. The Dean has also communicated a commitment to diversity to the Admissions office, the entire faculty, to various student organizations, and to alumni.
h) Capstone College of Nursing (CCN) philosophy, published in handbooks in print and on websites and discussed with all students, describes the values and beliefs of the faculty of the College and provides a framework for the CCN curricula. It includes the following statements that are relevant to awareness and appreciation of cultural and individual diversity, promotion of community tolerance, and preparation for living in a global society:

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

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

The strategic plan of the Capstone College of Nursing includes objectives to increase minority enrollment, to increase the number of minority students who are ambassadors, and to promote research related to rural health, racial and ethnic disparities in health, culture and health care. Progress on these goals and objectives is measured at the end of the academic year and reported to faculty in the last meeting of the Faculty Organization. In addition, the College’s web site continues to be updated with pictures that reflect a diverse student population.

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

- In 1991, the faculty adopted the following cultural diversity statement, which is printed in the BSW and MSW student handbooks:
  As stated in the National Association of Social Workers Code of Ethics and consistent with the University of Alabama's Equal Opportunity Policy, we the faculty, staff, and students of the School of Social Work:
  - Advocate the elimination of any form of discrimination on the basis of race, color, gender, sexual orientation, age, religion, national origin,
marital status, political belief, mental or physical limitation, or socioeconomic status.

- Are committed to teach, encourage, and promote an appreciation for and understanding of diversity in the School of Social Work, The University of Alabama, our professions, and our community.
- Affirm the value of soliciting and incorporating diversity into all aspects of our educational experiences, our profession, and our personal lives as one way to enrich our total life experience individually and collectively as members of a world community.

- One of the objectives of both the BSW and MSW programs articulates the focus on diversity: “Students will demonstrate the ability to practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.” This statement is printed in the student handbooks.
- Evaluations of student field education outcomes and the exit surveys ask questions about student attainment of this diversity-related program objective.
- One of the themes of the BSW and MSW programs is Valuing Diversity: “Social workers value and work respectfully with people who are different from themselves.” This theme statement is printed in the student handbooks.
- In their syllabi, several faculty members include statements about diversity and students’ obligations to be respectful of differences.
- Social Work attends to diversity issues by engaging speakers and organizing conferences and workshops, ensuring that diverse speakers and diversity topics are included.
- Social Work ensures that student recruitment and retention materials and other publicity about the school include pictures that highlight diverse faculty, staff, and students and content that illustrates commitment to diversity.
- Many of the faculty are Safe Zone allies; display the pyramid logo on their office doors and are listed on the Safe Zone website.
- Social Work follows the University of Alabama Diversity Policy when recruiting administrators, faculty, and staff.

j) 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.”

k) Community Affairs, Office of Equal Opportunity Programs. The Office of Equal Opportunity Programs maintains a website, http://www.eop.ua.edu/, that is focused
on communicating the University’s commitment to diversity and compliance with non-discrimination and affirmative action laws and regulations. This office facilitates the review and update of the President’s Statements on Commitment to Diversity, Equal Opportunity, and American with Disabilities Act; posts the updated statements to the University website and distributes them via hard copy to University employees; and posts the Strategic Diversity Plan and Knight Settlement. This office also reviews various recruiting materials to ensure inclusion of the University’s most current statements on diversity, equal opportunity, and affirmative action. Finally, the University Compliance Officer/Director communicates the University’s commitment to diversity as part of her role as liaison to the Equal Opportunity Committee and through participation in discussions/panels of campus groups (Black Faculty and Staff Association/Coalition for Diversity and Inclusiveness/Alliance of Women of Color).

1) **Community Affairs, Crossroads Community Center.** Crossroads communicates the University’s commitment to diversity through display materials presented to potential students and their families at Bama Bound and University Days (about 40 events). The display has student photos from actual Crossroads events representing the faiths and cultures that grace the Capstone. The University’s commitment to diversity is also communicated through its website and in its Newsletter, through its Intercultural Homecoming Initiatives, and at its Community Engagement Events with the surrounding community, all of which are discussed in section 1 of Goal 2 below.

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

- 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).”

- *Judicial Affairs* revised current publications and created new publications that incorporate the University’s Capstone Creed, which requires students to “act with fairness, honesty and respect; foster civic responsibility.” The *Code of Student Conduct* requires that students “must observe rules that benefit their classmates and their University” and that they are to “respect the dignity, rights and property of others.”

- The *Community Service Center* website has been remodeled to show its existing commitment to minority communities for service, and the diverse student population who volunteer. It also has expanded its anti-discrimination
and inclusion policy to include sexual orientation/gender expression in all of its print and web materials.

- The Counseling Center completed an environmental survey, which in part evaluated inclusiveness in print and visual materials in the department, and recommended changes are now in process.

- The Parent Programs office has increased diversity in printed and electronic materials including brochures, newsletters, Parent Guide, and Parent Calendar and Handbook; increased diversity among its Parents Association Board Members; and maintained an intentional focus on the recruitment and retention of diverse parent populations.

- All publications from the Office of Greek Affairs discuss a commitment to diversity and show a diverse visual representation of students, intentionally promoting the idea of one Greek “community” as opposed to separate “black and white” communities. This commitment to diversity and appreciation of the diversity of the Greek community has specifically been communicated this year as part of “Bama Bound” information sessions for prospective students and their parents, during a speech made by the Director of Greek Affairs at the Greek Excellence Awards banquet, and in comments to organizations that have racially and ethnically diverse membership.

n) Intercollegiate Athletics. The Department of Intercollegiate Athletics has promoted and published its commitment to diversity as part of the University’s educational mission by continuing to include this important objective in the Department’s mission statement. In March, 2009, the Athletics Department’s Executive Staff began discussions to revise the department’s mission statement so as to better capture the essence of our mission and core values and to develop a mission statement that coaches, staff and student-athletes can live and operate by on a daily basis. The revised mission statement will continue to incorporate diversity as one of the core values of the Athletics Department. The mission statement is published in several publications, including the annual Student-Athlete Handbook (distributed to all student-athletes at the beginning of each academic year and also containing UA’s Statement on Diversity), every sport’s media guide (sent to prospective student-athletes for each sport, media representatives and other constituents), and on www.rolltide.com.

o) University Press. The University of Alabama Press works to communicate this commitment to diversity through all aspects of its mission. Through its position as part of the University’s outreach efforts, the Press sustains active and continuing programs to publish both scholarly and general-audience works on the South in general and Alabama in particular, emphasizing Civil Rights heritage and on the history and culture of ethnic, minority, and disadvantaged communities. Such effort can be quantified through reporting the number of titles published in these areas. For example, the Press has 79 titles in print on African-American studies and the Civil Rights Movement; 89 titles in print in Native American studies, with the preponderance of those addressing the Indian peoples of the Southeast; 56 titles in its Judaic Studies list; and two titles in Gay, Lesbian, and Bi-Sexual studies, a new area for the Press. That these are continuing
initiatives is indicated by the number of such titles currently under contract and in production, but not yet published: one in Native American Studies, seven in African-American Studies/Civil Rights, and one in GLBT studies. Although the Press has yet to publish more than a small handful of works on Hispanic, Asian, and other ethnic and minority topics, it continues to seek such manuscripts, especially those based in Alabama and Southeastern groups; unfortunately the number of scholars addressing these topics in the traditional fields of history, literary criticism, and ethnography (where the Press has strengths) remains small, so the pool of possible book-length manuscripts is also very small.

**GOAL TWO**

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

*Action Steps:*

1. **The University will establish and/or maintain university-wide offices/positions/initiatives that provide leadership in providing opportunities for and/or promoting a diverse, inclusive, and respectful campus environment.**

2. **The University will offer and publicize opportunities for students, faculty, and staff to learn about and participate in a variety of academic, cultural, and celebratory experiences that broaden the participants’ understanding of and appreciation for diversity and the emerging global society.**

3. **The University will offer and promote diversity, anti-discrimination and harassment training and training resources for members of the campus community.**

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

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

a. **The Office of the Vice President for Community Affairs**

   This office seeks to combine the capacity of a major research university with community partners in an effort to expand the classroom for students and faculty, while assisting in improving the quality of life for those living in our local and regional communities. It also seeks to address the changing cultural demographics taking place within the internal campus community by implementing strategies that increase the cultural competency of the campus in an effort to foster an inclusive campus environment that
promotes tolerance and values diversity. New and ongoing initiatives of this office related to sustaining an inviting and inclusive campus environment are publicized at [http://communityaffairs.ua.edu/](http://communityaffairs.ua.edu/). The Crossroads Community Center, discussed below in section C, reports to the Vice President for Community Affairs.

The Office of Equal Opportunity Programs, which also reports to the Vice President for Community Affairs, supports the University's efforts to foster a diverse student body and workforce by working with administrators, departments, and committees to ensure that University policies and programs comply with applicable nondiscrimination requirements. This past year, the University Compliance Officer/Director sponsored several training seminars discussed in Goal 2, Section 3 of this report; participated on the UAS committee to plan the 2009 Third Annual Statewide Diversity in Higher Education Conference, which will focus on identifying, retaining, and engaging diverse faculty, staff and students; and provided leadership and liaison support to the Equal Opportunity Committee (EOC), a university standing committee designed to advise the administration on equal opportunity issues. The Committee identified and submitted to the administration for consideration the following initiatives: (1) conduction of a campus climate survey, (2) provision for more in-depth information relating to diversity at Freshman Orientation, and (3) adding a diversity course requirement to the core curriculum.

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/](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:

- CCBP is a financial and program supporter of the Journalism Department’s Multicultural Journalism Program, a program that has won national awards. The program selects outstanding diverse students from across the country to participate. Each year the participating students publish a journal that focuses on different aspects of life in various Alabama communities. This year the Journal focused on the Alabama Black Belt.
- CCBP provides communication and research report to AERN, which emphasizes rural Alabama, especially the Black Belt, where a large percentage of the residents are African American.
- CCBP and Community Affairs have supported and publicized the work of Engineers without Borders. This group has completed fresh water projects and renovated baseball fields in Alabama’s Black Belt, fresh water and eco-tourism in Peru, and fresh water in Asia. Results have been documented in popular and research journals.
- CCBP has provided news release, communication, and website support to the Black Belt Community Foundation and conducted a workshop on design and production of publications to help the Foundation produce their own publications.
• A CCBP intern is the publicity director for *Homegrown Alabama*, a local farmers market for organically produced vegetables and other homemade products.

• *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 and helps institutionalize entrepreneurship as a critical and effective economic strategy, particularly in rural areas. 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.

• Community Affairs has awarded seed funds to projects that support poetry enrichment in prisons; literacy in poor communities; income tax preparation among poor neighborhoods, and a cultural festival for a low-income housing project, among other projects.

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

• *Preparing Alabama Students for Success (P.A.S.S.)*. UA students from the Alabama Black Belt serve as tutors and mentors for middle school students and assist them in preparing for their high school graduation exams and college entrance tests.

• *Parent Leadership Academy (PLA): Building Community by Supporting our Children* is an initiative of the CCBP, the College of Education and the College of Human Environmental Sciences in conjunction with the Tuscaloosa City and Tuscaloosa County School systems. The curriculum of the *Parent Leadership Academy* is intended to maximize the leadership potential of parents to collaborate with educators and become active partners in the education of their child and other children in the community. PLA participants are a diverse group of elementary school parents who are active in their respective schools. The PLA graduated its first class of 20 parents in 2008 and graduated over 40 parents in 2009.

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

• The *CCBP language lab* uses Rosetta Stone language instructions disks to teach English as a second language and other languages for English speakers to acquire skills in a second language.

The Federal Work Study program provides priority funding for several programs through the CCBP and The America Reads program related to the needs of minority children in central Alabama. These programs include the Black Belt Initiatives, the HEROES program and tutors for four local minority elementary schools.
b. The Minority Business Council

The Minority Business or Vendor Development Council, led by Vice President Samory Pruitt, is another initiative that helps the University community communicate its commitment to diversity as part of its educational mission. The Council, which includes representatives from Contract Administration, Construction Administration, Purchasing, the Action Card Office, and other UA departments, organizes and sponsors semi-annual minority vendor fairs or minority business forums, which offer minority-owned and operated businesses lessons and tactics for getting more general business, construction and vending contracts, managing risks, and improving networking and communication with UA. Representatives from Contract Administration, Construction Administration, Purchasing, the Action Card, and Risk Management participate in the forums.

The Council also created a website to assist minority and small businesses, which is linked to Purchasing and Construction Administration websites. Construction Administration actively seeks opportunities to attend and participate in offsite minority business fairs and members of the Purchasing Department staff also attended a Minority Business Opportunity Fair in Birmingham sponsored by the South Region Minority Supplier Development Council. Construction Administration has been successful in securing services of minority-owned businesses and will continue to seek more participation in construction projects.

In August, 2008, Contract Administration hosted a seminar for participants to learn about Disadvantaged Business Enterprise (DBE) certification. Representatives of ALDOT and Stillman College attended, along with several minority and female business owners from the Tuscaloosa community. During the seminar, the participants were given instructions on each step of the DBE certification process and provided with the appropriate contacts to begin the certification process. UA is expressly encouraging the utilization of MBE/DBE vendors in its bid documents and during the pre-bid process. Contract Administration has made significant revisions and improvements to the University’s DBE program in order to adapt to the current DBE pool of candidates in West Alabama. For the second consecutive year, the FTA’s Regional Office approved the University’s goal methodology without comment. The current DBE program can be viewed at: https://facportal.fa.ua.edu/sites/defaultfacilitiessite/construction_admin/cabplate/DBE%20Program/1/DBE%20Program.pdf. In addition, Contract Administration has assembled a list of minority and women-owned businesses which is distributed to potential bidders at the pre-bid meetings for capital projects. This list serves not only to encourage minority and women-owned participation on UA projects, but also increases the profile of these minority and women-owned businesses among prime contractors in the local business community.

Contract Administration has also worked with Sponsored Programs to develop procedures for tracking all UA grants from FTA, FHWA and FAA to ensure the entire University remains compliant with the federal DBE requirements. Financial Affairs Information Technology and Building Information Services has been working with Purchasing to design and generate a monthly report providing purchase order information for minority vendors. This report will help develop a strategy for minority vendor recruitment.
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 online an intercultural calendar for each academic year, a list of multicultural experts on campus, a multicultural resource list, and a list of UA cultural student organizations (http://crossroads.ua.edu/resources.html). The Crossroads website is updated regularly to publicize the campus intercultural efforts and relationships that are shaped throughout the year. Last year, Crossroads received almost 8,000 pageviews to its website.

Intercultural Homecoming. Crossroads facilitated the development of multicultural activities in the Ferguson Center during Homecoming Week for the first time this year. All events were multicultural and invited individual participation from students, staff, alumni, and friends of the University. The events presented to the public the face of the University as students experience it every day: Drum Circle, Black Belt 100 Lenses Greene County, Open Mic Poetry Slam, World Music, and American Guitar Music. These entertainers were chosen to showcase the daily intercultural work of the University, maximize individual participation in the Homecoming observance, and provide a festive homecoming atmosphere in the Ferguson Center. These events were coordinated by Crossroads Community Center and co-sponsored by Creative Campus, the Center for Community Based Partnerships, New College, Capstone International Center, and the Ferguson Center.

Three examples of engagement events in the community sponsored by Crossroads are Black Belt 100 Lenses, Community Culture Fest, and Unity Day. Photographic exhibits hosted in the Crossroads Lounge in Fall 2008 and Spring 2009, entitled "The Black Belt 100 Lenses: Greene County and Hale County," promoted conversation, introduced various units at UA to one another, and facilitated access to UA for Black Belt youth. This initiative will soon include each of the counties of the Alabama Black Belt. New this year, Crossroads facilitated communication between UA and its surrounding community through the Fall Culture Fest. In cooperation with the Tuscaloosa Housing Authority and the residents of McKenzie Court Housing, Crossroads facilitated conversation and developed networks to create a community musical festival, which attracted 15,000 people. Finally, Unity Day brings together students from Shelton State Community College, Stillman College, and UA for fun, food and music each spring. Crossroads and the Student Government Associations of the three schools facilitate the logistics of these events. This initiative was begun at Stillman College in 2007, hosted at UA in 2008, and at Shelton State Community College in 2009. The planning of Unity Day each year offers the opportunity for students from the three colleges to work together on a project, build relationships with one another, and learn about UA’s commitment to diversity.
The Blackburn Institute partnered with the Crossroads Community Center to initiate a new program at UA entitled “Real Talk.” Open to all UA students, Real Talk enabled students to hear first accounts on what it is like to be from a non-traditional background at UA and then discuss personal perceptions as well as reflections. A total of seven Real Talk sessions were held in 2008-09 – these events covered what it is like to be … (Hispanic, Muslim, African American, Caucasian, Asian, GLBTQ, and Disabled) in America and at UA. The Blackburn Institute also partnered with the Crossroads Community Center to initiate a new program at UA entitled “First Wednesdays” which discussed the topic of “What is Culture?” A total of three “First Wednesdays” discussions were held in the Fall of 2008.

Other ongoing Community Building Initiatives include:

• **Interfaith Initiatives**, designed to foster respect for religious freedom and cultivate respect and peace among those on the campus of different spiritual traditions and religious beliefs. By facilitating respectful and honest conversation, Crossroads seeks to build a climate of fairness toward one another in campus classrooms and in daily lives. Crossroads also publishes the *Intersections Quarterly Newsletter*, [www.crossroads.ua.edu/intersections.html](http://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. For example, a recent issue included an article entitled “Our Muslim Neighbors,” authored by a Crossroads Graduate Assistant, explained the life and values of this community in Tuscaloosa.

• **Honoring Heritage.** Crossroads hosts programs throughout the year that offer individuals the opportunity to share their cultural traditions and learn about one another. Most prominent among these events are: African American Heritage Month, Scottish Tartan Week, Asian Pacific American Heritage Month, Hispanic Latino Heritage Month, Veterans Day, and Native American Heritage Month. Crossroads coordinates cultural activities by organizing interdisciplinary planning meetings, coordinating scheduling of multicultural events, and publicizing the heritage events on combined posters. Many valuable intercultural conversations are created through these programs.

• **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. For 2008-09, this program had 50 participants.

• **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. Examples of Interfaith Community Conversations are *Buddhism Today* (Zoketsu Norman Fisher), *What Is Ramadan?*, and Jewish Students Share the Passover Observance with the Campus Community.

- **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.

### 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](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 *Fourth Annual Moral Forum* was held in October 2008 and the students, drawing on the increasing controversy surrounding the impact of “big-box” retailers on today’s economy, researched the following resolution: “The continued growth and success of Wal-Mart has led to a more just society for American citizens.”

- **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. The 2008-2009 class of Documenting Justice produced films on the stories of African-American farmers in Alabama; the struggle to pay for health care for those without insurance; the historical memory of the South and the significance of Foster Auditorium; the uphill battle fought by union organizers; the intersection of HIV/AIDS, religion, and spirituality in the South; and the story of individuals recently released from prison as they readjust to society.

- **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 2009 in Cuba and New Zealand.

- **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 100 UA undergraduate and law students worked at free tax preparation sites across the state to prepare over 1,900 returns for working families – helping them to secure $3.7 million in tax refunds and saving them $475,000 in commercial tax preparation fees. This is close to doubling the effort of UA students who participated in SaveFirst in 2008. More than 40 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.

- **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. UA continues to be the leading participant in our statewide screening efforts. During the 2008-2009 academic year, more than 100 students participated in screening more than 1,700 children at over 60 sites in 10 Alabama counties. Additionally, several UA classes have partnered with Focus First in a service-learning capacity, including BSC 409: Pre-Health Apprenticeship and NEW 237: Cooperation and Conflict.

- **Tuscaloosa Academic Enrichment**, a collaboration between The University of Alabama and the Tuscaloosa City School System, provides high-quality academic
and cultural learning experiences to at-risk incoming high school freshmen in the City of Tuscaloosa. During the summer, low-income youth experience far greater summer learning losses than their higher-income peers, particularly in reading comprehension and language skills. Using research-based approaches and models of effective practice, Tuscaloosa Academic Enrichment strives to reverse this trend by ensuring that academically at-risk incoming Tuscaloosa high school freshmen have access to high quality learning and enrichment opportunities during the summer months. Instruction is provided by UA faculty and staff, serving learning students, and student volunteers.

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

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

- **Minor in Civic Engagement and Leadership**, co-sponsored by CESR, includes elective courses in concentration areas including International Leadership or Globalization.

**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 online at [http://wrc.ua.edu/about/herstory.htm](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 clients who identified as members of marginalized populations; and
• partnerships with the College of Arts and Sciences, Department of Women’s Study program, and Freshman Learning Communities to support the Women Involved in Learning and Leading living-learning community for female students.

f. Offices Promoting Inclusive Environment for Individuals with Disabilities

The University of Alabama Wheelchair Athletics (http://www.uads.ua.edu/) 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, in its sixth year, sent seven wheelchair basketball players to Beijing for the 2008 Paralympic Games, and in 2009, the UA women’s wheelchair basketball team won the Women’s National Championship in Denver Colorado, while the men’s team placed 5th in the Men’s National Championship.

The Office of Disability Services (ODS) serves as the central contact point for students with disabilities at UA. ODS works individually with students to determine appropriate and reasonable academic accommodations, to ensure that students' academic performance is evaluated apart from the limiting effects of disability, and to promote student responsibility and self-advocacy. The number of students registered with ODS has risen from 468 during AY 2004-2005 to 954 during AY 2008-2009, an increase of over 104% in four 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 (12 on-campus presentations during AY 2008-2009) and meets with faculty members to heighten awareness of the role of ODS and ADA/§504 requirements;
• attends Student Health Fairs and Bama Bound sessions as a means of providing direct student outreach;
• collaborates with Furnishings and Design to place special furniture in classrooms for students with physical disabilities;
• continues to work with appropriate campus partners to improve community knowledge of accessibility to sporting and other events, chiefly through the UA Gameday website;
• continues to work in partnership with the Director of Parking and Transportation Services, the Alabama Disabilities Advocacy Program (ADAP), and the Office of the Associate Vice President for Auxiliary Services to combat abuse of accessible parking tags and plates at UA events, so that accessible parking is available to those for whom it was intended;
• collaborates with and provides representation to the board of a program of the University’s Psychological Clinic, UA-ACTS (The University of Alabama Autism Spectrum Disorders College Transition and Support Program) to meet the needs of UA students with Asperger’s Syndrome;
• serves on The ADHD Consortium, a working group headed by Dr. Mark Thomas from the Student Health Center, which provides assistance to students with certain types of disabilities who often need extra assistance to be fully included in the life of the University and to successfully complete their degrees;
• assists Housing and Residential Life on a Medical Review Committee to evaluate and prioritize housing requests of students with the greatest need; and
• serves on UA’s ADA Committee (along with representatives from the Office of Counsel, Facilities, Equal Opportunity Programs, Transportation Services, Housing and other departments), which helps prioritize renovations to enhance accessibility in university buildings.

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

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

Transportation Services continues to meet and exceed ADA specifications in ensuring that all signs related to handicap accessibility are at a height that are clearly visible to all persons and adding additional handicapped spaces as needed in various areas. Transportation Services has taken extra measures when planning for campus events to ensure that transit, signage and parking are as accommodating as possible for persons with disabilities.

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

The mission of the Capstone International Center is to initiate, promote, and support UA’s international efforts on campus as well as throughout the state and the world. The Center, comprised of International Academic Programs, International Services, and the English Language Institute, coordinates the University’s international endeavors, facilitates the development of a global perspective campus-wide, and supports students, faculty, and staff in global outreach, teaching, and research. More detailed information about the programs and services of the Center can be found on-line at http://international.ua.edu/. Examples of initiatives designed to promote cultural understanding and create and sustain an inviting and inclusive campus include routinely offered events with Tuscaloosa’s International Friends, a Welcome Watermelon Cutting Party, Welcome Reception, President’s Reception, Holiday Party, and the Rotary International picnic. Some of the larger programs associated with the Center include:

- **Weekly International Coffee Hour**, in which a coffee hour with food and occasional entertainment is hosted each week on campus to facilitate building friendships/relationships between international and American students.

- **International Peer Advisory Council (IPAC)**, in which student mentors, who are trained on cross-cultural communication skills, orientation resources, leadership and the program’s expectations, assist with the international student orientation program, provide campus tours and introduce new international students to departmental and campus resources to help make the transition from their home country to the University of Alabama as smooth as possible.

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

- The **English Language Institute**, whose purpose is to provide high quality instruction in English as a second language and orientation in U.S. culture to international students who are non-native speakers of English (for more information about initiatives of ELI, see [http://eli.ua.edu/mission.html](http://eli.ua.edu/mission.html)). This past April, more than 100 ELI students from 23 different countries visited Martin Luther King Jr. Elementary School to participate in the school’s first ever World Culture Day. Also, two ELI faculty members have strengthened UA’s partnership with Ocean University of China.
by teaching there this past year. This College has a bridge program for preparing Chinese students for university studies in the U.S.

- The *International Student Association*, 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. Alabama International Trade Center & Center for Economic Development**

The William R. Bennett Alabama International Trade Center (AITC) provides export research, training, and financing services to Alabama's small business community. These services are open to the public and supported in part by the U.S. Small Business Administration. Print communication and website materials indicate that all services are open to the public, nondiscriminatory, and available to individuals with disabilities. In FY 2008, 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 in Turkey, China, South Africa, Mexico, Chile, Argentina and Germany. The Trade Center worked with the North Alabama African-American Chamber of Commerce (NAAACOC) and partnered with NAAACOC at its annual expo in May 2008 to deliver a presentation on export markets. The AITC worked with the Southern U.S. Trade Association (SUSTA) and Intertribal Agricultural Council to train ten small minority owned businesses in the U.S. on export procedures and foreign markets using the Trade Center’s TEAM Training Program. 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 2008, the Center offered export training and counseling services to 22 women-owned businesses and 27 veteran-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. UCED is a partner of the Alabama Communities of Excellence (ACE) program, which is a comprehensive approach to economic and community development for cities with populations between 2,000 and 18,000. ACE partner organizations help rural communities plan and prepare for a more vibrant future. During 2008, UCED worked with various ACE communities and provided training for 64 minority participants. Your Town Alabama is another program in which UCED participates. The “Your Town” workshop is an intensive 2½ day workshop that focuses on an important aspect of community spirit and community integrity: the process of design. The workshop aims specifically to introduce small town, neighborhood and rural decision makers and technical assistance providers to the role of design in community
planning. Your Town Alabama graduates 70 to 75 new leaders each year. During 2008, 27 of the 73 participants were minority participants.

All of UCED’s programming is geared to local communities which include the regions, counties, cities and towns in the State of Alabama. The Center works with elected and civic leaders through all of its programming and the Center emphasizes a broad representation of the community. Program participants represent the diversity of the community (racial, gender, geographic, political, economic, etc.). UCED’s curriculum includes instruction on basic leadership skills/strategies (e.g. planning problem-solving, teamwork, interpersonal skills, conflict management, valuing diversity, etc.).

During 2008, UCED targeted working with the Alabama-Tombigbee Regional Commission, which covers a ten-county area and is home to some of the poorest in the State of Alabama. The programs have focused on community development information and recommendations to improve the local economies and increase the opportunities for a better quality of life. During 2008, workshops and programs for the Alabama-Tombigbee 10-county area were delivered on the topics Opportunities with Hispanics and Tourism Development. A total of 117 people were in attendance with a total of 39 minority participants.

i. Office of Academic Affairs/Provost Creative Campus Initiative

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

An archive of past events of Creative Campus was placed on line to document its events. ([http://creativecampus.ua.edu/pastevents.htm](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 Rebirth – an event celebrating the creative accomplishments of African-American artists; Foster Auditorium Awareness Week – a panel discussion and website to raise awareness of the cultural significance of Foster Auditorium, including the integration of UA in June 1963; community conversation with Norman Fischer (Zen Buddhist priest) – this event was attended by approximately 200 students; community conversation with Dr. Jerry Ward, Jr., African-American author of *The Katrina Papers*, and Brice Miller, Associate Director of the Crossroads Community Center – this event was
attended by approximately 50 students, several of whom were Katrina survivors who had relocated in Tuscaloosa.

During the 2008-09 school year, Creative Campus sponsored a speech and consulting visit by Colleen Jennings-Roggensack (African American, Executive Director of Arizona State University Public Events and Assistant VP for Cultural Affairs); continued its ongoing relationship with the Boys and Girls Club of Tuscaloosa, developing a visiting artists program and upgrading the computers in the Boys and Girls Club computer lab; worked with African-American hip hop violinist Derryck “D Sharp” Gleeton as a musical ambassador for Creative Campus; partnered with Crossroads for the Culture Fest event held at McKenzie Courts housing project; featured several African-American storytellers – Teresa Burroughs, Brice Miller, Steven Hobbs – as part of the first Black Warrior Storytelling Festival in April 2009.

With the Center for Community Based Partnerships, Creative Campus, through the University’s membership in the organization Imagining America, presented a panel at IA’s national conference in Los Angeles (October 2008) to introduce the new *Journal of Community Engagement and Scholarship*. In addition, the panel presentation highlighted the 100 Lenses Blackbelt Project being conducted by former Creative Campus intern (and graduate student in American Studies) Elliot Knight.

Though historically UA has thought of the term “diversity” primarily in terms of numbers and issues that focus on African Americans, Creative Campus, like other parts of the University, has arrived at an understanding of “diversity” that is more inclusive, so that events like the visit by and community discussion with Zen Buddhist priest Norman Fischer represent yet another aspect of diversity. Similarly, members of Creative Campus’s student organization, the Creative Assembly, in conjunction with Creative Campus, held an art exhibit by artists with disabilities. The exhibit was developed in conjunction with UA’s Office of Disability Services and with VSA (Very Special Artists, a Birmingham-based organization connected to the Kennedy Center in Washington D.C.). The exhibit featured the work of blind artists Ricky Trione, and the collaboration with VSA was a historic first – their first time to collaborate with a university student group. The opening of the show was attended by approximately 75 people. Michael Wynn, the intern who directed the Unbound Art project with VSA, was awarded a grant from the Center for Community Based Partnerships which will allow Creative Campus to continue working with VSA on future exhibits and workshops focusing on art by persons with disabilities.

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

This following section describes the efforts of central administration, Student Affairs, and individual colleges and departments to ensure that students are exposed to academic, cultural and celebratory experiences that broaden their understanding of and appreciation for diversity, thereby better preparing UA students for the global society in which they will live and work.
• The Realizing the Dream Committee, consisting of members from the Tuscaloosa Consortium for Higher Education (TCHE-Shelton State Community College, Stillman College, and UA), 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 initial Realizing the Dream concert in 1990 celebrated the goals and aspirations of Dr. Martin Luther King, and that event continues each January at UA, with seven choirs performing in the 2009 concert, including groups from Stillman College, Shelton State Community College and UA. Almost 20 years later, the Realizing the Dream concept has grown into a full year of activities, including the MLK Distinguished Lecture series hosted by Stillman College in the fall and spring semester, a performing arts presentation hosted by Shelton State in February, and in 2009, in partnership with the Tuscaloosa Chapter of the Southern Christian Leadership Conference, included the first annual Legacy Banquet to honor outstanding members of the Tuscaloosa community. Those honored at the banquet included the original founders of the “Realizing the Dream” Committee, along with Kendra Key, a junior majoring in political science, Tuscaloosa Mayor Walt Maddox, the Rev. T. W. Linton and several community organizations and businesses. Collectively, these events continue to attract diverse audiences from across the community.

• 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.

• A collaboration between Black Faculty and Staff Association and the Career Center presented CINTAs, “Beginning Your Future Today, Mrs. Kristi Clement-Williams, Director of Corporate Diversity and Inclusion for CINTAS Corporation,” which allowed students the opportunity to spend time with the high-ranking African-American executive at CINTAS Corporation and other CINTAS representatives. Mrs. Williams’ targeted audience was UA’s African-American freshmen and transfer organization and she provided information on how to be successful both as a student and a future professional. Additionally, she also addressed the subject of diversity and how it is a vital conversation that should be ongoing. Provost Judy Bonner provided “Words of Inspiration and Motivation” and the Afro American Gospel Choir performed.

• To provide an opportunity for candid discussions about diversity and the campus climate and for suggestions for new ideas, Provost Judy Bonner and Dr. Mark Nelson, Vice President for Student Affairs, extend an open invitation to faculty, staff, and students to meet with them for lunch at the Ferguson Center three times in the fall and spring.
• The Provost’s Office updates annually its on-line “Guide to Courses with Diversity and Multicultural Content,” [http://provost.ua.edu/courses_final.pdf](http://provost.ua.edu/courses_final.pdf), which was originally prepared by Dr. Jimmy Williams, Special Advisor to the Provost for Diversity and Associate Dean of Multicultural Affairs for the College of Arts and Sciences.

a. College of Arts and Sciences

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

• Martin Luther King, Jr. Distinguished Lecture Series: An Evening with Cornel West, Lecture with African-American Series, in October 2008. Dr. Cornell West is recognized as a national speaker on racial equality in the United States and author of Race Matters. This was co-sponsored with two other colleges (C&IS, C&BA), the Summersell Center for the Study of the South, and the Theta Sigma Chapter of Alpha Kappa Alpha Sorority.
• The Fourteenth Annual Graduate Student symposium in Art History, Department of Art and Art History, February 2009, which included speakers from higher education who addressed Hip Hop from an academic perspective.
• “An Evening Conversation with Mr. Paul R. Jones,” February 2009, co-sponsored with the Black Faculty/Staff Association.
• Paul R. Jones Artist Lecturers presented cutting-edge artists represented in the Paul R. Jones Collection of American Art. These were Fahamu Pecou (January 2009), Mario Petrireena (March 2009), Freddie Styles (March 2009), and Aimee Miller (March 2009).
• Study abroad programs in Cuba and China, where students spend a semester abroad at a major university in those countries. A&S launched the University’s first UA-supervised semester abroad programs at the University of Havana in Havana, Cuba, and Central University of Nationalities in Beijing, China in 2008-09.
• SREB Scholars BBQ, April 2009, allowing SREB Scholars to join together as a community.
• Chitra Divakaruni’s visit to UA, Department of Modern Languages and Classics, March 2009.
• Victoria Rowell’s visit to UA, March 2009. Ms. Rowell is a national advocate for foster children.
• Alabama in Ghana Summer Program, Department of Geography, June 2009. The College provided financial support so that students could have an international experience while pursuing their studies at UA.
• The Last Lecture Award Presentation by Dr. Utz McKnight, Assistant Professor of Political Science.
• The Department of Physics hosted a science workshop for 40 African-American elementary students in February 2009.
• A&S provided financial support to APwonjo, a student group at UA which focuses on African aid and awareness issues.
b. Culverhouse College of Commerce and Business Administration (C&BA)

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

- The Students in Free Enterprise (SIFE) "I Choose" grant project funded by the Marcus Foundation was a project to give the AA community in Sumter County a voice in their local white owned newspaper. It did that and evolved into an ongoing Journalism Workshop put on by the UA Journalism Dept. and the addition of a Journalism elective in Livingston H. S. The CCBP is also a partner and matched C&BA’s funding. The College donated computers, software, notebooks, supplies and training.
- Following the outstanding success with last year’s camp, C&BA faculty hosted the 2009 Inaugural Youth Camp on Entrepreneurship on June 21-26, 2009. They follow the model of Capstone Business Academy with funding from the Office of the Vice President for Community Affairs and students from “Black Belt” counties.

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.

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

**College-wide Efforts**

C&IS co-sponsored the *Evening with Cornel West* Lecture in October 2008, discussed above. In accordance with the C&IS Diversity Plan, pre-professional minority and non-minority student organizations are encouraged to collaborate on programs and panels. For example, CABJ and the student chapter of the Society of Professional Journalists (SPJ) sponsored a campus-wide discussion, “Race, Politics and the Media in the Age of Obama,” featuring Birmingham Mayor Larry Langford as a part of the University’s African-American Heritage Month program in February 2009. Copies of Gwen Ifill’s book with similar title, *Race, Politics in Age of Obama*, were given away as door prizes. Additional events include the following: CABJ and Radio-Television News Directors Association (RTNDA) held a political forum in October 2008 to discuss the presidential election and a College-wide “Get On Board Day” organized by members of CABJ, SPJ, RTNDA, WVUA-TV SLIS, Public Relations Student Society of America and Ad Fed.
C&IS’s faculty and staff frequently invite academics and industry professionals to bring differing perspectives about race and class into the classroom. Some of those this past year included the following:

- In October, students were invited to attend a panel discussion “When the Manager is Female.” Lynn Brooks, WVUA-TV news director, Stacy Brown Brooks, a feature writer for *The Birmingham News* and Julie Keith, editor of *Thicket* Magazine were the three panelists for a 90-minute wide-ranging discussion about how gender factors into newsroom hiring, decision-making, recruitment and retention.

- In February, Lisa Davis, formerly of the *Fort Worth Star-Telegram*, shared experiences of developing audio commentaries for Alabama Public Radio about her work as a stay-at-home mother and how those gendered experiences combine with her experience as a features editor at the *Star-Telegram*.

- In April, the Department of Journalism held "Editing Day: Journalism Jobs" for all majors. Panelists for this daylong event were selected with an eye toward diversity. Six of the 14 panelists were from ethnic minority groups.

- Mr. Andre Taylor, an African American and former Vice President of Public Relations at Alagasco, was a leading speaker at Professional Public Relations Day in November. He joined Tasha Smith, an African American who works in UA’s Career Center and provides significant career advice and support to C&IS students, who led a resume review session.

- Included among the guests presenters to Telecommunication and Film students, were Tamika Taylor and Robert Stevens from WVUA-TV, who held a roundtable discussion about diversity in the newsroom; Yaz Richardson, Alabama Emergency Management Agency, who spoke about minority issues and alternative careers in broadcast news; Vicki Porter, Assignment Editor/News Manager for WIAT-TV, who spoke about Assignment Editor positions; and Meghan Duran, a production designer, who spoke to a production management class.

Several faculty members in C&IS conduct diversity-related research with the understanding that such efforts enhance the curriculum and prepare students to work and live in a global society. A description of such efforts in 2008-09 in each C&IS department follows:

**Journalism**

In 2008, the *Multicultural Journalism Program* (which runs a summer workshop, MJW) celebrated its 25th anniversary with a reunion of program graduates and a banquet. The program provides a free summer workshop to scholastic journalists interested in multicultural journalism. Students compete for full fellowships to attend the ten-day conference on the UA campus. In July 2008, all former MJW participants – those who attended, taught or led – were invited to return to campus for a special program. More than 70 current and past MJW participants attended the 25th anniversary reunion dinner. At the reunion, the Dow Jones Newspaper Fund, Inc. recognized the efforts of the College and the department with a special award noting C&IS’s commitment to diversity. After the dinner, 23 students, 18 of them minorities, attended the 10-day 2008 workshop, which was funded entirely through gifts and grants. The program trains students in reporting, writing, editing,
shooting video, designing and presenting on air, online and in print. Visiting professionals, many of them minorities, work with the students one-on-one. The workshop also teaches media law, ethics and a little bit of history to go along with the primary skills orientation. Participants usually take one major field trip to a civil rights site. There is an opening session with a guest speaker. During the June 2009 workshop, students visited the Black Belt to do reporting and produced a print product and updated online content daily.

In 2008-2009, the following Journalism faculty members were engaged in research that helps in the understanding of diversity and/or published diversity-related research:

• Dr. Kimberly Bissell continues her research on female perception of body image and on female athletes. Titles of her recent published research includes: “Americanized beauty? Predictors of perceived attractiveness from U.S. and Korean participants based on media exposure, ethnicity, and sociocultural attitudes toward attractiveness ideals”; “Through the hoop: How sports participation displaces media use and is related to body self-esteem in competitive female athletes”; and “Exploring the influence of mediated beauty: competitive female athletes’ perceptions of ideal beauty in athletes and other women.”

• Dr. George Daniels continues to emphasize research on minorities, particularly African Americans, and presented several papers with this emphasis, including 1) Two research-in-progress presentations at the Think Tank for African-American Progress in Memphis, TN (“Health disparities as mass media,” “Special reports: TV news' role in health promotion or just their profits?” and “From CNN to the church sanctuary: A faith-based response to being “Black in America.”); 2) An update on his research “Reviewing race and broadcast news media 40 years after the Kerner Commission Report: A mid-year update” to the Broadcast Education Association District II Regional Conference at University of South Carolina. The research focuses on how news media covered minorities after the 1968 National Commission on Civil Disorders criticized reporters and editors at newspapers and TV stations for their African-American hiring and retention practices and their portrayals of African Americans; and 3) In March, moderated a research panel discussion, “Covering civil rights: reporters on the job,” at AEJMC Southeast Colloquium at University of Mississippi.

• Dr. Jennifer Greer continues her research on sexual identity and sport media. Some titles of her current research include: “Naturally” less exciting? Visual production of men’s and women’s track and field coverage during the 2004 Olympics”; and “The influence of gender-role socialization, media use and sports participation on perceptions of gender-appropriate sports.”

• In addition, several Journalism master’s students have or are conducting research on diversity-related topics for their theses or projects. These studies include: a content analysis of coverage of the National Organization of Women; an analysis of news coverage of Hispanics and Latinos in Alabama newspapers and in letters to the editor.
in the last decade; the history of two African-American newspapers in the state; and coverage of African-Africans in *The Anniston Star*.

**Department of Communication Studies**

Several faculty in the Department of Communication Studies are actively engaged in a vibrant research agenda:

- Dr. Jason Edward Black led a book discussion for students during African-American History month, 21 February 2009, on *Great African-American Speeches*, and continues to conduct research on American Indian and African-American discourses, as well as the rhetoric of citizenship and cultural/postcolonial studies. Titles of his recent publications include; “Native Resistive Rhetoric and the Decolonization of American Indian Removal Discourse,” “Performing Native America: Image Events in the Thanksgiving *Day of Mourning* Protests,” and “Memories of the Alabama Creek War, 1813-1814: U.S. Governmental and Native Rhetorical Identities at the Horseshoe Bend National Military Park.”

- Dr. Janis L. Edwards studies gender politics, visual/cultural criticism with an emphasis on Japanese and Japanese-American representations, and the title of a work she has recently published is “Gendering Anti-War Rhetoric: Cindy Sheehan’s Symbolic Motherhood.”

- Dr. Mary Meares researches organization communication, diversity, and intercultural communication.

- Dr. Carol Bishop Mills focuses on health communication involving issues of disabilities, and her recent publication is entitled “Disability as Form of Diversity: Lessons from *Murderball*.”

- Dr. Nance A. Riffe researches gender and performance studies and issues of disabilities and she presented the top paper panel in Rhetoric and Public Address, Southern States Communication Association, Norfolk, VA, April 2009, entitled “Wannabes, Pretenders, and the Transabled: Reconstructing Identity and Ability through Voluntary Amputation.”

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

SLIS supports research that helps in the understanding and appreciation of diversity. In 2009, Ph. D. graduate Karen Cook’s dissertation entitled “*Freedom Libraries in the 1964 Mississippi Freedom Summer Project: A History*” received the prestigious Phyllis Dain Library History Award given by the Library History Round Table of the American Library Association. 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, continues to be supported for her research on the impact of American librarians abroad in the mid-20th century. Slave narratives from Tuscaloosa County that were transcribed after Emancipation were foci of Book Arts 2009 graduate Jessica Peterson’s thesis project. Peterson’s project was a book that viewed the
narratives from the perspective of a Northeasterner concerned with questions of social conscience. Dr. Jamie Campbell Naidoo’s article “Spanish Language Collections in Public Libraries” was published in the Fall/Winter 2008-2009 journal REFORMA. A book arts student from Thailand, Ad Kanyalak, completed his thesis “Faced” and intends to return to Thailand to teach Book Arts.

In addition to creating an environment that supports racial and cultural diversity, SLIS has extended that same commitment to accommodate students with special, physical needs, particularly with renovations to the SLIS computer lab and another classroom. In addition, the focus of the SLIS core course, LS 560 Information Technologies, addresses the issue of color blindness and its effect on website users and includes accessibility of technology for other individuals with disabilities.

The Institute for Communication and Information Research
Dr. William Evans, Director of C&IS’s Institute for Communication and Information Research, is one of the researchers awarded a NIH grant titled “IV/AIDS Anti-Stigma Campaign for Rural African-American Women.”

The Center for Public Television and Radio
This year, the Center for Public Television and Radio was responsible for more than 100 episodes of television for broadcast on Alabama Public Television and WVUA-TV. In addition to its regular slate of sports, information and entertainment programming, diversity-related broadcast productions included:


- *Songs Inside the Box* (broadcast): A docu-performance special focusing on the ethnic and socioeconomic traditions surrounding the making of and the music of cigar box guitars.

- *Merchant of Havana* (in production): A documentary following a University of Alabama professor’s attempts to stage the production of “Merchant of Venice” in Havana, Cuba.

- *Backstage*: Documents the small town community theater production of To Kill a Mockingbird, finding parallels in the racial undertones of the play and the community itself. Nominated for an Emmy.

- *Alabama Craft*: A two-hour documentary special profiling a broad range of Alabama craftsmen, including women and African-American artists.

- *Alabama Stars of Education*: Produced in conjunction with the Alabama State Department of Education, this two-hour live broadcast honored five students whose personal lives reflected significant triumph
over economic and social disadvantage, as well as the announcement of Alabama’s “Teacher of the Year.”

• Non-broadcast projects included a piece on Marengo County Historical Society, including interviews documenting the integration of Demopolis.

Recently honored with an Edward R Murrow Award of “Overall Excellence,” Alabama Public Radio offers listeners throughout much of Alabama a diverse schedule of national and local news, as well as music and entertainment. For many listeners, APR is its only source for NPR news, classical music, jazz, blues and blue grass. A commitment to diversity is reflected in its program schedule. With many potential reports and stories to choose from, radio productions of special note include:

• Military Training in Cultural Competence: A feature report about Air University at Maxwell Air Force Base and their new program to train more culturally diverse and competent airmen to prepare them for the diverse locales to which they’ll be deployed. Included a follow-up conversation with an airman who discussed how different cultures treat women--particularly those in a position of leadership.

• Trying To Win As A Democrat In District 2: Another election year feature focused on the District 2 race for the House of Representatives between Republican Jay Love and Democrat Bobby Bright. In a district with a history of voting Republican and in the wake of Barack Obama’s growing popularity, Mr. Bright’s strategy included a decision about whether or not to court the African-American vote. The feature included the observations of an Emory University political scientist who was an African-American woman.

• Luring Jewish Families To Dothan: An interview with representatives of an organization trying to increase the Jewish population of Dothan by providing up to $50,000 to help them relocate. The story covered Jewish traditions and why increasing the Dothan population was important.

• Cleve Eaton Looks Back on His Career: Story of an African-American bass player who has won many awards and is still playing bass at the age of 68.

• Music Festival Seeks to Preserve Jazz: Story about the Preserve Jazz Festival Foundation, which is headed up by African-American guitarist, Eric Essix. Story included interviews with a woman and an African-American male.

• Will Obama Bring Blacks to the Polls? This election piece went into African-American barbershops to examine whether or not Obama’s race
would be a factor in their going to the polls. All interviews in the story were African American.

- *Election Commentary, From the Mouths of Babes*: Produced by African-American APR reporter and mother, Alisa Beckwith, this piece was a commentary on the election and how it affected her and her family. This news piece won a 2008 AP award for Best Commentary.

- *Patricia Todd*: Interview with Patricia Todd on the 30th anniversary of Harvey Milk's death. Todd is the only openly gay member of the Alabama Legislature.

d. **College of Community Health Sciences**

The University of Alabama’s Rural Health Institute for Clinical and Translational Science was established in 2001 and primarily works to bring the highest standard of health to rural citizens. Its’ primary mission is to facilitate the highest attainable standard of health for those who live, work, or play in rural America by investigating not only disease and infirmity, but also factors associated with physical, mental, and social well-being. The Institute hosts an annual *Rural Health Conference*, which draws hundreds of attendees from multiple professions, business, education and government, who come together to find solutions to health issues and disparities that impact our rural citizen, in Alabama and throughout the nation. The Ninth Annual Research Health Conference was held September 4-5, 2008 with a theme “The Future of Health Care.” Speakers included U. S. Representative Artur Davis; Dr. Dominic H. Mack, Chief Medical Officer, Americorp Holdings; Dr. Ernest L. Carter, Chief Executive Officer, Global Telehealth Group; Dr. John Holaday, Managing Director and CEO, QRxPharma; and Dr. Glenn Hammack, President and Chief Executive Officer, NuPhysicia.

Dr. Thad Ulzen, Chair of the Department of Psychiatry and Behavioral Medicine, is participating 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.

e. **College of Continuing Studies**

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

1) The Alabama Community College Leadership Academy and Leadership Tuscaloosa.

2) The Delta Regional Leadership Academy contained several sessions on the importance of Diversity to the community and economic developments. One session actually helps operational diversity development in organizations.
3) The Master Management Certificate Program included a one-day diversity-training session entitled, “Harnessing the Power of Diversity.”

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

5) 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. Lead-based paint inspections and risk assessments in the Mobile County Katrina Recovery Project, which targets low income, mostly minority residents of Mobile County.

   c. Lead-based paint, Inspector Risk Assessment and Mold Assessment workshops delivered in Jackson, AL, to diverse audiences (75-90% African American and Hispanic), Spring 2009.

   d. Continued OSHA website link to UA’s bilingual safety programs giving UA national exposure in the Hispanic Safety field. Alabama is one of only five states included in OSHA’s Small Business-Hispanic Safety website. [http://www.osha.gov/dcsp/smallbusiness/sb_hispanicsafety.html](http://www.osha.gov/dcsp/smallbusiness/sb_hispanicsafety.html).

f. College of Education

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

   1) Students complete required coursework related directly to diversity; see the Minimum Required Diversity Courses at [http://education.ua.edu/ncate/documents/minimum.pdf](http://education.ua.edu/ncate/documents/minimum.pdf) for a summary of the minimum required coursework related to diversity offered in each department.

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

3) Teacher education students complete field and clinical practice in different settings to provide diversity in pre-teaching experiences. Placements provide experiences with K-12 students with exceptionalities 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.

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

5) The 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.

6) 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 professoriate. The College continues to support two Holmes Scholars through graduate assistantships and extensive professional development aimed at assisting them in becoming faculty members at universities. A graduate student supported last year has been hired in the College as Clinical Assistant Professor for Fall 2009.

7) 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 five faculty to serve as faculty fellows.

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

9) 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.

g. College of Engineering

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

- **Sponsorship of Engineering Students Without Borders (ESWB-UA)**, a student chapter of the professional organization Engineers Without Borders. The group exists to provide solutions to problems in developing communities both locally and internationally. Solutions are obtained by partnering with these communities and finding out what needs they have and using innovative engineering design and implementation to obtain environmentally sustainable, equitable, and economical final products. On campus, ESWB-UA is a diverse group of students that spans all disciplines of engineering offered at UA as well as students from other majors. Through partnerships with other on-campus organizations, such as Freshman Forum, the College is developing locally and internationally responsible students with a broad range of skills from engineering design to public relations to logistics planning. Engineers Without Borders restored an old baseball field for children in the rural Alabama community of Cuba; significantly improved residential plumbing in several homes and restored an old baseball field for use in Hale County, Alabama; and improved drinking water and waste water systems in two villages in Peru and tested residential water sources in Cambodia.

- **Membership in the National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (GEM)**, which for over 15 years has worked to increase the number of underrepresented minority students pursuing graduate degrees in engineering and science. Through the GEM M.S. Engineering Fellowship Program, underrepresented students have the opportunity to obtain a master’s or Ph.D. through a program of paid summer internship and financial assistance during the academic year. Since UA’s membership in 1988, eight students have received GEM Engineering Fellowships and seven have received graduate degrees in engineering from UA.

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

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

h. Graduate School

Two events promoting an inclusive campus community were new this year. First, the Graduate School co-hosted, with the UA Black Faculty and Staff Association, a wine and cheese reception attended by more than 50 people honoring our African-American Graduate Ambassador student members and their faculty mentors. Second, the Graduate School hosted with the African-American Graduate Student Association (AAGSA) a first-ever SREB Spring Appreciation picnic at a local Tuscaloosa park, bringing together current and prospective SREB Doctoral Fellows, faculty, and key administrators from the Alabama SREB Program office in Montgomery.

To publicly emphasize commitment to diversity and to enhance awareness and appreciation of diversity, the Dean and other Graduate School administrators actively participated in meetings of the African-American Graduate Student Association (AAGSA) this year, including social events and the UMOJA ceremony in spring. At each of these events, a personal address was made and/or a personal note from the Dean was included in the program. 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. A representative from the Graduate School serves on the Executive Board of Creative Campus and on the advisory committee for the McNair program.

i. Honors College

The Honors College encourages an inclusive campus environment that enhances appreciation of cultural diversity and promotes community and tolerance through speakers and its academic programs. For example, in Fall 2009, Honors College and the Department of Women’s Studies hosted Dr. Sangita Rayamajhi, a Visiting Scholar from Nepal, who taught on Cross Cultural Studies and Comparative Literature and shared her perspective of the world with UA students. The Honors College sponsored presentations and exhibitions to distinguished African-American leaders including Artur Davis, Cornelius Carter and Charlie Lucas. The Honors College weekly newsletter sent to all Honors College students and faculty specifically includes a section detailing the intercultural events available on campus as well as application details for academic, research and service opportunities available through various programs around the globe.

From the academic program perspective, Honors College students founded new programs and faithfully supported existing programs with an emphasis on serving the
underprivileged members of the community. The University Honors Program (UHP) service-learning courses involve tutoring work with at-risk, disadvantaged elementary school students, which includes a large representation of members of minority groups. Examples of Honors College student community service leadership include the development of the Hispanic Jumpstart program, ACT/SAT tutoring courses, and the DebateFirst program. Honors College students also provided significant support to afterschool mentoring programs and the SaveFirst initiative specifically targeting low-income families.

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

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

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

• The Computer-Based Honors Program students conduct research projects under the guidance of faculty mentors and address issues such as ACT/SAT test preparation for minority students, minority rural health issues and effective corporate communication strategies for cross-cultural consumer groups.

• The University Fellows Experience students have partnered with several Black Belt communities to execute multiple service-based projects involving community members from the local school systems, civic organizations, businesses and local artisans. The projects ranged in focus from community economic development to healthcare quality improvement to educational preparation and performance enhancement.

j. 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. MFT participated in the healthy marriage initiative which promoted healthy Black marriages, and one of the department’s graduate students spearheaded
the initiative. Also, the Capstone Family Therapy Clinic satellite program located in the Black Belt in Perry County is an exercise in diversity training for students.

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

- Its *Children's Program* is accredited by the National Association for the Education of Young Children (NAEYC), which requires that teaching staff have specialized coursework, 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.

k. **School of Law**

The Dean of the Law School and his staff promote and communicate the Law School’s commitment to diversity throughout the academic year’s programming for students, faculty, and staff. Students are exposed to issues of inclusiveness and promotion of community and tolerance through a variety of diversity-related courses identified in the University-wide Guide to Courses with Diversity and Multicultural Content, [http://provost.ua.edu/courses_final.pdf](http://provost.ua.edu/courses_final.pdf). Examples include courses on civil rights legislation, employment discrimination, gender discrimination, immigration law, international law, poverty law, race, racism and the law, public interest lawyering, juvenile justice, and criminal justice issues.

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

Nursing courses continue to include content that enhances awareness and appreciation of cultural and individual diversity. This content is of critical importance for CCN graduates to be competent in providing care to diverse populations. A complete listing of these courses is available at [http://provost.ua.edu/courses_final.pdf](http://provost.ua.edu/courses_final.pdf).

m. **School of Social Work**

The School celebrates African-American Heritage Month with events throughout February, including a potluck lunch with food that expresses cultural heritage, with a special emphasis on African-American heritage, and a Heritage Day Celebration. In addition, Social Work faculty members are involved with the Alabama Blues Project and the diverse “Blues Project Kids.”

In its 2008-09 colloquium series for students, faculty, and the UA community, the School of Social Work included national scholars to help understand the complexities of the challenges of culturally sensitive research and genuine understanding of and appreciation for diversity. First, in November 2008, Dr. John C. Bricout, Associate Director for Research, School of Social Work, University of Central Florida, spoke on "Creating
Disability-Inclusive Learning Spaces in the Distributive Workplace."
Second, in January, Dr. Claudia Coulton, Associate Dean for Research and Training, Mandel School of Applied Social Sciences, Case Western Reserve University, spoke on "Using GIS to Conduct Research about Urban Neighborhoods." In addition to their presentations, these guests spent time with faculty and particularly doctoral students for informal exchanges about their research.

The School hosts a variety of conferences throughout the year on diversity-related topics. For example, the Second Annual Conference on Social Work with and for Men was held at UA on April 30-May 1. Many of the speakers are known for their work in diversity and several presentations emphasized diversity issues. A keynote speaker was Kisha Braithwaite, Associate Director for Common Voices and Assistant Professor of Clinical Psychiatry, Morehouse School of Medicine. Diversity-related workshops included: A Community-Based Offender Recovery Program for African-American Males, by Antonio E. O. King; Black Boys Becoming Men: Way of Work, by Michael Forster and Tim Reinor; When Trust is a Four Letter Word: Court-Involved African-American Males, by Troy Harden; Giving Voice: Documenting Lives of Black Men in Milwaukee, by David Pate; and Rites of Passage Experiences: A Framework for African-American Male Social Service Programs, by Jerry Watson.

In August 2008, the School of Social Work and the Alabama Department of Human Resources held their Seventh Annual Fall Social Work Conference. One of the keynote speakers was Ms. Elena M. Parker, Re-entry Coordinator/Public Health Liaison, Alabama Department of Corrections/Public Health. She spoke on Family Re-Integration for Prisoner Re-entry. Ms. Lucy Cannon provided a workshop on Strength Based Treatment for Single Parent Families with Co-occurring Disorders: A Cultural Perspective.

This year two Social Work projects were funded through UA’s Center for Community-Based Partnerships (CCBP). For the first one, faculty members Joanne Terrell, J. K. Terrell, and Kathleen A. Bolland developed a more community-intensive model of a course required in both BSW and MSW programs. “Social Work Practice in Communities and Organizations” has always required students to complete community needs assessments and community projects. In the revised version of the course (still being taught in the new way), students spend even more time actually working in communities. Seed money from the CCBP allowed students to purchase needed supplies and also to provide incentives to community members to increase their participation in the community projects. Faculty member Michael W. Parker was selected as a premiere award recipient by the UA Council on Community-Based Partnerships for his project: Building Partnerships with African-American and White Faith-Based Organizations to Promote Successful Aging. Thirty-five MSW students worked with Parker on this project.

Social Work faculty review syllabi to ensure that diversity is stressed throughout the curricula. In addition, Social Work students complete their field education in different settings providing experiences with diverse ethnic, racial, and gender staff and clients. Other service learning activities are included in several classes. In 2008-09,
• 54 BSW students in field placement provided 24,300 hours of service and 228 MSW students in field placement provided 114,000 hours of service;
• More than 100 undergraduate students completing SW 100, Introduction to Fields of Social Work Practice, provided 1,500 hours of service volunteering at a variety of agencies and organizations, including RISE, Tuscaloosa County Juvenile Court, Tuscaloosa One Place's After School Program, Turning Point, the Soup Bowl, Boys & Girls Club, The Alabama Blues Project, The Hannah Home, Camp Brite View, Arts & Autism, and the YMCA;
• Eight students in two Freshman Learning Community classes provided over 50 hours of volunteer service;
• 60 undergraduates in Honors 101 provided 990 hours of tutoring for public school students;
• Five undergraduates in SW 320 Volunteerism in America provided 300 hours of service during interim 2009;
• Students in Social Work Practice with Communities classes (SW 442, Fall BSW and SW 542, Spring MSW) worked intensively in communities, learning by doing, in partnership with community members. After conducting needs assessments, students accomplished the following:
  o Rosedale Housing Development: Built and painted a bus stop for the children in bad weather.
  o Cottondale: Hosted a "CARE" day during which 400 boxes of food were given to needy families. This project received a plaque from the Cottondale Community Church.
  o Northgate Subdivision: Developed a resident council so residents would have a voice in decisions made that affected their lives.
  o Hay Court Housing Development: Conducted a "Unity Day" and a voter registration drive in November for the presidential elections.
  o Alberta: Conducted a "Unity Day and Talent Show for the children. In March students developed and managed a Spring Break program for children.
  o Holt: Cleaned and painted the rundown building where the Alternative School for the Tuscaloosa City Schools is conducted.
  o West Circle Subdivision: Developed a Mentoring Program for parents, especially fathers, to improve parenting skills and hosted a festival with clowns and food etc. for the families!

Finally, a Social Work doctoral student coordinated a drive for school supplies for an orphanage in Bulgaria, and currently serves as Interim Secretary for Oxford Aid to the Balkans. She served as Logistics Coordinator for a grant funded by European Union/ British Council Youth Initiative Forum at Green Templeton College at Oxford University (March 2009). She was Student Representative for Oxford's Evidence Based Social Intervention Program 2008-2009 and she was invited to present her dissertation proposal and background research at St. Cross College at Oxford University.
The Libraries participated in Black Heritage Month by showcasing prominent African Americans in the Capstone Drive entry exhibit cases of Gorgas Library; developing and presenting for patron use a quiz on famous African-American Alabamians; and establishing a long term exhibit of Paul Jones artwork in the 2nd floor lobby of Gorgas Library. Mangala Krishnamurthy, reference librarian at Rodgers Science and Engineering Library, coordinates a coffee for international students to orient them to the UA campus. The Libraries also sponsored supportive lectures and books, including the following:

- In April, 2009 Robert J. Norrell; discussed his new book, *Up from History: The Life of Booker T. Washington*, which is distinctly revisionist, placing the black leader and founder of Tuskegee in new and more sympathetic contexts than most other writers in recent decades; and
- In February, 2009 African-American scholar and author Dr. Jerry W. Ward, Jr., a History Professor at the University of Tennessee, read from his memoir, *The Katrina Papers*, as part of a two day, multi-event visit co-sponsored by Creative Campus, University Libraries, Crossroads Community Center and New College.

**Student Affairs**

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

1. The *Blackburn Institute* hosted numerous campus-wide and community-based programs that promoted a diverse and inclusive campus environment and exposure to ideas to better prepare students for the global society in which they will live and work:
   - Hosted a public lecture by President F. W. de Klerk., the former president of South Africa who received the Nobel Peace Prize along with Nelson Mandela for ending the country’s national segregationist policy of apartheid.
   - Hosted in the Fall of 2009, a campus-wide National Issues Forum (NIF) discussion on “The Achievement Gap.” The NIF-moderated discussion focused on the differences in student academic achievement based on race in Alabama and America.
   - Provided grant funding to Blackburn student fellows in summer of 2009 to initiate “Hispanic Jumpstart” by creating a separate Pre-K Jumpstart classroom for Tuscaloosa Hispanic population and continuing funding for summer of 2010. This program enables students with little to no English-speaking skills to receive individual and directed attention before entering the public kindergarten classroom.
   - Provided grant funding to a Blackburn student fellow who concluded in Fall 2009 her “Good Shepherd’s Project,” which united Tuscaloosa’s faith-based
community (particularly the predominately African-American and Caucasian churches) to address the lack of available health care for the community under or uninsured. Several meetings between community preachers were held where volunteers, in-kind donations, and financial support were raised for the Good Samaritan Clinic (Tuscaloosa’s provider of health services for the indigent). With the inception of Tuscaloosa Mayor Maddox’s Hope Initiative, this project was assimilated into the city’s work due to the similarities of the two initiatives.

- Provided grant funding for a Blackburn student fellow in Spring 2009 to begin the “Holt Peer Mediation Program.” After organizing training for a group of students at Holt High School to begin a formal peer mediation program to reduce disciplinary issues at the school, this Blackburn Fellow will work with school administrators to oversee the implementation of the program and advise the peer mediators.

The Blackburn Institute’s theme for 2008-2009 focused on “Education in Alabama.” While all events discussed the implications of race and socio-economic status on education, there were several events where the impact of race and education were especially poignant:

- Blackburn Fellows met with students from 100% segregated schools in Camden, and this panel discussion was the first time that the African-American and Caucasian students from the Camden schools had interaction.
- Blackburn Fellows observed conditions in local schools in Anniston and Moundville and discussed how race impacts education in a rural community. In Moundville, Blackburn Fellows were able to participate the Native American Festival.
- During a “Hot Topics – Hot Pizza” student-led discussion on education in Birmingham, racial issues were clearly addressed as it related to the “White Flight” phenomena in the community.
- During the Jim Wilson III Winter Symposium, presenters discussed how Blackburn Fellows could become engaged in civil rights law.

2. The Career Center collaborates with UA departments and corporate sponsors to provide students, alumni, and the UA community opportunities to learn about diversity in the workplace. Resources and information on their website address unique career concerns for underrepresented populations. The Sylvester Jones Leadership & Career Resource Center (jointly maintained by the Office of Student Involvement & Leadership and the Career Center) contains many books, handouts and other materials dedicated to boosting intercultural competency. Career Center consultants work closely with student organizations to present education programs related to their unique career planning needs. During 2008-2009, the Career Center hosted Sponsoring Capstone International Coffee Hour, which allowed members of the Career Center Staff to connect with students, faculty, and staff who are affiliated with the University’s international community so they could learn more about the services offered by the Career Center. It also hosted with BFSA the CINTAs diversity speaker, discussed previously.

3. The Community Service Center (CSC) established a Global Service Advocate position in its office to engage international students, as well as underrepresented minority
American students in service, and has worked with the Black Student Union, Spectrum, and members of the International Students Association to create days of service for their student organizations. CSC sponsored and/or participated in the following events in 2008-2009 which directly promoted community and individual awareness: Hip-Hop Summit service project with the Boys and Girls Club of West Alabama; Capstone International Coffee Hours; International Student Association Volunteer Service Project (April 09); SGA’s “We are UA” Multicultural Day; American Service Experience Course with a focus on minority communities and outreach; and worked with Jesus Way Shelter to facilitate student involvement with African-American and Hispanic communities of individuals in economic transition.

4. The Office of Graduate Student Services (GSS) provides opportunities for students in New Graduate Student Orientation to interact with graduate students from various backgrounds, and offers programs that help facilitate connection to peers and/or help break down barriers. For example, in its 2008 New Graduate Student Orientation programming, GSS offered Cohort Lunch groups for students with dependents, students interested in the LGBTQ support network, and out-of-state students. GSS’s program, First Fridays @ Five, brings together students of all different backgrounds and puts them in contact with people that are different from them. Through The Cultural Series program partnership with the Department of Theatre and Dance, free tickets to campus cultural events (typically a dance or play) are given away twice a semester to broaden the reach of the arts to the graduate student population. The evening begins with a reception where students discuss the intricacies of the play with the director. As many of the plays and events address some type of complex issue, the conversations have become great cultural exploration moments and have given students an opportunity to interact with people who are not a part of their college or program. GSS also hosts a Graduate Student Appreciation Week each year, in which a conscious effort is made to promote the cultural arts through theatre, dance, and departmental socialization. Examples of some of these programs include Family Movie Night, Theatre and Dance events, Speed Dating, etc. GSS also promotes diversity through its educational workshop series, sponsoring speakers who discuss effective communication, relationship building, and relationship capital. These events have touched on the various barriers in communication that relate to culture and ethnicity and equip students for the global workforce.

GSS has worked with the Graduate Student Association to create a network among the various organizations that service graduate students to promote unified efforts. This past year, GSA hosted an off-campus resource fair to bring Tuscaloosa services to the graduate student community. This event reached international students, students with dependents, and others because of the variety of service areas that were represented. GSS also works with International Student Services to ensure that the international graduate student population is being reached, and recently created a liaison program that focuses on creating connections between American graduate students and international graduate students. GSS also co-sponsored a UAB/UA meet and greet between the African-American Graduate Student Associations of each respective school.

5. The Ferguson Center hosts a variety of programs that support an inviting and inclusive campus environment. As a part of its 2008-09 African-American Heritage Month
activities, the Ferguson Center’s *Book Discussions* facilitated a discussion of Cornel West’s *Race Matters* and *Democracy Matters and Great Speeches by African Americans*. The Center’s fourth annual *Hip Hop Summit* has become a signature event as a part of African-American Heritage Month activities. The *Hip Hop Summit* is designed to educate, entertain and provide a forum for people of all backgrounds to discuss the variety of messages and images of hip hop and the 2009 event focused on celebrating hip hop’s influence on different countries. The Center also co-sponsored the *Day of Silence* event in April 2009 with a number of campus partners including Capstone Alliance, Housing & Residential Communities and the Arts & Sciences Diversity Committee. The *Day of Silence* was created to draw attention to the discrimination against LGBTQ students and their allies. The *Breaking the Silence* event featured Vickie Saltsman, sister of Billy Jack Gaither, and commemorated the 10-year anniversary of his murder. *Hot Topics*, a new student discussion series started in Spring 2009, promotes healthy dialogue and fellowship among UA students. Discussions are facilitated by trained students and topics include ethnic stereotypes, interracial dating and gay rights. Finally, the Ferguson Center sponsors and promotes diversity in the art and exhibits that are hosted throughout the year. The Ferguson Center Art Gallery space, gallery in the Crossroads/TV Lounge and portable art panels all serve as a resource for this endeavor.

6. *The Financial Affairs Committee*, which allocates funding to all registered student organizations based on funding proposals, has allocated funds to several student organizations that support diversity in their programs and events. A few of these allocations support campus wide community events including the Election Viewing Party, co-sponsored by the Black Student Union, the Indian Association DiWali Festival, the International Student Association Flava Fest, the UA Hillel Purim Party and APWONJO’s Student Networking banquet. These events were open to all members of the campus community.

7. *Housing and Residential Communities (HRC)* offered over 35 diversity-themed programs, ranging from speakers series to poetry slams, to culture and dance events. Diversity awareness was one of six dimensions of HRC’s programming model, “Making Connections….Providing Direction.” HRC showed 3 movies at 9 different locations; these viewings were followed by facilitated discussions by professional staff. HRC also collaborated with several partners for the Chuck D, Hip Hop Summit, and Cornel West events.

HRC, through its partnership with Arts and Sciences German House, Scholl Haus, is committed to helping students 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.

8. *The Office of Student Involvement and Leadership* sponsored and/or participated in the following events in 2008-2009 which directly promoted community and individual awareness: Monthly “First Wednesdays at Crossroads” events; African-American Heritage Month (multiple events); Capstone Creed Week events dedicated to themes of community;
SGA’s “We are UA” Multicultural Day. Freshman Forum added a new Global Awareness committee designed to enhance members’ awareness of other cultures both in the UA community and around the world. Committee members collaborated with several campus organizations to present programs and co-sponsor events including First Wednesdays at Crossroads, SGA’s International Involvement Week, and Mix it Up at Lunch Day. In November of 2008, staff traveled with students to a Multicultural Leadership Conference in at the University of North Carolina at Charlotte, and thereafter a decision was made to include a multicultural leadership programming track within a student leadership conference to be held at UA. Staff also traveled with the executive board of the Black Student Union to the Annual National Black Student Union Conference in October in Chicago, Illinois. The conference focuses on leadership development and empowering students to enhance their academic experience of minority students through intentional programming and advocacy.

9. The University Programs student board presented over 50 events during the school year. These events were targeted toward diverse audiences on campus, and many also dealt with issues of diversity that were intended to educate UA students. For instance, Hip Hop Artist Chuck D spoke on campus regarding the current image of and issues facing African Americans today. Also, the Bama After Dark division of University Programs has taken multiple steps of outreach to increase the amount and quality of diverse events on campus. Many events, such as game viewing parties and socials, were co-sponsored with traditionally underrepresented groups on campus.

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

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

b) EOP Training. Equal Opportunity Programs provided five webinars to provide training to the campus on equal opportunity, prevention of illegal discrimination and harassment, and affirmative action/diversity. The training targeted designated EO Coordinators in the various colleges and administrative units, as well as administrators, managers, supervisors and others responsible for implementation of UA’s equal opportunity and affirmative action policies. Webinars included the following sessions: 1) “Does Your Employee Really Have a Disability?”, 2) “From Combat to Classes: Serving Veterans with Disabilities in Higher Education”; 3) “Addressing the Unique Needs of Veteran Students”; 4) “Entering The Workplace During Challenging Economic Times”; and 5) “Adverse Impact and the OFCCP’s New Enforcement.”

c) 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/. An updated version of this tutorial was made available in September 2008. The College of Engineering continues to encourage new administrators (dean, associate deans, and
department heads) to take this on-line harassment training. All new C&BA faculty are provided anti-discrimination and anti-harassment policy materials and asked to complete anti-harassment training. Likewise, managers in the College of Continuing Studies, Academic Outreach, are encouraged to participate in UA Staff training and development efforts that include diversity, anti-discrimination, and anti-harassment.

d) **New Employees:** For the past 23 years, the Graduate School has offered a two-day workshop for new Graduate Teaching Assistants, and the workshop includes a session on issues related to illegal harassment, retaliation, and accommodating students with disabilities. The Graduate School also offers an International Teaching Assistant Program each fall that helps international graduate assistants acclimate to instructional styles, techniques, and assessment procedures at UA. In addition, the Office for Academic Affairs sponsors a New Faculty Orientation each year, and information is provided on UA’s harassment and anti-retaliation policy. Instructors in the English Department also annually receive training on these topics.

e) **Human Resources:** Training and education offered through Human Resources during the 2008-2009 academic year covering diversity topics was provided using several formats:

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

- **Campus-Wide Training Courses:** A listing of diversity-related topics open to the campus was publicized on *Crimson Calendar/campus* electronic calendar, HR Development’s website, in weekly paper issues of *Dialog/faculty-staff* newsletter, in *DialogExtra/weekly* electronic newsletter, and by the HR Partners. Topic categories included, but were not limited to Legal Issues, Teamwork, Disability, Generational Issues/Age, Cultural Awareness, and Harassment.

- **Professional Development:** First Level Supervision, a standard 3-day supervisor training program offered monthly, covers diversity topics and employment related laws and policies. The Professional Development Series, a five day training series designed for Office Professionals offered every semester, addresses diversity, teamwork, and legal matters.

- **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. Human Resources acquired online learning resources for other campus units outside of Financial Affairs requesting SkillSoft online resources.

- **Training Resources:** The Training Resource Center provides materials, videos, DVDs, books, and activities addressing diversity related topics in the categories of diversity, disability, legal topics, generational/age related topics, harassment, and change adjustment. [http://hr.ua.edu/train_develop/legal.html](http://hr.ua.edu/train_develop/legal.html) Topics added this year include the updated version of *More Than a Gut Feeling* – behavioral-based interviewing, and *Managing Me* – an emotional intelligence training course.
  - HR Development added a Workforce Development Specialist to the training resource team in Spring 2009. This addition of staff has allowed for an increase in training offerings on topics including, but not limited to teamwork, diversity and generational issues.

- **Customized Training:** HR Development, on a regular basis, provided training requested by departments that included, but was not limited to, teamwork, harassment, and diversity. For example, Parking Services staff participated in Diversity Training.

f) **Safe Zone Training:** Various UA departments have participated in training provided by Capstone Alliance, UA’s professional organization for LGBTQ faculty, staff, and allies entitled *UA SAFE Zone*: Women’s Resource Center, Crossroads Community Center staff; staff members in the Office of New Student Programs and Parent Programs; the Community Director staff in Housing and Residential Communities; the Resident Advisor Staff and in 2009 all Resident Advisors; four C&IS faculty and two staff members; and several UREC staff. Decals are placed on office doors to notify visitors that those offices are a “Safe Zone” for all who enter and will provide advocacy for the rights and inclusion of students with varying sexual identity and orientation.

g) **The Facilities and Grounds Departments** have promoted educational and training environments in the areas of diversity awareness, anti-discrimination and anti-harassment. Examples include:

- **Managing Harassment in the Workplace:** Provides guidance on the University’s Workplace Harassment Policies, provides roadmap for Supervisors/Managers to address incidents and complaints of workplace harassment and the negative effects that harassment and discrimination have on the workforce.

- **Workplace Harassment:** Defines and gives examples of workplace harassment and discrimination and the procedures to avoid and respond to the problem. The training highlights the negative effects that harassment and discrimination have on the workforce.

- **Diversity and Inclusion:** Provides awareness of differences and encourages employees to learn how to value and manage diversity in the workplace.
- Managing a Multigenerational Workforce: provides awareness of and understanding of how generational diversity impacts the workplace and how best to interact, address and respond to motivation, communication, recruitments and conflict resolution.

- Training Resources available within the department include: Diversity – Food for Thought; Managing Diversity Work; A Tale of “O”; Preventing Sexual Harassment in the Workplace; Sexual Harassment is Bad Business; Sexual Harassment: New Behaviors, New Issues; 12 Danger Zone Series for Supervisor; and Preventing Harassment Media Learning On-Line Tutorial.

h) 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.

i) The Division of Student Affairs has several training initiatives within the division that are described below:

- The Blackburn Institute revitalized its Alabama 101 course for new members to emphasize the need for community race relations and diversity appreciation and all new Fellows received training at both the 2008 and 2009 sessions. Two professional presentations at the 2009 ACPA Convention and the 2009 NASPA Region III Summer Symposium focused on the Blackburn Institute as a national best practices model in the area of multicultural education and diversity promotion for collegiate leadership development organizations. One of the UA presenters received the 2009 Bobby E. Leach Award from the Southern Association of College Student Affairs (SACSA) for “significant contribution to the development of multicultural relations on campus.”

- The Community Service Center provided diversity training to participants in its international travel and service opportunities, including an Alternative Interim Break trip to Chicago working with minority communities. Students were able to reflect on how they could bring this enhanced understanding back to the campus environment.

- The Counseling Center invited a community professional to provide training to clinical staff on coming out issues with gay, lesbian and bisexual students.

- Parent Programs Ambassadors participated in Diversity Scenario Exercises—participants were given scenarios and discussed the impact of diversity on the student body.
The Office of Graduate Student Services has been instrumental in coordinating a Student Affairs Graduate Assistant Training where issues of diversity and cultural competence is addressed with Student Affairs graduate assistants, who work directly with undergraduate students and are able to impart knowledge into their experiences with student organizations, leadership experiences, and more.

The Office of Greek Affairs (OGA) has established intercultural competence as one of its overarching goals for the year, and is developing the following initiatives aimed at boosting the intercultural competence of fraternity/sorority members: increased awareness of all Greek governing councils and diversity within Greek community at Greek convocations; increased recognition for groups hosting intercultural social/service/educational programming; and incorporating conversations on diversity and intercultural awareness into all OGA-sponsored activities and programs. One of the learning outcomes of the New Member Institute held in October (which involved new members from 51 organizations, including representatives from IFC, Pan-Hellenic, NPHC and UGC) was intercultural competence, and one of the sessions featured a “get to know the other councils” panel discussion. New members spent the weekend in small groups discussing values and leadership as it relates to their Greek experience. Program assessment indicated a number of positive learning outcomes associated with awareness of other cultures and comfort talking to students of other races/ethnicities. Similarly, the Greek Leadership Summit featured multiple large group conversations within a diverse student population on topics including racially offensive social event and t-shirt themes, the use of the Confederate flag in conjunction with organizational activities, and the similarities and differences between historically African-American/multicultural fraternities and sororities and their traditionally Caucasian counterparts. The program also featured a diversity barometer activity called “cross the line,” in which students learned about their own differences and had a chance to discuss how diversity played a role in the Greek community.

The Housing and Residential Communities staff provided diversity training sessions for Community Directors, Graduate Assistants, Office Managers, Resident Advisors, and Desk Assistants in Fall 2008 and Spring 2009. All professionals and para-professional residential communities staff received nine contact hours of on-going training related to diversity issues in the 2008-09 academic year. Community Directors (the professional staff that live in the residence halls) will receive improved training in the Fall of 2009 on understanding and programming for underrepresented student populations. Training will include discussions of campus culture, "hot button" or sensitive issues surrounding diversity, and consideration of ways that issues of cultural and diversity play into interactions with judicial policies and policy enforcers, as well as continuing Safe Zone training. Resident Advisors, student paraprofessionals who live in residence halls, are given guidance regarding program development on topics surrounding diversity and self-discovery. Discussion of the sociological foundations of inequities also occurs during training as a way helping RAs respond appropriately to all students. In their BCE 210 course, RAs are taught
relationship-building through conversation and incorporating cultural affiliation into rewards so that rewards are personally meaningful.

- The Student Affairs Professional Development Committee completed a 20-hour educational curriculum on Social Justice that will be implemented in the Fall of 2009. In conjunction with the UA Academic Advisors Association, the committee sponsored a three-part Diversity Webinar Series that was attended by faculty and staff from across campus. It also initiated a Multicultural Organization Environmental Assessment for all departments within Student Affairs division to assess how welcoming their environment is to diverse student populations. A self assessment and a peer review was completed on each unit and an action plan developed. This assessment won an award at the American College Personnel Association’s Annual Convention for a Promising Practice in Assessment. A workshop was offered at the Student Affairs division wide professional development day in January related to interpersonal communication with diverse student populations.

- The Women’s Resource Center staff participated in a number of conferences and workshops throughout the year to enhance their understanding of diversity on campus and in the workplace. WRC staff provided numerous trainings to student groups on topics such as diversity and leadership, women’s self-defense, sexual harassment, and the intersection of gender. All staff members have completed Safe Zone training and training on violence against women, and staff participated in diversity programming, such as UA Safe Harbor training, which educates faculty and staff on how to best serve victims of violence against women (sexual assault, relationship violence and stalking). Those trained can then assist victims of sexual assault, domestic abuse and dating violence. Other departments who received Safe Harbor training this year included: all staff members in the Office of New Student Programs and Parent Programs; one C&IS, SLIS faculty member and one staff member.

- University Recreation staff attends national, regional and state professional association and related conferences and workshops. These workshops all teach and train on tenets of diversity and inclusion. Program and service specific areas are highlighted for best practices at better promoting an environment that encourages acceptance and diversity for a broader global perspective of the value of health and physical activity in overcoming discrimination and bias. The annual NIRSA Emerging Leaders Conference held in February at HBCUS across the country is a chance for professionals and students alike to recognize, understand and learn of others differences and to promote a sense of unity of purpose in the profession and association. University Recreation has had regular attendance and high involvement in this event. During the 2008-2009 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. A division-wide audit of UREC’s message of inclusion and diversity was conducted during the Fall of 2008. Results from this environmental scan have prompted
qualitative research undertaken in joint collaboration with Educational Research to form focus group interactions to determine the level of inclusion, sensitivity and cultural awareness exhibited by patrons to 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 third in percentage of African-American faculty, third in percentage of African-American EEO-1 administrators, and sixth in percentage of African-American EEO-3 professional staff. Approximately 16% of UA’s faculty are minorities and internationals 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: Hiring for faculty and staff positions is now handled through an on-line system, and approvals are generally not obtained unless established protocols are followed. The Strategic Diversity Plan, Strategic Diversity Reports, and Knight Settlement are posted on the Provost’s website (http://provost.ua.edu/provostaa/?page_id=12). Each spring, Deans and Directors are advised to refer to the website to review the Plan and the prior year’s Strategic Diversity Report.

UAS conference: In November of 2008, the University of Alabama System hosted on the UA campus its second annual statewide meeting, “Best Practices for Identifying, Recruiting, Retaining, and Engaging Underrepresented Faculty, Staff and Students.” 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 the 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 Trustee Joseph Espy, III. The opening presentation “Call Me MISTER” (Mentors Instructing Students Toward Effective Role Models), was made by Clemson University’s Dr. Roy Jones, Director, and MISTER Participants. Also included were campus presentations from attending institutions to present one successful practice used to enhance the African-American Student Experience. The second general session focused on EEO-1 staff and faculty and the topic of “Legal Considerations and Best Practices: What To Do and What Not To Do.” The closing session, “Moving Forward” was presented by Chancellor Malcolm Portera, The University of Alabama System.

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) are implementing their 2008 college-wide Diversity Statement and Plan. In the College of Human Environmental Sciences, which has articulated a specific strategic goal related to increasing the diversity of its faculty, search committee members are encouraged to read documents written by JoAnn Moody (NEBHE): Good Practices –Recruiting and Retaining Minority Faculty and Good Practices in Recruiting Non-Majority Faculty. In addition, the Dean of HES reviews with each department chair the commitment to diversity in terms of both faculty and student recruitment. Also, department chairs readily share with each other effective means of promoting diversity. To provide for on-going education in the area of diversity and to stimulate ideas for faculty and student recruitment, the College of Arts and Sciences provides a bi-monthly subscription to Diverse Issues in Higher Education to all department chairs. A&S and the College of Education gives 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.”
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 Second Annual Diversity Conference. A&S’s Dr. Williams attended the McKnight Fellows Conference and in October 2008, 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. The HES Associate Dean for Student Services attended several webinars offered by the EOP office and attended a workshop on Cultural Competency sponsored by the American Dietetic Association. Another HES faculty member attended the American Association of Marriage and Family Therapy where diversity was emphasized in sessions.

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, the National Association for Diversity Officers in Higher Education, Society for Human Resources Management, Association for the Study of Higher Education, and the American Evaluation Association. The EOP office also is responsible for updating and disseminating the President’s annual Statement on Diversity, Reaffirmation of Equal Opportunity Policy, UA’s Nondiscrimination statement, and Compliance with ADA; and for providing information for search committees on conducting effective searches, including updating resources for hiring departments to use to attract minority and women applicants. This past year, this office sponsored a webinar for administrators entitled “Adverse Impact and the OFCCP’s New Enforcement” to assist with knowledge of compliance responsibilities.

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/resources.html) and almost two dozen Affirmative Action Officers serve as resources to assist departments in maintaining contact with female and minority organizations. For example, the Libraries’ Affirmative Action Officer meets with each search committee at the beginning of the search process and reviews affirmative action guidelines. In the College of Education, the Dean and Associate Dean meet with each search committee chair and not only emphasize the importance of attracting a diverse faculty, but provide a number of guidelines on how to accomplish that, using the book purchased by the Provost (“Diversifying the Faculty: A Guidebook for Search Committees,” Caroline Sotello Viernes Turner, 2002).

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. Dr. Jimmy Williams served as a recruiter at the Compact for Faculty Diversity Annual Institute on Teaching and Mentoring that was held in Tampa, Florida for 2008. As a benefit for this participation, UA received a one year subscription to SREB’s on-line scholar directory. Dr. Williams used this opportunity for all faculty recruitment in A&S in order to build a pool of minority applicants. The Provost’s Office also shared this information with all of the other schools and colleges and encouraged them to use this resource in their recruitments for faculty. Another resource for minority applicants is the Minority Faculty Applicant Database. UA has a two year subscription and all faculty job announcements can be posted. The Provost’s Office shared this information with all of the schools/colleges. Also, the Provost’s office purchased a subscription to Inside Higher Ed for unlimited posting for use in the recruitment for all faculty and staff positions under our new faculty online recruiting system; all faculty recruitments will be automatically posted on this site.

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

Personal Contacts: In addition to the formal advertising initiatives, informal avenues are frequently used to attract a diverse candidate pool. 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. 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 HBCUS into its doctoral programs.
As an example in a non-academic area, UA’s Chief of Police selects officers who represent a cross-section of the Police Department’s sworn workforce to be involved in recruiting efforts. These officers actively recruit potential employment candidates throughout West Alabama by traveling to other institutions and career or employment fairs to conduct presentations, distribute recruiting materials, and personally speak with potential applicants. All materials used, including display boards, PowerPoint presentations, and recruitment brochures, reflect the diversity of UA’s Police Department.

Partnership with National Initiatives: The Law School has provided financial and other support for organizations seeking to promote faculty and staff diversity in the legal profession, including the Council on Legal Education Opportunity and the regional and national Law Teachers of Color Legal Scholarship conferences and supported the 2009 Southeast/Southwest Law Teachers of Color Legal Scholarship Conference, which provides networking and recruitment opportunities for minority law faculty. The College of Education is a member of the Holmes Partnership. Administrators and faculty attend Holmes conferences where opportunities are available to meet and interact with prospective faculty of color. UA Libraries continues to support the Association of Research Libraries (ARL) Initiative to Recruit a Diverse Workforce. This program, created by the ARL, has created an endowment to be used to offer stipends to and secure employment relationships with identified M.L.S. students from underrepresented backgrounds. Member libraries participate by contributing $5,000 for each year of a two-year development period. The Initiative allows academic and research libraries to become more competitive in the recruitment of racially and ethnically diverse professions. UA, as one of 51 other signature institutions, now has greater opportunities to hire librarians from underrepresented groups and to help mentor those librarians as they enter the library profession. These recruits are known as Spectrum Scholars and the Libraries HR Officer participates in the semi-annual Spectrum Scholars symposium during the American Library Association conferences. ARL maintains a database of position openings in ARL libraries and facilitates the pairing of stipend recipients with applicable job opportunities. Signature libraries may also encourage current staff members who are minorities to apply for these stipends as incentives to attend a graduate library school. A mailing list of minority librarians, established through the ARL Diversity Programs Office, is used to distribute job announcements to potential candidates. In 2001, the Black Caucus of the American Library Association established a website to post job announcements and UA’s Libraries utilize this on a regular basis.

Diverse Search Committee: Hiring officials are required to ensure diversity on search committees, and in compliance with the Knight settlement, African Americans serve on EEO-1 search committees and on faculty search committees when educationally sound and practicable. 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 has started her doctoral course work at the University of South Alabama.

In the College of Education, two black male graduate students who were mentored by College faculty completed their programs and have successfully transitioned into instructor positions. One completed his doctorate and is an instructor in the Department of Educational Leadership, Policy, and Technology Studies. The other completed his master’s degree in Special Education and is an instructor with Crossing Points, a model transition special education program housed on campus and collaboratively operated by the University and the Tuscaloosa City and Tuscaloosa County School Systems.

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. As another example, the UA Facilities and Grounds Departments is committed to increasing and encouraging disadvantaged and minority student’s participation in the completion of campus grounds landscape and facilities/grounds permit projects. The departments help in training and instruction of disadvantaged students in areas that will help them become self-supporting and employable by learning skills achieved while working alongside UA staff. As of result of this and other initiatives, these UA departments represent a wonderful cross-section of diverse cultures and backgrounds.

Visiting Faculty: For years, the Dean of the Law School has sought to expand diversity by recruiting many dynamic visitors from diverse backgrounds. During the Fall of 2008, Professor Paula Johnson, an African American, taught two classes and gave several lectures on campus. In the Spring of 2009, Professor Amy Hess was a distinguished visiting Professor.

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, which positively impacts their applications for tenure and promotion. In addition, the Dean of the College of Education encourages membership in and supports college faculty in UA’s Black Faculty and Staff Association.

Promotions: The College of Engineering is working to promote underrepresented faculty so that they will ultimately be in a position to become administrators in the College. The College of Engineering recently promoted Dr. Viola Acoff to Professor, Dr. Tonya Klein to Associate Professor, and Dr. Daniel Fonseca to Associate Professor. A female, Dr. Susan Burkett, was hired as the Alabama Power Foundation Endowed Chair in Electrical and Computer Engineering – effective January 2008. Dr. Acoff is also currently serving as department head for Metallurgical Engineering and interim department head for Chemical and Biological Engineering.

Leadership and Professional Development: Between Fall 2003 and Fall 2008, UA has sponsored a Leadership Academy to provide a structured process for leadership development among faculty and staff. The Leadership Academy’s objective was to broaden participants’ understanding of leadership and UA, building the capacity for creating change, both within the institution and community. One of the workshops for each cohort was entitled “Race, Culture, and Conflict” and assisted participants in understanding race and culture issues. UA intentionally solicited a diverse group of participants: approximately 58% women and 22% minorities. In Spring 2008, the Leadership Program was downsized and restructured to provide a senior UA official as an individual mentor. Each mentor oversees an activity specific to the Fellow’s interests and aspirations as well as advises the fellow on managerial and organizational skills necessary on university campuses today. Unfortunately, no African American applied for the 2008-09 class of six participants. In the 2009-2010 cohort of The Leadership Academy, two of the ten Fellows are African American, and one is Asian. Of the four Fellows selected to represent The University of Alabama at the SECAC Academic Leadership Development Program, one is African American and one is Asian. Of the five members of The Leadership Academy’s Advisory Committee, one is African American.

Provost Judy Bonner, based on recommendations from the Black Faculty & Staff Association, worked with Dr. Margaret King to implement a new and different leadership development program for middle managers at UA. As a result, The Leadership Academy is collaborating with the College of Continuing Studies and the Office of Human Resources to launch UA’s Leadership University in the Fall of 2009. Leadership U is designed to provide leadership development and learning to members of management within the University of Alabama. Of the six members of its Advisory Committee, one is African American.
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 eight minority faculty members in six departments to provide support for the following: to travel to Atlanta to assist with the appraisal of the Paul R. Jones American Art Collection; to meet with Dr. Cornel West prior to his visit to UA; to participate in workshops and network at the American Academy of Religion Convention; to support the publication of the book *Signs of Race in Post-Structuralism: Toward a Transformatve Theory of Race*; to make a presentation at the 2009 College Language Association Annual Meeting; to attend and participate in the 2008 International Tuba/Euphonium Conference; to present a paper at the University of West Indies; to conduct dance workshops with elementary students in Dothan, Alabama; to present papers at the 2009 Convention of Sigma Tau Delta, the International English Honor Society; to present a paper at the Impact Assessment & Human Well-Being Conference, Accra, Ghana; and to visit Howard University to conduct research for a book manuscript. Likewise, C&BA’s commitment to assisting minority faculty and staff in their professional development is reflected in its efforts to encourage and to stimulate success in scholarly research and publication by tenure-track faculty. Tenure-track C&BA minority faculty members apply for and receive summer research support.

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

**Publicizing accomplishments of diverse employees:** To assist in its efforts to recruit and retain women and minorities and celebrate the diversity of the campus, UA is committed to publishing accolades of its diverse faculty/staff. A few examples of publicized accolades this past year include: the Department of Art’s receipt of the collection of Paul R. Jones’ African American twentieth-century art valued at $4.8 million; Dr. Ike Adams’ award for commitment and service to social work by the National Association of Social Workers, Alabama Chapter, and his Lifetime Achievement Award from the Alabama Conference of Social Work; Dr. Shadi Sahami Martin’s award of a Faculty Scholars grant by the John A Hartford Foundation, which provides professional development opportunities and funding for research to outstanding geriatric social work faculty; the *UA Graduate School’s* prestigious Council of Graduate Schools/Peterson’s 2008 Award for Innovation in Promoting an Inclusive Graduate Community; Professor and Head of Metallurgical and Materials Engineering and Interim Chair of Chemical Engineering, Dr. Viola Acoff’s Morris Hackney Endowed Faculty Leadership Award, which honors a faculty member who exemplifies the
constant guidance and leadership necessary to make UA’s College of Engineering exceptional; and Assistant Dean for Undergraduate Studies in the College of Communication and Information Sciences, Dr. Caryl Cooper’s Advertising Division service award from the Association for Education in Journalism and Mass Communication.

**GOAL FOUR**

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

*Action Steps:*

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

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

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

   a. **Undergraduate Admissions Recruitment Efforts**

   - The University’s first African-American Advisory Board to the Undergraduate Admissions Office met on campus on July 27-28, 2008. The Advisory Board consists of nine members (campus affiliated, locally and regionally located) and serves as a “think tank” to help Undergraduate Admissions better recruit and successfully enroll African-American students. The members participated in discussions of issues concerning first-year African-American students, yield events and their effectiveness, perception of UA among African-American students, communication channels, and recruitment strategies. The board members also reviewed the brochure “A Proud Family”, which was published
last academic year. The “A Proud Family” publication included all diversity, i.e. ethnicity/race, gender, underrepresented groups, diversity in academic programs, and a diverse campus as a whole. During the 2nd annual Advisory Board meeting in July 2009, discussions were held to brainstorm about the look and message or messages needed in a new diversity publication.

- 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, Nashville, and Jackson, TN; Birmingham, Montgomery, AL; and Atlanta, GA. The goal of the National Scholarship Service is to assist students in gaining access to and graduate from America's postsecondary institutions.

- The Senior Counselor also 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 Admissions Counselor attended “The Best Practices in Black Student Achievement Conference” (January 25-27, 2009) 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.

- A goal was established for enrolling minority students for Fall 2009. 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. Undergraduate Admissions partnered with UA’s Black Faculty and Staff Association to write letters to admitted minority students. The letter generated a large response and the Senior Admissions Counselor followed up with students and parents to address questions or concerns regarding UA.

- 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. Talented Tenth students assisted the Senior Admissions Counselor with a phone blitz to call admitted African-American students (mostly within the state of Alabama) to congratulate them on being admitted. The callers asked if the student had any questions or concerns about attending UA, and lastly reminded them of the steps necessary to become BAMA BOUND (freshman enrollment deposit, housing application, and orientation registration).

- The UA Admissions Office participated in the College of Arts and Sciences “Saturday at UA” event (May 2, 2009). Recruitment materials were provided and a presentation was made for approximately 50 students from Alabama’s Black Belt. An Admissions Counselor did a presentation on admissions procedures and scholarships. A Talented Tenth student shared his perspective on UA and why he decided to attend. This event targeted seniors, juniors, sophomores in high school, as well as parents.
• Undergraduate Admissions participated in the Capstone Black Belt Entrepreneurship Camp 2008. UA’s Senior Admissions Counselor met with minority students from the Black Belt region of Alabama and discussed UA, admissions process, scholarship opportunities, campus life, etc.

• Undergraduate Admissions hosted an information session at the Boys and Girls Club in Alberta City, AL for the Hip Hop Summit, and provided recruitment information for students attending the Hip Hop Summit on UA’s campus.

• Undergraduate Admissions participated in Career Fest 2009 at Autaugaville High School to expose career/college opportunities to over 125 minority students in rural Alabama.

• 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 students met with Talented Tenth members and toured the campus.

• 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.

• UA is scheduled to participate in the Reach Media, Inc Tom Joyner Morning Show (TJMS) Virtual College Fair, August-October, 2009. This is a new event that will be promoted as part of the 2009 Back to School Campaign. UA will have a virtual college fair booth for students to visit. The TJMS reaches eight million African-American listeners in 115 markets.

• Admissions Counselors conducted Wimba Chat sessions (web-viewable) for students within the different territories of Alabama and out-of-state. The Wimba Chat allowed UA to present pertinent information to prospective students in a live format and gave students the chance to ask Admissions Counselors questions without physically being on campus.

• Admissions staff members participated in CollegeWeekLive (November 4-5, 2008 and March 25-26, 2009). CollegeWeekLive is a completely online college fair for minority students. Internet access is the only requirement. UA’s booth had 868 visitors over the two events. Overall, the event had 47,000 attendees; approximately 88% of the attendees were students; and 54% of the student attendees classified themselves as ethnically diverse. All 50 US States (plus DC and Puerto Rico) were represented, as were over 100 different countries. Admissions staff enters the student contact information from the event into its communication tool, Talisma, and these students become prospective students.

• UA continues to partner with Hobson’s, an outside vendor, to assist with recruitment of African-American students. In the past, UA has always been a sponsor of the paper publication the College Bound African-American Student Guide; however, this year this
recruitment effort has changed to the medium that prospective students use – the web. UA’s African-American outreach on the web has several components:

- Skyscraper logo placement anytime anyone selects African-American.
- A customized email is pushed out to African-American students that meet the following criteria: reside in Georgia, Florida, or Alabama; 2010 graduate; 3.0-3.5 high school GPA.
- Targeted advertising to Naviance African-American students users that reside in Alabama, California, Florida, Georgia, Illinois, Missouri, New York, Ohio and Pennsylvania and are 2010 or 2011 graduates with a 3.0-3.5 GPA. (Naviance offers services for higher education institutions that simplify the process of providing up-to-date information to secondary school counselors to support the college admission process.)

- UA Admissions continues a proactive recruitment of National Achievement Scholars in Alabama and 23 other states. Nine National Achievement Scholars enrolled at UA for Fall 2008. 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).

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

**b. UA Ambassadors to Recruit International Students**

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

*Community College and Need-based Aid Initiative:* Two initiatives are helping UA enhance the socioeconomic diversity of its student body through recruiting and enrolling more junior college students. UA’s College of Education received a $1-million grant from the Jack Kent Cooke Foundation to help place high-achieving, low income community college students in four-year Alabama colleges. Funds from the grant are being used to place recent UA bachelor’s and master’s degree graduates in each community college to serve as College Transfer Advisors to help students with completing transfer admission applications, financial aid applications, and scholarship applications. As well, the advisors help students make informed decisions about transferring to four-year universities at the conclusion of their community college experience. This program assists all four-year colleges in Alabama improve the proportion of minority students as our resident College Transfer Advisors help students identify the best options for them.

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

This scholarship program is in addition to the *Coca-Cola First Generation Scholars* program, initiated in Fall 2006, offering $5,000 scholarships to 12 students per year for four years who demonstrate financial need and are the first in his/her immediate family to attend college. Over four years, a total of 48 students will receive $20,000 in scholarships. The donation from the Coca-Cola Foundation also includes $40,000 for freshman prep classes and orientation. Words of appreciation from these students are captured in a promotional video that results from an award luncheon each year for these students. See [http://uanews.ua.edu/2009/03/ua-recognizes-third-class-of-coca-cola-first-generation-scholars/](http://uanews.ua.edu/2009/03/ua-recognizes-third-class-of-coca-cola-first-generation-scholars/).

**Office of Student Financial Aid.** This past year, the Office of Undergraduate Scholarship Support awarded from the Direct Student aid budget $522,185 in need-based scholarship dollars. Funds are awarded to first-year entering undergraduates who are Pell eligible, demonstrate federal need and have a high school GPA of at least 3.5 and to returning undergraduates who are Pell eligible, demonstrate federal need and have a cumulative UA GPA of at least 3.0. In addition, UA participates in the Alabama Student Assistance Program and spent $462,992 providing aid to 627 low income Alabama resident students. This office supports student recruitment initiatives by providing personnel to present information specifically on financial aid. Presentations continue to be made in the Black Belt region of Alabama. In addition, this office provides letters of support to a) Student Support Services for funding to participate in the U.S. Department of Education –funded TRIO program; b) Graduate Assistance in Areas of National Need Program (GAANN) (in which a representative from Financial Aid serves as liaison to ensure that eligible students are being served); and c) Ronald E. McNair Post Baccalaureate Achievement Program for McNair
Scholars funding. The Director of Financial Aid serves as an advisory board member and participates in meetings and provides input.

Ethics & Social Responsibility Scholars: An innovative scholarship sponsored by the Center for Ethics & Social Responsibility serves as a tool to attract talented, bright students to UA, with special attention given to candidates from diverse racial, socioeconomic, and geographic backgrounds. Scholars may use their $10,000 funding over four years toward study abroad programs, scholarly research that may involve travel, summer internships with organizations that address significant social needs or issues, and/or projects to support community initiatives. The project that each Scholar undertakes greatly deepens his or her own academic experience and fosters a personal commitment to society. See http://cesr.ua.edu/programsandactivities/esrscholar.html for more information.

LSAMP Funding for Bridge to Doctorate Program & Bama Grad Expo: UA received approximately $1 million grant funding from the Alabama Louis Stokes Alliance for Minority Participation (LSAMP) for 12 college graduates to begin graduate study in Fall 2007 in science, engineering and mathematics at UA as part of a National Science Foundation-sponsored “Bridge to the Doctorate” two-year program. A UA African-American female professor of metallurgical engineering co-authored the successful grant proposal with the Vice President for Equity and Diversity at UAB. The program provides student participants with academic and professional mentoring and immersion in the professional life of their discipline through a mentoring program, seminars and workshops, and additional research and networking opportunities. Students continuing on to a doctoral program in the sciences will be supported with research assistantships, teaching assistantships, and other graduate research fellowships. Ten Bridge to the Doctorate students enrolled in A&S and two in Engineering. At the April 2009 conference held at Auburn University, six of UA’s 12 Bridge to the Doctorate Fellows received awards and all 12 presented posters. There were 118 students representing 12 institutions at the conference. Although this program ends in August 2009, seven of these students have indicated that they will stay at UA to pursue their doctorate.

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

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

Efforts to further improve the freshman to sophomore retention rate included the continued expansion of the two web portals launched in Fall 2005 targeting freshman students and freshman parents: Inside UA (formerly UA Freshman Connection) and UA Family Connection. The web portals are dynamic and interactive sites that provide information and resources to guide first-year students and their parents through the freshman year. The program encourages engagement in the academic community and with each other. Through email outreach, the program automatically connects with students and parents and provides a real-time measure of engagement. An interactive component of the site can identify students with difficulties immediately. If a student or parent chooses not to visit the web portals, they still are connected through regular email contact.
Inside UA has now been incorporated into first-year academic courses. For example, this program is a supplemental instruction tool for the Freshman Compass courses. These courses focus on student success by helping first-year students acquire an orientation to the functions and resources of UA, adjust to the UA environment, establish relationships through interaction with faculty, advisors and other students, and develop essential academic skills. The interesting articles, engaging videos, and interactive assessments offered through Inside UA provide a dynamic platform for students to discuss and understand their transition to college. These Freshman Compass courses are available to all students; however, specific recruitment efforts are made to student populations identified as “at-risk.”

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

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

Overall, the dynamic nature of the program allows UA to keep in close communication with its freshman students and parents, in a medium that is comfortable and non-threatening, allowing UA to help them feel more connected to the University and providing them a resource for support.
3)  **Tide Early Alert Program & Midterm Grade Report**

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

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

Another successful retention initiative is the *Living-Learning Communities*. These programs allow students to live in residence halls for the same cost, but to also have access to educational programs and classes exclusive to each Living-Learning Community. Each community is unique, with specific requirements and living arrangements. Students may request a living-learning community when they complete the online housing application. The communities include: Arts and Sciences Freshman Living-Learning Community in Parker-Adams Hall; Blount Undergraduate Initiative; 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. New Living Learning Communities will be added in the Fall of 2009 that address diversity of thought and action; The French House, an International Student Community, and an Arts and Society Community.

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

*Freshman Seminars*, [http://provost.ua.edu/seminars/index.html](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.
5) **Student Mentor Programs to Aid in Retention**

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

The UA Peer Mentoring program, [http://bama.ua.edu/~uapeer](http://bama.ua.edu/~uapeer), completed its first pilot year and is coordinated by the Office of Student Involvement and sponsored by the UA Office of New Student and Parent Programs, Crossroads Community Center, and the Creative Campus Initiative. Each of these departments has a strong commitment to student success and to the development of a dynamic, inclusive community of student leaders. The goals of the peer mentoring program are to build community and facilitate the development of a support network for incoming students; to allow freshmen to learn from a UA upperclassman how to navigate UA systems and resources, articulate the experiences they desire from their time at UA, and to pursue those experiences with the help and support of peers. A diverse group of mentors (30% selected for 2009-2010 are students of color) receive training, including for 2009-2010 Safe Zone certification and other content dedicated to developing intercultural competency. The UA Peer Mentor website also has contact information for almost one dozen other campus mentoring organizations for 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 ten 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.

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 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 773 international students from 73 countries is ever increasing due to the growing worldwide recognition of the quality of studies offered at UA, the more demanding admission criteria, and the efforts of the UA Ambassadors noted above. Once students arrive, the Office of International Student and Scholar Services plays the most important role outside the academic classroom in making the international student’s time at UA both welcoming and successful, as well as in compliance with U.S. regulations. Before students even leave their home countries, they are given the opportunity to team with a resident UA mentor. Via e-mail, these friendships grow and questions can be answered expeditiously and from a student point of view. Once the international students arrive, they may join country-specific international student organizations led by a faculty member from the country or the more diverse International Student Organization composed of both American and International students. Conducting workshops in U.S. immigration compliance, income tax regulations, Optional and Curricular Training opportunities (internships within the educational experience), opportunities and regulations for part-time work, and job hunting, the Student-Scholars unit provides an array of services to make the international students’ time at UA a successful and enjoyable sojourn in academe.

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

Other ways in which UA strives to enrich the learning environment with regard to international students is through the support of international guest speakers, artists, and entertainers. Every year in the third week of November, UA celebrates International Education Week. This is a cooperative effort and brings various academic units throughout campus together to demonstrate an appreciation of other countries. Students, faculty, and community participate and visitors come from all over the state. This also gives UA’s international students the opportunity to showcase their countries, histories, and cultures. The International Peer Advisory Council (IPAC), is composed of student mentors, who are trained on cross-cultural communication skills, orientation resources, leadership and the program’s expectations. These mentors assist with the international student orientation program, provide campus tours and introduce new international students to departmental and
campus resources to help make the transition from their home country to UA as smooth as possible.

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

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

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

During the past year, Associate Dean Dr. Jimmy Williams attended several diversity conferences, including the First Annual Diversity Symposium, “Promoting Diversity and Inclusion through Institutional Change, at the University of Georgia in October 2008, and the Second Annual UAS State-Wide Diversity Conference in November 2008, which was also attended by a number of other A&S officials.

The College’s commitment to the recruitment and retention of minority students continued to receive special attention during 2008-09. In cooperation with the Office of Undergraduate Admissions, A&S’ Diversity Committee actively recruited minority undergraduate students from the Black Belt. This recruitment effort culminated in “Saturday at UA,” an event sponsored by the Diversity Committee in May 2009. Approximately 40 high school juniors and seniors attended the event to learn about the admission process to college, applying for financial aid, and other related matters.

Also this past academic year, A&S representatives attended and recruited graduate students at a number of conferences in which there was a large percentage of minority students in attendance. These included the: Tuskegee University Graduate School Expo for the Sciences; North Carolina Alliance to Create OPT-ED Conference; Alabama AGEP/LSAMP Graduate School Fair; HBCU-UP National Research Conference; COMPACT Faculty Diversity Conference (McNair Scholars in attendance); Annual Biomedical Research Conference for Minority Students; and the 66th Joint Annual Meeting of Beta Kappa Chi Scientific Honor Society and the National Institute of Science.

In June 2008, the College sponsored a visit by Alabama State University, HBCU-UP (Undergraduate Program). Ten HBCU-UP students met with faculty and graduate students from the Departments of Biological Sciences, and Chemistry, as well as the Department of Metallurgical and Materials Engineering, to learn about graduate studies in the STEM disciplines.

The College also purchased an ad in the 2008 HBCU-UP National Research Conference Program Book in order to recruit graduate students. Associate Dean Jimmy Williams participated in the selection of a Bridge to the Doctorate Fellow in the Department
The College established five Dean’s Diversity Merit Awards as supplements to recruit minority and underrepresented graduate students. The College wrote a letter in support of Dr. Laura Busenlehner’s, Department of Chemistry, application for an NSF CAREER Award, which required an articulation of the College’s diversity initiatives and activities. The College also nominated ten undergraduate students to participate in Georgia Tech’s 2009 Focus Program, a program designed to encourage minority students to pursue a graduate education.

During 2008-09, the College also addressed the retention of minority students. In prior years, the Associate Dean for Multicultural Affairs has met with the African-American faculty to discuss using undergraduate research as a way of retaining minority students. Also, A&S continues to encourage its minority students to reside in the Parker-Adams Living Learning Community (where research indicates social and academic success is higher) and to participate in the Freshman Learning Community Program (http://www.as.ua.edu/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.

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

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

C&BA’s African-American faculty play an instrumental role in recruitment of minority students. Assistant Dean Gary Hoover engages in numerous one-on-one sessions with prospective students and has established a relationship with Dr. Gregory Price of Morehouse College to talk with students of his institution as well as with Spelman and Clark Atlanta University. In addition, each year for the past eight 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 two C&BA faculty members once again attended the *Ph.D. Project Conference* in Fall 2008. 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 ten 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. 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 two years as 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:
Participate in the Graduate School Diversity Day at UA;
Utilize current minority students to accompany C&BA employees at recruiting fairs at their undergraduate institution as well as at general recruiting and career fair;
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
Obtain adequate financial assistance for 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. Students are now in the process of reviewing the enterprise to ensure sustainability.

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. 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, Black Belt Health Scholars Program and the newly initiated Tuscaloosa Experience in Rural Medicine (TERM). Recently, UA’s School of Medicine program in rural medicine was ranked 17th in the nation by *U.S. News and World Report’s* “America’s Best Graduate Schools for 2008.”

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

*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 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. C&IS 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 C&IS freshmen, and the College is exploring whether to create a student mentor program.

Diversity, as well as developing ways for students to understand and appreciate a diverse and global society, are important elements of the C&IS curriculum. The College held its second annual Diversity Teaching workshop that focused on assessing diversity in the curriculum and student learning. In addition, as noted in the discussion in Goal 2, the College continues to participate in University-sponsored programs and events directly related to promoting diversity and its faculty is actively engaged in diversity-related research topics. Each year, the College is assessing its diversity efforts through its Diversity Plan, and specifically reviewing its progress with increasing the number of diverse students and
building an enriched intellectual environment that promotes the investigation and expression of diverse ideas.

Diversity and cross-cultural communication in the curriculum. The most effective and socially responsible communication practitioners are those that appreciate their role and responsibilities in the global communication process. 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.

The College’s Multicultural Journalism Workshop, funded by the Dow Jones Newspaper Fund, CIS, the Alabama Press Association and other media organizations, has been presented for the past 26 years. This program, in which approximately 20 students attend an all-expense paid workshop during the summer, encourages underrepresented groups to consider journalism as a career and helps increase enrollment of minorities in higher education in general and UA in particular. Rising seniors attending the 2009 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. During 2008-2009, the Alabama Scholastic Press Association, lead by new director Meredith Cummings, encouraged students from high schools and middle schools with large numbers of minority or low-income students to attend its workshops and conventions. Scholarships were given to many high school students from low-income areas. The department, through ASPA, provided a grant for the journalism students at Brookwood High School in Tuscaloosa County to attend the fall regional workshop in Tuscaloosa. This grant paid for the substitute teacher, the school bus and the students’ registrations. For the June 2009 Long Weekend, the department provided scholarships for eight students and their adviser from an inner city, low-income school in Mobile.

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.” Ten students were admitted to the 2008-2009 class of the Journalism Department’s Community Journalism masters concentration; six of these “CommJ” program students are women and three are African American. This graduate program provides significant national visibility for the College and the University in the newspaper industry. The program’s recruiting materials state that multiculturalism is a “high value.”

Several students are completing final projects on multicultural issues. For example, students are researching the portrayals of African Americans and Hispanics in the news
media. The College’s doctoral program had significant success in identifying and recruiting African-American students this year; four African-American and 3 Asian doctoral students will enter the program in Fall 2009.

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

The College will continue its efforts to make sure its minority students receive regional and national recognition for their academic excellence and contributions to the community. This year’s minority students received: 1) a national internship position with the Public Relations Society of America in New York and a Mosaic Scholarship from District #7 of the American Advertising Federation (AAF); 2) a 10-week paid Mosaic Center Internship, sponsored by Gotham, Inc. and awarded by AAF’s Mosaic Center on Multiculturalism; and 3) recognition by being named one of AAF’s 40 Most Promising Minority Students in Advertising.

Support for student organizations that assist members of underrepresented groups. The College continues to sponsor the Capstone Association of Black Journalists (CABJ) and provides financial assistance for the organization’s activities upon request. Among its activities, the CABJ provides outreach to African-American student journalists in local area high schools and creates networking opportunities with local and regional professionals such as the Birmingham Association of Black Journalists (BABJ). Funds provided by the College and the BABJ enabled several CABJ members to attend the National Association of Black Journalists convention in Chicago, IL.

School of Library and Information Studies (SLIS) Initiatives. SLIS participates in and co-sponsors recruitment efforts for diverse student populations. For example, last summer SLIS participated in a workshop at the annual American Library Association (ALA) Conference 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. 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 faculty, staff and students support their colleague, a Fulbright Scholar from Swaziland, whose previous training is as an attorney. This student joined the SLIS MLIS program in Fall 2008 and will complete her studies in Fall 2009.

*Promote community and foster more informed and open perspectives.* In October 2008, C&IS faculty member, Dr. George Daniels, participated in the Youth Think Tank for African-American Progress, in Memphis, Tennessee. Students viewed video on media images of African-American males in hip-hop music. Panel discussion followed with community leaders from cities across the southeast United States. Middle and high school students developed action plans to present to school system leaders in the Memphis area. On that same trip, Dr. Daniels was part of four-person panel in a town hall meeting to a group of all African-American male inmates in the Shelby County, Tenn., Correction Center. A portion of the town hall meeting discussion focused on how African-American males are depicted on television news and in newspapers.

In April 2009, Dr. Daniels also served as a facilitator for two workshop sessions during the Bigler Journalism Conference at Wilkes University for middle and high school students around Pennsylvania. The first session (for students) focused on “Covering Race and Diversity.” The second session, “Teaching about Race and Diversity,” involved 24 teachers from around the Keystone State.

C&IS faculty member, Dr. Beth Bennett, met in May 2009 with a representative of the University of Aruba to discuss the development of a collaborative educational program with UA and C&IS. The University of Aruba is interested in distance education coursework and research in communication and can offer intercultural internship exchange opportunities for Communication Studies and Telecommunication and Film majors. This collaborative program should be in place within the year.

The Center for Public Television and Radio Producer, Andrew Grace, is one of two primary instructors for UA’s “Documenting Justice Project.” By its nature, the two-semester course covers a full spectrum of diversity-related issues and culminates in a public screening of the students’ work. Other CPT&R staff are involved in this project throughout the year, providing training and professional feedback for the students.

Alabama Public Radio has launched a series of “listening hours” designed to introduce student workers to diversity in both story and voice. They analyzed a variety of audio work, reflecting a broad range of ethnic, gender, socioeconomic, and lifestyle backgrounds. The intent is to expose students to a full spectrum of viewpoint and to demonstrate new and innovative production styles.
Alabama Public Radio continues to utilize its website as a way to feature the work of new and less experienced student reporters. Many of these young journalists “earn their wings” on web-based stories and move onto broadcast features. Last fall students led APR’s effort to include young voices in its coverage of election issues; at every juncture, students were urged—and in fact required—to include diversity of voices in terms of gender, race, age, religious beliefs, sexual orientation, and other backgrounds and viewpoints.

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

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

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.

*Dual Degree Program with UWAL.* As part of its efforts to increase minority enrollment, the College of Engineering has established a dual-degree program with the University of West Alabama in Livingston. Students participating in the program will receive a bachelor’s degree in mathematics from the University of West Alabama and an engineering
bachelor’s degree from The University of Alabama. West Alabama’s student population is 49% minorities.

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

The *Multicultural Engineering Program (MEP) Incentive Program*, initiated in 2003, continues to be an overwhelming success. Students who participate in activities sponsored by the MEP, as well as other engineering-related activities, receive a financial incentive for the next fall or spring semester. The Director of the MEP, Mr. Greg Singleton, is involved in all aspects of minority student recruitment and retention, including admissions, co-op, placement, career development, student affairs, academic affairs, student life, financial aid, and residential life. Mr. Singleton continues to participate in various recruiting events, makes contact with hundreds of prospective students, serves as a personal mentor, and locates tutors to aid students with their studies. Since April 2002, when a newly renovated location for the MEP opened, participation in MEP activities and utilization of MEP resources has improved substantially. Minority students use the area to meet and to help each other through the rigorous engineering curriculum with one-on-one and group tutoring sessions. The MEP area also provides an area for mentoring to happen.

The *Student Introduction to Engineering (SITE) Summer Program*, designed to provide rising high-school juniors and seniors with an overview of engineering, continues to be a popular summer project for the MEP. The MEP Coordinator continues to serve as Co-Director of the SITE program. Specific funding for the UA SITE Summer Program was received from the Council of Partners. Over the last few years, SITE has averaged approximately 25% minority participation.

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 – 2008*, a recruiting weekend that placed special emphasis on exposing students from smaller, regional colleges and universities to the value of graduate education in the sciences and engineering. In addition, the College has received a *GAANN (Graduate Assistance in Areas of National Need)* award from the U.S. Department of Education, which explicitly recognizes the need to develop a diverse workforce in the subject area (Energy Conversion for Sustainable Environment) and has reinforced the College’s efforts to recruit and train a diverse graduate student body.

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

The College is gaining a reputation for its development of women in Engineering. This past summer, Dr. Pauline Johnson, associate professor of civil, construction and environmental engineering, was selected to attend the Women’s International Research Engineering Summit in Barcelona, Spain. The Summit, known as WIERE, is the first international summit for women who are interested in pursuing international collaborative research opportunities. The main objective of the summit is to enable meaningful and sustainable research exchanges between female engineers from around the world while identifying issues faced by females pursuing careers in engineering that could benefit from a global strategy. In addition, another UA Engineering Professor, Dr. Beth Todd, associate professor of mechanical engineering, was recently named the Society of Women Engineers 2008 Outstanding Faculty Advisor Award recipient. The award honors a SWE member who demonstrates outstanding leadership as an adviser, particularly in creating enthusiasm and professionalism among section members, while participating in other campus activities, professional and educational societies and SWE at the local, regional and national levels.

Two female engineering students recently received national recognition, which again helps further recruit and retain females who are underrepresented in the engineering field. One female senior majoring in mechanical engineering from Ryan, was one of 24 students selected to participate in the 2009 Society of Automotive Engineers Leadership Development Program. The SAE Leadership Program recognizes the most promising SAE student leaders who have exhibited outstanding leadership skills through their involvement with SAE activities on campus. The program provides students with an opportunity to further develop these leadership skills as they prepare to enter into the field as professional engineers. Another female from Vietnam, who is a senior in UA’s chemical and biological engineering program, was one of 15 students in the nation awarded the prestigious and highly competitive William Orr Dingwall Foundation Asian Ancestry Grant, giving her approximately $18,000 for her undergraduate studies and research project. For the third year in a row, three engineering students were named Goldwater Scholars, receiving one of the country’s most elite academic scholarships. This same student was one of 278 students nationwide to be named a Barry M. Goldwater Scholar and will receive additional scholarship funds that will cover the costs of tuition, fees, books, and room and board up to $7,500 per year. The Goldwater Foundation Scholarship Program was designed to foster and encourage outstanding students to pursue careers in the fields of mathematics, the natural sciences and engineering and is the premier undergraduate award of its type in these fields. Finally, this student was named to USA Today’s All-USA College Academic Team, Second Team.
The College supports a number of student organizations that help recruit and retain the College’s diverse groups of students. The College’s National Society of Black Engineers provides tutoring for middle school students at a predominately African-American middle school in Tuscaloosa. The intent is to help develop science, technology, engineering, and mathematics skills in young African-American students.

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

*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 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. Full details on recruiting efforts and outcomes may be found at the Graduate School website under “Recruitment and Outreach.”

Off-campus Graduate School recruitment visits to HBCUS in Alabama and surrounding states occurred again this year. Personal visits were made to more than 45 Graduate and Professional Day Programs across the Southeast, reaching almost 2,000 student prospects (about 25% more than last year); approximately one-half of these visits were to HBCUS and/or McNair Scholar events. The Graduate School hosted a combined Graduate School Preview Day and McNair Scholars Visitation Day in Fall 2008. This event provided prospective graduate students with information on making an informed decision about graduate school and specific information on opportunities available at UA for minority students. Over 550 students attended from across the Southeast and many states outside the region.
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 and on a daily basis with diversity recruiting administrators in other UA academic units.

To enhance graduate student recruiting, the Graduate School sponsored a one-day Graduate Recruiting Retreat titled “how to Recruit Graduate Students: Getting the Results You Want” on March 5, 2009. Lead by Tom Jackson, CEO and President of the Graduate and Professional School Enrollment Management Corporation, over 80 faculty, graduate coordinators, chairs, and administrators learned several new strategies that will be incorporated campus-wide in 2009-10 through recruiting partnerships between the Graduate School and each program. Importantly, many of these strategies focus on enhancing minority graduate student recruiting.

Another enhancement this year to recruitment strategies was advertising UA’s diversity message in national print media for the first time. In the May 2009 “Best Graduate Schools” edition of U.S. News and World Report, the UA Graduate School purchased a full-page ad highlighting its goal of being the best student-centered graduate program in the Southeast, and centered around the theme of creating an inclusive campus community for graduate students.

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

In terms of enriching the learning environment, the Graduate School worked with departments and colleges to virtually triple (from $74,000 to over $300,000) support for graduate student research and travel to conferences over the past three years. While this program does not target only minority students, the total number of students supported this year rose from 168 in 2005-06 to nearly 500 in 2008-09. 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 2009 GSA Research Conference and numerous mixers. For the past three years, the School has funded 4-5 students from the African-American Graduate Student Association to attend the National Black Graduate Student Association annual meeting.

Financial packages aimed at maximizing recruitment of minority graduate students increased in 2008-09. The Graduate School reaffirmed its policy of providing financial support to every McNair Scholar from UA who applied and was accepted to a UA program,
and offered Graduate Council Fellowships, tuition grants, and other scholarships to UA McNaIr Scholars and some McNaIr Scholars from other universities. In total, Graduate School personnel interacted personally with 700 McNaIr Scholars across the U.S. on recruiting trips and other activities. In 2008-09, the Graduate School will welcome its second cohort in the new McNaIr Scholars Graduate Fellowship Program, which yielded 6 Fellows in 2008 and 8 in 2009. Total stipend and tuition support for these students totaled over $226,000 this year. In addition to these new Fellowships, full and partial tuition scholarships totaling $39,281 have been offered to 13 former undergraduate McNaIr Scholars who are attending UA as graduate students this year as well as waived application fees. Under the Graduate School’s arrangement with the SREB, 13 doctoral students were provided with tuition scholarships totaling $104,722 in cases where the student’s department did not award them an assistantship.

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. After several years of modest decline in international graduate student enrollment, international applications have stabilized for 2008-09.

j. Honors College

In the planning of student recruitment events, the Honors College has particularly emphasized the inclusion of minority-dominant schools in the development of invitation lists. The Honors College also participated in the Arts & Sciences Diversity Day recruitment event for high school juniors and seniors, which resulted in the formation of an ACT/SAT exam preparation service to be provided to students in several minority-dominant, rural high schools. The Honors College dean also presented to the Rural Health Scholars high school students to encourage their participation in the various honors programs. Honors College administrators met with the Advanced Placement teachers from across the region and attended counselor luncheons to build its minority student recruitment network and accentuate the commitment to increasing diversity on campus. The dean also traveled to high schools on recruiting visits with considerable attention directed at African-American prospects. The dean also sends recruiting letters to all the National Achievement and National Hispanic Scholars identified by the Admissions Office. The Honors College created a peer-mentoring program this year as a means of providing support for entering freshmen students by upper-division honors students, which is intended to enhance the sense of community as well as increase retention and performance.

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 and was invited to continue this grant for 2008-09. Activities included the following:

- Targeting out-of-state and international students by advertising in nationally and internationally circulated newsletters, websites, and email listservs including the Southern Regional Education Board (SREB), Society for Research in Child Development (SRCD), the International Society for Infant Studies (ISIS), and/or the National Council on Family Relations (NCFR).

- Specifically targeting underrepresented/minority students by updating recruitment materials describing HDFS graduate programs for submission to the Black Caucus at SRCD, and several HBCUs and other minority universities in the southeast. In addition, an African-American graduate student visited an HBCU in the immediate geographic area to disseminate to potential graduate applicants information about HDFS graduate programs and events.

- Hosting an HDFS Graduate Information Day specifically targeting underrepresented students in colleges and universities in the district.

- Generating an email list of HDFS department chairs and program coordinators at universities across the nation and circulating graduate program materials via email for dissemination to undergraduate students in their programs. This particular strategy proved unsuccessful in generating student referrals.

- Enhancing the department website to include more specific information about the department’s undergraduate and graduate programs and specific faculty contact information in efforts to increase applications from out-of-state, international and/or underrepresented students. Also added was a list of financial aid opportunities, including loans, fellowships and scholarships available to students majoring in the department.

- The Department of Human Development and Family Studies hosted several Black faculty members from Mississippi’s Alcorn State and provided consultation for improving their child development center and undergraduate degree program and supported an African-American doctoral student who was awarded an SREB fellowship for minority students.

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.

1. **School of Law**

   The Dean of the Law School and his staff promote diversity-focused recruitment initiatives for students, faculty, and staff. The Law School 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. In February 2009, a record number of prospective students attended the event and met current students, faculty, and alumni.

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

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. Dean Fair and Legal Writing Director Kimberly Boone teach skills training in the Summer Academic Excellence Program. 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. The Dean provides financial and other support to many students and organizations to participate in local, state, regional, and national programs and meetings. The Dean provided significant support for the local chapter of the Black Law Student Association, which sponsors an annual series of programs and a Senior and Alumni Scholarship Banquet. In 2008-09, the Dean provided additional support for four BLSA members who were elected to regional or national offices in BLSA. The Dean also assists other students with significant leadership roles in similar organizations.

The Dean directed that the professional staff incorporate diversity training workshops into orientation for all new students. The Dean named Professor Bryan K. Fair Associate Dean for Special Programs in August 2008. Dean Fair gave an address regarding diversity during the orientation for all new students. Dean Fair also met with the leaders of several minority student organizations to encourage them to collaborate and co-sponsor events. Dean Fair also serves as advisor to the Black Law Student Association, the Gay-Straight Alliance (Outlaw), and he works with the Dorbin Society (women’s law group) and many other student organizations to promote a diverse and healthy environment for all students. Dean Fair also joined other UA representatives during a visit to foreign embassies in
Washington, DC, to promote international programs, including the Law School’s International LL.M. Program for foreign lawyers.

**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 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 and continues the implementation of this grant. 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. The college has hired an African-American Mentoring and Recruitment Coordinator who is working very well with African-American students. Currently 70 students are participating in this program at the community colleges. These students receive a monthly stipend of $250, faculty mentoring, tutoring, and some books purchased for collective use. Student retention was 82%. Five disadvantaged ADN graduates are now taking core courses in our BSN program.

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. The College also participates in the Living Learning Center in Harris Hall. There students from diverse backgrounds live, study, and recreate together. They also take classes together.

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. An indication of the success of this approach is the program’s N-CLEX pass rate of 96.2% for its graduates.

n. School of Social Work

To maintain diversity in the graduate study body, each year the Associate Dean of the School of Social Work visits the six HBCUS in the state that have undergraduate social work programs as well as Stillman College with sociology majors and other interested students and 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. Additionally, recruiters have visited the Poarch Creek Indian Reservation to talk with students about the BSW and MSW programs.

The Undergraduate Social Work Organization provided support for students and in the community during this past academic year. Students were welcomed by the organization with "social work survivor" trinkets and slogans. The organization also provided gift items during the holidays for elderly nursing home patients and for children through a local emergency shelter. USWO sponsored a motivational speaker presentation on recovery from gang and drug violence and peer mentoring. The group also participated in a rural health fair serving individuals and families in a Black Belt county.

The Social Work Association for Cultural Awareness (SWACA), a student organization that originated in our school but now includes students from other disciplines as well, provides a structure through which students exchange ideas, offer services, and develop programs in the interest of minority communities, and the community at large. Each year SWACA joins with the Undergraduate Social Work Organization, the Phi Alpha Honor Society, and the Doctoral Student Organization, to collect textbooks to aid in the literacy efforts for Africa.

Several minority students received recognition. One female student was gratefully acknowledged for her “insightful contributions” to Critical Multicultural Social Work (2008), by Jose Sisneros, Catherine Stakeman, Mildred C. Joyner, and Cathryne L. Schmitz and published by Lyceum Books and she received the 2009 Frederick Douglass Summer Teaching Fellow from West Chester University, PA. Another female student was accepted to the 2009 Michigan Center for Urban African-American Aging Research Summer Training Workshop, to be held at the Institute for Gerontology ad Wayne State University and received the Minority Mental Health & Substance Abuse Fellowship, renewable for three years, from the Council on Social Work Education.

A number of Social Work faculty and graduate students had articles or chapters published or made presentations directly or indirectly relevant to issues of diversity and globalization. Some of the presentations were made at international conferences.

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 Assistant Dean has communicated very closely with staff in UA’s Graduate School to ensure that those who have been McNair Research Scholars in their undergraduate program and express interest in Social Work graduate programs are recruited into the M.S.W. and Ph.D. programs.
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. **Air Force ROTC**

Since its inception, the Air Force has led the way in providing opportunities for individuals from diverse backgrounds, always outpacing efforts within society in general. Today, the Air Force continues to actively pursue diversity in an effort to create a force that demographically reflects the population which we serve.

The mission of the AFROTC Million Dollar Wing is to develop and commission quality officers to lead our Air Force, and to create better citizens for our nation. In order to accomplish this mission, AFROTC courses are open to all students. Any student not desiring a commission may enroll in all AFROTC courses without military obligation. Any student desiring to pursue an officer’s commission may do so provided they meet the Air Force academic, medical, physical, and behavioral requirements.

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

The detachment has conducted several recruiting events specifically geared toward reaching minority candidates. AFROTC conducted its first-ever event with the National Society of Black Engineers this year, providing Air Force and scholarship opportunity information for 35 individuals. Two events were conducted at Stillman College, designed to present Air Force opportunity information to over 40 potential applicants and 10 faculty influencers. AFROTC repeatedly reaches out to minority Greek organizations in an effort to spark interest in AFROTC, presenting opportunities to hundreds of students annually.

UA AFROTC has two females and one African American on staff, providing strong minority representation. The Cadet Wing currently enrolls eight African Americans, four Hispanics, four Asian/Pacific Islanders, and 22 females.
q. 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. Each resident hall community sponsored a campus-wide diversity program for 2008-09 academic year. 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. The NASPA Undergraduate Fellows Program (NUFP) is a professional mentoring program between student affairs professionals and undergraduate students who identify as persons of ethnic-minority, persons with disabilities, and/or persons who identify as LGBT. (See http://www.naspa.org/programs/nufp/index.cfm to learn more about NUFP).

Organization and Classroom Programming allows staff to interact with diverse student groups throughout the academic year. Staff participated in several discussions and workshops with minority organizations across campus and within the colleges such as Dining Etiquette, Minority Journalism Workshop, and Career Fairs.

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.** Freshman Forum recruitment materials use intentional inclusive language and a commitment to diversity, e.g.: “all interested freshmen are encouraged to apply; the experience is richer when a diverse group of peers work together” along with the phrase “motivation to work with a diverse network of peers” listed first among membership criteria. In conjunction with the Student Judicial Board application process, Judicial Affairs contacted African-American staff to encourage the recruitment of African Americans to the board. Because of this recruitment effort, 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.

Kendra Key, an African American, served as President of the Blackburn Institute for 2008-09. Thirty-six percent of the 2009-2010 class of new Blackburn student fellows are from minority backgrounds. Ms. Key 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. This past year, the President of University Programs was an African-American male. The remainder of the UP student board is made up of a group of diverse students who represent many different races, religions and places of origin. This serves not only to vary the ideas that the cabinet discusses, but also represents a more diverse portion of the student body.

**The Office of Greek Affairs** has worked with the Order of Omega to increase the diversity of both membership in the Order of Omega and the diversity of award recipients. This year, there was a 200 percent (0 to 2) increase in the number of individuals from the NPHC receiving recognition and a 1,200 percent (0 to 12) increase in the number of NPHC members inducted into the Order of Omega. This marked the first time in the Order of Omega’s History that an NPHC member was awarded Greek Man of the Year.

**University Recreation** offers a wide variety of classes, programs, sports, leisure activities and programs that are targeted towards the wide array of patrons of the facilities. Over 100 group exercise classes, 45 Intramural Sports offerings and 28 active sport clubs allow a great number of choices for interaction and engagement within activities that embrace skill level difference, involvement in alternative forms of physical activity and culturally specific activities. Training and hiring group exercise instructors from a wide background of experiences and even languages has aided in international student involvement and participation. More content-based group exercise classes are now offered to encourage and expand upon cultural expression through physical activity. Collaboration with sororities to increase awareness of women’s heart health as well as DCH Cancer Center use of facilities for women survivors of Breast Cancer. Nutrition workshops, seminars and information sessions were conducted to traditionally under-represented populations throughout the academic year. Special events programs for graduate students, student employee recognition week and many other student-based campus organizations were held
during the academic year. Involvement with the hosting and assistance of the growing number of African-American step shows in the SRC has given significant increase in involvement and acceptance of these user groups. IM Sports offers team and individual sports leagues in a competitive environment where a variety of skill levels and sports of different cultural origin are offered. Club Sports encourages any and all formations of competitive sports where student leadership is encouraged and supported. Aquatic programs offer specific swimming lessons and water safety awareness year-round targeted to under-represented populations through directed after and in-school offerings. These lessons and training is vitally important to a community that has a large number of drowning due to lack of swimming knowledge and basic water safety awareness.

*University Recreation* remains a leader in overall student employment and student participation among a wide array of user groups. In 2008-09, over 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 15% greater usage than for 2007-2008. Asian student usage has increased by almost 10% with Hispanic student usage up by 20%. 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 13 5th grade girls. A total of 17 UA students, including seven women of color, trained as mentors. A total of 18 girls were mentored, including 13 African-American students.

- **Young Men’s Leadership Program**: Using individual and team mentorship, YMLP pairs a group of UA student “Big Brothers” with a group of “Little Brothers” in the 5th or 6th grade. In this initial year, the program worked collaboratively with community partner Martin Luther King, Jr. Elementary to mentor a group of nine 5th grade boys. A total of nine UA students, including five men of color, trained as
mentors. A total of nine boys were mentored, including eight 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, 20 women participated in the program, including 15 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. Of the four participants for the 2008-09 year, 50% identified as students of color.

- **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.
During the Spring 2009 semester, coaches and student-athletes participated in the first installment of a new program approved by the SEC for its member institutions: the Branded A Leader (BAL) training program, which addresses a wide range of student-athlete welfare issues. The overall theme of the training concentrated on reinforcing to student-athletes the importance of making good decisions and raised awareness that destructive decision making not only affects them personally but impacts their team and the University. BAL facilitators challenged the student-athletes to think critically and take responsibility for their decisions and those of their teammates. The BAL facilitators engaged the student-athletes in small group settings by posing discussion questions such as: “What “brands” do you represent (family, conference, institution, athletic department, team, community, etc.) and what type of acts are brand changers (academic fraud, burglary/shoplifting, drug/alcohol abuse and other offenses)?” BAL facilitators used the appeal of mainstream media and its branding strategies as a foundation for student-athletes to discuss personal decisions and difficult social situations involving teammates.

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

Minority student-athletes serve in leadership roles, likewise assisting with recruitment and retention efforts. For example, minority student-athletes have represented UA at the NCAA’s Foundation Leadership Conference five of the past ten years. Minority members of the Student-Athlete Advisory Committee (SAAC) consistently represent 25% or more of the SAAC and minority student-athletes have served as President, Secretary/Treasurer, and as other officers of the committee. Since its inception in 1980, several minority student-athletes have been selected for UA’s Black Scholars Recognition Award and the nationally recognized Arthur Ashe Award. 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. In 2008-09, the Department formally organized this post-graduate scholarship program, now called the University of Alabama Ethnic Minority and Women’s Enhancement Post Graduate Scholarship for Careers in Athletics. The goal of this enhancement program is to increase the pool of and opportunities for qualified minority and female candidates in intercollegiate athletics through postgraduate scholarships and first-hand experience in athletics administration. In 2008-09, a former gymnast and former softball student-athlete worked within the department gaining a broad-based experience in athletics administration that will position them to begin a career in this profession. The department has already selected its two recipients for 2009-10 and they will begin their assistantship in August 2009.
GOAL FIVE

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

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

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

As the information shared in this report clearly reflects, UA’s senior leadership has endorsed and is proactively promoting, in a variety of ways, its commitment to diversity as a part of its educational mission. President Witt provided leadership to this end shortly after his arrival on campus by articulating in his first Strategic Plan (2004-2014) the University’s long-term commitment: 1) to further diversify the faculty, staff, and students for the purpose of enhancing the excellence of the learning environment; 2) to expand an emphasis on global and cultural studies; 3) to provide leadership in addressing economic and social issues in Alabama through research and outreach activities; and 4) to collaborate with outside entities to advance the economic and social condition of Alabama. Numerous offices described in the discussion in Section 1 of Goal Two of this report were created or enhanced in response to President Witt’s articulated vision for UA, particularly the Office of Vice President for Community Affairs. This office in particular is charged with “addressing the changing cultural demographics taking place within the internal campus community by implementing strategies that increase the cultural competency of the campus in an effort to foster an inclusive campus environment that promotes tolerance and values diversity.” President Witt reiterates his commitment annually through dissemination of his Statement of Diversity, [http://www.eop.ua.edu/law.html](http://www.eop.ua.edu/law.html), which along with the non-discrimination statement was modified in 2007-08 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. Provost’s Bonner’s recent appointment of Dr. Jimmy Williams as Special Advisor to the Provost for Diversity is intended to assist in oversight
efforts. 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 (11.2% in 2008, with 2008 goal of 14.5%) and the percentage of international graduate students (8.86% in 2008, 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, after several years of modest decline in international graduate student enrollment, international applications have stabilized for 2008-09. Although UA’s percentage of black undergraduate students has declined, in 2008 UA enrolled 326 additional black undergraduates (2,503) than in 2003 (2,177), the base year when the 2008 goal was set. This represents a 15% 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). Also, data from the National Center for Educational Statistics indicates that nationally, black student enrollment in public four-year degree-granting colleges has only slightly increased from 10.8% in 2003 to 11.2% in 2007. (http://nces.ed.gov/programs/digest/d08/tables/dt08_228.asp?referrer=list) In 2008, 11.32% of UA’s enrollment was black, non-Hispanic—consistent with national data. Notwithstanding the obstacles to black student recruitment, the minority student recruitment and retention initiatives described in Goal Four will continue to assist UA in increasing the racial and ethnic diversity of its student body.
Diversity-Related UAS Performance Indicators for The University of Alabama

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<tbody>
<tr>
<td>% of Black, non-Hispanic Administrators (EEO-1s)</td>
<td>8.60%</td>
<td>10.00%</td>
<td>11.46%</td>
<td>11.22%</td>
<td>12.87%</td>
<td>10.00%</td>
<td>11.32%</td>
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<tr>
<td>% of Other minority (excluding Black, non-Hispanic) Administrators</td>
<td>0.00%</td>
<td>2.22%</td>
<td>2.08%</td>
<td>2.04%</td>
<td>1.98%</td>
<td>1.00%</td>
<td>2.83%</td>
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<tr>
<td>% Full-time Tenured and Tenure Track Faculty that are Black, non-Hispanic</td>
<td>4.60%</td>
<td>4.94%</td>
<td>5.58%</td>
<td>5.40%</td>
<td>5.54%</td>
<td>5.00%</td>
<td>5.49%</td>
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<tr>
<td>% Full-time Tenured and Tenure Track Faculty that are other minority (excluding Black, non-Hispanic)</td>
<td>5.36%</td>
<td>5.59%</td>
<td>7.00%</td>
<td>6.66%</td>
<td>6.75%</td>
<td>5.00%</td>
<td>11.11%</td>
</tr>
<tr>
<td>% of Female Administrators</td>
<td>41.90%</td>
<td>46.67%</td>
<td>44.80%</td>
<td>42.86%</td>
<td>46.53%</td>
<td>n/a</td>
<td>44.34%</td>
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<tr>
<td>% Full-time Tenured and Tenure Track Faculty that are Female</td>
<td>31.16%</td>
<td>31.21%</td>
<td>32.68%</td>
<td>34.55%</td>
<td>35.90%</td>
<td>n/a</td>
<td>35.21%</td>
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Undergraduate Education

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<tr>
<td>Enrollment</td>
<td>15,888</td>
<td>16,568</td>
<td>17,550</td>
<td>19,471</td>
<td>21,081</td>
<td>18,370</td>
</tr>
<tr>
<td>% Black, non-Hispanic</td>
<td>13.80%</td>
<td>12.6%</td>
<td>11.8%</td>
<td>11.2%</td>
<td>11.1%</td>
<td>14.5%</td>
</tr>
<tr>
<td>% Other minority (excluding Black, non-Hispanic)</td>
<td>2.66%</td>
<td>2.70%</td>
<td>3.05%</td>
<td>3.41%</td>
<td>3.46%</td>
<td>2.50%</td>
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Graduate & Professional Education

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<tbody>
<tr>
<td>% Black, non-Hispanic graduate enrollment</td>
<td>9.62%</td>
<td>10.39%</td>
<td>11.31%</td>
<td>11.19%</td>
<td>11.8%</td>
<td>9.94%</td>
</tr>
<tr>
<td>% Other minority graduate enrollment (excluding Black, non-Hispanic and non-resident alien)</td>
<td>2.82%</td>
<td>3.41%</td>
<td>3.20%</td>
<td>2.86%</td>
<td>3.32%</td>
<td>3.00%</td>
</tr>
<tr>
<td>% non-resident alien graduate enrollment (International)</td>
<td>16.29%</td>
<td>14.73%</td>
<td>14.27%</td>
<td>12.77%</td>
<td>11.25%</td>
<td>15.00%</td>
</tr>
</tbody>
</table>

3. Comparison of UA to Flagships and Public Doctoral Institutions

Provost Bonner made a commitment in the SDP to periodically collect and analyze data from other institutions as another performance measure in assessing progress. Consequently, for the past three 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 year’s analysis reveals that UA remains among one of the leaders in the country in ensuring black representation in its campus community. The Provost posts details of this analysis on her website. (See http://provost.ua.edu/provostaa/?page_id=72)

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

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

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

   **A&S:** Over the past year, the College increased the number of its underrepresented/minority faculty. In 2008, out of 454 full-time A&S faculty members, 20 (4.4%) were black and 10 (2.2%) 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 20 black full-time faculty, six (30%) were professors, seven (35%) associate professors, four (20%) assistant professors, and three (15%) were instructors. In April 2009, two black faculty members were promoted to associate professor, effective August 2009. Over the past five years, the College’s Hispanic faculty has increased from 6 (1.6%) in 2002 to 10 (2.2%) in 2008, and its number of black full-time faculty has increased from 15 (3.9%) in 2002 to 20 (4.4%) in 2008. 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. For Fall 2009, the College hired one additional African American in a tenure track position and a Hispanic in an Endowed Chair position. During the 2009-2010 academic year, the College will have five African-American faculty members, three of whom are tenured. The College’s Hispanic faculty has increased from 0 in 2003 to 1 (1%) in 2008; its other minorities and non-resident aliens has increased from 9 (9.7%) in 2003 to 11 in 2008 (11.1%); and its number of black full-time faculty has decreased by one, from 5 (5.4%) in 2003 to 4 (4%) in 2008. In addition, an African American serves as the College’s Scholarship and Women’s Initiative Specialist, assisting C&BA in maintaining data on scholarship applicants and assisting faculty with the selection process, and assisting faculty who coordinate the College’s Women’s Initiative, designed to develop leadership skills among women students.
CCHS: For 2008-09, 7.7% of the faculty are African American and a total of 12.8% are minorities. The College has one African American Associate Dean who is also chair of the Psychiatry Department.

CCN: African-American nursing faculty have increased from two to five (13.9%) from 2002 to 2008, the highest number in the College’s history. The African-American faculty member who was recruited for Fall 2008, completed her masters at UA and then completed her doctorate at the University of Illinois – Chicago through the “Bridges to the Doctorate” program. This faculty member is now serving as a mentor in the McNair Scholars program. In light of the shortage of doctoral-prepared faculty, CCN’s strategy is developing junior faculty through educational support. This strategy for increasing the numbers of African-American faculty resulted in one black faculty member who earned the Ph.D. being appointed to a tenure track position and a second faculty member is beginning the same trajectory. Thus, CCN’s plan for developing junior faculty through mentoring and financial support is working.

C&IS: Over the past five years, African-American full-time faculty have averaged 9.7% of the College’s faculty and 20.8% of EEO-1 positions. In Fall 2008, minorities constituted 13.8% of the College’s full-time faculty; African Americans constituted 5.2% of the College’s full-time faculty and 20% of full-time senior level administrative positions. Each of the College’s academic department faculties have 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 2008-2009, there were seven full-time, tenure-track faculty searches, resulting in seven hires including one African-American female, one Hispanic female, one Asian female and one Asian male. There will be 11 full-time minority faculty in the College for the 2009-2010 academic year, a 38 percent increase. 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. In May 2009, the Accrediting Council on Education in Journalism and Mass Communication (ACJMC) found the College’s Journalism and Mass Communication department in compliance with its standard for diversity and inclusiveness, and specifically noted the promotion of female faculty members and efforts to recruit minority students. With the ultimate goal of further enhancing the diversity of C&IS faculty and EEO-1 staff, C&IS is committed to continuing efforts to ensure a diverse applicant pool for its jobs 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 2008, African Americans comprised 9.8% of the full-time faculty, an increase from 4.4% in 2003. Fourteen of the 92 full-time faculty (or 15.2%) are non-white, and includes Americans of Asian descent and of Hispanic descent. The number of diverse faculty has increased 11.7% since 2004.

For the third 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: Thirty percent of the Fall 2008 Engineering full-time faculty were non-white (black, Hispanic, and other, including non-resident aliens). Faculty hired for the 2008-09 academic year includes an Asian female in Civil and Environmental Engineering and an Asian male in Mechanical Engineering. 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 & Biological Engineering in 2007-08 and also in 2008-09 to department head of Metallurgical and Materials 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 3.5% are Hispanic American, and 12.3% are women. UA’s College of Engineering, with 5.4% black faculty, 1.8% Hispanic, and 12.5% women for Fall 2009 compares favorably with those national averages, particularly the African-American representation, which is double the national percentage.

Human Environmental Sciences: Minorities comprise 12.9% of HES full-time faculty, with two (3.7%) African-American faculty for 2008-09. New hires for Fall 2009 include an Asian female in Clothing, Textiles and Interior Design.

Law School: Faculty hires: Two of the four new faculty hired for 2008-09 were female, and one is an Asian American female. The percentage of the permanent faculty of Law School for 2008-09 who are African American is 5.6%. Visiting Professors: The Law School frequently includes African Americans as guest speakers, lecturers, and participants at Law School functions. For Fall 2008, an African-American female Professor of Law at Syracuse University College of Law was 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, served 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. This represents 20% of the EEO-1 staff.
Social Work: The School’s seven-member administrative team had three racial minorities this past year (African-American Dean, American Indian Director of the Field of Education, and an Asian MSW program chair, 29%). Of the School’s 26 faculty members, 23% are minorities. Three are African Americans (11.5%) and three (8.3%) come from three native countries of South Korea, China 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. For Fall 2009, the school has hired a new Assistant Professor and BSW program chair who is African American.

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 2008, that number increased to 525 or 10.3% of the 5,116 freshmen. In addition, the diversity of UA’s total enrollment has also increased. The table below represents the minority enrollment versus the total enrollment for 2006 and 2008. These changes represent a significant increase in the percentage of minority students, comprising 15.1% of UA’s Fall 2008 enrollment:

<table>
<thead>
<tr>
<th>Minority Group</th>
<th>2006</th>
<th>2008</th>
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<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>144</td>
<td>152</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>217</td>
<td>324</td>
</tr>
<tr>
<td>African-American</td>
<td>2,635</td>
<td>3,059</td>
</tr>
<tr>
<td>Hispanic</td>
<td>434</td>
<td>556</td>
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<tr>
<td>Minority Totals</td>
<td>3,430</td>
<td>4,019</td>
</tr>
<tr>
<td>Total UA Enrollment</td>
<td>23,878</td>
<td>27,014</td>
</tr>
<tr>
<td>Minority Percentage</td>
<td>14.4%</td>
<td>15.1%</td>
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</table>

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

Based on recent data, the College’s efforts to recruit underrepresented/minority graduate students are working. Out of the 1,010 A&S graduate students in 2008, 71 (7%)
were black and 29 (2.9%) were Hispanic; in 2006, out of the 1,000 graduate students, 65 (6.5%) were black and 20 (2.0%) were Hispanic.

Over the past five years, black graduate students have been awarded degrees proportionate to their representation in the graduate student population. Out of the 200 master’s degrees awarded by the College in 2007-08, 12 (6%) were received by black students. Out of the 69 doctoral degrees, five (7.3%) were awarded to black students. In 2007-08, two (1%) Hispanic students were awarded master’s degrees and one (1.5%) was awarded a doctoral degree. In comparison, in 2005-06, out of 64 A&S doctoral degrees awarded, two (3.1%) were received by black students, and two (3.1%) were received by Hispanic students.

In comparison to 2006, the number and percentage of A&S black and Hispanic students increased in 2008. In 2006, out of 6,190 A&S undergraduates, 665 (10.7%) were black and 168 (2.7%) were Hispanic. In 2008, out of 7,132 A&S undergraduates, 782 (11%) were black and 197 (2.8%) were Hispanic. Further, for 2005-06 and 2006-07, 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. In 2007-08, these numbers decreased slightly and 94 (10%) of the degrees were awarded to blacks. During this same time period, in 2005-06, nine (1.1%) Hispanic students received undergraduate degrees awarded by A&S; in 2006-07, 13 (1.5%) received such degrees; and in 2007-08, 16 (1.7%) received such degrees.

In Fall 2007, as Bridge to the Doctorate Fellows, nine black and one Hispanic student enrolled in either the Departments of Mathematics, Biological Sciences, or Chemistry’s masters’ programs. At the end of Summer 2009, eight of the nine black students and the Hispanic student plan to pursue their doctorate either at UA or another institution.

C&BA: The number of black students in C&BA increased 17.5% from Fall 2006 to Fall 2008 (from 491 to 577 students), resulting in an increased representation of black students overall, from 9.4% in 2006 to 11.2% in 2008. In Fall 2008, minorities comprised 17.8% of C&BA’s total enrollment.

CCHS: Minorities comprise 17.5% of the 97 medical students enrolled with CCHS, with 7.2% 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 14.3% with a range of 16.9% to 2008’s 12.6%; Hispanic enrollment percentages remain about the same. African-American enrollment in the graduate program has reached an all time high (29.2%) in 2008-09, a significant increase from 15.2% in 2007. The HRSA Nursing Workforce Diversity Grant is increasing minority enrollment among RNs returning to school for their B.S.N. and M.S.N.
**C&IS: Graduate Students:** During the past five years, the College’s graduate enrollment has increased from 284 to 406 students, an increase of 43 percent. Over the last five years, African-American graduate enrollment has averaged 6.1 percent and was 6.2 percent in 2008-2009. Hispanic enrollment, though lower than African-American enrollment, is increasing. Over 7.0 percent were “other.” In total, 15.5 percent of C&S’s graduate students were African American, Hispanic or “Other” and the trend is moving in the right direction. **Undergraduate Students:** Overall undergraduate enrollment in C&IS has grown substantially over the past five years (27.7%). African-American undergraduate enrollment in C&IS also has increased by 32% in the last five years, from 157 students in 2004 to 207 in 2008. Hispanic student enrollment in C&IS is 48 or 2.3% and total minority enrollment is 13.9%. 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 23% over the past three years. In Fall 2008, 306 black students comprised 11.6% of the student enrollment in Education, compared to 165 black students for 9.95% of Education’s student enrollment in Fall 2003. In Fall 2008, total minority enrollment was 15.6%.

**Engineering:** The Fall 2008 undergraduate non-white enrollment for Engineering was 17.3% (248 African American, 49 Latino/Hispanic, and 89 Other including non-resident aliens). The 2008 UA freshman Engineering class was 15.1% minorities and 12.6% African American; looking at the total undergraduate enrollment, African Americans made up 11.1%. According to the most recent statistics published by the ASEE (2008), nationally, African Americans comprise 5.9% of undergraduate engineering enrollment. The graduate non-white enrollment was 61.6% (18 African American, three Hispanic, 136 Other including non-resident aliens). In the past five years, the average representation of African Americans among bachelors degrees in Engineering was 10.9%; and among graduate degrees, 5.6%.

**Graduate School:** The Graduate School proactively reviews and updates diversity-related goals and action steps not just on an annual basis, but as part of routine operations. It regularly updates UAOPS entries, and one of its six expected outcomes directly addresses diversity issues. It is committed to moving forward with efforts to increase the enrollment and successful graduation of higher numbers of underrepresented students and to ensure that the education they receive at UA allows them to make an even bigger impact on human society than previous graduates. Data suggest that these efforts are beginning to bear fruit. Although applications data for the 2009-10 academic year are not complete, as of May 2009 it was projected that the total number of applicants this year would be up 8% compared to last year and 21% compared with four years ago. Applications from African-American,
Hispanic and other minority students continue to increase each year, so that in 2008-09 over one-third of all applications received were from minority students, more than double the percentage from four years ago. International applications at UA were up slightly from 2007-08 although the percentage declined due to a larger overall pool.

A review of recruitment data for total completed applications to the UA Graduate School plus the percentages of those applications received from African-American students, and all ethnic minority students reflects an increase between 07-08 and 08-09 in African-American applicants (from 15.6% to 16.5%); in minority applicants (from 25.3% to 35.7%); and international students reflects a decline (from 22% to 20.7%).

African-American graduate student enrollment has exceeded 11% in each of the last four years and in Fall 2008 it was a record 12.8%. Early data suggests that applications for 2009-10 will be up 8% compared to last year and 21% compared to four years ago. This greatly exceeds the previous UAOPS goal of 9% set for the unit in 2004-05. Similarly, minority graduation rates have grown each year for the past several years and now exceed 24.7% of all graduate degrees given. The Graduate School’s new UAOPS goal for African-American enrollment is now 12-15% of the graduate student population.

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 2008, African-American students comprised 15.1% of HES’s undergraduate enrollment and 15.3% of graduate enrollment. In 2007-08, African Americans received 15.6% of HES’s undergraduate degrees awarded and 14.5% of masters’ degrees.

Law School: It was encouraging that 14.2% of the student body in 2008-09 was from minority groups and 8.2% African American. This compares to 13.1% and 7.8%, respectively, in 2007-08 and 11.2% and 7.6%, respectively, in 2005-06. The Law School awarded degrees to 12 African-American students in 2007-08 (7.8%), higher than the last five year average of 6.6%.

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 2008 was 37.6% Black, and 4% Hispanic and Other. Of the 157 M.S.W. degrees conferred in 2008-2009, 32.5% were Black students and 5.7% were Hispanics and Other. Of the four students who received the Ph.D., one (25%) was African American. 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 187 Black students in UA’s B.S.W. program in 2008 was 32.6%, and 4.8% were Hispanic and Other.
Of the 35 B.S.W. students who received degrees in 2007-2008, 37.1% were Black and one was Other.

Financial Affairs: The University of Alabama Police Department reviews employment application data annually to determine the impact of recruiting efforts in the department’s goal of attracting a diverse applicant pool. Recruiting strategies are reviewed and adjusted where shortfalls are identified. The department is committed to achieving a workforce reflective of the diversity of the community in which we exist. In calendar year 2008, six entry level positions were filled with three appointees being African Americans.

Student Affairs: The Office of Student Affairs Assessment and Planning, in conjunction with the Office of Graduate Student Services developed a needs and satisfaction assessment survey. The Survey will address community needs, diversity and inclusiveness issues, as well as other graduate student concerns. Additionally, this office worked with the Office of Greek Affairs to develop goals related to intercultural competence as it relates to the National Survey of Student Engagement. Specifically, the office found a significant gap between Greek and non-affiliated students on questions related to the likelihood of students having significant interactions with students of a different race, background, ethnicity, etc. 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. Rubric assessment of this learning outcome is conducted through focus group feedback (Summer/Fall 2009). Measureable Outcomes of Recreation Experiences (MORE) analysis is currently in data collection and summer of 2009 will identify specific outcomes related diversity. University Recreation recognizes the role it plays in ALL patrons (students and non-students) encouraging and appreciating differences and diversity. Assessment of this learning outcome comes through a variety of methods, including but not limited to: demographic participation and usage counts; staff database for demographic profiles; rentals
and reservations of facilities and equipment by organizations and groups representing diverse backgrounds; staff training (internal and external) efforts; discussions within staff meetings on the topic of inclusion through enhanced programs, services and facility access; dedicated staff recruitment efforts; and peer and professional evaluations. In the Career Center, continued departmental and organizational collaboration are upcoming targeted areas of focus in the next academic year. Discussions are already being held as to how the Career Center can better serve underserved populations on campus by deepening its partnership with groups such as Crossroads Community Center, Capstone International, the Office of Disability Services, LGBT, Black Student Union, and the Black Faculty and Staff Association. 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. Also, athletics administrators solicit feedback from coaches, staff and student-athletes after programming events, such as the Branded A Leadership program, to ensure that these offerings are meeting their intended objectives. In addition, it continues to annually monitor minority representation on the Student-Athlete Advisory Council, including its Board of Directors. Finally, IA will continue to communicate to all student-athletes the resources available to further develop career options following graduation, especially focused on the career development of minority athletes.
**Table 1**

Baccalaureate Degree Completions Conferred by Race 1991-92 through 2008-2009

<table>
<thead>
<tr>
<th>Fall Term</th>
<th># Black, NonHispanic (includes Multiracial Blacks)</th>
<th>% Black, NonHispanic (includes Multiracial Blacks)</th>
<th># White</th>
<th>% White</th>
<th># American Indian or Alaskan Native</th>
<th>% American Indian or Alaskan Native</th>
<th># Asian, Native Hawaiian, or Pacific Islander</th>
<th>% Asian, Native Hawaiian, or Pacific Islander</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># Non-Resident Alien</th>
<th>% Non-Resident Alien</th>
<th># Multiracial or Race Ethnicity Unknown</th>
<th>% Multiracial or Race Ethnicity Unknown</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>383</td>
<td>10.32%</td>
<td>3,166</td>
<td>85.27%</td>
<td>17</td>
<td>0.46%</td>
<td>33</td>
<td>0.89%</td>
<td>73</td>
<td>1.97%</td>
<td>41</td>
<td>1.10%</td>
<td>0</td>
<td>0.00%</td>
<td>3,713</td>
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<tr>
<td>2007-08</td>
<td>351</td>
<td>10.33%</td>
<td>2,939</td>
<td>86.49%</td>
<td>17</td>
<td>0.50%</td>
<td>21</td>
<td>0.62%</td>
<td>39</td>
<td>1.15%</td>
<td>31</td>
<td>0.91%</td>
<td>0</td>
<td>0.00%</td>
<td>3,398</td>
</tr>
<tr>
<td>2006-07</td>
<td>339</td>
<td>10.83%</td>
<td>2,686</td>
<td>85.79%</td>
<td>18</td>
<td>0.57%</td>
<td>30</td>
<td>0.96%</td>
<td>27</td>
<td>0.86%</td>
<td>31</td>
<td>0.99%</td>
<td>0</td>
<td>0.00%</td>
<td>3,131</td>
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<tr>
<td>2005-06</td>
<td>347</td>
<td>12.33%</td>
<td>2,370</td>
<td>84.19%</td>
<td>13</td>
<td>0.46%</td>
<td>26</td>
<td>0.92%</td>
<td>25</td>
<td>0.89%</td>
<td>34</td>
<td>1.21%</td>
<td>0</td>
<td>0.00%</td>
<td>2,815</td>
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<tr>
<td>2004-05</td>
<td>411</td>
<td>14.02%</td>
<td>2,388</td>
<td>81.47%</td>
<td>22</td>
<td>0.75%</td>
<td>33</td>
<td>1.13%</td>
<td>28</td>
<td>0.96%</td>
<td>49</td>
<td>1.67%</td>
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<td>2,931</td>
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<td>2003-04</td>
<td>388</td>
<td>12.83%</td>
<td>2,510</td>
<td>83.00%</td>
<td>13</td>
<td>0.43%</td>
<td>34</td>
<td>1.12%</td>
<td>33</td>
<td>1.09%</td>
<td>46</td>
<td>1.52%</td>
<td>0</td>
<td>0.00%</td>
<td>3,024</td>
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<tr>
<td>2002-03</td>
<td>380</td>
<td>13.14%</td>
<td>2,370</td>
<td>81.95%</td>
<td>24</td>
<td>0.83%</td>
<td>36</td>
<td>1.24%</td>
<td>23</td>
<td>0.80%</td>
<td>59</td>
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<td>12.18%</td>
<td>2,237</td>
<td>83.31%</td>
<td>14</td>
<td>0.52%</td>
<td>33</td>
<td>1.23%</td>
<td>20</td>
<td>0.74%</td>
<td>54</td>
<td>2.01%</td>
<td>0</td>
<td>0.00%</td>
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<tr>
<td>2000-01</td>
<td>302</td>
<td>11.72%</td>
<td>2,145</td>
<td>83.24%</td>
<td>18</td>
<td>0.70%</td>
<td>27</td>
<td>1.05%</td>
<td>14</td>
<td>0.54%</td>
<td>71</td>
<td>2.76%</td>
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<tr>
<td>1999-00</td>
<td>264</td>
<td>10.28%</td>
<td>2,191</td>
<td>85.29%</td>
<td>16</td>
<td>0.62%</td>
<td>16</td>
<td>0.62%</td>
<td>15</td>
<td>0.58%</td>
<td>67</td>
<td>2.61%</td>
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<tr>
<td>1998-99</td>
<td>260</td>
<td>9.48%</td>
<td>2,379</td>
<td>86.73%</td>
<td>9</td>
<td>0.33%</td>
<td>25</td>
<td>0.91%</td>
<td>15</td>
<td>0.55%</td>
<td>55</td>
<td>2.01%</td>
<td>0</td>
<td>0.00%</td>
<td>2,743</td>
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<tr>
<td>1997-98</td>
<td>312</td>
<td>11.50%</td>
<td>2,275</td>
<td>83.86%</td>
<td>13</td>
<td>0.48%</td>
<td>18</td>
<td>0.66%</td>
<td>17</td>
<td>0.63%</td>
<td>78</td>
<td>2.88%</td>
<td>0</td>
<td>0.00%</td>
<td>2,713</td>
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</table>
### The University of Alabama

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total Number of Inmates</th>
<th>Incarceration Rate</th>
<th>Total Number of Ethnic Minorities</th>
<th>Incarceration Rate</th>
<th>Total Number of Incarcerations</th>
<th>Incarceration Rate</th>
<th>Total Number of Ethnic Minorities</th>
<th>Incarceration Rate</th>
<th>Total Number of Incarcerations</th>
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<tbody>
<tr>
<td>1996-97</td>
<td>244</td>
<td>9.09%</td>
<td>2,313</td>
<td>86.21%</td>
<td>16</td>
<td>0.60%</td>
<td>15</td>
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<td>1995-96</td>
<td>257</td>
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<td>2,304</td>
<td>85.84%</td>
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<td>0.41%</td>
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<td>1994-95</td>
<td>280</td>
<td>10.05%</td>
<td>2,381</td>
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<td>0.25%</td>
<td>18</td>
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<td>248</td>
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<td>0.39%</td>
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<tr>
<td>1992-93</td>
<td>274</td>
<td>8.95%</td>
<td>2,678</td>
<td>87.46%</td>
<td>15</td>
<td>0.49%</td>
<td>7</td>
<td>0.23%</td>
<td>22</td>
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<tr>
<td>1991-92</td>
<td>224</td>
<td>7.58%</td>
<td>2,596</td>
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<td>6</td>
<td>0.20%</td>
<td>9</td>
<td>0.30%</td>
<td>21</td>
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Source: OIRA database
<table>
<thead>
<tr>
<th>Fall Term</th>
<th># Black, NonHispanic (includes Multiracial Blacks)</th>
<th>% Black, NonHispanic (includes Multiracial Blacks)</th>
<th># White</th>
<th>% White</th>
<th># American Indian or Alaskan Native</th>
<th>% American Indian or Alaskan Native</th>
<th># Asian, Native Hawaiian, or Pacific Islander</th>
<th>% Asian, Native Hawaiian, or Pacific Islander</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># Non-Resident Alien</th>
<th>% Non-Resident Alien</th>
<th># Multiracial or Race Ethnicity Unknown</th>
<th>% Multiracial or Race Ethnicity Unknown</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>2008-09</td>
<td>167</td>
<td>11.07%</td>
<td>1,138</td>
<td>75.46%</td>
<td>5</td>
<td>0.33%</td>
<td>21</td>
<td>1.39%</td>
<td>32</td>
<td>2.12%</td>
<td>145</td>
<td>9.62%</td>
<td>0</td>
<td>0.00%</td>
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<tr>
<td>2007-08</td>
<td>145</td>
<td>9.60%</td>
<td>1,138</td>
<td>75.31%</td>
<td>7</td>
<td>0.46%</td>
<td>16</td>
<td>1.06%</td>
<td>15</td>
<td>0.99%</td>
<td>190</td>
<td>12.57%</td>
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<td>0.00%</td>
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<tr>
<td>2006-07</td>
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<td>10.89%</td>
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<td>76.16%</td>
<td>4</td>
<td>0.28%</td>
<td>75</td>
<td>5.34%</td>
<td>18</td>
<td>1.28%</td>
<td>84</td>
<td>5.98%</td>
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<td>0.07%</td>
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<td>2005-06</td>
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<td>10.49%</td>
<td>1,018</td>
<td>73.66%</td>
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<td>0.51%</td>
<td>16</td>
<td>1.16%</td>
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<td>1.30%</td>
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<td>2004-05</td>
<td>134</td>
<td>8.68%</td>
<td>1,172</td>
<td>75.91%</td>
<td>10</td>
<td>0.65%</td>
<td>18</td>
<td>1.17%</td>
<td>13</td>
<td>0.84%</td>
<td>197</td>
<td>12.76%</td>
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<td>0.00%</td>
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<tr>
<td>2003-04</td>
<td>110</td>
<td>8.25%</td>
<td>984</td>
<td>73.82%</td>
<td>10</td>
<td>0.75%</td>
<td>11</td>
<td>0.83%</td>
<td>13</td>
<td>0.98%</td>
<td>205</td>
<td>15.38%</td>
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<td>0.00%</td>
<td>1,333</td>
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<tr>
<td>2002-03</td>
<td>106</td>
<td>8.10%</td>
<td>994</td>
<td>75.99%</td>
<td>5</td>
<td>0.38%</td>
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The University of Alabama
Table 2

Graduate Degree Completions Conferred by Race 1991-92 through 2008-2009
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<th>Change</th>
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<th>Percentage</th>
<th>Change</th>
<th>Total</th>
<th>Percentage</th>
<th>Change</th>
<th>New</th>
<th>Percentage</th>
<th>Change</th>
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<th>Change</th>
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Source: OIRA database
The University of Alabama  
Table 4

Racial Composition Data of Undergraduate Student Body  
Fall 1991 -- Fall 2008

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<th># Black, Non-Hispanic (includes Multiracial Blacks)</th>
<th>% Black, Non-Hispanic (includes Multiracial Blacks)</th>
<th># White</th>
<th>% White</th>
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<th>% American Indian or Alaskan Native</th>
<th># Asian, Native Hawaiian or Pacific Islander</th>
<th>% Asian, Native Hawaiian or Pacific Islander</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># Non-Resident Alien</th>
<th>% Non-Resident Alien</th>
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<th>% Multiracial or Race Ethnicity Unknown</th>
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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 2008

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<th>Fall Term</th>
<th># Black, NonHispanic (includes Multiracial Blacks)</th>
<th>% Black, NonHispanic (includes Multiracial Blacks)</th>
<th># White</th>
<th>% White</th>
<th># American Indian or Alaskan Native</th>
<th>% American Indian or Alaskan Native</th>
<th># Asian, Native Hawaiian, or Pacific Islander</th>
<th>% Asian, Native Hawaiian, or Pacific Islander</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># Non-Resident Alien</th>
<th>% Non-Resident Alien</th>
<th># Multiracial or Race Ethnicity Unknown</th>
<th>% Multiracial or Race Ethnicity Unknown</th>
<th>TOTAL</th>
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Source: OIRA database (includes exclusive audits.)

Table 6
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<th>% Black, NonHispanic (includes Multiracial Blacks)</th>
<th># White</th>
<th>% White</th>
<th># American Indian or Alaskan Native</th>
<th>% American Indian or Alaskan Native</th>
<th># Asian, Native Hawaiian, or Pacific Islander</th>
<th>% Asian, Native Hawaiian, or Pacific Islander</th>
<th># Hispanic</th>
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Source: OIRA database (includes exclusive audits and medical residents.)
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<th>% Black, NonHispanic (includes Multiracial Blacks)</th>
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<th>% White</th>
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<th>% American Indian or Alaskan Native</th>
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<th>% Asian, Native Hawaiian, or Pacific Islander</th>
<th># Hispanic</th>
<th>% Hispanic</th>
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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 2009

<table>
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<tr>
<th>Fall Term</th>
<th># Black, NonHispanic (includes Multiracial Blacks)</th>
<th>% Black, NonHispanic (includes Multiracial Blacks)</th>
<th># White</th>
<th>% White</th>
<th># American Indian or Alaskan Native</th>
<th>% American Indian or Alaskan Native</th>
<th># Asian, Native Hawaiian, or Pacific Islander</th>
<th>% Asian, Native Hawaiian, or Pacific Islander</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># Non-Resident Alien</th>
<th>% Non-Resident Alien</th>
<th># Multiracial or Race Ethnicity Unknown</th>
<th>% Multiracial or Race Ethnicity Unknown</th>
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Source: OIRA database