The University of Alabama

2009-2010

Strategic Diversity Report

August 2010
# The University of Alabama
## 2009-2010 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/information/strategic-diversity-plan. The Plan established five goals that commit the University to better communicate its commitment to diversity as part of its educational mission; create and sustain an inviting, respectful and inclusive campus environment; increase diversity within the faculty and senior level administration and the student body; and annually review goals and assess effectiveness of the action steps and initiatives in enhancing diversity within the University’s educational mission. This fourth 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 fourth SDR have contributed to a Fall 2009 campus profile that includes:

- enrollment of 5,342 minority and international students (18.54%), 3,379 of whom are African Americans (11.73%);
- employment of 889 minority staff members (22.38%), 745 of whom are African Americans (18.76%); and
- employment of 188 minority and international full-time faculty members (16.92%), 58 of whom are black (5.22%), 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 2008, 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. In May 2009, 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. 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, 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 21 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 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 implemented its one million dollar grant from the Jack Kent Cooke Foundation to help high-achieving, low income community college students enroll in one of Alabama’s four-year colleges. The University’s Alabama’s Promise Scholarship program guarantees financial aid covering UA tuition and fees to eligible community college transfers.
who qualify for a full Pell Grant. This program supplements other need-based aid programs at UA, including the very successful Coca-Cola Foundation Scholars program, offering scholarships to students who demonstrate financial need and are first generation college students in their immediate family. A newly-funded grant from the Suder Foundation to improve the success of first generation college students is being implemented for a first cohort of Suder scholars for Fall 2011. Enhancing cultural diversity, Academic Affairs’ Capstone International Center coordinates UA’s international endeavors, facilitates the development of a global perspective campus wide, and supports students, faculty and staff in global outreach, teaching, and research. UA’s Cuba initiative has provided remarkable, once-in-a-lifetime opportunities for UA students and faculty to interact with the University of Havana community.

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

Finally, with respect to diversifying its faculty and senior level administration, the University employs a broad range of targeted outreach efforts to encourage a diverse group of applicants for positions and requires diverse search committees. Retention strategies include mentoring, providing travel and research support for faculty, and providing opportunities for professional growth, such as UA’s Leadership Academy and the University’s 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 2008-09 data, UA ranks third among the 50 flagship institutions for percent of total degrees conferred to black students, third for percent
of undergraduate degrees conferred to black students, and *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 (10.32%), graduate and first professional (10.60%), and total (10.40%) degrees conferred ranks UA significantly ahead of both the respective averages and medians for flagships and public doctorals (the range of averages being 3.95-4.20% and the range of medians being 2.93-3.52%).

- **1st in SREB Doctoral Fellows:** UA has had 60 SREB doctoral fellows earn the Ph.D. degree – more than any other university. For the current academic year (2009-10), there are 22 SREB doctoral fellows enrolled on campus. Doctoral Scholars have been awarded to students who attend 83 institutions in 29 states.

- **Top 100 rankings from *Diverse Issues in Higher Education***: UA was recognized in the June 10, 2010 and July 18, 2010 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:** 58th among all institutions in the number of doctoral degrees in all disciplines conferred to African Americans;
  - **Master’s Degrees:** 84th in the number of master’s degrees in all disciplines conferred to African Americans; and
  - **Baccalaureate Degrees:** 83rd in the number of baccalaureate degrees in all disciplines conferred to African Americans.

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

- **UA’s graduation rate for African Americans higher than SUG average:** The ultimate measure of success for students is graduation and increasingly, the standard measure is the six-year graduation rate. For the most recent cohort (freshmen entering Fall 2003 and graduating by August 2009), UA’s 6-year graduation rate for African-American students was 57.2%. Although that is lower than its graduation rate for all students (65.9%), it is higher than the 2009 average for African-American students at 31 Southern University Group (SUG) institutions: 55.9%.

- **Higher retention rates for African Americans at UA:** The retention rate for UA freshmen entering Fall 2008 and continuing to the sophomore year is 83.5%. Black freshmen at UA had a slightly higher retention rate of 86.4%. 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

- 2nd among flagships: For Fall 2009, UA ranks second (11.74%) among the 50 states’ flagship institutions for highest percent black enrollment, with only the University of Mississippi (14.78%) ranking higher. UA’s percent black enrollment is more than double the average and the median for the 50 flagships.

- Top 25% among public doctoral: As of Fall 2009, UA is in the top 25% (ranking 40 out of 160) of all public doctoral institutions (excluding HBCUs) in percent black enrollment. UA’s percent black enrollment was 3.73 and 5.58 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 2009, UA ranks third in percent black full-time faculty with 5.04%, not counting UA’s two black non-resident aliens. That is significantly higher than the flagship average of 2.75%.

- Top 18% among public doctorals and exceeds median and average: Among the 160 public doctoral institutions reporting data for Fall 2009 (excluding HBCUs), UA ranks in the top 18% of all institutions in percent black full-time faculty; again significantly higher than the median and average for public doctoral institutions (3.33% and 3.29% respectively).

- 142% increase in black faculty in 18 years: In 1991, UA employed 24 full-time black faculty out of 918 for 2.61%. For Fall 2009, UA had 58 black faculty (including two black non-resident aliens) (5.22%), an increase of 34 (or 150% increase). SREB reports in its 2009 Factbook that nationally in 2007-08 5.4% of faculty employed at all public four-year colleges and universities are black.

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

- Recent Notable Promotions/Hires: 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 2009, 12 of UA’s 107 EEO-1 administrators were African Americans. This represents a 300% increase from the 3 employed in 1991.
• Six colleges with African Americans in EEO-1 positions: Of UA’s schools and colleges, 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 2009 percentage of black EEO-1 administrators (11.21%) exceeds that of most comparable public four-year institutions across the country (including SREB Factbook’s reported 10.9% of full-time administrators at all public four-year colleges and universities).
  
  o 2nd among flagships: Among full-time EEO-1 administrators at the 50 flagship institutions reporting Fall 2009 data, UA ranks second highest in percent black representation, at 11.21%. That percentage is more than double both the median and average for percent black EEO-1’s at the flagships (4.85% and 5.12%, respectively).
  
  o Top 15% of public doctoral: Among 160 public doctoral institutions (excluding HBCUs) reporting in Fall 2009, UA ranks in the top 15% for highest percent black EEO-1’s, well above the national median of 6.01% and average of 6.69% for those public doctoral institutions.

• UA’s percent black EEO-3 professional staff exceeds national median and average: The University’s 2009 percentage of black EEO-3 professionals (9.95%) also exceeds that of most comparable public four-year institutions across the country:
  
  o 6th among flagships: Among full-time EEO-3 administrators at the 50 flagship institutions reporting Fall 2009 data, UA ranks 6th highest in percent black representation at 9.97%. That percentage is well above the median and average for percent black EEO-3’s at the flagships (4.08% and 4.94%, respectively).
  
  o Top 27% of public doctoral: Among 160 public doctoral institutions (excluding HBCUs) reporting in Fall 2009, UA ranks in the top 27% for highest percent black EEO-3’s, more than the national median of 6.22% and average of 7.90% 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 2009-10, this office has completed the following initiatives:

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

b) Input from BFSA Leadership & Special Advisor to Provost for Diversity: Dr. Bonner met quarterly with leadership of the Black Faculty Staff Association (BFSA) and communicated frequently with its President to reiterate support for diversity and discuss ideas to enhance the success of a SDP. She partnered with BFSA and provided support for the Freshman Mentoring Program, Tenure and Promotion for Black Faculty, Black Honors Day Convocation and the Foster Auditorium Project. She also sponsored a series of luncheons with the African-American faculty with Jimmy Williams to give them the opportunity to discuss issues which might be of concern to them. She took the untenured black faculty to dinner to discuss the tenure pathway and issues related to it as part of a mentoring program for black faculty. 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 fourth 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 participation in Auburn’s Diversity Research Initiative Spring Conference: Understanding Differences That Matter, March 11-12, 2010. Nine UA faculty, administrators and graduate students attended the conference; four graduate students presented papers. Provost Bonner also encouraged participation in the Third Annual UAS Diversity Conference on November 9, 2009 held at UAB.

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

f) Placed a full page color diversity ad in the Chronicle of Higher Education’s special edition in October 2009.

2. **Initiatives of Other Areas in Accomplishing Goal One**

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

   a) **College of Arts & Sciences.** Under the leadership of its current Dean, promotion of diversity is one of the core educational initiatives of the College of Arts and Sciences.
• **Statement of Diversity.** The A&S college initiatives website widely publicizes the college’s commitment to diversity as part of its educational mission:

In the liberal arts, exploration and discovery is all. It is a point of pride and necessity with students and scholars of the liberal arts to approach the world around us with profound respect and appreciation for its marvelous diversity. This perspective informs our desire for diversity in our faculty and student population and in the perspectives that are part of our academic discourse. The College seeks to incorporate diversity into our daily activities as well as our long-range decision making.

• **Diversity Committee & Diversity Logo.** 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.

• **Recent Initiatives:** The College’s recent initiatives that communicate promotion of diversity include the following
  
  o Supported the activities of UA’s Intercultural Campus Council;
  o Developed the UA diversity brochure (in collaboration with University Relations);
  o Participated in the McNair Scholars Program Directors Luncheon, UA Graduate School, September 17, 2009;
  o Participated in “Issues Involving Faculty Diversity,” UA Leadership Academy, October 14, 2009;
  o Supported the Realizing the Dream Legacy Banquet, January 15, 2010
  o Supported Bela Fleck: The African Project, Bama Theatre, March 11, 2011;
  o Supported the Ghana Summer Program, Department of Geography, March 23, 2010;
  o Supported “Day of Silence,” Safe Zone, April 14, 2010; and
  o Supported AL SREB: (1) Academic Progress at UA, February 18, 2010; and (2) Annual Spring BBQ, April 24, 2010.

• **The Associate Dean for Multicultural Affairs**
  
i. Attended the Third Annual State-Wide Diversity Conference, The University of Alabama System, November 2009;
  
ii. Met with Dr. Brian K. Bridges, Vice Provost for Diversity, Access and Equity, Ohio State University, during his campus visit on November 3, 2009;
  
iii. Made a presentation on “Diversity in Higher Education,” UA McNair Scholars Program, November 16, 2009;
iv. Met with Dr. Rosalind Fuse Hall, Chief of Staff, North Carolina System Board of Trustees, during her campus visit on January 19, 2010;

v. Attended and provided support to faculty to attend Auburn University’s Cross-cultural Perspectives on University Teaching and Learning Conference, February 2010; and


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

- **C&BA Mission Statement.** Communicated on its website, this mission statement emphasizes diversity with the following language:

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

- **Diversity as Specific Goal.** In association with this educational mission statement, an explicit strategic goal of C&BA is “to maintain diversity in our faculty, staff and student body.” As an indication of a specific effort to communicate the commitment to diversity, C&BA continually seeks to improve UA’s ability to recruit and retain African-American and minority candidates through focused advertising and targeted event opportunities.

- **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 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.

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

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

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

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

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

   - As part of its mission, the College has a non-discrimination and anti-harassment policy which supplements the institution’s policies. (See http://education.ua.edu/wp-content/uploads/2010/05/nonniscrimpolicy.pdf).

   - The College incorporates a commitment to diversity in recruiting materials for faculty, administrators, and students in the following ways:

     i. All position advertisements contain a statement of commitment to diversity. The “Ability to teach with a multicultural perspective” is listed as a qualification on position announcements.

     ii. The College is committed to recruiting and graduating diverse students using several mechanisms. Efforts to attract minority students are explained in the College’s Overall Recruitment Plan, accessible at http://education.ua.edu/wp-content/uploads/2010/05/recruit.pdf.

e) **College of Engineering.** The College of Engineering publicizes its commitment to diversity in a variety of ways discussed in Goal 4, including through its Multicultural Engineering Program, and in its promotional materials, which include diverse
genders, races, and ethnicities in photo shoots and which stress the fact that students can receive an excellent engineering education at a diverse liberal arts university. In addition, the College proudly supports professional organizations like the Society of Women Engineers, the National Society of Black Engineers, and the Society of Hispanic Professional Engineers, each of which provides career networking and professional advising and reflects a diverse college community. The National Society of Black Engineers also communicates the College’s commitment to diversity through its tutoring at a predominately African-American middle school in Tuscaloosa to help develop science, technology, engineering, and mathematics skills of young African-American students.

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

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

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

• Commitment to diversity attracting national attention. Clearly, diversity in all its forms and service to students and faculty are recognized as linchpins of all other quality goals and initiatives. African-American graduate student enrollment has increased at UA in each of the past seven years, and now (Fall 2009) stands at 540 (12.6 % of the graduate student body). Our 2004-05 UAOPS goal for African-American graduate student enrollment was set at 9%; this was revised to 12 - 15% in 2008. UA has begun to attract national attention for leadership in recruiting, retaining, and graduating students from underrepresented minority groups: UA ranked 2nd among the 50 flagship university campuses in percentage of African-American graduate degree recipients (10.48% of all graduate degree recipients in 2006-07), and 3rd among all U.S. doctoral-granting institutions in the percentage of first-generation doctoral graduates (2004-06 data- last available year). UA has gotten national press attention for leading the nation in both enrollment and graduation of Southern Regional Education Board (SREB) Doctoral Scholars,
with 22 Scholars currently enrolled and 60 Scholar graduates, at least 44 of whom are employed in positions utilizing their UA doctorates. In December 2008, The University of Alabama Graduate School won the prestigious Council of Graduate Schools/Peterson’s Award in Washington, D.C. for innovation in creating an inclusive graduate student community, in competition with 16 other nationally-prominent graduate schools. The $20,000 matching award is creating new mentoring programs for underrepresented and underserved graduate students to increase retention and decrease time to degree.

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

  g) College of Human Environmental Sciences. HES Strategic Plan states that, “The faculty of the College has increased and is more diverse.” This plan, including the goal and the action steps, is posted on the College website (http://www.ches.ua.edu).

  h) School of Law. The Dean is personally involved as a champion of diversity in the Law School through many of his speeches, programs, and fund raising for organizational support. He also seeks diversity in his recruitment of outstanding students, faculty, and staff from a broad range of backgrounds and experiences. Every significant program at the Law School has some aspect of diversity as a core value. This year, Dean Randall has worked to expand international and intellectual diversity. He has negotiated MOUs with outstanding law schools in Israel and India; he has also recruited a leading Law and Economics Business scholar to join the Faculty. The Law School also hosted a delegation from Pusan National University Law School and is at work on another MOU with that outstanding school. The Dean also informed the chair of each major law school committee about the Law School’s and the University’s diversity goals, and charged each committee to seek diversity, where applicable. All of the committees had as part of their charge seeking diversity in hiring pools, programming, faculty visitors, and speakers. The Dean has also communicated a commitment to diversity to the Admissions office, the entire faculty, to various student organizations, and to alumni.

The Dean directed that the professional staff incorporate diversity training workshops into orientation for all new students. The Dean named Professor Bryan K. Fair Associate Dean for Special Programs in August 2008. Each year since, Dean Fair has given an address regarding diversity during the orientation for all new students. Dean Fair also has 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 and the Gay-Straight Alliance
(Outlaw). He also works with the Dorbin Society (women’s law group), the Federalist Society, and many other student organizations to promote a diverse and welcoming environment for all students. In 2009, Dean Randall directed Dean Fair to promote several new Public Interest initiatives and to advance the Law School’s international opportunities for students and Faculty.

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

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

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

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

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

The College has partnerships with 15 community colleges and 8 clinical agencies to facilitate opportunities for RNs with associate degrees to earn BSN, MSN, and DNP degrees. The group’s spring meeting focused on enhancing the abilities of faculty to assist students from educationally or economically disadvantaged backgrounds to succeed in higher education. To help in this effort, the College hired Dr. Virginia Adams, Consultant on Diversity and Global Issues for the National League for
Nursing and Chair of the Inaugural Steering Committee, International Council of Nurses Education Network. Objectives for the session were to enable participants to:

1. Identify the needs of students from disadvantaged backgrounds.
2. Recognize the responsibilities of faculty and students in the synergistic teaching-learning process for success.
3. Integrate teaching and mentoring behaviors appropriately for student edification.
4. Describe faculty attributes and behaviors that can instill competence and confidence.

The College’s commitment to diversity is reflected in its five work study students. Four are nursing students; three of these are African American. Three of our Ambassadors who serve as student representatives of the College are African American.

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.

- **Diversity in Courses:** Many years ago, faculty promulgated this policy on inclusion of cultural diversity content in the curriculum: “The faculty of the School of Social Work is committed to teaching, encouraging, and promoting an appreciation of human diversity including ethnic minorities of color, women, and other groups. The faculty is also committed to the prevention and elimination of discrimination and oppression directed toward these groups.” As a result, many courses in the BSW, MSW, and PhD, and continuing education programs currently include content and objectives, relevant to the course topic, designed to develop an appreciation of diversity and to building an understanding of and sensitivity to the special needs of ethnic minorities of color, women, and other groups, and the patterns and effects of discrimination and oppression directed toward them. The faculty is committed to a continuous review of all courses to determine if and how this content can be incorporated appropriately into all courses in the School's curriculum. This review is done by appropriate School committees

- In their syllabi, several faculty members include statements about diversity and students’ obligation to be respectful of differences.

- One of the objectives of both the BSW and MSW programs articulates the focus on diversity: “Students will demonstrate the ability to practice without discrimination and with respect, knowledge, and skills related to clients’ age,
class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.” This statement is printed in the student handbooks.

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

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

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

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

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

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

- Social Work attends to diversity issues by engaging speakers and organizing conferences and workshops, ensuring that diverse speakers and diversity topics are included.
- Social Work ensures that student recruitment and retention materials and other publicity about the school include pictures that highlight diverse faculty, staff, and students and content that illustrates commitment to diversity. Each educational program and each student organization have bulletin boards and additional general bulletin boards are located prominently in the halls of the School. On those bulletin boards, one can see flyers for diversity-related events, articles about diversity issues, and pictures illustrating the diversity in the School and applauding the activities and accomplishments of diverse individuals and groups. The School is accessible and the wheelchair ramps and classroom technologies serve as reminders of need to provide accommodations to those who need them. Many of the faculty and staff display Safe Zone logos on the doors, a sign to members of our LGBTQ community that there they will find a safe place to discuss issues related to sexual orientation (the School is also listed on the Safe Zone website). The School has some assistive technology available, besides that provided by the Office of Disability Services, including an easy to use portable AT&T Telecommunications Device for the Deaf (TDD 2700) to accommodate telephone conversations with persons with hearing impairments. Many of the instructional videos are closed captioned and all new videos that are ordered are closed captioned. When instructors have a student who has a hearing impairment, ODS will format the older videos with closed captioning. One of the multimedia classrooms (room 104) has an assisted listening device.
- The School of Social Work, along with the Episcopal Diocese of Alabama, and Canterbury Chapel at The University of Alabama sponsor the Sawyerville Scholars Leadership College, now in its fourth year. The Sawyerville Scholars Leadership College is a two day program offered to twenty sophomore, junior, and senior high school students from Hale County. Faculty, students, supporters, and alumni from the School, Cassandra Simon,
Jo Pryce, Josh Wimberly, Vicky Carter, Lucinda Roff, and Dave Pryce work with the students to develop and strengthen their leadership skills through lecture, discussion and exercises.

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

k) **Alabama International Trade Center.**

The Trade Center’s statewide services to the business community 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.

Each year services for export training and counseling are delivered to the minority small business community in Alabama. In FY 2009, the Center served 79 minority-owned small business clients. Minority owned businesses represented 35% of total clients served. In addition, the Center organized 33 educational workshops around the state with total attendance of 1229. Thirty-one percent of total workshop attendees were women.

l) **University Center for Economic Development:** The University Center for Economic Development (UCED) continues to provide statewide services to civic and elected leaders as well as to the business community. The services UCED provides are open to the public and supported by various external State of Alabama agencies. Print communication and website materials indicate that all services are open to the public, nondiscriminatory, and available to individuals with disabilities. The methods used to identify and deliver services have been effective. Those methods include direct visitation to minority owned businesses, serving on committees and boards of organizations which promote cultural diversity, co-sponsorship of workshops and annual events held by organizations representing the minority business community, and presentations around the state to civic, community, and elected leaders. Six of these workshops were held during 2009-10 with 123 minority attendees.

During 2009, UCED continued working with the Alabama-Tombigbee Regional Commission, which covers a ten-county area (Perry, Dallas, Wilcox, Monroe, Conecuh, Clarke, Marengo, Washington, Choctaw, and Sumer counties) and is home to some of the poorest in the State of Alabama. UCED programs have focused on community development information and recommendations to improve the local economies and increase the opportunities for a better quality of life.

During 2009, workshops and programs for the Alabama-Tombigbee 10-county area were delivered on the topics of International Trade Opportunities for Southwest Alabama as well as Alabama Black Belt Heritage Area, a grassroots initiative designed to bring economic development to 19 counties in the Black Belt region. A total of 114 people were in attendance with a total of 43 minority participants.
m) **Capstone International Center.** The Capstone International Center’s mission statement is published in each issue of its newsletter which is mailed throughout the United States and is listed on its website, [http://international.ua.edu/](http://international.ua.edu/). It reads: “The mission of the Capstone International Center is to initiate, promote, and support The University of Alabama’s international efforts on campus as well as throughout the state and the world. The Center, comprised of International Academic Programs, International Services, and the English Language Institute, coordinates the University’s international endeavors, facilitates the development of a global perspective campus-wide, and supports students, faculty, and staff in global outreach, teaching and research.”

n) **Community Affairs, Office of Equal Opportunity Programs.** The Office of Equal Opportunity Programs maintains a website, [http://www.eop.ua.edu/](http://www.eop.ua.edu/), that is focused on communicating the University’s commitment to diversity and compliance with non-discrimination and affirmative action laws and regulations. This office facilitates the review and update of the President’s Statements on Commitment to Diversity, Equal Opportunity, and American with Disabilities Act; posts the updated statements to the University website and distributes them via hard copy to University employees; and posts the Strategic Diversity Plan and Knight Settlement. This office also reviews various recruiting materials to ensure inclusion of the University’s most current statements on diversity, equal opportunity, and affirmative action. Finally, the University Compliance Officer/Director communicates the University’s commitment to diversity as part of her role as liaison to the Equal Opportunity Committee. That committee identified and is pursuing the following initiatives: (1) conducting a campus climate survey, (2) incorporation of diversity workshop as a requirement for Spring Orientation for new students, and (3) finding a way to influence diversity-based marketing for UA with the theme “Tradition and Diversity.”

The University Compliance Officer/Director participated on the committee to plan the 2010 Fourth Annual Statewide Diversity in Higher Education Conference. The conference, scheduled for November 15, 2010, at UAH will focus on identifying, retaining, and engaging diverse faculty, staff and students. The University Compliance Officer/Director represented the University of Alabama in the founding of the inaugural Alabama Association of Higher Education Diversity Officers (ALAHEDO), and serves on the Planning Committee charged with developing the association’s by-laws and organizational structure. The Office of Equal Opportunity Programs/Community Affairs collaborated with the Department of Human Resources’ Office of Human Resource Development Training, and HRD Associates, a private consulting organization, to develop a training curriculum for the unit Harassment Resource Persons, ADA/504 Coordinators, and Affirmative Action Coordinators. The multiple-module curriculum, currently under development, is designed to provide core training and enhance the proficiency of individuals appointed to these assignments.

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

p) 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 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 2009-10 academic year.

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

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

- The 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** ensured representation of minority students in primary marketing tools, including brochures on Counseling Center programs and services and the expanded web site. The Center promoted outreach efforts focusing on minority students through email and print distribution of announcements.

- **The Parent Programs** office has increased diversity in printed and electronic materials including brochures, newsletters, Parent Guide, and Parent Calendar and Handbook.

- The **Office of Greek Affairs** regularly communicates with parents, alumni, students and prospective students and their parents regarding commitment to diversity. The commitment to diversity on the part of the Office of Greek Affairs, and the 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. All publications from the Office of Greek Affairs discuss a commitment to diversity and show a diverse visual representation of students at the Capstone, promoting the idea of one Greek “community” as opposed to separate “black and white” communities. The Office of Greek Affairs has realigned its staffing structure and responsibilities so that students have an opportunity to work with a more diverse cross section of staff.

- **The Office of Graduate Student Services** embraces fully the commitment to diversity in a variety of ways. It is realized that diversity is not just about black and white, but extends into cultural, economic, academic, and ethnic differences. Through New Graduate Student Orientation, the commitment to diversity is addressed by providing opportunities for students to interact with graduate students from various backgrounds. This commitment is also addressed by seeking to offer diversity in the events and programs. Cohort Lunch groups for students with dependents, students interested in the LGBTQ support network, out-of-state students, and students hailing from other countries or regions were included in 2009 New Graduate Student Orientation programming. These cohorts proved to be successful in offering new students a connection to other peers, broadening continuing graduate students and expanding their exposure to diversity, and provided a unique connecting point for understanding differing cultures. GSS also shows its commitment to diversity by infusing the ideas of connection and uniqueness into the mission of the office and addressing these ideas on the departmental website. Students are addressed in a variety of forums throughout the year, where diversity is espoused and expanded: New Graduate Student Orientation, the New GTA Workshop, various departmental orientations (Social Work, Psychology, etc.). Additionally, a variety of programs is hosted aimed at breaking down departmental barriers. The program, First Fridays @ Five, brings together students of all different backgrounds and puts them in contact with people that
are different from them. Even in the little details of programming, steps have been taken to ensure that international students and others are taken care of in regards to dietary customs, religious observances, and family needs. Programming typically extends beyond the student and reaches to the family as well.

- **Office of New Student Programs** attempts to ensure that its student population reflects diversity. Through strategic recruitment and programs for students once students arrive at the Capstone, the department strives to achieve diversity in everything it does.

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

- **University Recreation Center.** On-going training on inclusiveness, cultural sensitivity and diversity programming continues in staff meetings and other departmental interactions. All UREC professional and student recruitment efforts are geared towards inclusion and encouragement for a diverse applicant pool. Research with College of Education faculty continues with emphasis on inclusion and diversity assessments of programs, services, and facilities. Specific marketing to women’s and physically challenged/adaptive recreation training occurred in Outdoor Recreation as adaptive programming is an ongoing program area within Outdoor Recreation. UREC student training has modules directly related to the appreciation and understanding of difference inherent in individuals. Wheelchair Athletics programming has increased over the past year with more dedicated practice space and time devoted to increasing recreational and athletic opportunities for students with physical challenges. On-going training is covered on cultural and other diversity-related differences among all patrons and participants of University Recreation programs, services and facilities. International Coffee hour sponsorship to promote BamaBikes program, wheelchair equipment repairs were on-going through Outdoor Recreation Bike Shop.

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

r) **University Press.** The University of Alabama Press works to communicate this commitment to diversity 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 83 titles in print on African-American studies and the Civil Rights Movement; 62 titles in print in Native American studies, with the preponderance of those addressing the Indian peoples of the Southeast; 61 titles in its Judaic Studies list; and three 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: six in Native American Studies, four in African-American Studies/Civil Rights, and two in Judaic Studies. Although the Press has yet to publish more than a small handful of works on Hispanic-American, Asian-American, 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 provided liaison support to the
Equal Opportunity Committee (EOC), a university standing committee designed to advise the administration on equal opportunity issues. She also sponsored several training seminars discussed in Goal 2, Section 3 of this report, and as ADA coordinator, serves as a member of the ADA Committee, discussed in Section f below.

The University Compliance Officer/Director served as lead administrator of a cross-functional work group that organized a campus-wide veterans initiative, Veterans Education and Transition Support (VETS), which provides education and support to veterans and military personnel as they transition from soldier to student and persist to graduation through innovative academic programs, mentorship, and engagement opportunities. The EOP office also coordinated and disseminated to the campus community information regarding the weekly presence of a representative of the Birmingham VetCenter on campus available to provide transition assistance and counseling for student veterans and their families. Finally, this office is collaborating with College of Engineering professors and submitted for funding, the National Science Foundation (NSF) “Innovation in Engineering Education, Curriculum, and Infrastructure” proposal to support engineering students who are veterans. The focus of the proposed program is to develop a link from the College of Engineering to the centralized campus-wide VETS initiative, and to develop educational opportunities to support students who are veterans in the College of Engineering. The program, if funded, is expected to serve as a model for other colleges/programs within and outside The University of Alabama to support student veterans.

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

- **Capstone Entrepreneurship Camp** is a partnership between CCBP and the Culverhouse College of Commerce and Business Administration that gives rising high school seniors a challenging experience to learn about college life while developing an understanding of entrepreneurship as a career and its role in the economic development of their communities. This camp consisted of students from nine counties across the state of Alabama, and represented many different cultures and backgrounds.
- **The Black Belt 100 Lenses** program, a joint endeavor between the Black Belt Community Foundation (BBCF) and CCBP, focuses on documenting the culture of the region through photography and discussions with high school students from both the public and private school systems in 12 Black Belt Counties. A website, www.BlackBelt100Lenses.org, has been created to exhibit the photographs from around the state. The site currently contains more than 1,700 photographs taken by youth in four Black Belt Counties. Programs to exhibit these photographs have
been held at UA, and current UA students from those Black Belt counties have been invited and recognized during the programs.

- **CCBP** 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. CCBP students and staff assist with production of the journal.

- CCBP provides communication and research 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 research journals.

- CCBP has provided news release, communication, and website support to the *Black Belt Community Foundation* and in the coming year will redesign its official site www.BlackBeltFound.org.

- A CCBP junior staff member is program director for *Homegrown Alabama*, a local farmers market for organically produced vegetables and other homemade products, and a senior staff member is the advisor.

- CCBP produced PARTNERS, Vol. 3, No. 1, which is an annual feature magazine, with a focus on multicultural issues ranging from Latino/a culture and rural health to the annual Kentuck Arts Festival.

- CCBP produced a third volume of JCES, a nationally recognized research journal whose focus is engagement scholarship, a major goal of which is to conduct action research with underserved communities to help solve problems the communities have identified.

- *Black Belt Community Foundation Faith-Based Project* is an initiative of the Division of Community Affairs, The University of Alabama Institute for Rural Health Research, Black Belt Community Foundation, and the CCBP to educate and encourage faith-based organizations to assist with community development and community education efforts in the Black Belt Region. Two meetings were held at the Capstone during the spring semester to begin these conversations. The attendance included local pastors from many different denominations, representatives from local health care agencies, leaders from Rural Scholars Program, representatives from Institute of Rural Health Research Institute, representative from the Black Belt Community Foundation and personnel from the Center for Community-Based Partnerships.

- Community Affairs/CCBP awarded seed funds to projects that have as their goal the educational enrichment and support of diverse communities:
  - “Computer Training for Persons with Disabilities in West Alabama: A Service-Learning Project,” Dr. Dan Albertson, School of Library and Information Studies, College of Communication and Information Sciences.
o “Sociology of HIV/AIDS: A Service-Learning Course in Partnership with West Alabama AIDS Outreach,” Dr. Bronwen Lichtenstein, Department of Criminal Justice, College of Arts and Sciences.

o “University and Community Joining Forces To Make Science and Math Competitive in Area Schools,” Dr. Martin G. Bakker, Dr. Sherry Nichols, Dr. Jim Gleason, Dr. Cheryl Sundberg, Dr. Aaron Kuntz, Dr. Laura Busenlehner and Dr. Nitin Chopra, College of Arts and Sciences, College of Education, College of Engineering, and Materials Information Technology.

o “Druid City Arts Festival,” Beth Hataway, Ryan Davis, Andi Johnson, James Harb and John Michael Murray, Creative Campus.


o “THINK Mentoring Program for Elementary School Students,” David Wilson II, College of Commerce and Business Administration.

o “Alabama’s Parenting Assistance Line (PAL),” Patsy Riley, Alabama’s First Lady; Dr. John Ziegler, Alabama Department of Mental Health; and Marian Loftin and Kelley Parris-Barnes, Alabama Department of Child Abuse and Neglect Prevention. Also, Dr. Milla Boschung and Sally Edwards, College of Human Environmental Sciences.

o “Walker Area Transformational Coalition for Health (WATCH 2010),” Paul W. Kennedy, Walker Area Community Foundation, and Dr. Karl Hamner, UA College of Nursing.

o “Holt Community Partnership.” Holt partners: Herman Acker, Linda Acker, Jenny Airne, The Reverend Phil Boyles, Dr. Frank Costanzo, Teresa Costanzo, Cody Frederick, Neal Guy, Dr. Karl Hamner, Lizzie Hannah, Ricky Jenkins, George Lett, Dr. Jeff Parker, Christopher H. Spencer, Sgt. André Thomas, the Rev. H.P. Thomas and Sandra Tittle. UA College of Education Partners: Dr. Elizabeth K. Wilson, Dr. Rick Houser and Kathleen Hughes.

- 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, graduated over 40 parents in 2009, and graduated 50 parents in 2010.

- 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.

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

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

The Division of Community Affairs, Center for Community-Based Partnerships, and the South Region Minority Supplier Development Council (SRMSDC) sponsored a mix and mingle networking event for minority business owners who are interested and doing business with The University of Alabama. The event was held on May 19, 2010, in the Zone at Bryant Denny Stadium and involved Purchasing Office staff and other UA offices. Sixty-eight minority business owners were present and had an opportunity to meet with key university personnel and learn about opportunities within the university. In addition, personnel from Contract Administration and Construction Administration continue to meet annually with SRMSDC to develop contacts and participate in its activities. Construction Administration co-sponsored a reception for members of Minority Business Enterprises providing an opportunity to network with members of the University of Alabama and the South Region Minority Supplier Development Council.

The Council also has 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 continues to encourage the utilization of MBE/DBE vendors in its bid documents and during the pre-bid process. In the past year, a DBE design firm and two new construction firms have been added to UA’s roster of certified DBEs. Successful bidders on projects are also required to document minority and women-owned participation for both FTA and non-FTA projects. Contract Administration continues to revise and improve the University’s DBE program in order to adapt to the current DBE pool of candidates in West Alabama. For the third consecutive year, the FTA’s Regional Office approved the University’s goal methodology without comment. The current DBE program can be viewed in its entirety at: https://facportal.fu.u.edu/sites/defaultfacitiessite/construction_admin/cabplate/DBE%20Program/1/DBE%20Program.pdf. In addition, Contract Administration continues to maintain and increase its list of minority and women-owned businesses which is distributed to potential bidders at the pre-bid meetings for capital projects. This list serves not only to encourage minority and women-owned participation on UA projects, but also increases the profile of these minority and women-owned businesses among prime contractors in the local business community. Since the list was introduced, bidders have recommended minority and women owned businesses for addition, thus increasing the profile of these businesses and giving future bidders additional MWBE/DBE vendors to select.

Construction Administration has been successful in securing construction services of minority owned businesses, such as Gallet & Associates (Consulting); Barnett Jones Wilson, LLC (Consulting); Birmingham Engineering & Construction Consultants, Inc. (Consulting); and Phillips, Inc. (Consulting). Construction Administration will continue to seek participation in construction projects from minority owned businesses.

Contract Administration continues to work with Sponsored Programs to track all UA grants from FTA, FHWA and FAA to ensure the entire University remains compliant with the federal DBE requirements. It also participates in Teleconferences with the Federal Transit Administration – Office of Civil Rights several times a year for updates on the FTA’s DBE program’s rules and regulations. 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 campus-wide leadership in areas of cultural programming and intercultural education and to facilitate meaningful engagement among students, employees, and community. Housed at the heart of the campus in the Ferguson Center, Crossroads is a friend to many students who feel alone, perhaps because they are from an underrepresented group or a group that has been marginalized in the past. The Crossroads programs mentioned below reach out to these communities.
coordinates faculty, staff and students in the development of a culturally-engaged campus community. Crossroads’ joint efforts foster more informed and open perspectives, promote community, and better-prepare UA students to live and work in an ever-expanding global environment.

United by the title, UA is Culture, Crossroads hosts programs throughout the year that offer individuals the opportunity to share their cultural traditions and learn about one another. Most prominent among these events are: African-American Heritage Month, Scottish Tartan Week, Asian Pacific American Heritage Month, Hispanic Latino Heritage Month, Veterans Day, and Native American Heritage Month. During 2009-2010, Crossroads developed an ongoing committee to coordinate UA is Culture. This group of students, staff, and faculty share planning information from their different departments regarding intercultural events. The committee is responsible for the Hispanic Latino Heritage Month and African-American Heritage Month calendars, ensuring no duplication or scheduling clashes, and they compose the Multicultural Event Calendar maintained by Crossroads throughout the year. The group serves many functions beyond its original tasks. It is a welcome group, an orientation network, and a supportive anchor for new students, staff, and faculty with an interest in intercultural affairs. Now named The Crossroads Network, this group of culturally diverse members of the UA campus community seeks to strengthen relationships with associations and programs across the campus and foster awareness and appreciation of the cultures and faiths that grace the Capstone.

Sustained Dialogue Program is a bi-monthly, two-hour dialogue meeting, with 8-12 participants who discuss probing subjects that divide the community (such as race, class, gender) and work toward collective action designed to address these issues. Sustained Dialogue equips its participants with the communication skills necessary for increasingly diverse academic, social, and work environments, and provides an opportunity to engage in conversation with people they may not otherwise meet in an atmosphere of intensity and respect. For 2009-10, this program had 50 participants. Sustained Dialogue addresses issues in an unmistakably interesting way and contributes to retention by giving students a place to connect with one another. As one African-American first-generation college student put it, “My involvement in Sustained Dialogue not only gave me the motivation to finish law school, but it gave me the opportunity to meet several amazing people whom I might not have otherwise met.”

In cooperation with The Blackburn Institute and Housing and Residential Communities, Crossroads Community Center hosted a REALTALK Series during 2009-2010. REALTALK offers the opportunity for discussion of community issues in a safe and supportive atmosphere. Held in the student dormitories and facilitated by Crossroads staff and student interns, REALTALK Conversations have addressed life at UA for members of many cultures and communities: African Americans, White Americans, Hispanic Americans, International Students, Muslim Americans, Gay students, and Disabled Students. These conversations are opportunities to demonstrate that students care about each other and to develop positive relationships on campus and with neighbors. REALTALK provides a chance for people on campus to learn about one another and share experiences and concerns about campus life.
Crossroads Community Center also sponsors the Turn on the A.C. (Alabama Culture) radio show, broadcast live on WVUA-FM, 90.7 The Capstone. On this show, Crossroads student interns develop their own intercultural leadership skills as they host interesting cultural interviews on fun topics, discuss culture through World Music, and engage listeners in cultural exploration.

Also during the 2009-2010 academic year, Crossroads hosted First Wednesdays@Crossroads, a casual networking opportunity for campus organizations and individuals with an interest in intercultural work. First Wednesdays is an informal meet-and-greet event that invites students, faculty, and staff to connect with one another. Held at lunchtime in the Crossroads Lounge on the first Wednesday of the month, these gatherings offer intercultural fun and friendship and give students a chance to feel connected and learn about supportive organizations across campus.

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

Community Engagement Events in the community publicize the University’s commitment to diversity as part of UA’s educational mission. Two examples of these events are Community Culture Fest and Unity Day. Now in its second year, Community Culture Fest acts as an instrument of communication between the University and the surrounding community, communicating commitment to diversity. Crossroads Community Center coordinated the planning and production of two Culture Fest gatherings, in McKenzie Court and in Downtown Northport. In cooperation with the Tuscaloosa Housing Authority, residents of McKenzie Court Housing, the communities of Northport and fifty-five community organizations, Crossroads Community Center facilitated conversation and nurtured networks during the development process for these community musical festivals. Thousands of people attended these annual events and visited the many community organizations and information booths that were present. The local African-American and Latino communities were partners in the planning and implementation of these events. Through this initiative, UA spotlights the organizations and individuals in the community who are important to us throughout the year, and Crossroads communicates the University’s commitment to serve all communities.

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. In Spring 2010, Unity Day returned to Stillman College,
bringing students from the city’s three campuses together for a day of unity. 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.

Crossroads fosters more informed and open perspectives on the UA campus through the student leadership training incorporated in its programs. Student leaders of Sustained Dialogue, Turn on the A.C. (Alabama Culture), Real Talk and CultureFest are offered intercultural training as part of their Crossroads experience. Across the year, Crossroads Interns and the student leaders of Crossroads programs receive training and practice in areas such as: Intercultural Communication, Facilitation of Intercultural Dialogue, Cultural Interviewing and Storytelling, Managing Cross-Cultural Conflict, and Dealing with Our Cultural Biases. Training is provided by national specialists from Sustained Dialogue national office, campus specialists, and Crossroads professional staff and includes videos and special guests from Human Resources, WVUA-FM radio, Communication Studies, Study Abroad, Gender and Race Studies, American Studies and campus cultural associations. Through its diverse programs, Crossroads Community Center prepares students and staff for demographic shifts in a global society and contributes to a campus culture of inclusiveness.

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

Crossroads publishes online an intercultural calendar for each academic year, a list of multicultural experts on campus, a multicultural resource list, and a list of UA cultural student organizations (http://crossroads.ua.edu/resources.html). The Crossroads website is updated regularly to publicize the multicultural programs and relationships that are shaped throughout the year by this office. The website publicizes campus intercultural efforts and, through its many helpful links, connects students and faculty to national resources in the field. Crossroads’ Facebook Page and Facebook Discussion Group are managed by the Crossroads office and are linked to the University’s Facebook page and homepage so that individuals who are visiting the University online learn of the University’s commitment to diversity. During the first semester of its first year, the Facebook page has received over 1300 hits, a measure of student and community participation. Through these Facebook initiatives, students, staff and faculty of all faiths and cultures enter into discussion, and relationships are strengthened.

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

The Center for Ethics & Social Responsibility, directed by Mr. Stephen F. Black, was established in Summer 2005 to assist students in developing a distinctive definition of moral and civic maturity, making the values and skills of citizenship a hallmark of a University of Alabama education. CESR’s purpose is reflected in Mr. Black’s quote on the Center’s
website: "At the heart of ethical and socially responsible citizenship is a moral obligation to understand that every individual's life has dignity and worth, and that every individual's health, education, and potential is worth fighting for." http://cesr.ua.edu/index.html. CESR meets this goal by linking curriculum and campus culture in ways that students can both serve and reflect on their obligations towards other citizens. Since its inception, the Center has developed several initiatives that enhance awareness and appreciation of cultural and individual diversity, as well as prepare students for the global society. These initiatives include:

- **Moral Forum** seeks to encourage both open-mindedness and conviction by challenging students to research and debate a controversial moral issue. By requiring students to substantiate different sides of an issue, they develop a heightened sense of respect for perspectives other than their own. Drawing on the controversy surrounding the minimum legal drinking age, Fall 2009 students researched the following resolution: "In order to foster a more moral society, the federal government should lower the legal drinking age from 21 to 18." The course culminates in a three-week debate tournament. The 2009 tournament was held in the School of Law and the Ferguson Center with the support of 60 volunteer judges, including law students, graduate and undergraduate students, and faculty from across campus. An audience of more than 300 gathered to watch the final round, after which the Center for Ethics & Social Responsibility distributed $10,000 in scholarships.

- **Documenting Justice** teaches students how to use film to document and analyze the many dimensions of culture and social experience and, in so doing, encourages empathy and compassion through extensive participant-observation of individuals outside of the students' normal sphere. Working in pairs, students create documentaries focusing on issues of concern in Alabama. The 2009-2010 class of Documenting Justice produced films exploring: the struggle to recruit physicians to rural areas; perceptions of safety and community in two neighborhoods divided by barbed wire; whether sentencing juveniles to life without parole goes too far; a rural community’s retake on the American dream; and the stories of two high-school seniors deciding whether to leave their small home town. A group of three law students also took part in a special section of Documenting Justice during 2009-2010. The two law films analyze the impact of Perry County’s decision to store three million tons of spilled Tennessee coal ash and the controversial issue of judicial override. More than 1,000 UA students and faculty members, and business and community leaders attended the 2010 Documenting Justice screening; more than 400 attended the screening of the law students’ films.

- **Documenting Justice International** applies the pedagogy of Documenting Justice, but students spend time abroad filming a story of justice, exposing both the student-filmmakers as well as the students at the screening to life and culture outside of the United States. Approximately 350 people attended the 2009 international film screening, which consisted of documentaries filmed in South Africa, New Zealand, Argentina, and Kenya. Currently, two International Documenting Justice students are filming abroad in Rowanda and Uruguay.
• **Tuscaloosa Pre-K Initiative**, a visionary partnership consists of high quality, comprehensive programming that focuses on the development of the child, his or her family, and the participating undergraduate and graduate students. Through collaboration between the City of Tuscaloosa, The University of Alabama, 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. During the Fall 2009 semester, 47 UA students volunteered to work in Pre-K classrooms, and several UA classes partnered with the Tuscaloosa Pre-K Initiative in a service-learning aspect. They include: CD 225: Introduction to Communicative Disorders; UHP 101: UH Citizenship/Service-Learning; ENG 309: Advanced Expository Writing; and NEW 237: Cooperation and Conflict. Students from the UA School of Music and Music Education provide weekly musical instruction. The Capstone College of Nursing and Student Health Center have provided Tuscaloosa Pre-K students with full physical examinations every year of the partnership, including the 2009-2010 school year. Health problems including heart murmurs, high blood pressure, and a possible case of juvenile diabetes have been detected.

• **SaveFirst** provides training to students on tax preparation and financial literacy. Students then serve working-class families through free tax preparation and educational seminars. In 2010, more than 150 UA students worked at free tax preparation sites across the state to prepare more than 2,900 returns for working Alabama families – helping them to secure $6 million in tax refunds and saving them $800,000 in commercial tax preparation fees. This is close to doubling the effort of UA students who participated in SaveFirst in 2009. More than 60 of these students enrolled in a service-learning course on poverty in which students discussed and reflected on issues contributing to poverty and current policies affecting working families.

• **SpeakFirst** aims to reinvigorate Birmingham’s inner city youth by engaging them in a competitive, multidisciplinary debate program enhanced by a comprehensive learning experience that includes standardized test preparation, summer internships, and admissions and scholarship guidance from college counselors across the state. As they sharpen their debating skills, students also improve vocabulary, critical thinking, speaking ability, and language and study skills. Each aspect of the SpeakFirst program responds to critical needs in low-income communities. In the Fall of 2007, UA announced an incredible new partnership with the SpeakFirst debate team. UA agreed to provide, in perpetuity, Birmingham students completing at least three years of the SpeakFirst Program with full, four-year, academic scholarships, including tuition and fees. These scholarships cover approximately $30,000 of costs for each student over a four-year period.

• **FocusFirst**, a collaboration between CESR and Impact Alabama aims to provide a cost-effective direct response to the vision care problems of children who live in urban and rural poverty in Alabama. In keeping with this mission, undergraduate and
graduate students strive to ensure that children ages six months to five years in Head 
Starts and lower-income daycares are screened for vision problems and receive 
appropriate examination, diagnosis, and treatment. UA continues to be the leading 
participant in our statewide screening efforts. During the 2009-2010 academic year, 
UA students screened 1,730 children at 58 sites in ten Alabama counties. 
Additionally, several UA classes have partnered with FocusFirst during the 2009-
2010 academic year, 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, UA students taking service-learning 
courses, and student volunteers. In 2009, 24 students attended three weeks of 
instruction in literacy and language, math, transition skills for high school, and life 
skills. In addition, daily enrichment activities consisted of hands-on recreational 
exercises involving everyday uses of science, physics, engineering, and history, and 
civic-engagement training.

• **Bridge Builders of Montgomery**, a unique service-learning course, allows students to 
examine leadership development, cultural competency, and relationship building 
while working with Alabama’s youth, ages 15-18. In addition to class discussions 
and coursework, students serve as counselors at a weeklong Bridge Builders session. 
Bridge Builders is a non-profit organization that brings together a diverse group of 
Alabama high school students to develop their leadership skills through community 
projects, discussions, and experiential learning. Bridge Builders works to develop 
high school students into future leaders who will lay aside individual, social, 
economic, and cultural differences to work for the benefit of all. Its mission is to help 
ordinary youth find their voice, experience their power, and build positive 
relationships to do the extraordinary. Four UA students enrolled in the Summer of 
2010 Bridge Builders of Montgomery course held at UA June 1-6 and in 
Montgomery June 7-13.

• **Every Move Counts: A Chess in Education Project** is a service-learning initiative that 
focuses on improving math, reading, critical thinking and analytical skills of school-
age children through chess. New in Spring 2010, the nationally unique course 
facilitates learning about educational disparities, examines progressive education 
reform efforts across the country, and investigates the benefits chess play holds for 
school-age children. In addition to class discussions and coursework, students 
develop lesson plans and spend two hours a week teaching children chess in
collaboration with Freedom Chess Academy, a Tuscaloosa non-profit organization. During the program’s first semester, three UA students taught chess to 12 students at Tuscaloosa Magnet Middle School.

• **CollegeFirst: An Advanced Placement Mentoring Initiative** trains college students to implement a Pre-AP summer academic enrichment program for high-school students. New in Summer 2010, the CollegeFirst Summer Academic Institute for Math and Science supports the belief that all willing and academically motivated high-school students deserve an opportunity to succeed in rigorous, college-level experiences and the advantages they bring. This service-learning course partners college students with Pre-AP high-school students for three weeks of tutoring during June. UA students spend an initial week learning how to be instructors/tutors, and examining and discussing issues related to educational disparities and creative education reform initiatives. The following three weeks are spent tutoring high-school students planning to take AP calculus, chemistry or biology in the upcoming school year. Most of these high-school students are minorities attending under-served schools. At the end of the course, college students prepare a written reflection connecting issues raised in the classroom with their experience in the community. In the first year of the CollegeFirst program, 15 UA students, along with students from other universities, tutored 90 high-school students in Birmingham and 40 high-school students in Huntsville.

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

• **Alternative Spring Break** projects sponsored by CESR immerse students in new communities, allowing them to learn about problems people different from themselves face, while also lending a hand. Participants in the 2010 trip provided vision screenings to low-income children in south Alabama.

• **Minor in Civic Engagement and Leadership**, co-sponsored by CESR, is structured around foundation courses in the Department of Philosophy and the New College Program. It also includes elective courses in concentration areas such as international leadership or globalization, Alabama politics and development, human relations, conflict resolution, and organizational leadership.
e. Women’s Resource Center

The Women’s Resource Center maximizes the learning experience of every UA student and the greater UA community through outreach, services and advocacy to empower women and encourage their active and equal participation. A history of the growth of this center and the programs and resources is available on line at http://wrc.ua.edu/. 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. In 2009, the UA women’s wheelchair basketball team defended their title and 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 1,201 during AY 2009-2010, an increase of over 156% in five years. All four professional staff members have earned Master’s degrees in either Rehabilitation Counseling or Social Work and two Social Work students served as interns during the 2009-10 academic year. In addition to working with students, ODS:

- conducts training sessions for University departments and meets with faculty members to heighten awareness of the role of ODS and ADA/§504 requirements as well as make presentations to groups outside the University;
- attends Student Health Fairs, University Days, and Bama Bound sessions as a means of providing direct student outreach;
- collaborates with Furnishings and Design to place special furniture in classrooms for students with physical disabilities;
- continues to work with appropriate campus partners to improve community knowledge of accessibility to sporting and other events, chiefly through the UA Gameday website;
- continues to work in partnership with the Director of Parking and Transportation Services, the Alabama Disabilities Advocacy Program (ADAP), and the Office of the Associate Vice President for Auxiliary Services to combat abuse of accessible parking tags and plates at UA events, so that accessible parking is available to those for whom it was intended;
- collaborates with and provides representation to the board of a program of the University’s Psychological Clinic, UA-ACTS (The University of Alabama Autism Spectrum Disorders College Transition and Support Program) to meet the needs of UA students with Asperger’s Syndrome;
- serves on The ADHD Consortium, a working group headed by Dr. Mark Thomas from the Student Health Center, which provides assistance to students with certain types of disabilities who often need extra assistance to be fully included in the life of the University and to successfully complete their degrees;
- assists Housing and Residential Life on a Medical Review Committee to evaluate and prioritize housing requests of students with the greatest need;
- serves on UA’s ADA Committee (along with representatives from the Office of Counsel, Facilities, Equal Opportunity Programs, Transportation Services, Housing and other departments), which helps prioritize renovations to enhance accessibility in university buildings; and
- conducts two orientation sessions for incoming students with disabilities before classes begin.

The Office of Equal Opportunity Programs, University Compliance Officer, is the University’s Designated ADA Coordinator for the campus. That office maintains a website, http://eop.ua.edu/disabilities.html, which contains information about UA’s commitment to provide reasonable accommodations for program accessibility and employment for qualified persons with disabilities as defined in applicable laws and regulations. That office’s website also maintains an updated list of academic college’s ADA/504 Coordinators, who facilitate and assist with any disability-related matters in the college, school, or administrative unit and serve as liaison between the unit and the compliance office. Links are also provided to ODS;
information on how to report campus access problems through the Facilities’ Department’s ADA hotline; UA’s Campus Accessibility Map (which identifies locations for accessible parking, accessible entrances to buildings, location of curb cuts and security phones to assist individuals with mobility impairments in locating accessible routes on campus); information about fines for parking illegally in handicap 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://bmaparking.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 ADA seminars 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. The Division of Financial Affairs is applying for an ALDOT 5310 grant for $146,400 to purchase a Voice Annunciation System to assist blind and sight impaired
persons using the Crimson Ride transit system. In order to better accommodate football fans with disabilities, the 110 spaces across from the newly renovated South end zone of Bryant-Denny stadium will be converted from Tide Pride parking to handicapped parking for football games. The Denny Court loading area for buses has been redesigned with improved signage, curbs and ramps to better accommodate football fans with disabilities.

**Student Support Services**, [http://www.ctl.ua.edu/sss/](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.

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

g. **Capstone International Center and International Student Association**

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

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

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

• The Japanese Culture and Information Center, http://bama.ua.edu/~jprogram/jcic/, 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:
  o an annual month-long Sakura Festival, http://bama.ua.edu/~jprogram/sakura/index.htm;
  o maintenance of a Japan video library;
  o Japan Exchange and Teaching Program (for more information, see http://www.mofa.go.jp/j_info/visit/jet/outline.html);

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

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

• Study Abroad. Capstone International Academic Programs is continually seeking to establish faculty-led study abroad initiatives for colleges whose students are typically underrepresented in study abroad. As additional students have study experiences, the number of students with an awareness and appreciation of cultural diversity will increase. These students will also be better prepared for the global society.
h. Alabama International Trade Center & Center for Economic Development

The William R. Bennett Alabama International Trade Center (AITC) provides export research, training, and financing services to Alabama's small business community. These services are open to the public and supported in part by the U.S. Small Business Administration. Print communication and website materials indicate that all services are open to the public, nondiscriminatory, and available to individuals with disabilities. In FY 2010, the Center organized workshops for the business community in the state on global topics such as doing business with diverse countries and cultures. Workshops were held on Australia, India, Colombia, Vietnam, and Russia. The AITC worked with the Southern U.S. Trade Association (SUSTA) and U.S. Department of Agriculture to train ten small minority owned businesses in the U.S. on export procedures and foreign markets under the Minority Export 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 2010, the Center offered export training and counseling services to 40 women-owned businesses and 33 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 2009, UCED worked with various ACE communities and provided training for 22 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 2009, 26 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.).

UCED has worked with and continues to work with the City of Selma in Dallas County and the City of Evergreen in Conecuh County on development initiatives. UCED also continued with the book drive program entitled “Books for the Black Belt” in which the program raised $7,354 and delivered 55 boxes of books to elementary, middle and high
schools in 12 Black Belt counties including, Perry, Greene, Wilcox, Choctaw, Dallas, Lowndes, Hale, Pickens, Sumter, Marengo, Macon, and Bullock. The public schools in these counties have the highest minority enrollment and the lowest percentage of income and academic achievement in the State. Consequently, the children of the Alabama Black Belt counties have fallen victim to the lack of resources available in their local school systems.

Through a contract with The Montgomery Institute – West Alabama-East Mississippi WIRED Initiative, UCED assisted with starting a WAEM Town program for West Alabama and East Mississippi. Two WAEM Town workshops were held during 2009; of the 108 participants, 32 were 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://www.uacreativecampus.org/. Creative Campus’ partnership with the Ferguson Center and its office location within the Crossroad Center has facilitated contacts with a diverse student population.

An archive of past events of Creative Campus was placed on line to document its events (http://www.uacreativecampus.org/projects). As a review of that website reveals, Creative Campus continues to connect diverse communities through the arts. During the 2009-10 academic year, Creative Campus sponsored four events related to diversity:

• Tin Man celebrated the art work of Charlie Lucas, an African-American self-taught outsider artist who lives in Selma. The UA Press had just published a major book devoted to Charlie’s work (with photographs by Chip Cooper), and this event promoted the book, but also provided an occasion for participants to converse with Charlie and, with Charlie’s guidance, to make works of art from found objects. Charlie’s presentation represents, in many senses, an affirmation of CCIS commitment to diversity. Charlie, in addition to being an African-American artist, is self-taught, essentially illiterate, and not formally educated – thus, in many ways, a living experience of diversity for our audience, especially for many UA students. The audience itself – approximately 50 people attended – ranged in age from elementary school age to persons in their seventies and eighties. Thus, the event highlighted the multifaceted nature of diversity at Creative Campus.

• Sketch Your Story was a community outreach workshop designed to supplement author Neil Gaiman’s visit to campus. The workshop was a collaborative effort
between Creative Campus, the College of Education and Emmanuel Baptist Church. The workshop took place in multiple installments at the Wood Village mobile home community. The focus of the workshop was to instruct a group of students from the community, ranging from fourth to eighth grade, in creating a graphic novel. The students were encouraged to think creatively about the process of creating a story and translating it into a sequential art format. The school children served by this project represented a diverse group (ethnically and socioeconomically).

- The second annual Black Warrior Storytelling Festival, as with the inaugural event, included a major emphasis on storytelling linked to civil rights history. Presentations by Maxie Thomas and Frye Galliard, as well as the spoken work of undergraduate Jonathan Barclay, were key segments of the program that emphasized the cultural diversity of the storytelling art. The audience itself, a wonderful mix of ages and ethnic backgrounds, contributed to a successful, inspiring event.

- Creative Campus has a history of programming that emphasizes the capabilities and artistic skills of persons of different abilities. Specifically, Creative Campus has partnered with VSA (Very Special Artists), a Birmingham-based organization connected to the Kennedy Center in Washington D.C.) to host an annual art exhibit featuring work by artists with disabilities. The Unbound Art Show is the culmination of a unique partnership between the Office of Disability Services and VSA Arts of Alabama. This year’s exhibit showcased local artists Abigail Hardin, Tawny Fowler, and Kristy Goodman, each of which had their own special segment of the gallery. Along with these local artists, Unbound also featured two nationally recognized artists. One artist, Ricky Trione, is a blind artist from Fairhope, Alabama who returned as a guest in this year’s Unbound. Along with Trione, this year’s show also featured Mrs. Trisston Wright-Borrows. Wright-Borrows was named Miss Wheelchair America/Alabama in 2005. Her artwork uses a wide variety of colors. Many of her paintings are landscapes that feature trees and mountains as well as lush coasts. Over 100 people attended the event, and the art exhibit and informal conversation helped to change perceptions about the capabilities of 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. The 2010 concert titled “Realizing the Dream: Then and Now” showcased a variety of songs and dances along with excerpts from Dr. King’s speeches for an audience of more than 600. The featured artist for the annual concert was Belinda George-Peoples. Twenty-one 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 (this year’s presentation was “Driving Miss Daisy”) hosted by Shelton State in February, and in partnership with the Tuscaloosa Chapter of the Southern Christian Leadership Conference, included the annual Legacy Banquet to honor outstanding members of the Tuscaloosa community. The featured speaker at the Legacy Banquet was Dr. Trudier Harris, the J. Carlyle Sitterson Professor Emerita, who taught courses in African-American literature and folklore at undergraduate and graduate levels at the University of North Carolina-Chapel Hill. Those honored at the banquet were Jerria Martin, a native of Selma and a senior majoring in English at Stillman College, who received the Horizon Award; Dorothy Montez McDade, a retired teacher at the University of Texas-El Paso and Hispanic Ministry Coordinator for Holy Spirit Catholic Church in Tuscaloosa who received the Call to Conscience Award; and Odessa Warrick, a nurse and a Tuscaloosa advocate for education, a clean and safe community and equal opportunity, received the Mountaintop Award. 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.

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

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

a. College of Arts and Sciences

The College co-sponsored and supported several diversity/multicultural events, including the following:
• Study abroad programs in Cuba and China, where students spend a semester abroad at a major university in those countries. A&S sponsored the second UA-supervised semester abroad programs at the University of Havana in Havana, Cuba, and Central University of Nationalities in Beijing, China in 2009-10.
• Alabama in Ghana Summer Program, Department of Geography, June 2010. The College provided financial support so that students could have an international experience while pursuing their studies at UA.
• The Paul Jones Lecture Series.
• Race and Displacement Symposium, Departments of English and Religious Studies, October 1-3, 2009.
• Annual Rose Gladney Lecture on Justice and Social Change, Department of American Studies, October 15, 2009.
• Second Annual Recovering Black Women’s Voices and Lives Symposium, Department of Gender and Race Studies, November 19, 2009.
• “Nightmares of Fear: Edward P. Jones’s Representation in The Known World of Blacks Owning Blacks During Slavery,” with Dr. Trudier Harris, Department of English, March 31, 2010.
• “Fishtank,” Department of Modern Languages and Classics, April 12, 2010.
• “The Langston Hughes Project,” with Dr. Ronald McCurdy, Department of Gender and Race Studies and others, April 23, 2010.
• Together with the Black Faculty and Staff Association, A&S held a memorial tribute to Mr. Paul Jones on Wednesday, March 10, 2010. Mr. Jones donated his 40 year art collection, one of the oldest, largest and most comprehensive holdings of African-American art in the world, to UA last year and he died in January 2010.

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 2010 Youth Camp on Entrepreneurship on June 20-24, 2010. They follow the model of Capstone Business Academy with funding from the Office of the Vice President for Community Affairs and students from “Black Belt” counties.

• The School of Accountancy hosted its first Accounting Career Awareness Program (ACAP) during the summer of 2010. They brought 25 African-American rising seniors to campus for a week of workshops and competition for scholarships ($1,000 per student in the winning team). The speakers included members of NABA (National Association of Black Accountants) from across the nation. This new program was sponsored by Ernst & Young, Deloitte, Alabama Power, and Alabama Society of CPAs.

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

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

The College’s Diversity Forum, a cross-disciplinary initiative for discussing, researching and engaging in creative activities that address the intersection of diversity in all forms, organized the “Discerning Diverse Voices: Communication & Information Symposium on Diversity.” The symposium invited all UA faculty and graduate students to present diversity-related research and creative activities. Fifty-one professors and graduate students presented their work during the full-day event held in the Ferguson Forum on UA’s campus. The CIS Diversity Forum members and organizers of the event include professors Jane Stuart Baker, Laurie Bonnici, Caryl Cooper, George L. Daniels, Mary M. Meares and Jamie Campbell Naidoo.

The School of Library and Information Studies and the Office for Academic Affairs sponsored “Connecting Cultures & Celebrating Cuentos: National Latino Children’s Literature Conference,” a two-day national event, at The University of Alabama, in April 2010. Jamie Campbell Naidoo was organizer, director and creator of the conference website: http://www.latinochildlitconf.org/. Faculty and students assisted at the conference.

Three College faculty members, Drs. Caryl Cooper, Janis Edwards and Robin Boylorn served on the planning committee for UA’s Department of Gender and Race Studies’ 2nd Annual Recovering Black Women’s Voices and Lives Symposium that was held in November 2009. Dr. Boylorn served as a moderator for one of the sessions.
In May 2010, the College and the UA Chapter of the National Society of Collegiate Scholars partnered to present “Diversity Demonstrated,” a campus-wide program showcasing service learning projects completed by students in the MC 413 Communication & Diversity course. The video vignettes, newsletter and promotion campaigns were completed as students partnered with Birmingham’s Parents Against Violence Foundation, the Alabama Department of Public Health and Tuscaloosa’s Hope Initiative. This service learning course, led by George Daniels, an Associate Professor of Journalism, was supported through a Faculty Fellowship grant by the Center for Ethics and Social Responsibility.

In February 2010, the Department of Journalism co-sponsored two lectures by Dr. Sheryll Cashin, a law professor at Georgetown University, a Huntsville, Ala. native, and author of “The Agitator's Daughter.” The lectures were held as part of the University's celebration of African-American Heritage Month. The UA Women's Resource Center provided copies of “The Agitator's Daughter” for students in the MC 413 Communication and Diversity course, which conducted a book discussion prior to attending Cashin's lectures.

In 2009-2010, one C&IS faculty member and one staff member completed the Safe Zone recertification offered by Capstone Alliance, UA’s professional organization for LGBTQ faculty, staff, and allies. Decals on office doors notify visitors that the College is a “Safe Zone” for all who enter.

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).

In addition, in accordance with the College’s 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) worked with Dr. George Daniels on the screening of CNN’s Latino In America series.

Several faculty members in the College conducted diversity-related research with the understanding that such efforts enhance the curriculum and prepare students to work and live in a global society. Additionally, faculty extended their diversity-related research interests to support the local community and national organizations. A description of such efforts in 2009-2010 in each C&IS department follows:

**Diversity-related Invited Speakers**

The College’s faculty and staff frequently invite academics and industry professionals to bring differing perspectives about race and class into the classroom:

- In October 2009, the Journalism Department co-sponsored Michele Weldon, an award-winning Author and Assistant Professor of Journalism at Northwestern University. Weldon has spoken and written about her experience as a victim of domestic violence. Weldon ran a workshop, co-sponsored with the Women’s
Resource Center, called “Writing to Save Your Life: A Jumpstart to Telling Your Story.” The Workshop covered specific techniques on writing memoirs, essays or personal journaling that accurately articulate and honor your personal history through a method the author called “scribotheraphy,” a trademarked process of healing through writing.

- In September 2009, Dr. Earnest Perry, chair of Journalism Studies at the Missouri School of Journalism, spoke to students in JN 200 Introduction to Journalism about the history of Journalism.
- In October 2009, Charles Li, head of the Hong Kong Stock Exchange, spoke to students in JN 311 News Writing and Reporting about his experience as an international student when he came to Alabama from China for his master’s degree in the 1980s. Li also shared his thoughts on U.S-Chinese relations and the interdependence of the two countries’ economies.
- Chip Brantley, lecturer in emerging media in the department of journalism, founded the Desert Island Supply Co., a nonprofit writing center for students ages 6-18, based in Birmingham's Woodlawn neighborhood. During the first five months of 2010, DISCO volunteers logged hundreds of hours tutoring students in writing, leading poetry workshops and helping Birmingham city schools with writing-related projects. DISCO volunteers also judged scholarship and Black History Month essay competitions. Illyshia Parker, a junior at Woodlawn High School with whom DISCO worked, placed second in Word Up!, a slam poetry competition for students living in Jefferson County.
- *Time* magazine Senior Editor Gilbert Cruz, spoke to 200+ high school journalists at the Alabama Scholastic Press Association State Convention and to more than 70 journalism majors in the college. Cruz’ talk included reflections on his experience as a Hispanic journalist working in the field and a segment on encouraging diversity in the newsroom. While on campus, he also talked to the UA student chapter of the Society of Professional Journalists, which was recorded and put on iTunes as part of SPJ's “Inside the Journalist's Cubicle” series.
- In April, the Journalism Day event featured two minority speakers (one Asian-American and one African American) along with four white speakers. The travel/food writing panel (with the two minorities) did include a discussion of reporting in other countries and being sensitive to cross-cultural issues.
- In October 2009, the Department of Advertising and Public Relations held “Advertising Day” for students majoring in the department. Panelists for this daylong event were selected with an eye toward diversity and included: Eduardo Henriquez, Managing Partner for Micstura, and Michael Washington, Communications Specialists for the University of Alabama. Six of 18 panelists were women.
- Floyd Webb, an African-American documentary film maker, spoke to the Spring 2010 CIS 654 History of the Book: Print Culture class. This was an online course and Mr. Webb spoke from his home in Chicago. The primary topic of his lecture was the transformative promise of advertising messages, especially as they relate to minority audiences.
- Cresandra Smothers, Director of UA Internal Relations and Dialog editor, spoke to students in the Public Relations Writing course about the importance of internal publication.
• Regina Lewis, VP Global Consumer Insight for the Intercontinental Hotel Group, spoke about diversity among consumers and spoke about gender issues in the global workplace.

• Doan Hoang, a Vietnamese-American filmmaker, spoke to the Documenting Justice class and then showed her film, "Oh, Saigon," at the Bama Theatre. The film and her talk revolved around issues about her Vietnamese family fleeing Vietnam during the war with US and their reception and lives here in the states. Hoang’s visit to UA was cosponsored by the Department of Telecommunication and Film.

• Costa Rican filmmaker Esteban Ramirez met with advanced TCF production students to discuss international filmmaking. The TCF department cosponsored his visit to campus and exhibition with UA’s Honor’s College and the Spanish Department.

• Dr. Trudier Harris visited Dr. Robin Boylorn’s Black Women's Stories class as guest lecturer to discuss her memoir, Summer Snow.

Department of Journalism

In July 2010, the department offered its 26th annual Multicultural Journalism Workshop, a ten-day residential program that brings high school students from throughout the Southeast to the University of Alabama campus for intensive journalism training from staff, senior UA students and area professionals. Students learn about reporting, writing, editing and producing information about diverse communities for diverse audiences. The program, led by instructor Meredith Cummings, is aimed at fostering an understanding about diversity in U.S. society to help train journalists to report on an increasingly multicultural world. Diversity of all types is discussed – country of origin, ethnicity, gender, income, and age, to name a few. The goal of the MJW selection process is to bring in a diverse group of students who have some high school journalism experience, a strong interest in journalism and a record of strong academic performance. While many of the students are from groups traditionally underrepresented in U.S. newsrooms, all students with an interest in diversity are invited to apply. To encourage applications from underrepresented groups, the application process targets schools such as the Booker T. Washington Magnet School in Montgomery and rural schools in the Alabama Black Belt where many students are not as likely to know about opportunities for journalism careers. One objective of the program is to help expose high school students to the opportunities to study communication. For the most part, students are selected through an open invitation. As many of these students are from lower-income families, housing, instruction, and meals are provided at no cost thanks to donations and grants. In 2009, the high school students fanned out across six counties of Alabama’s Black Belt. They reported, took pictures, and shot and edited video to produce online products as well as a 21-page newspaper. The newspaper stories were researched, written and edited in only two and a half days, with some students having little or no journalism experience. Students grew and learned, not only about journalism, but about each other as well.

• Throughout the school year, Meredith Cummings and graduate student Jessie Patterson Jones worked in collaboration with Tuscaloosa Magnet School to create a journalism “elective” short course for fourth grade students. The course, offered three times in the 2009-2010 school year, produced the new school’s first-ever student newspaper. Cummings and Jones taught students, many from
underrepresented groups, about the journalism profession and opportunities to study it in college. The students completed three editions of the newspaper this year.

In 2009-2010, the following Journalism faculty members were engaged in research and service that helps in the understanding of diversity and/or published diversity-related research and service:

- In October 2009, Kim Bissell conducted a media and health literacy outreach program during the Fall 2009 and Spring 2010 semesters at the Tuscaloosa Magnet School for gifted and talented students. Most students at the Magnet School are from minority groups. The six-week program was designed to teach 1st-8th graders about nutrition, exercise, wellness and health using a media literacy program. Using clips from television shows such as *The Biggest Loser* and *Shaq’s Big Challenge*, Bissell discussed the prevalence of obesity in the state of Alabama and taught children how to read nutrition labels, better understand healthy eating, and how to be active and exercise at home. Research conducted at the school during the same time indicated significant increases in nutritional knowledge, nutritional reasoning, attitudes toward eating and exercise, including overall eating and exercise behavior across gender, ethnic, and age groups; however, the most significant gains were found in the population most at risk for being overweight or obese—younger, minority children.

- In Fall 2009 and Spring 2010, Kim Bissell started a running program in collaboration with two physical education teachers at the Tuscaloosa Magnet School. The outreach program was designed to get children active and help them experience success while participating in health-related fitness. A large number of the children who participated were from groups at high risk for obesity-related health issues. Between October and February, Bissell and the P.E. teachers ran with 1st-5th grade children to help them complete a cumulative marathon. Each child ran a minimum of 25.2 miles and then 80 of the children from the school participated in the Mercedes Kids Marathon on February 13th in Birmingham. The 80 children ran the last mile of their marathon, crossed the Mercedes Marathon finish line and received a finisher’s medal. The running program is a first for the magnet school, and with the help of the P.E. teachers, more than 300 elementary-aged children ran between 25 and 45 miles at school in the three-month time period. The running program is one of several initiatives launched at the school in Bissell’s “Get Active, Get Healthy, Get Fit for Life” program.

- In Spring 2010, students in Chris Roberts’ JN 501 Producing Community Journalism class spent the semester focusing on Wellborn, a mixed-race, working poor to lower-middle class community in Calhoun County. The students wrote more than 20 stories about the area, including five published on the front page of the *Anniston Star*. For the last half of the semester, half of the class covered the mostly black Randolph Park community in downtown Anniston, while others covered the rural White Plains community in eastern Calhoun County.
Department of Communication Studies

• Dr. Robin Boylorn is a member of the Crunk Feminist Collective (CFC), a group of self-described "hip hop feminists" in the academy who have built a rhetorical community online to share scholarship and activism for the welfare and well being of women of color. She participates in academic collaborations and networking across the country. The website and blog site launched in March 2010 (http://crunkfeministcollective.wordpress.com/2010/04/01/%e2%80%9cyou-are-pretty-for-a-dark-skinned-girl%e2%80%9d).

• Dr. Carol Mills serves on the Executive Board for the National Down Syndrome Congress, a national not-for-profit, as a communication specialist. http://www.ndsccenter.org/.

• Dr. Jason Black is the chairperson for the Native Cultures Committee and serves on the Ad Hoc Committee on the Preservation of the Choctaw for the Friends of Historic Northport.

School of Library and Information Studies (SLIS)

• Laurie Bonacci, Muriel Wells, and Stephanie Maata had a paper entitled “Creating Accessible Resources with Technology at Hand,” accepted for the 2010 National Diversity in Libraries Conference to be held in July 2010 in Princeton, NJ.

• Elizabeth Aversa and Beth Riggs presented on the topic “Web Based Teaching: Surviving and Thriving in a Pluralistic Online World” at the annual conference of the American Society for Information Science & Technology in Vancouver, BC in fall 2009.


• Jamie Campbell Naidoo published three articles related to Latino Children’s Literature and published 22 book reviews of Latino children’s and young adult literature and gave 13 presentations at conferences that were related to diversity.

• Jamie Campbell Naidoo was consultant on the following projects:
  o Essential Guide to Spanish Reading for Children and Young Adults, Consultant for REFORMA and America Reads Spanish, contributed recommended book annotations for publication, May 2009.


• Laurie Bonnici and colleagues at the University of South Florida submitted a proposal addressing the training of librarians to serve library clients with diverse physical “ability.” The proposal was made to the federal Institute of Museum and Library Services (IMLS).

• Laurie Bonnici, Stephanie Maata (University of South Florida), and Muriel K. Wells, (University of Alabama Huntsville), received an ALA diversity grant for their project, "ICT Readiness Index: Measuring the Preparedness of Libraries to Serve Patrons
With Disabilities in the Context of Economic Challenge." The grant allows the researchers to build a model to measure the ability and potential of libraries to serve special-needs populations.

- Dan Albertson and his students have presented, submitted publications, and received a CBPP award for “Computer Training for Persons with Disabilities in West Alabama: A Service-Learning Project,” a project that provides technology training for people with intellectual disabilities in Tuscaloosa.

- Book Arts faculty members Anna Embree and Steve Miller maintain a presence of the MFA program in Cuba and Puerto Rico by working with Cuban and other Latin American artists and by taking students to Havana each year to work with artists, printers, paper makers, and binders there.

- Faculty members Jamie Campbell Naidoo, Elizabeth Aversa, Anne Edwards, along with doctoral and master’s students in SLIS, presented at the C&IS Diversity Symposium that was held in March 2010.

- In 2009, faculty members Danny Wallace, Anna Embree, Sybil Bullock, Jeff Weddle, and several SLIS students and alumni worked on an inventory and basic archival preservation plan for materials at the Birmingham Black Radio Museum (BBRM) at Radio Station WJLD. The BBRM collection chronicles the history of Black radio in the Birmingham-Bessemer area from the early 1940’s. SLIS placed student workers at the BBRM throughout 2009.

- Jamie Campbell Naidoo was Co-Chair of REFORMA’s Children’s and Young Adult Services Committee. This organization works to improve library services to Latino and Spanish-Speaking library patrons. He also served as Children’s Book Review Editor for REFORMA. Naidoo also serves as a member of REFORMA’s Noche de Cuentos Family Literacy Taskforce to improve family literacy among Latino families in the U.S. via the public library.

- The SLIS Book Bonanza for the Black Belt Program, which donates brand new children’s and young adult books to school libraries in the Black Belt Region of Alabama, was held in December 2009. Many of the schools serve predominantly African-American populations. Jamie Naidoo and students at SLIS organize this annual effort.

- Gordy Coleman consulted with Holy Family Cristo Rey Catholic High School (www.hfcristorey.org) about their library, including assistance with weeding the collection. The Holy Family area of Ensley houses the church and elementary school across the street from the high school. The school has an interesting history and a unique mission of serving students with limited educational opportunities. He is involved with an effort on the part of the Birmingham City Schools to address the serious achievement gap between their female and male students. In addition, Coleman has been invited by Gateway of Birmingham, a broad social services agency, to assist with the development of a library for their residential facility, the Rushton School, which houses approximately 40 students at any one time at the high school level. These students struggle with mental illnesses such as depression, as well as emotional and behavioral problems.
Department of Telecommunication and Film

- Dr. William Evans is one of the researchers awarded a NIH grant titled “IV/AIDS Anti-Stigma Campaign for Rural African American Women.”
- Dr. Rachel Raimist facilitated the TCF Department Sponsorship of LunaFest Women’s Film Festival held at the Bama Theater. She gave a presentation about women filmmakers and held a camera workshop for festival participants.
- Dr. Raimist introduced the film, “Say My Name,” to a full house audience at the Side Walk Film Festival in Birmingham, AL and facilitated a discussion about women in hip-hop with local artists from Birmingham following the film.
- “Not My Son” was produced and directed by Dwight Cammeron and student Ginger Jolly. The film chronicles the story of Carolyn Johnson-Turner in Birmingham, Alabama, who founded the Parents Against Violence Foundation following her son’s death by a gunshot. At the age of 20, he was shot while parking his car outside a friend’s birthday party. Johnson-Turner is on a mission to prevent other deaths and her organization unites mothers who have suffered the loss of children to violence. It is a moving and unforgettable documentary.
- Dr. Pam Doyle Tran’s radio production effort this year focused on Immigrants in AL. The series aired on Alabama Public Radio.
- Assistant Professor Adam Schwartz served on the screening committee for the Jewish Film Festival and helped to promote the festival. The department sponsored the presentation of two movies within the festival.

WVUA-CA-TV/WUOA-TV

WVUA-CA-TV and WUOA-TV established internships in creative services, news, production, promotion and graphic arts, and sales and marketing. Students from surrounding colleges, such as Stillman College, Shelby State College and Mississippi State University are encouraged to apply for open positions. This year, one student from Stillman College, the local historically black college, served as an intern.

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, broadcast productions included:

- *Not My Child*: A 60-minute documentary profile of African-American mothers in Birmingham Alabama who have lost children to gun violence. *Not My Son* follows Birmingham’s Carolyn Johnson-Turner and her Parents Against Violence members over the course of several months. According to Johnson-Turner, she will never recover from her son’s death. Parents Against Violence Foundation was founded on March 1, 2004, by Johnson-Turner as a result of the anguish she experienced when her 20-year-old son, Rodreckus DeAndrew Johnson, was shot and killed while attending a birthday party. So in order to cope, she and her members, women who have also lost loved ones to gun violence, are on a personal mission to prevent other deaths. At the same time, their anti-violence activities serve as therapy to deal with their overwhelming grief. The core of *Not
“My Son” can be viewed as a microcosm of the violence occurring among young African-American males in the nation’s urban areas.

- **The Hazel Brannon Smith Story**: A 30-minute documentary about Hazel Brannon Smith, a 1935 University of Alabama journalism graduate. The owner and editor of four weekly newspapers in rural Mississippi, Smith was the first woman to receive the Pulitzer Prize for editorial writing. Her editorials and her column ("Through Hazel's Eyes") focused on unpopular causes, political corruption and social injustice in Mississippi. Her opposition to the White Citizens' Council brought her the Pulitzer Prize for editorial writing in 1964 for her "steadfast adherence to her editorial duty in the face of great pressure and opposition.” The documentary will be released for festival screenings and broadcast in the Fall of 2010.

- **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.”

- **Glimpse**: A new series to launch in January of 2011, *Glimpse* is a series of half-hour episodes exploring the personal stories of a diverse collection of Alabama men and women, from anti-employment discrimination icon Lilly Ledbetter to YouTube legend and Montgomery flea market owner, Sammie Smith.

- **Bureau of Geriatric Psychiatry**: The Production House is working on several projects with the Bureau, including the clips that can be searched by users to help with specific problems, updating DETA Brain, and videos to train people who work in group homes. The project includes significant information about dementia and Alzheimer’s disease and is of particular importance to the elderly and their caretakers.

- **United Way Campaign** video used to raise funds for all United Way agencies, many of which provide support for disadvantaged populations.

- **Marengo County Historical Society**: Interviewed several people in Selma about integration. Creating a DVD and possibly a documentary using these interviews.

- “Reconnecting To the Dream.” Alabama Public Radio's Brett Tannehill reported on how our nation has come a long way in the 44 years since African-Americans won the right to vote and paved the way for Barack Obama's pending inauguration, but questions whether those hard fought gains have been forgotten by younger generations.

- “Alabama Jazz Musician Still Swinging after 50 Years of Playing.” Alabama Public Radio’s Alisa Beckwith-Ayilliath spoke with Cleve Eaton who has played the upright bass for more than 50 years. The Birmingham native has traveled the world with some of the biggest names in jazz including Ramsey Lewis, Sarah Vaughan and most notably, Count Basie. He’s also played for every sitting President from 1965 until last year.

- “Bridge Crossing Jubilee.” Brett Tannehill reported on the Edmund Pettus Bridge in Selma, which is an enduring reminder of the violent struggle to secure voting rights for
African-Americans. The annual Bridge Crossing Jubilee makes sure that struggle will always be remembered.

• “Traveling Exhibit Honors Women of History.” Alisa Beckwith-Ayilliath produced a feature on the Smithsonian Institute’s Traveling Exhibit, the Freedom Sisters, which made a stop at the Birmingham Civil Rights Institute. Alabama Public Radio reported on the purpose of the exhibit and took a look at some of the women being honored.

• “The Lessons of Willie King/Willie King Funeral.” Brett Tannehill reported on how blues legend Willie King was laid to rest. King's music earned him worldwide recognition. But to him, music was a vehicle to spread his message of love and unity.

• “Cuba Photo Exhibit.” Brett Tannehill wrote about a joint US-Cuban exhibition titled "Side-By-Side" that has opened in Havana, Cuba. It features the work of Alabama photographer Chip Cooper and Cuban photographer Nestor Marti. They spoke with Alabama Public Radio's Brett Tannehill by telephone from Havana about how they hope their efforts will re-shape perceptions about their two historically intertwined homes.

• “Preserve Jazz Foundation Helps Keep Music Education Alive.” Alisa Beckwith-Ayilliath visited one of the schools that participated in the Preserve Jazz Festival that takes place the first weekend of June each year. The festival does more than just entertain the thousands of attendees. Each year, festival organizers award grants to local schools to help fund their music education programs.

• “Dumping Coal Ash In Alabama.” Brett Tannehill reported how the Tennessee Valley Authority has begun to ship millions of pounds of toxic coal ash to a landfill in Alabama. The $1.2 billion clean-up effort began after the big spill last December in Kingston, Tennessee. Now, claims of environmental racism have cropped up in the predominantly African-American community in Alabama where the coal ash is headed.

• “Selma’s First Black Fire Chief Retires.” Brett Tannehill went to the city of Selma as the town said goodbye to retiring fire Chief Henry Allen. Allen is the city's first African-American firefighter, and when first hired in 1972, Selma was still recovering from the turbulent civil rights era.

• “Larry Langford Guilty on 60 Counts.” Brett Tannehill reported on how jury deliberations lasted less than two hours in the corruption case of former Birmingham Mayor Larry Langford. Langford was convicted on 60 counts of using his position as Jefferson County Commission president to steer county banking business to friends. In return, he received more than $230,000 in cash, jewelry, expensive clothes and other items. Brett Tannehill witnessed one unusual component of the Larry Langford corruption trial which was the presence of the online phenomena, Twitter. Tweets, or messages, flew from inside the courtroom to the outside world by the thousands, but Tannehill examined whether the blips and blurs accurately told the story and whether recorders in the courtroom should have been allowed.

• “Marion Marks 1st Obama Day.” Brett Tannehill was on hand as Perry County wrapped up its first Barack Obama holiday this week. The celebration was marked by several
events, including a parade through downtown Marion. Brett spoke with people in the
crowd about the past and the future in wake of the country’s first African-American
president.

• “Charity Care or Death.” Brett Tannehill reported that as lawmakers in Washington
continue to battle for health care reform, some people face life threatening illnesses with
no way to pay for medical treatment. For them, survival sometimes depends on charity
from doctors and hospitals.

• “Selma Makes Education History.” Brett Tannehill produced a report on the new Selma
City School Board and how it has some tough issues to tackle. The recent runoff election
was a sign of that. Local educators hope to find a way to live with an old history that is
tied to a new reality.

• “Minority Journalism Students Visit.” Storyteller and commentator Kathryn Tucker
Windham got her start years ago as a newspaper reporter and photographer. While the
modern decline of print journalism is upsetting to her, she reported a renewed sense of
hope following a recent visit.

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 Tenth Annual Research Health Conference was held September
17-18, 2009 with a theme “Prevention: More Than Just an Apple a Day,” and featured
breakout sessions on immunization, obesity, cardiac arrest management, prenatal care, stroke
prevention, cancer prevention and mental health. Dr. David Mathews, President and CEO of
the Kettering Foundation, offered one of the keynote speeches. Mathews, who is a former
Secretary of Health, Education and Welfare and former President of UA, discussed the role
of the community in prevention and health reform. Other keynote speakers at the conference
were Jeff Ingrum, Vice President of the Health Care Network Division of Blue Cross and
Blue Shield of Alabama; Dr. Mark S. Williams, Chief Medical Officer of North Mississippi
Health System and Chairman of the Board of the Alabama Quality Assurance Foundation;
and Dr. Pamela Foster, Deputy Director of the Rural Health Institute for Clinical
Translational Science. For more information, see http://cchs.ua.edu/rhi/conference/keynotes.

Dr. Thad Ulzen, Chair of the Department of Psychiatry and Behavioral Medicine,
continues to participate in a $1.2 million private sector grant that will be used partly to recruit
doctors to extend mental health services to the Black Belt and to help organizations work to
reduce the stigma associated with mental-illness. 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. 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. Safe State offers free, onsite safety and health consultations to employers, with particular focus on construction trades and other industries with strong linkages to the Hispanic communities in Alabama.

   b. The DEIP training section conducted the Lead Safe Work Practices course for the Community Action partnership of North Alabama in Decatur in December 2009. The Lead Abatement Worker: EPA course was conducted for the City of Anniston in October 2009. The training participants and those receiving the benefits of the trainees’ services included diverse groups, such as African Americans and Hispanics.

   c. Two courses: Lead Safe Work Practices and Lead-based Paint Renovation, Repair, and Painting were conducted for the Aletheia House in Birmingham. The Aletheia House is a work training and GED preparation program for inner city high school drop-outs in Birmingham. They learn house construction in the mornings and study for the GED in the afternoons.
d. The OSHA Training Institute-Education Center conducts OSHA-approved courses to certify outreach trainers in construction and general industry topics. Some of these trainers then teach the classes in Spanish in the areas they serve; e.g., Florida.

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

f. Safe State Environmental Programs is partnering with the Alabama Department of Public Health to implement a statewide program for EPA’s new Lead-Based Paint Renovation, Repair, and Paint rule. This rule is intended to protect children under age 6 from the risk of exposure to lead paint during renovation activities in older homes and child-occupied facilities, such as day care centers. Minority children are considered to be a high-risk group for exposure to lead dust and will benefit from this program. Training, certifying and accrediting renovators will all be components of the program. The training was launched in April 2010.

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/wp-content/uploads/2010/05/minimum.pdf for a summary of the minimum required coursework related to diversity offered in each department.

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

3) Teacher education students complete field and clinical practice in different settings to provide diversity in pre-teaching experiences. Placements provide experiences with K-12 students with exceptionalities 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 annual Julie Liable Memorial Lecture is a celebration of the short life of Julie Liable and is dedicated to anti-racist scholarship, education, and social justice.

6) The College sponsors professional organizations which facilitate the extension of all students’ knowledge base relative to working successfully with diverse peers, K-12 students, families, and communities. These organizations include the Student Alabama Education Association, Kappa Delta Pi, Chi Sigma Iota, Phi Delta Kappa, and Kappa Delta Epsilon.

7) The College participates in the Holmes Scholar Program 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.

8) Twenty percent of the Alabama Community College Leadership Academy (ACCLA) cohort for 2009-2010 were black. Invited speakers for the ACCLA in 2009-2010 included three black and one Asian/Pacific Islander.

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

10) The College offers SPE 100: Exceptional Lives in Society to the general student population at The University of Alabama. This course specifically addresses the occupational workforce awareness of differences that may be presented to future business professionals, architects, nurses, lawyers, engineers, etc. that will make life changing decisions about citizens with exceptionalities as they navigate local communities. This course requires a service learning experience that introduces students to community agencies serving individuals with differences as well as the individuals themselves. The overarching goal is for students to gain a stronger understanding of the viability of persons with exceptionalities in our communities.
11) Faculty, administrators, and students participate in conferences and workshops that promote effective practices and strategies in minority student recruitment and retention. Sponsoring organizations include the Southern Regional Education Board (SREB), the Compact for Faculty Diversity, the National Association of Multicultural Education, the American Educational Research Association, and the Holmes Partnership.

g. **College of Engineering**

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

- **Sponsorship of Engineering Students Without Borders (ESWB-UA)**, a student chapter of the professional organization Engineers Without Borders. The group exists to provide solutions to problems in developing communities both locally and internationally. Solutions are obtained by partnering with these communities and finding out what needs they have and using innovative engineering design and implementation to obtain environmentally sustainable, equitable, and economical final products. On campus, ESWB-UA is a diverse group of students that spans all disciplines of engineering offered at UA as well as students from other majors. Through partnerships with other on-campus organizations, such as Freshman Forum, the College is developing locally and internationally responsible students with a broad range of skills from engineering design to public relations to logistics planning. Engineers Without Borders restored an old baseball field for children in the rural Alabama community of Cuba; significantly improved residential plumbing in several homes and restored an old baseball field for use in Hale County, Alabama; and improved drinking water and waste water systems in two villages in Peru and tested residential water sources in Cambodia. They also successfully installed solar panels and lights in 29 homes.

- **Membership in the National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (GEM)**, which for over 16 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. Two additional GEM fellows will start in Fall 2010, one a M.S. in Computer Science and the other a Ph.D. in Material Science.

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

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

**h. Graduate School**

The UA Graduate School received national recognition in 2008 from the Council of Graduate Schools for its efforts to create an inclusive graduate student community. The 2008 CGS/Peterson’s Award of $20,000 enabled the UA Graduate School to create two new mentorship and support programs, one for underrepresented minority students and women in STEM disciplines (the Tide Together mentoring program) and one for graduate students with dependent children (the Graduate Parent Support (GPS) Program), that are greatly enhancing the campus climate for both groups.

In 2009-10, 23 student mentees (19 of whom were African-American students), 23 peer mentors, 23 faculty mentors, and 12 community mentors participated in Tide Together, and the GPS program served over 400 students. The CGS grant period runs from 2009 through 2011, and enhancement activities, including the recruitment of two Graduate Student Program Coordinators paid for from Graduate School funds, will continue after the grant ends.

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

The Graduate School worked with UA students and the SREB to form a UA-SREB student chapter and co-hosted a second annual SREB Spring Appreciation picnic at a local Tuscaloosa park, bringing together current and prospective SREB Doctoral Fellows, faculty, and key administrators from the Alabama SREB Program office in Montgomery.

The Graduate School offers an International Teaching Assistant Program each fall that helps international graduate assistants acclimate to instructional styles, techniques, and assessment procedures at UA.
i. **Honors College**

The Honors College encourages an inclusive campus environment that enhances appreciation of cultural diversity and promotes community and tolerance through speakers and its academic programs. The Honors College weekly newsletter sent to all Honors College students and faculty specifically includes a section detailing the intercultural events available on campus as well as application details for academic, research and service opportunities available through various programs around the globe.

From the academic program perspective, Honors College students founded new programs and faithfully supported existing programs with an emphasis on serving the underprivileged members of the community. The *University Honors Program (UHP)* service-learning courses involve tutoring work with at-risk, disadvantaged elementary school students, which includes a large representation of members of minority groups. 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.

- **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.

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

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.

In addition, the Dean has sought to expand diversity within the Law School by recruiting many dynamic visitors from diverse backgrounds. During the Fall of 2009 and Spring 2010, the Law School hosted visits from Anthony Alfieri, a leading scholar on Race and American Law, as well as Aharon and Elisheva Barak, two leading Israeli scholars. The Dean seeks to include African Americans and other minorities as guest speakers, visiting faculty, lecturers, and participants at Law School functions.
The Dean 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. In addition, BLSA sponsors a series of academic support programs from its members with the support of Dean Randall’s special development efforts and the help of Alumni.

The Dean has also met weekly and/or monthly with student leaders from most of the major student organizations to keep open lines of communication with the students. In addition, Dean Randall meets regularly with the President of the Student Bar Association and the President of the Black Law Student Association to discuss any student concerns. These meetings are diverse by gender, race, class, sexual orientation, and ideology. The goal is to encourage students to share concerns with the administration and with each other, and to encourage collaboration among our diverse groups.

The Dean has also given and raised 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. Each year, resources are raised to support four members of the Black Law Student Association (BLSA), who had been elected or selected as national or regional officers. Funds are also raised to support the 2009 Southeast/Southwest Law Teachers of Color Legal Scholarship Conference, which provides networking and recruitment opportunities for minority law faculty. In 2009, Cachavious English was elected to National BLSA, serving as Chair of the Southern Region. Dean Randall raised funds to support Mr. English’s travel.

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

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

m. **School of Social Work**

   The School celebrates African-American Heritage Month with events throughout February, with a special emphasis on African-American heritage and a Heritage Day Celebration. For 2009, a MSW alumni, currently a city councilwoman in Selma, Alabama, was invited to speak. Following her presentation, Living the Dream: One Woman’s African American Heritage, panelists Dr. Bryan Fair, School of Law; Dr. Beverly Hawk, Crossroads Community Center; and Dr. Joyce Stallworth, College of Education, spoke about their reactions and provided suggestions for others following their dreams. The event concluded with a question and answer session with the audience composed of faculty, staff, and students.
In its 2009-10 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. These included presentations by: (a) Dr. John Bolland, who spoke of his work involving students from across the country in studying the risk and protective behavior of adolescents living in low income housing areas in Mobile, Alabama; (b) John Houston, Commissioner of the Alabama Department of Mental Health, who spoke about mental health issues in Alabama; (c) Dr. James Herbert Williams, who spoke about human security in Northern Kenya; and (d) Dr. Flavio Marsiglia, who spoke about his health disparities research and culturally grounded social work. Besides providing a colloquium, each speaker spent time with individuals and small groups, including faculty and students. In particular, speakers met with doctoral students for informal exchanges about their research. Through their research findings and by their presence with us here on campus, these speakers helped faculty and students gain an appreciation for the complexities and challenges of culturally sensitive research with diverse populations.

In August 2009, the School of Social Work and the Alabama Department of Human Resources held their Eighth 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.

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

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

The Undergraduate Social Work Organization provided support for students and in the community during this past academic year. The USWO 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. Our student organizations sometimes hold a movie night; one of the more recent was a screening of The Soloist, which was followed by a discussion led by a past president of our local NAMI chapter.
The Social Work Association for Cultural Awareness (SWACA), a student organization that originated in the School of Social Work, but now includes students from other disciplines as well, provides a structure through which students exchange ideas, offer services, and develop programs in the interest of minority communities, and the community at large. One of the more recent projects was an intensive advocacy campaign to promote renovations to *Foster Auditorium*, which would showcase the bravery and sacrifice of James Hood, Vivian Malone, and Atherine Lucy and recognize efforts toward integration of The University of Alabama. Each year, SWACA members participate in the march in Selma, Alabama, commemorating Bloody Sunday. Additional activities have been sponsored by several of our student organizations, sometimes joining together for greater impact. Beginning in 2006, the School’s student organizations (SWACA, the Undergraduate Social Work Organization (USWO), the Phi Alpha Honor Society, and the Doctoral Student Organization) joined with a UA organization, Mortar Board, to take part in the national *Books for Africa* literacy movement by collecting textbooks to help college-age students in countries across Africa. The University Supply Store assisted by giving student groups space to collect books, and for storing supplies and for boxing and shipping the books.

International Justice Mission, University of Alabama Chapter was chartered by social work students and a social work faculty advisor. Fifty-five students from six UA colleges are part of the initial chartered chapter. The goal of IJM is to stop human trafficking worldwide. The local chapter goals are to raise awareness, promote advocacy, and participate in fund raising efforts. IJM current serves children and families in sixteen countries who are slaves to prostitution and the sex trade industry.

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

*The Affirmative Action and Cultural Diversity Committee*, composed of faculty, staff, and students appointed by the dean, is charged to advocate the elimination of any form of discrimination on the basis of race, color, gender, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical limitation, or socio-economic status. The committee promotes an appreciation for and understanding of diversity and affirms the value of and incorporating diversity into all aspects of the educational experience. This committee is responsible for (a) coordinating events for African-American Heritage Month and Day; (b) consulting with search committees and with event chairs/committees to help them attend to diversity issues; and (c) coordinating the development and maintenance of a database of diversity-related activities and events.
n. University Libraries

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

- Latino Children’s Literature Conference.
- Lambda Zeta (UA) Chapter of Delta Sigma Theta Sorority/fundraising project to benefit the American Red Cross Haitian Relief Fund.
- Mr. Vidvan D. Balakrishna, visiting artist, presented a concert on the ancient musical instrument called the Veena sponsored by The University of Alabama Capstone International Programs, New College, Asian Studies and University Libraries.
- Authors James Miller, George Washington University and Susan Pennybacker, Trinity College, spoke about their new books on the Scottsboro Trials.
- Dr. Trudier Harris discussed “Nightmares of Fear: Edward P. Jones’s Representation in The Known World of Blacks Owning Blacks during Slavery.”
- The keynote lecture for the Race and Displacements Symposium was given by a prominent figure in critical race studies, Houston A. Baker, Jr. of Vanderbilt University.
- Rose Gladney Lecture for Justice and Social Change with Dr. Alicia Schmidt Camacho, the Sarai Ribicoff Associate Professor of American Studies at Yale University.
- Mangala Krishnamurthy, reference librarian at Rodgers Science and Engineering Library, coordinates a coffee for international students, to orient them to the UA campus.

o. Army ROTC

- Cadet training and instruction at all four levels include lessons on diversity and how we must have respect for all people and the diverse backgrounds they may come from.
- All Cadets and ROTC Cadre receive required annual training dealing with equal opportunity policies prescribed by the Army and the University.
- Senior Cadets receive detailed instruction and training on how, as future leaders, to handle issues of sexual harassment and sexual assault. Cadets go through scenario-based training as part of their instruction, using real-life situations that have occurred in the Army.
p. Center for Teaching and Learning

The Center for Teaching and Learning fosters an atmosphere that is conducive to cross and multicultural experiences. The work and achievements of students are celebrated in award presentations and social receptions conducted at least three times each year. These events are deemed to promote a sense of community, mutual respect and camaraderie.

q. 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 Career Center collaborates with UA departments and corporate sponsors to provide students, alumni, and the UA community opportunities to learn about diversity in the workplace. Resources and information on its website address unique career concerns for underrepresented populations. The Sylvester Jones Leadership & Career Resource Center (jointly maintained by the Office of Student Involvement & Leadership and the Career Center) contains many books, handouts and other materials dedicated to boosting intercultural competency. Career Center consultants work closely with student organizations to present education programs related to their unique career planning needs. During the academic year of 2009-2010, the Career Center hosted events to help achieve those goals. Among these were:

   • Sponsoring Capstone International Coffee Hour, both during the Fall and Spring semesters allowed members of the Career Center Staff to connect with students, faculty, and staff who are affiliated with the University’s international community to learn more about the Career Center and the services offered.
   • Organized the Career Center’s collaborative effort in the visit of Mr. Kwame Jackson, entrepreneur, speaker, and media personality, allowed students the opportunity to spend time with this successful businessman in a roundtable discussion and luncheon. Mr. Jackson’s targeted audience was the University’s African-American freshmen, student transfer organization, student leaders, and other student groups. He provided information on how to be successful both as a student and a future professional. Additionally, he also addressed the subject of diversity and how it is a vital conversation that should be ongoing. The program was a collaborative effort with The Office of the Dean of Students and Student Union.
   • Incorporate walk-ins hours in The Office of Disability Services, served to better engage students with disabilities in the career and professional development process. As a result, students from a typically underserved population will be
better prepared with the necessary skill set upon graduation to succeed both in professional and post-graduate institutions.

2. 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.

3. The Counseling Center participated in African-American Heritage Month and other diversity-focused activities through sponsoring: The Agitators Daughter Book Discussion – Sheryll Cashin, Lecture and Discussion - Post Racism in America; PSP Honor Society and Spectrum Relationship Forum Discussion on Sex and Sexuality; Capstone International Discussion on Stress While Traveling; two International Coffee Hours; and a NSBE National Society of Black Engineer Panel discussing experiences as an African-American staff/faculty on campus. The Center sponsored relevant training concerning individuals with disabilities for all Counseling Center staff members. One staff member is assigned a liaison relationship with minority student organizations and this individual communicated regularly with those groups. Diverse magazines and artwork were placed in the lobby and halls of the department.

4. The Office of Graduate Student Services (GSS) has been instrumental in coordinating a Student Affairs Graduate Assistant Training. During this training, issues of diversity and cultural competence are addressed. These students, in turn, work directly with undergraduate students and are able to impart knowledge into their experiences with student organizations, leadership experiences, and more. GSS also promotes diversity through an educational workshop series. Speakers discuss effective communication, relationship building, and relationship capital. These events have touched on the various barriers in communication that relate to culture and ethnicity and prepare students to be equipped for the global workforce. GSS has continued to co-sponsor events with surrounding schools between the African-American Graduate Student Associations of each respective school. This event came out of a need to create more connection among minority graduate students in the area. Through the newest program, System of Support, GSS has established a partnership with the Tide Together mentoring program sponsored by the Graduate School. Tide Together seeks to provide support for underrepresented minorities, women in STEM disciplines, and first-generation college students. This partnership has sought to provide a place for studying to mentor groups, as well as provide other graduate students with the opportunity to support effective studying and socialization among the graduate student population. In addition, another new program entitled Graduate Parent Support has been established and has been able to reach out to students with children and provide resources and services to meet their needs.

5. The University Union works diligently to provide programming that enhances awareness and appreciation of cultural and individual diversity. For the 2009-2010 academic year, the Union sponsored or collaborated on well over 30 events that supported this effort. In support of Latin American Heritage Month, the Union sponsored Mariachi Madness in
September 2009. This event demonstrated how Latin music is used as a form of cultural expression. There was also the hair show “My Hair, My Expression” in November 2009 that showcased a new form of art found in cosmetology and fashion professions that is often overlooked. The Union also worked with a team of campus partners to host “Everyone Can Go To College.” This daylong event in December brought in elementary students from Holt and Matthews to demonstrate how attending college is not only a possibility but something they should be expecting of themselves. As a part of African-American Heritage Month, the Union took the show on the road to Charles A. Brown Elementary and presented “Making History Everyday.” This program aimed to highlight the importance of African-American history, community service, and civic engagement. It also served as a catalyst to get students to think about history in a new and exciting way. The “God Grew Tired of Us” film screening and book discussion were also hosted by the Union in February as an attempt to raise the awareness of faculty, students and community members on the importance of learning about different cultural perspectives. In March, the Union teamed up with the Women’s Resource Center to sponsor “LunaFest” which is a series of short films that raise awareness of various women issues. In April, the Union teamed up with the ICC for the production of “Crimson Culture Week.” Through art, music, discussions, food and film this week-long event celebrated the range of cultures that contribute to UA and gave a voice to the diverse experiences of the Capstone Community. As a component of “Crimson Culture Week”, Andrew Goldberg, a writer from the hit cartoon show “Family Guy”, hosted a live chat on how the show uses satire as a means to address social issues. In an effort to reach diverse populations on campus, The University Programs student board presented a wide variety of alternative programming. Some of the programs included: “The Bootylicious Boo Halloween Party,” which provided students with a safe alcohol-free social function; “Preacher Moss,” a comedic approach to racial issues; “Bella Fleck,” a world renowned banjo player; “Flava Fest,” a festival celebrating different aspects of cultures that are found on the UA campus; and “The Fish Tank Ensemble,” a musical group that performs traditional Gypsy music using customary Gypsy instruments.

6. The Office of Greek Affairs held a New Member Institute in October and involved new members from 51 organizations, including representatives from IFC, Panhellenic, NPHC and UGC. One of the learning outcomes of this session 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. The assessment of the program shows a number of positive learning outcomes associated with awareness of other cultures and comfort in talking to students of other races/ethnicities. 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. This office 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. For the second year, one of the top Order of Omega Awards (Greek
Man of the Year) was awarded to an NPHC member (Milton Nettles of Alpha Phi Alpha). The Office of Greek Affairs has established intercultural competence as one of its overarching goals for the year, and is in the process of developing a number of initiatives aimed at boosting the intercultural competence of fraternity/sorority members. These initiatives include: 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; incorporating conversations on diversity and intercultural awareness into all OGA-sponsored activities and programs; and working in partnership with Dr. Lowell Davis to sponsor Diversity Lecture Series that brought a number of speakers to campus related to diversity and intercultural competence. Programming included the Greek Emerging Leaders Program and the CAPE Peer Educator Program.

7. The Financial Affairs Committee has allocated funds to several student organizations that support diversity in their programs and events. Some of those sponsored events include: International Student Association’s Fashion Show, Afro American Gospel Choir’s Benefit Concert, Indian Association of Tuscaloosa’s Diwali Night and Creative Campus Assembly’s 2010: A Space Oddity project.

8. Housing and Residential Communities (HRC) offered over 51 diversity-themed programs, ranging from speakers series to poetry slams, to culture and dance events. HRC also partnered with many departments and divisions on campus to host over 15 different campus-wide diversity programs for our campus community. Partners included Student Media, Arts and Sciences, The Union, the Women’s Resource Center, Campus Crossroads, Office of International Students, Creative Campus, and many other partners from the Tuscaloosa community.

9. Judicial Affairs staff annually attends conferences that teach and train the tenets of diversity and inclusion and promote best practices for an educational environment that encourages acceptance and diversity. Judicial Affairs staff participated in Safe Zone training and decals are placed on office doors to notify visitors that the office is a “Safe Zone” for all who enter and will provide advocacy for the rights and inclusion of students with varying sexual identity and orientation.

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

11. University Recreation Center offers a wide variety of classes, programs, sports, leisure activities and programs that are targeted towards the wide array of patrons of the facilities. Several UREC staff are Safe Harbor and Safe Zone Allies and act as advocates for the rights and inclusion of students with varying sexual identity and orientation. A review of
equal access restrooms and single toilet/shower/changing areas was performed and shared with Safe Zone leadership during the spring of 2010. University Recreation student and professional staff are increasingly called upon to work with programs and special events that incorporate a wide variety of diversity cultural appreciations. An increasingly “global” audience of participants as well as skill levels and abilities allows these staff to better appreciate coordination and management of events with sensitivity to difference.

12. The Women’s Resource Center offered a number of programs and events to honor cultural diversity, which included:

- Hispanic Heritage Month events were held between the middle of September through mid-October. Events included a film showing of Compañeras, Latina Women Who Dared poster campaign.
- Native-American Heritage Month was honored through the public showing of the film series “In Our Own Words.”
- African-American Heritage Month events were held in February. Events included the annual national African-American Read-In, a film showing of “Sisters of Selma”, a speaker presentation by Dr. Sheryll Cashins: “Post-Racism in America?,” the African-American Women Who Dared poster campaign, and book discussion of The Agitator’s Daughter and The Help.
- In coordination with Capstone International, The Women’s Resource Center hosted an international coffee hour.
- Through New College, center staff teaches a “Social Action and Performance” course, NEW 310, which is open to all students. The course uses an interdisciplinary approach to the world of theatrical performance and explores the work of Augusto Boal and Theatre of the Oppressed model as a mechanism for social change. The course will train students to educate their peers through performance about interpersonal violence and contemporary issues of multiculturalism on campus. Students will use improvisation, participatory activities, readings, and assessments to engage in social action. Students are encouraged to participate in self-exploration with respect to the issues mentioned above as part of their trainings with these techniques. Students who participate in this course will become official members of the theatre troupe called Unscripted.

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

a) Website with Links to Policies: The Office of Equal Opportunity Programs continues to update its website, http://www.eop.ua.edu/, which contains 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: The Office of Equal Opportunity Programs provided four webinars to provide training to the campus on equal opportunity, prevention of illegal discrimination and harassment, and affirmative action/diversity. The training targeted designated EO Coordinators in the various colleges and administrative units, as well as administrators,
managers, supervisors and others responsible for implementation of UA’s equal opportunity and affirmative action policies. Webinars on equal opportunity/affirmative action, disability, and veterans outreach included the following sessions: 1) “Affirmative Action Update Webinar”; 2) “Demystifying Compensation Analysis”; 3) “Addressing the Unique Needs of Veteran Students: Removing Financial and Transitional Barriers for our Nation’s Best, Brightest and Bravest”; and 4) “Veterans in the Classroom: What Faculty Need to Know.”

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/. New employees, including new faculty and new GTAs are encouraged to review this tutorial. Likewise, the Dean of the College of Arts and Sciences annually requests faculty and staff to review this tutorial. The College of Engineering continues to encourage new administrators (dean, associate deans, and department heads) to take this on-line harassment training. All new C&BA faculty are provided anti-discrimination and anti-harassment policy materials and asked to complete anti-harassment training. Likewise, managers in the College of Continuing Studies, Academic Outreach, are encouraged to participate in UA Staff training and development efforts that include diversity, anti-discrimination, and anti-harassment.

d) New Employees: For the past 24 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 2009-2010 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.

- **New Management Orientation** – Effective 2010, this offering was made available to new and current managers and supervisors addressing how to better understand and achieve University expectations, responsibilities for compliance with key University requirements, and key departments/functions that may be a resource for management.
Leadership U – This new program rolled out in Fall 2009. It is an intense two-year course of study that encompasses personal skills, strategies for increasing productivity, methods for increasing both communication and leadership effectiveness, and mastering legal, ethical and strategic issues.

Campus-Wide Training Courses: A listing of diversity-related topics 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. Effective February 1, 2010, employees gained access to HR Development’s new Online Registration System providing accessible online registration for courses, as well as an additional location posting campus-wide course offerings.

Professional Development: UA Essentials for Management, a standard 3-day supervisor training program offered monthly, covers diversity topics and employment related laws and policies. This program, updated in January 2010, now includes an Employment Law online tutorial. The Professional Development Series, a five day training series designed for Office Professionals offered every semester, addresses diversity, teamwork, and legal matters. The Summer 2009 Leadership Forum included a Legal Update. HR Development, in partnership with Facilities provides a monthly Facilities Leadership Forum, and monthly offerings for employees processing through the Career Ladder programs housed in Facilities. These offerings include, but are not limited to, Harassment and Diversity topics.

Co-Sponsored Training: HR Development teamed with the Office of Counsel and the Community Service Center to offer classes on Retaliation, Sexual Harassment, Interview Tactics and the Law, and Ethical Decision Making. Additionally, a variety of webinars were co-sponsored with the Office of Equal Opportunity Programs.

Internet Training: Human Resources negotiated a contract for online training resources via SkillSoft, a learning management system for approximately 400 employees in Financial Affairs and Academic Affairs. Employees had access through December 2009 to courses, books, simulations including, but not limited to, diversity related topics. Effective February 1, 2010, Human Resources, in partnership with Academic Affairs, acquired online learning resources for all Faculty and Staff for Desktop Skills training. Additionally, some departments contracted through Human Resources for other SkillSoft online resources providing access to courses, books, and simulations including, but not limited to, diversity-related topics.

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

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

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

h) **Division of Financial Affairs:**
- **UA Police Department** conveys its commitment to treating all individuals with respect and tolerance through its established training programs and policy guidance and continued participation in community group meetings that serve these individuals. 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 and the communication gaps that can lead to frustration and negative impressions in the community. With the addition of the Capstone Village retirement facility, UAPD will consider orientation training for first responders who assist elderly community residents. 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.
- **Construction Administration** has hosted the following accessibility and diversity training for University personnel: Accessibility Training for Stairs and Elevators; Harassment – What It Is and What It Isn’t; and Diversity Training.
• The Crimson Ride Transit system has demonstrated a commitment to persons with disabilities by providing transportation that is fully accessible. Four hours of TSI (transit safety and security) training for assisting Elderly and Disabled Passengers is conducted with Crimson Ride operators, as well as one hour of wheelchair securement training. Additionally, training materials are provided that educate operators on guidelines and procedures on how and when to offer assistance to elderly and disabled passengers.

• Parking Services staff attended a presentation by Evan Terry and Associates regarding Accessibility during the Mid South Parking Conference held on the UA campus.

• Logistics and Support Services: The Director and Assistant Director and a Recycling Specialist attended a seminar given by Dr. John S. Willson, Jr., HBCU Director of the White House Initiative on Historically Black Colleges & Universities, U.S. Government. Topic: Creating a Better Future for America’s HBCUs. (April 26, 2010 at the annual SACUBO conference).

• The Facilities and Grounds Department has worked extremely hard to increase the beauty and appeal of the University of Alabama campus grounds and environment to help make it feel welcoming and inclusive to all faculty, staff, students and visitors. This goal is being accomplished in that the University of Alabama was selected as one of the top 12 most beautiful colleges and universities in the USA this year. The department has also 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 Sexual Harassment Media Learning Tutorial.
  • Participation in the Facilities Custodial Service Department’s Career Ladder Training includes classes on Diversity, Teamwork, Conflict Resolution, Communication Skills and Group Dynamics.
i) The Division of Student Affairs has several training initiatives within the division that are described below:

- **The Blackburn Institute** continues to train its new Fellows using its revitalized Alabama 101 course to emphasize the need for community race relations and diversity appreciation.

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

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

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

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

- **The Office of Graduate Student Services** 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 Director of Graduate Student Services attended a training workshop at NASPA (The National Association of Student Personnel Administrators) focusing on the globalization of graduate education. The workshop touched on ways to improve connection with underrepresented populations. Through the ideas from this workshop, the creation of several new action steps was discussed. The Director of Graduate Student Services participated in a diversity workshop at the annual Association of Fraternity Advisors conference. She also served on the committee for development of a new southeastern conference aimed at meeting the needs of undergraduate fraternity/sorority members from historically black groups and multicultural-based groups.

- **The Housing and Residential Communities** staff provided diversity training sessions for Community Directors, Graduate Assistants, Office Managers, Resident Advisors, and Desk Assistants in Fall 2009 and Spring 2010. All professionals and para-professional residential communities’ staff received nine contact hours of on-going training related to diversity issues in the 2009-10 academic year. Community Directors (the professional staff that live in the residence halls) received improved
training in the Fall of 2009 on understanding and programming for underrepresented student populations. Training included 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, were given guidance regarding program development on topics surrounding diversity and self-discovery. Discussion of the sociological foundations of inequities also occurs during training as a way of helping RAs respond appropriately to all students. In their BCE 210 course, RAs are taught relationship-building through conversation and incorporating cultural affiliation into rewards so that rewards are personally meaningful.

- 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 were 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. In partnership with the Gender and Race Studies department, the WRC presented “Recovering Black Women’s Voices and Lives” Symposium, a program of innovative scholarship on African-American women in literature, history and public and private life. The symposium was attended by WRC staff and open to faculty, staff, and students of UA, as well as to the greater community. WRC staff also attended the “Creating Social Justice: Best Practices and Lessons Learned” NASPA preconference, which focused on how staff could create inclusive, socially just campus communities through systemic, long-term culture change. Experienced organizational development consultants shared best practices and lessons from strategic organizational change efforts to create inclusive, multicultural campus communities.
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.

j) Crossroads Community Center: During this academic year, Crossroads professional staff continued their professional development in the field of intercultural communication and conflict resolution. While at the national university of Malawi, the Director learned Commonwealth approaches to conflict resolution, studied intercultural communication challenges in Africa, developed ties with international scholars in the field, learned best practices in the field from an African perspective and presented workshops on campus. The assistant director completed an intensive internship with the Intercultural Communication Institute in Oregon and was recognized by ICI with a certificate in multicultural dialogue. The director and the assistant director participated in the 10th National Outreach Scholarship Conference, demonstrating the crucial role that Community Engagement plays in the success of diversity programs on today’s college campuses. This intercultural training allows the work of Crossroads to continue to be shaped by prevailing theory in the field of intercultural communication and conflict resolution.

GOAL THREE

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

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

Among the 50 flagship institutions, UA currently ranks third in percentage of African-American faculty, second in percentage of African-American EEO-1 administrators,
and sixth in percentage of African-American EEO-3 professional staff. Approximately 17% of UA’s faculty are minorities and internationals and 22% of UA’s staff are minorities. While proud of its success, UA remains committed to further diversifying its faculty and staff so that its students are exposed to and learn from individuals from a variety of backgrounds and experiences. Initiatives helpful in achieving Goal Three are discussed below.

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

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

Provost Judy Bonner also sponsored several luncheons hosted by Dr. Jimmy Williams in August 2009. They discussed several topics including identifying best practices for recruiting and retaining minority faculty; ensuring that faculty of color are aware of support for grant writing; providing support for mentoring programs; and consideration of a “grow your own” approach to diversifying the faculty.

UAS conference: On November 9, 2009, the University of Alabama System hosted on the UAB campus its third annual statewide Higher Education Diversity Enhancement Conference, “Best Practices for Identifying, Recruiting, Retaining, and Engaging Underrepresented Faculty, Staff and Students.” The Provost encouraged academic units to attend resulting in 24 representatives from numerous areas of UA, including from Academic Affairs, Human Resources, Equal Opportunity Programs, Office of Vice President for Community Affairs, Student Affairs, and academic areas such as Arts & Sciences, Communication & Information Sciences, C&BA, Engineering, Libraries, and CCHS. The UA attendees interacted with almost 100 other educators and administrators from across Alabama to discuss best practices. The group heard opening remarks from Trustee John England and Chancellor Malcolm Portera. The First General Session, “Broadening the Higher Education Pipeline: a 21st Century Imperative” was made by Dr. Diana I. Cordova, Director of the Center for Advancement of Racial and Ethnic Equity, of the American Council on Education. The Second General Session, by Diane Sherman, Director of Research Services, ACHE, focused on a “Statistical Profile of Students Enrolled in Alabama Public Institutions of Higher Education.” A Third General Session featured a Best Practices Panel Discussion with representatives from UA, UA Huntsville, Auburn and UAB. Participants then separated into discussion break out groups focusing on best practices for faculty, staff and students, and closed with Dr. Cordova moderating reports from these break out groups.

Auburn’s Diversity Research Initiative Spring Conference: Understanding Differences That Matter. This conference was held at AU on March 11-12, 2010, and
addressed a variety of important themes in the study of diversity in the 21st century. Moving the focus from the usual, “diversity is good” mantra, this research conference instead provided a nuanced account of diversity in a variety of disciplines and communities from a global perspective. Nine UA faculty, administrators and graduate students attended the conference and four of UA’s graduate students presented a program. Prior to the conference, a meeting was held to discuss establishing a statewide diversity officers association. Those in attendance agreed to establish such an organization, naming it the Alabama Association of Higher Education Diversity Officers. Charles Nash, Vice Chancellor for Academic Affairs for the University of Alabama System, and Gwen Hood, UA’s Affirmative Action/Compliance Officer/Director of Office of Equal Opportunity Programs, are on the organizing committee for this organization.

College-initiated efforts to educate: Other UA administrators likewise have focused time/resources on educating about best practices in achieving diversity. For example, the faculty in Communication and Information Sciences (C&IS) are continuing to implement their college-wide Diversity Statement and Plan. In the College of Human Environmental Sciences, which has articulated a specific strategic goal related to increasing the diversity of its faculty, search committee members are encouraged to read documents written by JoAnn Moody (NEBHE): Good Practices –Recruiting and Retaining Minority Faculty and Good Practices in Recruiting Non-Majority Faculty. In addition, the Dean of HES reviews with each department chair the commitment to diversity in terms of both faculty and student recruitment. Also, department chairs readily share with each other effective means of promoting diversity. To provide for on-going education in the area of diversity and to stimulate ideas for faculty and student recruitment, the College of Arts and Sciences provides a bi-monthly subscription to Diverse Issues in Higher Education to all department chairs. A&S and the College of Education give all faculty search committees a copy of Diversifying the Faculty: A Guidebook for Search Committees. Also in the College of Education, all search committee chairs attend a training workshop conducted by the College dean, senior associate dean (African American), and affirmative action officer. The search committee is given recommendations for increasing the diversity of the search pools. Also, part of the College of Education’s systematic and comprehensive efforts to recruit and retain a diverse faculty includes adoption of the College’s own non-discrimination and anti-harassment policy, which supplements UA’s policies. The policy can be accessed at http://education.ua.edu/wp-content/uploads/2010/05/nonniscrimpolicy.pdf.

Student Affairs-initiated Education Efforts: As noted in the Goal One discussion, Student Affairs has implemented a division-wide Strategic Diversity Plan that complements the University’s. Goal Two of that plan is to “enhance the recruitment, retention, and promotion of Student Affairs staff that reflect underrepresented populations such as people of color, women, ethnic minorities, and people with disabilities to a level that is reflective of the community.” Some of the strategies used by the division to achieve its goal include: 1) “seek to include all University constituencies including people of color, ethnic minorities, women, and members of other underrepresented groups in senior administrative positions;” 2) “seek to increase employee diversity, including women, people of color, ethnic minorities, people with disabilities, and other underrepresented groups in higher level staff positions;” 3) “establish work life enhancement programs to attract and retain outstanding,
diverse Student Affairs staff and better compete with peer institutions;” and 4) “create a mentoring program focused on exploring career opportunities in the area of Student Affairs for students of underrepresented populations who are employed within the DSA.” Crossroads Community Center also supports the development of diversity within the University’s faculty and senior level administration as part of its mission to provide leadership and coordination for professionals in multicultural affairs. Crossroads also contributes to this University goal through the development of the Crossroads professional staff.

Information from conferences/workshops/associations: Several UA administrators continue to attend conferences or participate in associations/listservs that ensure currency on best practices for increasing diversity in outreach, recruiting and retaining diverse students/faculty/staff. As noted above, about 24 UA employees attended and participated in the University of Alabama System’s Third Annual Diversity Conference, and nine other employees attended AU’s Diversity Research Initiative Spring Conference. Arts and Sciences recruited prospective faculty members at the Compact Conference for Faculty Diversity in October of 2009. An African-American faculty member in HES represented the Department of Health Science at multiple career, conferences and military and other recruitment outlets. The HES Associate Dean for Student Services attended several webinars offered by the EOP office and attended a workshop on Cultural Competency sponsored by the American Dietetic Association. Another HES faculty member attended the American Association of Marriage and Family Therapy where diversity was emphasized in sessions. Multiple HES faculty attended the Diversity Program hosted by the UA Graduate School.

EOP/University Compliance Office: To ensure currency on best practices for increasing diversity in outreach, recruiting and retaining diverse students/faculty/staff, the University Compliance Officer/Director participated in the National Association for Diversity Officers in Higher Education (NADOHE) and the Disability Student Service Officers in Higher Education listservs, and maintained membership in the following organizations: American Association for Affirmative Action (AAAA), NADOHE, Society for Human Resources Management (SHRM), and Association for the Study of Higher Education (ASHE). The EOP office also is responsible for updating and disseminating the President’s annual Statement on Diversity, Reaffirmation of Equal Opportunity Policy, UA’s Nondiscrimination statement, and Compliance with ADA; and for providing information for search committees on conducting effective searches, including updating resources for hiring departments to use to attract minority and women applicants. This office also facilitates updates to the University’s Affirmative Action Plan.

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

a. Recruitment Strategies

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

**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. UA continues to use the SREB’s on-line scholar directory to attempt to build a pool of minority applicants, and the Provost’s Office encourages the academic units to use this resource in their recruitments for faculty. Another resource UA subscribes to and the Provost’s Office encourages for minority applicants is the Minority Faculty Applicant Database, where all faculty job announcements can be posted. A&S advertised its faculty positions in that database this year. Also, the Provost’s office purchased a subscription to Inside Higher Ed for unlimited posting for use in the recruitment for all faculty and staff positions under our new faculty online recruiting system; all faculty recruitments will be automatically posted on this site.

**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:
  o *Diverse Issues in Higher Education*
  o *The Journal of Blacks in Higher Education*
  o *The Hispanic Issues in Education*
  o *American Women in Science*
  o *Association for Women in Mathematics Newsletter*
  o *Birmingham Times*
• Advertising on targeted listservs and websites or sending materials to minority groups, such as:
  o *Black Caucus of the American Library Association, American Indian Library Association, Hispanic Association of Colleges and Universities, Association of Black Women in Higher Education, the National Black Graduate Student Association, Blacks in Higher Education*
  o *NATA Ethnic Diversity Advisory Council Listserv and the NATA Women and Athletic Training Listserv*
  o *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;
• All faculty and staff positions posted on insidehighered.com through a subscription paid for by the Provost;
• Electronic listings for the profession and a database, Future Black Faculty, to attempt to locate potential candidates;
• For Financial Affairs positions, use of the Office of Student Media to place all recruitment classified ads for open positions. Examples include ads being placed in *The Tuscaloosa News* and *The Birmingham News*, and placed on Monster.com and Al.com to reach a broader and more diverse applicant pool; and
• For Intercollegiate Athletics, vacant staff positions are also advertised on the NCAA website and sent to the National Association of Collegiate Women Athletics Administrators for their distribution.

**Personal Contacts:** In addition to the formal advertising initiatives, informal avenues are frequently used to attract a diverse candidate pool. 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. This year, during HES’s
search for the assistant professor and instructor in nutrition, all directors of graduate programs in nutrition listed on the American Dietetic Association website were contacted personally, and those contacts included several HBCUs. 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. That college also encourages membership in the BFSA; the 2010-2012 BFSA President is a faculty member in the College.

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

Partnership with National Initiatives: The Law School has provided financial and other support for organizations seeking to promote faculty and staff diversity in the legal profession, including the Council on Legal Education Opportunity and the regional and national Law Teachers of Color Legal Scholarship conferences and supported the Southeast/Southwest Law Teachers of Color Legal Scholarship Conference, which provides networking and recruitment opportunities for minority law faculty. The College of Education is a member of the Holmes Partnership. Administrators and faculty attend Holmes conferences where opportunities are available to meet and interact with prospective faculty of color. UA Libraries continues to support the Association of Research Libraries (ARL) Initiative to Recruit a Diverse Workforce. This program, created by the ARL, has created an endowment to be used to offer stipends to and secure employment relationships with identified M.L.S. students from underrepresented backgrounds. Member libraries participate by contributing $5,000 for each year of a two-year development period. The Initiative allows academic and research libraries to become more competitive in the recruitment of racially and ethnically diverse professions. UA, as one of 51 other signature institutions, now has greater opportunities to hire librarians from underrepresented groups and to help mentor those librarians as they enter the library profession. These recruits are known as Spectrum Scholars and the Libraries HR Officer participates in the semi-annual Spectrum Scholars symposium during the American Library Association conferences. ARL maintains a database of position openings in ARL libraries and facilitates the pairing of stipend recipients with applicable job opportunities. Signature libraries may also encourage current staff members who are minorities to apply for these stipends as incentives to attend a graduate library school. A mailing list of minority librarians, established through the ARL Diversity Programs Office, is used to distribute job announcements to potential candidates. In 2001, the Black Caucus of the American Library Association established a website to post job announcements and UA’s Libraries utilize this on a regular basis.
**Diverse Search Committee:** Hiring officials are required to ensure diversity on search committees, and in compliance with the Knight settlement, African Americans serve on EEO-1 search committees and on faculty search committees when educationally sound and practicable. C&BA employs an African-American professor of Economics who serves as Assistant Dean and as a consultant for all faculty search committees. His specific duties include assisting the college in identifying and recruiting minority faculty and graduate students. In A&S, an African-American representative served on all search committees. In order not to overtax its African-American faculty, A&S’s Associate Dean for Multicultural Affairs was appointed to serve on several search committees. His role was to make sure the advertised positions were placed in outlets with a high minority readership and to review the applicant pools for diversity. The Libraries uses a list generated by the Black Faculty and Staff Association to obtain willing minority faculty search committee members. And several deans communicate to each search committee their expectation of obtaining a diverse pool of candidates. In the School of Social Work, the affirmative action coordinator and the Affirmative Action and Cultural Diversity Committee serve as consultants to the search committees. This year, members of search committees in Social Work were provided information, including on-line materials, regarding best practices in increasing faculty and staff diversity.

**Growing Your Own:** In response to the national nursing faculty shortage, the Capstone College of Nursing (CCN) continues to use a “grow your own” faculty plan, recruiting clinically competent master’s prepared nurses and encouraging them to return to school for their doctorate. CCN works with them to take advantage of financial assistance that may be available. For example, CCN 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. A Hispanic faculty member has requested assistance under this program and the College has agreed to provide matching funds.

An African-American doctoral student in HES’s Human Development and Family Studies received a position in The Graduate School where she directs a mentoring program for underrepresented graduate students. 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, HES department chairs have nominated and written numerous letters of support for both Faculty Fellows Program and SREB Scholarships. The UA Facilities and Grounds Departments have been working in conjunction with several campus offices and programs to increase and encourage disadvantaged and minority student’s participation in the completion of campus grounds landscape and facilities/grounds permit projects. The departments help in training and instruction of disadvantaged students in areas that will help them become self-supporting and employable by learning skills achieved while working alongside UA staff. As of result of this and other initiatives, these UA departments represent a wonderful cross-section of diverse cultures and backgrounds. This includes employment of Crossing Points participants, a program to train persons with disabilities how to work.

*Visiting Faculty:* For years, the Dean of the Law School has sought to expand diversity by recruiting many dynamic visitors from diverse backgrounds and in 2009-10, had outstanding lecturers from leading law schools around the world, including Harvard, Yale, NYU, Tel Aviv, Columbia, to name a few. In addition, the Law School hosted Justice Clarence Thomas and Chief Justice John Roberts. These visits continue a long line of presentations and classes by outstanding teachers and guests lecturers from diverse backgrounds.

b. Retention Strategies

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

*Mentoring:* In her effort to provide mentoring support, Provost Judy Bonner hosted the Fall 2009 untenured black faculty at a dinner to discuss the tenure pathway and issues related to it as part of a mentoring program. C&BA employs an African-American professor of Economics who serves as Assistant Dean and he helps counsel and mentors minority faculty to assist them in acclimating to UA and succeeding in their academic careers. Likewise, in Nursing, an African-American faculty member who serves on the search committee mentors new faculty members, helping them initiate their scholarly trajectory. A&S’ Diversity Committee and its Associate Dean for Multicultural Affairs likewise assist in mentoring faculty. The College of Education also provides mentoring for all new faculty hires and they are encouraged to participate in grant writing and external funding workshops for the purpose of increasing their scholarly productivity, which positively impacts their applications for tenure and promotion. In addition, the Dean of the College of Education encourages membership in and supports college faculty in UA’s Black Faculty and Staff Association.

*Promotions:* The following underrepresented faculty were promoted effective August 16, 2010. Dr. Gary Hoover in Economics, Finance and Legal Studies was promoted to Professor; Dr. Marcus Ashford in Mechanical Engineering was promoted to Associate
Professor; and Dr. Shadi Martin in Social Work was promoted to Associate Professor. In addition, Dr. Robert Young in English was promoted to Professor before he was deceased in the Spring Semester.

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. 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 collaborated with the College of Continuing Studies and the Office of Human Resources to launch UA’s Leadership University in the Fall of 2009. Leadership U is designed to provide leadership development and learning to members of management within the University of Alabama. Of the six members of its Advisory Committee, one is African American and the class for Fall 2009 was 30% minority.

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

Travel and Research Support: As part of A&S’ support offered to all faculty members, with the objective of retaining them, A&S encouraged its minority faculty to attend seminars on teaching and research. Minority faculty members were encouraged to utilize the services of the College’s Teaching Fellows, to apply for participation in the grant writing workshop, and the workshop on creating Learning Outcomes for their courses. In addition, A&S provided financial assistance to five minority faculty members in four departments to provide support for the following: 1) Dr. Maha Morouan, Department of Religious Studies (to travel to Howard University to conduct research on a book in progress, June 8, 2009; to present a paper at the national Women Studies Association conference, November 4, 2009; to present papers at the American Academy in Religion, and the African Studies Association conferences, December 1, 2009; to purchase books for research, January
21, 2010); 2) Dr. Doveanna Fulton-Minor, Department of Gender and Race Studies (February 2, 2010, to present a paper at the College Language Association annual conference); 3) Professor Cornelius Carter, Department of Theatre and Dance (February 23, 2010, to participate in the 2010 National High School Dance Festival, Miami, Florida); 4) Dr. Britney Cooper, Department of Gender and Race Studies (to present papers at the National Council of Black Studies Annual Convention, and the Critical Race Studies Symposium, February 8, 2010; and the Southeastern Women’s Studies Association, and the College Language Association conferences, March 4, 2010); and 5) Dr. Utz McKnight, Department of Political Science (April 14, 2010, to present a paper at UC Berkeley). 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 director of Crossroads led a roundtable at the National Fulbright Annual Meeting about her studies at the Peace and Conflict Resolution Center of the University of Malawi (under the auspices of the Fulbright Program).

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

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

**GOAL FOUR**

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

*Action Steps:*

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

A variety of university-wide and college-based initiatives are used to recruit and retain a diverse student body, and those are described in this discussion of Goal Four. Some of the more recent initiatives include input from the African-American Advisory Board to the Undergraduate Admissions Office, technology-based recruitment virtual college fairs, UA’s Peer Mentor Program and BFSA mentor program, the Coca Cola First Generation Scholars program, the Suder Foundation First Generation grant, 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 African-American Advisory Board to the Undergraduate Admissions Office met on campus on July 30, 2009, and participated in discussions of issues concerning first-year African-American students including: Freshmen Learning Communities, UA’s Early College, Financial Aid, campus accessibility, perception of
UA among African-American students, communication channels, and recruitment strategies. 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 met on campus

• Undergraduate Admissions hired a Senior Counselor in October 2009 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; St. Louis, MO; Charlotte, NC; Houston, TX; and Richmond, VA. The goal of the National Scholarship Service is to assist students in gaining access to and graduate from America's postsecondary institutions.

• The Senior Admissions Counselor created an email campaign to remind African-American students of missing documents from their application file and reminded them of the three steps necessary to become a UA student, and also created an email campaign for minority National Achievement/Semi-Finalist students. This email informed the students of scholarship packages available to them at UA and provided general information about UA – student life on campus and the admissions process.

• Undergraduate Admissions worked with the Tennessee Regional Recruiter to identify minority schools in Memphis, TN. The Senior Admissions Counselor spent a week assisting with recruitment in this area.

• A goal was established for enrolling minority students for Fall 2010. 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).

• Undergraduate Admissions participated in the Capstone Black Belt Entrepreneurship Camp 2009. 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 participated in Career Fest 2010 at Autaugaville High School to expose career/college opportunities to over 125 minority students in rural Alabama.

• UA is scheduled to participate in the Reach Media, Inc Tom Joyner Morning Show (TJMS) Virtual College Fair, August-October, 2010. The fair was promoted on-air via the Tom Joyner Morning Show (a predominantly African-American radio show), on-line on http://BlackAmericaWeb.com and www.TomJoynerCollegeFair.com. Also, the event was promoted by various marketing and social media opportunities (e.g. E-blasts, text messaging, Twitter, and Facebook) at back-to-school events throughout the African-American community.

• Increased UA’s presence in the community by participating in church college fairs, including the Worship Center College Fair in Birmingham, AL, and the Flat Rock Baptist Church College Fair in Tallassee, AL. Admissions Office also worked with several of the local and out-of-state Greek organizations to host an Information Session and campus visit for the Birmingham Kappa Leadership program, Delta Gems, Culturama Group, and the Northport Kappa Alpha Psi Student Group.

• Worked with the “Something New Project.” This is a service project with the Coca-Cola Scholars. The purpose of the program was to meet with first-generation students at Selma High School and give them information about UA, the admissions process, scholarships, financial aid, etc. The Coca-Cola Scholars offered to mentor the students and shared information about their UA experience.

• The Senior Admissions Counselor attended the Bank of America College Fair in Atlanta, GA which was hosted by the 100 Black Men of America organization. The fair was mostly for a minority audience and took place before the annual Atlanta Classic, an HBCU football game.

• Hosted two “Traveling Information Sessions” for students in the Birmingham, AL and Montgomery, AL areas. The purpose of these sessions was to provide more information about the enrollment process in an informal setting and to address any questions and concerns from students and parents.

• Admissions staff members participated in CollegeWeekLive (September 17, 2009 – Test Prep, November 4-7, 2009 and March 24-25, 2010). CollegeWeekLive is a completely online college fair for minority students. Internet access is the only requirement. UA’s booth had 776 visitors over the three events. Overall, each event had between 30,000 and 40,000 attendees; approximately 89% of the attendees were students; and 60% of the student attendees classified themselves as ethnically diverse. All 50 US States (plus DC and Puerto Rico) were represented, and over 1200 non-US students attended. 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 used the medium that prospective students use – the internet. UA’s African-American outreach on the web has several components:

- Skyscraper logo placement ad based on search criteria of African American and state (Alabama, Texas, Florida, Illinois, Georgia, California, New York, Ohio, Pennsylvania, and Missouri).
- 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; 2011 or 2012 graduation date; 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 2011 or 2012 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 27 other states. National Achievement Finalists receive the following scholarship package: 4-years tuition (in-state or out-state value), 4-years on-campus housing only; $1000/year University National Achievement Scholarship for 4-years; one-time $2000 stipend for study abroad or summer research (after one year has been completed); and a laptop computer (if student registers for an orientation session by June 1st). Twenty-seven National Achievement Scholars enrolled at the university for Fall 2009.

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

b. UA Ambassadors to Recruit International Students

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

*Community College and Need-based Aid Initiative:* Two initiatives are helping UA enhance the socioeconomic diversity of its student body through recruiting and enrolling more junior college students. UA’s College of Education received a *$1-million grant from the Jack Kent Cooke Foundation* to help place high-achieving, low income community college students in four-year Alabama colleges. Funds from the grant are being used to place recent UA bachelor’s and master’s degree graduates in each community college to serve as College Transfer Advisors to help students with completing transfer admission applications, financial aid applications, and scholarship applications. As well, the advisors help students make informed decisions about transferring to four-year universities at the conclusion of their community college experience. This program assists all four-year colleges in Alabama improve the proportion of minority students as our resident College Transfer Advisors help students identify the best options for them. During 2009 – 2010, the Alabama College Transfer Advising Corps had 2 black Community College Transfer Advisers. One was newly hired for this program year. Services provided by the program include transfer advising at 3 HBCU community colleges (Wallace-Selma, Gadsden State and Shelton State).

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

This scholarship program is in addition to the renewal of *Coca-Cola First Generation Scholars* program, initiated in Fall 2006, offering $5,000 scholarships to 12 students per year for four years who demonstrate financial need and are the first in his/her immediate family to attend college. Over four years, a total of 48 students will receive $20,000 in scholarships. The donation from the Coca-Cola Foundation also includes $40,000 for freshman prep classes and orientation. 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/). This is in addition to the new Suder Foundation First Generation Grant that will be initiated in Fall 2011.

**Office of Student Financial Aid.** This office supported all student recruitment initiatives, when requested, by providing information on financial aid. This past year, the Office of Undergraduate Scholarship Support awarded from the Direct Student aid budget $507,352 in need-based scholarship dollars. Funds are awarded to first-year entering undergraduates who are Pell eligible, demonstrate federal need and have a high school GPA of at least 3.5 and to returning undergraduates who are Pell eligible, demonstrate federal need and have a cumulative UA GPA of at least 3.0. In addition, UA participates in the Alabama Student Assistance Program and spent $318,787 providing aid to 469 low income Alabama resident students. This office supports student recruitment initiatives by providing personnel to present information specifically on financial aid. It also made presentations to high school
juniors for the College of Arts and Sciences Diversity Committee targeting students from black belt counties in Alabama. Other presentations continue to be made in the Black Belt region of Alabama. In addition, this office provides letters of support to a) Student Support Services for funding to participate in the U.S. Department of Education–funded TRIO program; b) Graduate Assistance in Areas of National Need Program (GAAANN) (in which a representative from Financial Aid serves as liaison to ensure that eligible students are being served); and c) Ronald E. McNair Post Baccalaureate Achievement Program for McNair Scholars funding. The Director of Financial Aid serves as an advisory board member and participates in meetings and provides input. In addition, Student Financial Aid provided funding to hire two graduate assistants from the Federal Work Study program.

The Office of Financial Aid also provided assistance to the Creative Campus Initiative by supporting and assisting with identifying the hiring of two graduate students who qualify for need-based financial aid and who are funded through the Federal Work Study Program. This office also provided assistance to Student Support Services by working one on one with students in this program to assure that they benefit from all resources of need-based aid funding and by providing group discussion to assure appropriate application processing for Federal student need-based financial aid.

Finally, The Office of Student Financial Aid, in conjunction with the Tuscaloosa County school system, applied for and received an Opening Doors College Access Challenge Grant from the State of Alabama with a value of $50,000. The proposal was a joint effort to inform Tuscaloosa county residents and students of the available federal funding to attend a college of their choice. This activity specifically reached out to underserved residents such as local high school students, Spanish speaking residents, first time adult learners and those students that have previously attended college but might consider returning to college to finish their degree. The proposal included a TV commercial aired by WVUA and WUOA reaching three million residents. A DVD with financial aid information was produced in English with a voice over in Spanish to reach out to the Hispanic community. These were given to the high schools for distribution to local high school students. A training session was completed with the Tuscaloosa county high school counselors to educate them on the financial aid process and options available. A workshop was held to assist students with completing the FAFSA. The Funds also paid for interpreters to staff a dedicated session for Spanish speaking families needing assistance understanding the FAFSA form and in completing the FAFSA form.

Ethics & Social Responsibility Scholars: An innovative scholarship sponsored by the Center for Ethics & Social Responsibility serves as a tool to attract talented, bright students to UA, with special attention given to candidates from diverse racial, socioeconomic, and geographic backgrounds. Scholars may use their $4,000 funding over four years toward study abroad programs, scholarly research that may involve travel, summer internships with organizations that address significant social needs or issues, and/or projects to support community initiatives. The project that each Scholar undertakes greatly deepens his or her own academic experience and fosters a personal commitment to society. See http://cesr.ua.edu/programsandactivities/esscholar.html for more information.
LSAMP Funding for Bridge to Doctorate Program & Bama Grad Expo: UA received approximately $1 million grant funding from the Alabama Louis Stokes Alliance for Minority Participation (LSAMP) for 12 college graduates to begin graduate study in Fall 2007 in science, engineering and mathematics at UA as part of a National Science Foundation-sponsored “Bridge to the Doctorate” two-year program. A UA African-American female professor of metallurgical engineering co-authored the successful grant proposal with the Vice President for Equity and Diversity at UAB. The program provides student participants with academic and professional mentoring and immersion in the professional life of their discipline through a mentoring program, seminars and workshops, and additional research and networking opportunities. Students continuing on to a doctoral program in the sciences will be supported with research assistantships, teaching assistantships, and other graduate research fellowships. Ten Bridge to the Doctorate students enrolled in A&S and two in Engineering. 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. In January 2010, UA was selected to host the 2010-2012 cohort for this program. This selection was based on UA’s success with the first cohort. Because Dr. Acoff was successful in recruiting 13 students who met the criteria, Provost Judy Bonner agreed to provide support for the one additional student.

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

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

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

Inside UA has now been incorporated into first-year academic courses. For example, this program is a supplemental instruction tool for the Freshman Compass courses. These courses focus on student success by helping first-year students acquire an orientation to the functions and resources of UA, adjust to the UA environment, establish relationships through interaction with faculty, advisors and other students, and develop essential academic skills. The interesting articles, engaging videos, and interactive assessments offered through Inside UA provide a dynamic platform for students to discuss and understand their transition to college. These Freshman Compass courses are available to all students; however, specific recruitment efforts are made to student populations identified as “at-risk.”
This program is unique in that UA has intentionally reached out to parents as active partners in their students’ academic success. Recent retention research finds that students who experience healthy parental involvement during their freshman year yield a higher retention rate. Nation-wide, colleges are reporting an elevated level of parental involvement and contact. The UA Family Connection program creates a natural extension of the relationship started by the summer parent orientation program. Together with the recently expanded New Student and Parent Program Office discussed below, parents of UA students feel like they have information and that their input and involvement is valued.

2) New Student and Parent Program Office (NSPP)

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

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

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

3) Tide Early Alert Program & Midterm Grade Report

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

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

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

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

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

5) Student Mentor Programs to Aid in Retention

Undergraduate Admissions 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, 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.

6) Office of the University Registrar

The Office of the University Registrar’s [OUR] mission is to help students enroll and then succeed by providing world-class customer service to faculty, staff, students, their families, and the public; with a particular emphasis toward processes related to academic records, academic progress, enrollment data, classroom support, degree audit, academic certification, and commencement. OUR accomplishes this mission by striving toward excellence in everything it does, challenging itself to be as efficient and effective as possible in work, seeking out new and better ways of doing business for both the internal and external customers it serves, and by creating an environment in the office and on campus which encourages growth, supports academics, respects people and their differences, promotes communication and participation, and cultivates a performance culture.


OUR continues efforts to improve its reputation for serving students and faculty. This is accomplished by [1] identifying information of interest and how to effectively communicate it; [2] enhancing central support services for students and faculty; [3] expanding access to resource information, such as use of our web facility; [4] improving the office’s understanding of student and faculty priorities and approaches to help us maintain the highest service levels; and [5] generating new strategies and ideas.

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

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 821 international students from 75 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.

*Concurrent International Undergraduate Degree Program.* The Capstone International Center (CIC) has recently implemented a new Concurrent International Undergraduate Degree Program (CIUDP) for students from Ocean University of China. CIC is also looking for similar programs in other countries.

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

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

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

During the past year, Associate Dean Dr. Jimmy Williams attended several diversity conferences, including the Third Annual UAS State-Wide Diversity Conference in October 2009, 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 2009-10. The College hosted Bama Grad Expo,
November 2009 (a recruiting event which targeted McNair Scholars and underrepresented students) and paid the Graduate School application fee for six Bama Grad Expo attendees. The College also assisted in creating the nation’s first college SREB chapter. In cooperation with the Office of Undergraduate Admissions, A&S’ Diversity Committee actively recruited minority undergraduate students from the Black Belt. This recruitment effort culminated in “Saturday at UA,” an event sponsored by the Diversity Committee in May 2010. 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: Compact Conference for Faculty Diversity (Oct. 09); HBCU-UP National Research Conference (Oct. 09); the Annual Biomedical Research Conference for Minority Students (Nov. 09); Joint Annual Meeting of the National Institute of Science and Beta Kappa Chi Scientific Honor Society, March 2010; and the SAEOPP McNair/SSS Scholars Research Conference, June 2010. The College provided support for faculty to recruit students at the National Organization of Black Chemists and Chemical Engineers National Conference, March – April, 2010.

In June 2009, 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 2009 HBCU-UP National Research Conference Program Book and the Annual Biomedical Research Conference for Minority Students Program Book in order to recruit graduate students. Associate Dean Jimmy Williams mentored the 2007-2009 Bridge to the Doctorate Fellows to the completion of their degrees. Six of the nine Fellows enrolled in Ph.D. programs and assisted in recruiting 2010-2012 Bridge to the Doctorate Fellows. The College established five Dean’s Diversity Merit Awards as supplements to recruit minority and underrepresented graduate students. 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 2009-10, the College also addressed the retention of minority students. In prior years, the Associate Dean for Multicultural Affairs has met with the African-American faculty to discuss using undergraduate research as a way of retaining minority students. Also, A&S continues to encourage its minority students to reside in the Parker-Adams Living Learning Community (where research indicates social and academic success is higher) and to participate in the Freshman Learning Community Program (http://www.as.ua.edu/learningcommunities/freshman-learning-communities/). The College also supported Tammy Owens, Department of Gender and Race Studies, January 20, 2010 (to present a paper at the Annual Women’s History Month Conference, Sarah Lawrence College, Bronxville, New York); supported Renee Horton, Department of Physics and
Astronomy, (to attend and participate in the Southeast Conference for Undergraduate Women in Physics, January 12, 2010; and to attend the BEYA Stem Global Competitiveness Conference, Baltimore; she was being recognized as a trailblazer, January 26, 2010); supported Darrington Miller, National Achievement Scholar (to attend summer orientation, July 17, 2009); supported Corinth Young, School of Music (to attend and participate in the 38th National Flute Association Convention, Anaheim, California, May 7, 2010); encouraged the nomination of underrepresented students for the American Society for Microbiology Robert D. Watkins Graduate Research Fellowship, sent to the Department of Biological Sciences, February 11, 2010; and supported the Departments of Biological Sciences, Chemistry, and Mathematics applications for GAANN grants; each department received a GAANN grant, which is used in part to recruit minority graduate students.

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

Diversity recruiting efforts of C&BA include:

- Student volunteers returned to their high school alma maters to discuss a business major with high school juniors and seniors. C&BA encourages all students to participate, with a particular emphasis on sending diverse student teams to high schools with high minority populations.

- The Capstone Mentoring Information Systems Society (CMISS) conducts 3 mentoring sessions per week for Computer Science (CS) classes required in the MIS program. These classes have been a historic deterrent to the MIS program, with a significantly higher impact on the recruiting and retention of women and ethnic minorities. The CMISS mentoring sessions improve CS course completion and performance, thus reducing those giving up on the MIS major before enrolling in MIS 295.

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

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

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

- David Ford and Tommie Syx (UA employees in C&BA) hosted the 2009 Inaugural Youth Camp on Entrepreneurship held June 21-26, 2009. Last year’s camp was an outstanding success. They follow the model of Capstone Business Academy with funding from VP Samory Pruitt and students from “Black Belt” counties.
• Capstone Entrepreneurship Camp was held June 20-24, 2010 (12 Counties: Tuscaloosa, Fayette, Pickens, Sumter, Lowndes, Jefferson, Clay, Wilcox, Hale, Marengo, Perry, and Greene; registered attendees included 2 Hispanic, 7 Whites, 21 Blacks)

• Tommie Syx served as an Advisory Council Member and community partner for JAG (Central High School Mentoring Project): There were 13 minority/at risk students participating in project for Spring 2010. UA sponsored four students to attend CCBP Awards Ceremony Event at Capstone Hotel.

• Sunshine Mentoring Project: In Spring 2010, worked with Sunshine High School in Hale County to develop mentoring project for high school students and community members with focus on integrating entrepreneurship and student-run business to be developed in Fall 2011. Participants included seven high school students as advisory council to project; 20 students to participate per semester; and 17 community members. All are minority students.

• Hillcrest High School Special Needs Classroom: A grant was received through UA Entrepreneurship Club to hold week-long, summer camp for 12 special needs students aged 14-21 in July 2010. Spring 2010 - two UA college students worked with the project at the school.

• Hale County High School Project: Worked with an Agri-science classroom developing school-based enterprise to begin Fall 2010. Approximately 15 minority students will participate. The classroom instructor is Mr. David Skelton and C&BA is providing technical assistance. In the spring of 2010, UA staff (Tommie Syx) held classroom presentation on components of a business plan for the 15 junior year students.

• Fall 2009 classroom presentations were made on entrepreneurship and business plans to: (l) Greene County High School/17 minority students, (2) Pickens County High School/13 minority students, and (3) Wilcox County High School/15 minority students.

• Alabama State Department of Education Professional Development Webinar for Career Technical teachers: UA led the program (David Ford and Tommie Syx) with 37 teachers throughout the state participating on January 12, 2010.

• At Hillcrest High School, presentations were made to high school business/marketing students as part of National Entrepreneurship Week recognition, and minority students accounted for approximately 40% of attendance.

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 nine 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 C&BA faculty members once again attended the Ph.D. Project Conference in Fall 2009. 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 three 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. A new scholarship was established this year. In addition, the Culverhouse School of Accountancy seeks early identification of minority students with an interest in accounting and provides scholarship support for promising minority students and the School assists minority students in applying for scholarships provided by external organizations, such as those provided by the AICPA, the Hispanic Scholarship Fund, and the McNair Scholarships Program.

The School of
Accountancy also provided a new tutoring program, funded by Ernst & Young, for first generation college students taking intermediate accounting. Several majors, such as Health Care Management in which 25% of its majors are African-American or other minority students, have actively promoted student participation in minority-focused internship programs.

The School of Accountancy hosted its first Accounting Career Awareness Program (ACAP) this summer: Sunday, June 27 – Friday, July 2, 2010. Professor Lisa McKinney, Executive Director and Program Coordinator, worked with The Alabama Society of CPAs and the National Association of Black Accountants on this for the last six months. The program is funded by: Ernst & Young, Deloitte, Alabama Power ($15,000 donation, largest sponsor), and Alabama Society of CPAs. This program brought 25 African-American rising seniors to campus for a week of workshops and competition for scholarships ($1,000 per student in the winning team). The students were carefully chosen by counselors as academically talented and driven students interested in accounting. They also brought in National Association of Black Accountants members from across the nation to speak.

e. **College of Community and Health Sciences (CCHS)**

CCHS’s primary mission is centered toward a first class medical teaching facility that specializes in producing physicians committed to meeting the primary care needs of Alabama, especially the rural parts of Alabama. The Community and Rural Medicine department is strategically geared toward recruiting rural and specifically minority students for its programs. The Rural Health Scholars program recruits students from underserved rural populations and provides them with activities in high school and college, placing them on track for medical school. Rural medicine programs include the Institute for Rural Health Research, Rural Medicine Clerkship, Rural Family Medicine Clerkship, Minority Rural Health Pipeline, Rural Health Scholars, Rural Medical Scholars and the newly initiated Tuscaloosa Experience in Rural Medicine (TERM). 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 third annual Diversity Teaching workshop that focused on diversity in the curriculum and student learning. Dr. Earnest Perry, Chair of Journalism Studies at the Missouri School of Journalism, spoke about Missouri’s experiences with teaching a required diversity class. 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.

The College’s Communication and Diversity Forum organized a symposium on diversity and communication; more than 30 UA scholars presented their research or creative activity. The College hosted a public forum and viewing of CNN’s Latino in America series. The College co-sponsored the Black Women’s Voices symposium with UA’s Department of Gender and Race Studies. In addition, the College held its third annual Diversity Teaching forum that focused on the placement of diversity in the curriculum and student learning. The Department of Communication Studies offered two special topics courses, Deconstructing Tyrone: Black Masculinity and the Cool Pose and Black Women’s Stories. Although the 2008-2009 goal included the assessment of diversity in the JMC curriculum, the activity was not completed due to competing UA assessment activities.

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. Diversity content and multicultural perspectives are an important part of many of the College’s classes. These classes demonstrate the many ways in which students examined, discussed, and carried out diversity related assignments. The list is included on the Provost’s website (http://provost.ua.edu).

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 27 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 2009-2010, the Alabama Scholastic Press Association, led by 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. 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.”

The College’s doctoral program had significant success in identifying and recruiting African-American students this year; four African-American and three Asian doctoral students entered the program in Fall 2009.

The College continues 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 continues 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 award-winning students include two SLIS graduate students who won first prize for their “Good Research vs. Bad Research” video entry in the UA Libraries Video Contest and a Communication Studies student who won the 2010 Outstanding Graduate Student Award given by UA’s Graduate Student Association.

For several academic years, the Dean’s office supported the Capstone Association of Black Journalists (CABJ) making it possible for students to attend the National Association of Black Journalists’ (NABJ) national conventions in Atlanta, GA (August 2005), Indianapolis, IN (August 2006), Chicago, IL (August 2008) and the regional meeting in Montgomery, AL (March 2007). In addition, the Dean’s office covers copying and telephone costs as needed by the organization.
School of Library and Information Studies (SLIS) Initiatives. SLIS participates in and co-sponsors recruitment efforts for diverse student populations. Although statistical reports sometimes suggest that the only diversity that is evident in the unit is in the Ethnic/Racial category, it should be noted that SLIS has a very diverse student body and faculty when one considers the categories of diversity articulated in the ALA Standards for Accreditation: “age, ancestry, color, creed, disability, gender, individual life style, marital status, national origin, race, religion, sexual orientation, or veteran status.”

SLIS was represented at the Minority Doctoral Student Event in Chicago, IL, at the annual conference of the American Library Association in July 2009. The “Seeking Leaders” event is organized to recruit minority library leaders to doctoral programs in the US and Canada. Elizabeth Aversa represented CCIS at the program.

The class that matriculated at SLIS in Fall 2009 included students ranging in age from 20 to 62+, geographic diversity representing more than 30 states and foreign countries including Canada, Korea, India, and Swaziland; membership in the gay, lesbian, bisexual and transsexual communities; and political conservatives and radicals. Our students and alumni include former and current members of the armed services; students who have made a variety of lifestyle choices; representatives of almost all academic disciplines and former careers; and members of the clergy and congregations from both progressive and conservative religious denominations. Other ableness among SLIS students is accommodated and respected. SLIS has objectives in its Working Plan to assure that the learning environment here welcomes diversity in all respects.

SLIS makes every effort to support deserving graduate students who are members of underrepresented groups in library and information studies. Two masters’ students in the MLIS Program held American Library Association (ALA) Spectrum Scholarships in 2009-2010. Spectrum Scholarships are awarded to promising minority students and SLIS assisted in supporting these Spectrum Scholars through additional School based scholarships. The American Library Association selected SLIS alumna Makiba Foster (2007) as a 2010 “Emerging Leader.” Foster was an IMLS Fellow during her studies at SLIS.

In October 2009, George Daniels and Michael Innis-Jimenez organized three viewing events in conjunction with the premiere of "Latino in America." CNN interviewed Daniels about the campus reaction to "Latino in America" on CNN.com LIVE. Throughout 2009-2010, George Daniels, associate professor of journalism, was one of more than a dozen faculty mentors for the Tied Together Initiative, a program sponsored by the UA Graduate School that utilizes a team approach to mentor graduate students pursuing doctoral studies. Tide Together is part of the Opening the Schoolhouse Door Initiative, which is supported by the Council of Graduate Schools’ Peterson Award for Innovation in Promoting an Inclusive Graduate Community. The mentoring relationship with a doctoral student in the College of Communication and Information Sciences resulted in a co-authored paper presentation at the Association for Education in Journalism and Mass Communication Midwinter Conference at the University of Oklahoma in March 2010. Daniels also was one of the facilitators for the Tide Together Writing Boot Camp, a two-event program during the months of March and
April 2010 designed to help graduate students achieve success in academic writing and publishing.

The Department of Communication Studies developed a new course that was cross-listed with the Department of Gender and Race Studies. Dr. Boylorn taught COM495/AAST 495, Deconstructing Tyrone: Black Masculinity and the Cool Pose, a course that uses film and autoethnographic reflection to look at how race and gender are communicated. In addition, members of the department give presentations at interdisciplinary colloquia. For example, Dr. Robin Boylorn presented “Colloquium: Why The Black Kids Sit Together: Strategies for Mentoring Black Students,” a public talk about mentoring students of color and pedagogical strategies for teaching courses about diversity for the College in October 2009. She also presented “Women's History Month Talk: Brown-Skinned Stories: Black Women and the Themes of Lived Experience” in conjunction with the Department of Race and Gender Studies’ celebration of Women's History Month. Brown-Skinned Stories was the first of two talks, which represented research focused on women. The colloquia series was open to the university and widely publicized.

Dr. Beth Bennett met with Dr. Ryan R. Peterson, Dean of Hospitality & Tourism, Management Studies, University of Aruba, to discuss the development of a collaborative educational program with the University of Alabama and the College of Communication and Information Sciences. 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. Dr. Bennett also met with Uka Marchena to discuss Collaborative learning opportunities between Continuing Education and the Dr. Richard Visser Institute.

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. In addition, as adjunct faculty, routinely CPT&R staff includes books, articles, films and other media that focus on issues relevant to diversity. Dwight Cammeron’s documentary class includes a variety of non-fiction films exploring a wide range of ethnic, gender, socioeconomic, and lifestyle issues. Elizabeth Brock’s class on media programming includes analysis of gender and race in television programming, as well as the history and development of non-traditional cable networks.

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

g. College of Education

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

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

The College is committed to recruiting and graduating diverse students using several mechanisms. Efforts to attract candidates of color are consistent with our Overall Recruitment Plan (http://education.ua.edu/wp-content/uploads/2010/05/recruit.pdf). College faculty and staff interact regularly with minority student organizations and student leaders. Additionally, the College serves in leadership roles in faculty/staff organizations that address campus climate and human relation concerns including the Human Relations Council, The Black Faculty and Staff Association, and the Coalition for Diversity Initiatives. This visibility with student and professional organizations has been instrumental in developing important linkages with minority students seeking additional educational opportunity and mentoring. There are currently three Southern Regional Education Board (SREB) scholars in the College who are working specifically with faculty mentors during their doctoral programs.
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. Space was identified in H.M. Comer Hall for MEP to conduct its activities. Participation in MEP activities and utilization of MEP resources has improved substantially. Minority students use the area to meet and to help each other through the rigorous engineering curriculum with one-on-one and group tutoring sessions. The MEP area also provides a space for mentoring of the participants.

The Student Introduction to Engineering (SITE) Summer Program, designed to provide rising high-school juniors and seniors with an overview of engineering, continues to be a popular summer project for the MEP. The MEP Coordinator continues to serve as Co-Director of the SITE program. 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 – 2009, 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 continuing to gain a reputation for its development of women in Engineering. In the Summer of 2009, 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 WIRES, 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. As noted in prior reports, another UA Engineering Professor, Dr. Beth Todd, associate professor of mechanical engineering, was 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 engineering students recently received national recognition, which again helps further recruit and retain underrepresented students. First, a female senior majoring in mechanical engineering 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. Second, an African-American senior majoring in chemical and biological engineering was awarded the AIChe Minority Scholarship Award by the American Institute of Chemical Engineers, sponsored by the Minority Affairs Committee. This student was awarded a one-time $1,000 scholarship and was selected based on his academic record, his participation in AIChe student and
professional activities, and his career objectives. The scholarship was awarded to 14 students nationally this year. In addition to the scholarship, the students will be assigned an AIChE mentor to assist them in their studies and future career plans, and will be recognized at the National Student Conference Awards Ceremony in Nashville, Tennessee. In the last eight years, students in the College have been named *USA Today* All-USA College Academic Team members, Goldwater scholars, Hollings scholars and Portz scholars.

The College supports a number of student organizations that help recruit and retain the College’s diverse groups of students. The College’s *National Society of Black Engineers* provides tutoring for middle school students at a predominately African-American middle school in Tuscaloosa. The intent is to help develop science, technology, engineering, and mathematics skills in young African-American students.

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

*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. One important change this year was that UA’s diversity message is being advertised in national print media. In the May 2010 “Best Graduate Schools” edition of *U.S. News and World Report,* the UA Graduate School once again purchased a full-page ad highlighting its goal of being the best student-centered graduate program in the Southeast, and centered around the theme of creating an inclusive campus community for graduate students. We reprised this advertisement in the University of Georgia magazine *Ugazine.* The Graduate School has also reinvigorated the Graduate School Ambassador Program with approximately 40 graduate students serving, many of whom are members of minority or underrepresented groups, to help with diversity recruiting activities and put a “face” on official recruitment efforts. Full details on recruiting efforts and outcomes may be found at the Graduate School website under “Recruitment and Outreach.”
This year featured several activities and joint enterprises that brought the Graduate School, the Black Faculty and Staff Association, and the African-American Graduate Student Association together to address diversity issues. In our new Tide Together mentoring program, OGS sought representatives from the African-American business and religious community of Tuscaloosa to serve as student mentors. Also, the Dean mentored a minority administrator from the College of Communication and Information Science who was in the second cohort of the Leadership Academy at UA.

Off-campus Graduate School recruitment visits to HBCU’s in Alabama and surrounding states were expanded this year. Personal visits were made to 52 Graduate and Professional Day Programs across the Southeast, reaching almost 2,500 student prospects (both figures represent 20 - 25% increases above last year). Approximately half of these visits were to HBCU’s and/or McNair Scholar events. The Graduate School hosted a combined Graduate School Preview Day and McNair Scholars Visitation Day in Fall 2009. This event provided prospective graduate students with information on making an informed decision about graduate school and specific information on opportunities available at UA for minority students. Over 600 students attended from across the Southeast and many states outside the region. OGS works directly and on a daily basis with diversity recruiting administrators in other UA academic units for recruiting graduate students, with special emphasis on students from underrepresented groups. This included paying the costs for various recruiting enhancement services (e.g., GRE) and in disseminating information from the national McNair Scholars Program graduating senior database.

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

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

In terms of enriching the learning environment, the Graduate School worked with departments and colleges to virtually quintuple (from $74,000 to over $350,000) support for graduate student research and travel to conferences over the past four 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 over 500 in 2009-10. 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 four 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/underrepresented graduate students increased in 2009-10. OGS reaffirmed its policy of providing financial support to every McNair Scholar from the University of Alabama who applied and was accepted into to UA’s graduate program. Graduate School personnel had contact with over 700 McNair Scholars across the nation during recruiting trips and other activities. They hosted the 3rd annual McNair Visitation Day and in addition to providing support for attending students, provided $500 in travel support to each McNair Program Director who accompanied their students. More than 50 people attended the Fall 2009 event. OGS provided a list of over 3400 McNair Scholars to each department for recruiting purposes and worked with multiple UA departments to actively recruit these students. The Director of Graduate Recruiting personally met with over 200 McNair Scholars in 7 different McNair Programs across the U.S. In 2010-11, OGS welcomed the third cohort in the McNair Scholars Graduate Fellowship Program, which serves both former UA students and students from across the country. This program yielded 6 Fellows in 2008 and 8 in 2009 and now 12 Fellows for Fall 2010. Since each of these Fellowships supports students for two years from the Graduate School and two additional years from the department, UA will have 26 fully-funded McNair Scholars on campus in 2010-11 working on their degrees, each receiving $15,000 stipends, full tuition scholarships, and paid individual health insurance. In addition to Fellowship winners, tuition support was awarded to 15 former undergraduate McNair Scholars who are attending UA graduate school totaling $110,640 for this year, a record level of support under this program. Where appropriate, the graduate application fee was also waived. UA’s arrangement with the SREB fellowship program continues to grow and for the 2009-10 year UA provided 17 full tuition scholarships worth a total of $191,045 where the student’s department did not award them an assistantship. Again, this represented a substantial increase over previous years and was a record level of support for this program. Under the community arrangement with Stillman College to support doctoral candidates, OGS provided tuition scholarships to seven students this year totaling $21,982 and scholarships are also available for students from Latin America under the LASPAU (Academic and Professional Programs for the Americas) program. During this year, full tuition support was given to two students for a total of $19,200. The Dean was invited to participate as a panelist at the University of Maryland’s National McNair Scholars
Conference in April 2010 and, in addition to participating in the program, actively recruited both McNair Scholars and their Program Directors.

The Dean authorized commitments of graduate fellowships as institutional support to help secure additional Fellowships funded by grant proposals submitted to the GAANN program and other federal granting agencies. In late spring 2010, UA learned that it had received five new GAANN program grants, which will bring 23 additional new minority graduate students to campus beginning in Fall 2010. OGS actively worked with the College of Arts and Sciences and the College of Engineering to help secure a LSAMP Bridge to the Doctorate grant, which will provide 12 Fellowships per year to minority candidates beginning in Fall 2010 and the Provost Office has agreed to fund a 13th Fellowship. A representative from the Graduate School serves on the Admissions Committee for the Bridge to the Doctorate grant, and the Graduate School has actively participated in recruiting students into the program.

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. Both prospective and current minority health science students are educated regarding the many opportunities to work in the health field to promote minority health.

The Department of Human Development and Family Studies employed an African-American student as a graduate assistant for the Marriage and Family Therapy program. Her duties included serving as office manager for the Capstone Family Therapy Clinic. The department faculty mentor several minority students on both the undergraduate and graduate levels. Also, an HDFS faculty supported an African-American doctoral student who was awarded an SREB fellowship for minority students.

All departments have worked to enhance their departmental websites to include more specific information about the department’s graduate programs and specific faculty contact information in efforts to increase applications from out-of-state, international and/or underrepresented students. College faculty members actively mentor minority students on
both the undergraduate and graduate levels. Efforts are made to recruit minority students who are undecided about their majors and who show interest in all areas of the College of Human Environmental Sciences.

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, the Law School hosted its annual Minority Recruitment Open House. Students attended the event from across the Southeast, meeting 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 2009-10, the Dean provided additional support for 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 such as the Frederick Douglass Moot Court and Trial Teams, the Council on Legal Education Opportunity (CLEO) and the regional and national Law
Teachers of Color Legal Scholarship conferences. For example, the Dean has agreed to provide assistance to Kevin Johnson, who has been elected the first African-American Chair of the Student Division of the ABA. Also, Georgette Countee has been elected National Chair of Community Service Programs for BLSA. Each will begin serving and traveling this summer.

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. The Dean’s staff and student volunteers also attend LSAC forums with significant minority participation, as well as visit many historically black colleges and universities (HBCUs) in the Southeast to recruit new students.

m. Capstone College of Nursing (CCN)

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

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

CCN successfully competed for a $1.5 million federal Health Resources and Services Administration (HRSA) Nursing Workforce Diversity Grant in 2007-08 and continues in its final year 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 project is achieving this goal through the following objectives of the BAMA-BSN project:

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.

The pre-entry portion of BAMA-BSN is coordinated by the Project Director and uses mentors and tutors at the 5 ADN partnership sites to ensure success. The long-term outcome of this project supplements other Bureau of Health Professions (BHPr) projects to meet BHPr Goal One. “Eliminate Health Barriers: Assure the appropriate supply, diversity, composition and distribution of the health professions workforce (HRSA, 2006, pg. 5). In addition, this grant addresses National Goal One: Improve access to quality health care through appropriate preparation, composition and distribution of the health profession workforce. Outcomes of the project will help to meet Healthy People 2010 Goal Two: Eliminate Health Disparities: “to eliminate health disparities among different segments of the population” by increasing the education of the RNs working in Alabama, where a majority of counties are designated as medically underserved. This project addresses all three focal areas of the NWD grant program: Pre-entry preparation, student scholarships or stipends, and retention activities.

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 has been coordinated by the Project Director and uses 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 hired an African-American Mentoring and Recruitment Coordinator who is working very well with African-American students. Currently 110 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 where 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 students are certified by the Office of Disability Services to need special arrangement for testing, this accommodation is made. Typically this would entail longer time to take an exam or fewer distractions in the exam environment. When a student is unsuccessful on a test in an area, an individual remediation plan is developed which capitalizes on the strengths and improves areas of weakness of that student. In the final semester, students take an exam that predicts their success on N-CLEX. Again, if a student does not do well on this test, an individualized remediation plan is developed and implemented. This approach helps all students be successful. An indication of the success of this approach is the program’s N-CLEX pass rate of 97.9% 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 HBCU’s 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. Staff members participated in a webinar titled “Reaching African-American and Hispanic Males.”

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.

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. The Adams Scholarship is designated for students who graduated from a Mississippi high school and who will enhance the diversity of the University's student population. The Ackerson scholarship gives priority to students who are part of an underrepresented demographic group. A high portion of scholarships and stipends are awarded to African-American MSW students. Three of the School’s endowed scholarships are designated by the donors specifically to increase the diversity of the School’s student body.

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.

The student body at all levels is diverse. Although some of the recruitment and retention efforts are targeted toward prospective students from diverse backgrounds, the school also ensures that all efforts and materials stress diversity and the atmosphere of inclusiveness. Recruitment efforts are designed and implemented to attract a diverse student body. For example, recruitment materials (brochures, flyers, ads, displays at conferences, etc.) consistently feature diverse faculty and students. Photos include people of different races/ethnicities, nationalities, ages, and gender. Faculty, staff, and students involved in events and activities geared toward recruitment and intended to support retention are diverse in many ways, including race/ethnicity, nationality, age, gender, and sexual orientation. The atmosphere provided is one of inclusion.

Each year exit surveys are administered, focused on the degree to which the students believe they have attained our program objectives, to our graduating BSW and MSW students. At the conclusion of their field education classes, instructors assess the degree to which each student attained each program objective. For each program, two objectives relate to the topic of diversity: "understands forms and mechanisms of oppression and discrimination and apply strategies of change" and "practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual
orientation." Students and instructors rate our students very highly on each of these objectives.

o. University Libraries

The responsibilities of the Libraries’ position of Coordinator for First Year Services were transferred to the Associate Dean for Collections, maintaining the level of importance in establishing formal opportunities to enhance the learning experience and retention rates of all students, with emphasis on those that traditionally lack the foundation to successfully matriculate at a four-year institution of higher learning. As such this position has afforded the Libraries the ability to be present at the planning level of student services and information provision opportunities and to promote the facilities and services available to all students that will enrich their learning experience at the University.

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.

This past year, over 25% of the ROTC 4-year scholarship recipients were either minority or women students; 18% of the Corps of Cadets was composed of minority cadets and 14% of female cadets. UA continues to develop and foster the dual enrollment of Stillman College students in the Army ROTC program. Two Stillman College students are enrolled in the Advance Course ROTC classes, and four Stillman College students will be sent to the ROTC Leader’s Training Course.

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. The Greek Life office brochures, websites and photographs promote the entire system as one unified body rather than as subsets of three units: traditional, NPHC, and multicultural colonies. The Counseling Center likewise ensures representation of minority students in primary marketing tools, including brochures on Counseling Center Programs and Services and Healthy
Transitions; promotes outreach efforts focusing on minority students through email and print distribution of announcements; and includes web resources for minority students on the Counseling Center website.

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

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

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

The Office of the Dean of Students also coordinates the National Student Exchange (NSE) program, which is designed to encourage UA students to seek opportunities for academic engagement at one of a variety of four-year college campuses across the country, including several HBCUs. In return, UA welcomes NSE students from all over the country who are interested in experiencing college life at a traditional Southern university.

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

**Encouraging Diverse Representation in Student Activities.** 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.

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

University Recreation remains a leader in overall student employment and student participation among a wide array of user groups. Currently, over 25% of the student leadership within URec is African American with other ethnic representations making up an additional 5%. African-American participation has averaged 10-15% greater usage than for 2008-2009. Asian student usage has increased by almost 8% with Hispanic student usage up by 25%. Students with disabilities usage has also increased significantly with the addition of the men’s wheelchair basketball program as well an overall increase in usage of all students with physical challenges. International student rental of meeting rooms and other facilities has increased over the past year. In Outdoor Recreation, programs and services were developed that have special appeal to women and the physically challenged; adaptive recreation training was offered; and wheelchair equipment repairs are provided through Outdoor Recreation’s Bike Shop. The Crossing Point program has enabled mentally challenged students employed and being trained within UA to access weight and fitness training and equipment to enjoy a better quality of life involving physical activity for total health improvement. University Recreation has continuously offered itself as a training site for many students to gain valuable skills and labor-force training in addition to working collaboratively with the Department of Kinesiology to provide personal trainer/physical fitness instruction to the student at the SRC on a weekly basis.

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.
The Career Center continues to foster relationships with departments on campus and house resources that continue to promote its commitment to diversity. Its initiatives include:

- **Cooperation with Crossroads Community Center.** The Career Center continues to show its support to many of Crossroads’ initiatives through attendance and collaboration of its events and programs such as, *African-American Heritage Month, First Wednesdays, participation in Crimson is Culture Week, and LGBTQ Month activities, such as the Race and Gender Forum.*

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

- **Multicultural Environmental Check,** allowed self-evaluation of the Career Center, its satellite offices, Jones Resource Library, publications, and website to ensure the environments provide resources that are reflective of the University’s diverse population. As a result of this checklist during the 2008-2009 academic year, action steps were enacted during the 2009-2010 academic year to ensure the Career Center and its satellite offices offered an inclusive environment for all. Those steps included updating and replacing artwork in the conference room to reflect a more inclusive UA Community; readily updating content on the Career Center’s website and including a separate heading for Diversity; and ensuring that literature available to aid students and alumni in their career development process was all inclusive by identifying companies and organizations that share their similar values, beliefs, and other issues of importance. Publications such as the *African-American Career World, the Hispanic-American Career World, Diversity & Democracy, Workforce Diversity,* and *Careers & The Disabled* are examples of resources available to students to help begin and further their professional development. Additionally, the Career Center has an extensive repository of websites available on its site, [www.career.ua.edu](http://www.career.ua.edu), which provides students with guidance.

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

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

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

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

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

The Community Service Center sponsored Hunger and Homelessness Week and special programs and projects designed to provide outreach to community needs including Greensboro, Demopolis, inner city Chicago, Costa Rica, and Tuscaloosa County in order to assist other citizens while also enhancing student learning about diversity of the human experience. The Community Service Center more aggressively advertised its recruitment of student volunteers which resulted in a dramatic increase in participation on its student board and in terms of diversity of student participation travel to Alternative Break service experiences. The Community Service Center assisted Crossroads in the community CultureFest and sponsored a brown bag lunch series on Poverty and Race in support of African-American Heritage Month.

The Office of Student Involvement and Leadership launched a virtual software program known as The SOURCE to give all students easy access to information and tips for student involvement. This will continue to improve the diversity of students participating in student organizations at the Capstone. Construction and furnishings of The SOURCE office and student complex within the University Union is nearing completion.

The SGA of the University of Alabama and the student leaders of Stillman College held a Unity Day to celebrate their common interests in student service.

Student Organization Funding. Support was provided to the following student organizations in support of their projects, travel and initiatives: Afro-American Gospel Choir, Alpha Epsilon Delta, APWONJO, Association of Chinese Students & Scholars, Black Student Union, Chinese Culture Club, Creative Campus Assembly, Delta Sigma Theta Sorority, Indian Association of Tuscaloosa, Japan Club, International Student Association, Men’s & Women’s Wheelchair Basketball, Minority Association of Pre-Health Students,
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 2010 semester, coaches and student-athletes participated in a new program approved by the SEC for its member institutions: the Branded A Leader (BAL) training program, which addresses a wide range of student-athlete welfare issues. The overall theme of the training concentrated on reinforcing to student-athletes the importance of making good decisions and raised awareness that destructive decision making not only affects them personally but impacts their team and the University. BAL facilitators challenged the student-athletes to think critically and take responsibility for their decisions and those of their teammates. The BAL facilitators engaged the student-athletes in small group settings by posing discussion questions such as: “What “brands” do you represent (family, conference, institution, athletic department, team, community, etc.) and what type of acts are brand changers (academic fraud, burglary/shoplifting, drug/alcohol abuse and other offenses)?” BAL facilitators used the appeal of mainstream media and its branding strategies as a foundation for student-athletes to discuss personal decisions and difficult social situations involving teammates.

The Assistant Athletic Director for Life Skills also maintains an email distribution list of minority student-athletes so that any issues that may be of interest specifically to minority student-athletes can be readily communicated to them. The distribution list is used when areas of interest are identified. Student-athletes report that email is a preferred method of communication.
Minority student-athletes serve in leadership roles, likewise assisting with recruitment and retention efforts. For example, minority student-athletes have represented UA at the NCAA’s Foundation Leadership Conference five of the past ten years. Minority members of the Student-Athlete Advisory Committee (SAAC) consistently represent 25% or more of the SAAC and minority student-athletes have served as President, Secretary/Treasurer, and as other officers of the committee. Since its inception in 1980, several minority student-athletes have been selected for UA’s Black Scholars Recognition Award and the nationally recognized Arthur Ashe Award. 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, with a goal of increasing the pool of and opportunities for qualified minority and female candidates in intercollegiate athletics through postgraduate scholarships and first-hand experience in athletics administration.

**GOAL FIVE**

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

**Action Steps:**

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

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

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

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

2. Comparison of UA to Flagships and Public Doctoral Institutions

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

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

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

A&S: Over the past year, the College increased the number of its underrepresented/minority faculty. In 2009, out of 482 full-time A&S faculty members, 18 (3.7%) were black and 12 (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 18 black full-time faculty in Fall 2009, six (30%) were professors, seven (35%) associate professors, four (20%) assistant professors, and three (15%) were instructors. Over the past seven years, the College’s Hispanic faculty has doubled, from 6 (1.6%) in 2002 to 12 (2.2%) in 2009. The College’s African-American Associate Dean for Multicultural Affairs represents 14% of the senior level administrative staff in A&S. For the upcoming academic year, the College has hired three new tenure track and three new full-time temporary African-American faculty (one in African-American Studies, four in English, and one in Gender and Race Studies).

C&BA: One of C&BA’s four senior level administrators is black. During the 2009-2010 academic year, the college had six African-American faculty members, three of whom are tenured. Last year the college was able to hire a new African-American faculty member in the Operations Management program in the Department of Information Systems, Statistics, and Operations Management, as well as a Hispanic faculty member to fill the Culverhouse Endowed Chair of Accounting. In January 2011, a new African-American faculty member will join the School of Accountancy faculty. Overall, C&BA had an outstanding year in recruiting, and they continue making progress toward their goal. 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 had five African-American faculty members, three of whom are tenured. The College’s Hispanic faculty has increased from 0 in 2003 to 2 (2%) in 2009; its other minorities and non-resident aliens has increased from 9 (9.7%) in 2003 to 11 in 2009 (10.9%); and its number of black full-time faculty has remained at 5 (5.4%) in 2003 and 5 (5%) in 2009. 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 2009-10, 7% of the faculty are African American and a total of 7% are minorities. The College has one African-American Associate Dean who is also chair of the Psychiatry Department.

CCN: Efforts to increase numbers of minority faculty have resulted in 17% faculty diversity; the highest in the history of the College. CCN currently has five members of the full-time faculty who are African American, or 14.3%. This has increased from two in 2002, and is the highest number in the College’s history. CCN was also successful in recruiting its first Hispanic faculty member. Successful strategies include: 1) using personal contacts to diverse colleagues by faculty; 2) growing our own by encouraging minority faculty to return to school for doctoral preparation; and 3) helping with repayment of student loans where possible.
The African-American faculty member who was recruited for Fall 2008, completed her masters at UA and then completed her doctorate at the University of Illinois – Chicago through the “Bridges to the Doctorate” program. This faculty member is now serving as a mentor in the McNair Scholars program. In light of the shortage of doctoral-prepared faculty, CCN’s strategy is developing junior faculty through educational support. This strategy for increasing the numbers of African-American faculty resulted in one black faculty member who earned the Ph.D. being appointed to a tenure track position and a second faculty member is beginning the same trajectory. Thus, CCN’s plan for developing junior faculty through mentoring and financial support is working.

C&IS: As of 2009, the five-year average for African-American full-time faculty has been 8.0% of the College’s faculty and 20.8% of EEO-1 positions. In Fall 2009, minorities constituted 18% of the College’s full-time faculty; African Americans constituted 4.9% of the College’s full-time faculty and 20% of full-time senior level administrative positions. In 2009, three of the College’s academic department faculties had at least one African-American full time faculty member, tenured or in the tenure-track. During the 2009-2010 year, the Department of Telecommunication and Film hired an African-American tenure-track female professor who will begin in fall 2010.

In 2009-10, there were six full-time, tenure-track or contract faculty searches, resulting in five hires: one African-American female, three white females and one white male. The African-American female who accepted represented 20% of the College’s full-time faculty hires. Overall, the College remains committed to maintaining an African-American presence in the faculty, staff and students and to attracting African Americans to its pool of applicants when faculty positions are available. The College continues to pursue ways to increase the diversity of the applicant pools for faculty and EEO-1 positions with the ultimate goal of continually enhancing the diversity of the faculty and EEO-1 staff.

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

The Center for Public Television and Radio continues its commitment to staff diversity. Women comprise one-third of the overall staff and nearly half of the senior management team, 17 percent of the staff are non-White. The staff is diverse in almost every way—White, African American, Hispanic, Native American, Christian, Jewish, non-believer, gay and straight. While “lifestyle” diversity is rather difficult to document, CPT&R offices are filled with a mix of people who manage to work together productively and congenially. It is an unspoken aspect of CPT&R work culture—tolerance and acceptance is the rule rather than the exception.
Education: The Associate Dean of the College of Education is an African-American female, and she is one of five (20%) of the senior level administrators in the college. For 2010-11, the College hired an African-American Department Chair in Special Education with tenure and a tenure track Assistant Professor in Educational Studies in Psychology, Research Methodology and Counseling. The College also hired its first Hispanic/black male as an assistant professor in the Department of Educational Studies in Psychology, Research, Methodology, and Counseling. The College also hired an African American as assistant professor in Curriculum and Instruction on a one-year contract. In Fall 2009, African Americans comprised 9.5% of the full-time faculty, an increase from 4.4% in 2003. Fourteen of the 95 full-time faculty (or 14.7%) are non-white, and includes Americans of Asian descent and of Hispanic descent. The number of diverse faculty has increased 8.6% since 2005.

Two black female graduate students who were mentored by College faculty completed their programs and have successfully transitioned into instructor positions. One completed her doctorate and is an instructor in the Department of Educational Studies in Psychology, Research, Methodology, and Counseling. The other completed her doctorate and is the Vice President for Institutional Advancement and Student Services at Gadsden State Community College.

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

Engineering: Almost 34% of the Fall 2009 Engineering full-time faculty were non-white (black, Hispanic, and other, including non-resident aliens). Faculty hired for the 2009-10 academic year includes three minorities and one female. 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. Faculty promotions include Dr. Viola Acoff to Professor, Dr. Tonya Klein to Associate Professor, and Dr. Daniel Fonseca to Associate Professor. Data released from the American Society for Engineering Education (ASEE) indicates that only 2.5% of tenured and tenure-track faculty in Engineering in the country are African American, only 3.5% are Hispanic American, and 12.3% are women. UA’s College of Engineering, with 4.5% black faculty, .9% Hispanic, and 11.6% 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 12.1% of HES full-time faculty, with one (1.7%) African-American faculty for 2009-10. New hires for Fall 2010 include an African-American female Associate Professor in HES on a multi-year contract.
This year HES also renewed an assistant professor in Health Studies for a multi-year contract.

**Law School:** The Law School’s commitment to attracting a diverse group of candidates has yielded good results in recent years. Professor Montré Carodine, an African-American female, was successfully recruited to join the faculty after three years of law teaching at Washington & Lee. In addition, the law school tried aggressively to recruit another African-American female, as well as find employment for her husband, but in the end they decided to remain in Atlanta. In Fall 2008, Professor Grace Lee, an Asian-American female, joined the faculty. Professor Lee has already made important contributions. In 2009-10, she helped host a delegation from Pusan National University Law School. Professor Lee speaks Korean fluently and she facilitated several meetings, a class, and attended several meals. When an unexpected vacancy occurred in Public Interest, Dean Randall asked African-American Professor Bryan Fair to serve as Assistant Dean for Public Interest Programs. He also named Felicia Linton, an African-American female, the Program Assistant for Public Interest Programs.

**Faculty hires:** The percentage of the permanent faculty of Law School for 2009-10 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. During the Fall and Spring, the Law School hosted visits from Anthony Alfieri, a leading scholar on Race & American Law, as well as Aharon and Elisheva Barak, two leading Israeli scholars. The Law School also hosted Justice Clarence Thomas and Chief Justice John Roberts. **Staff:** Professor Bryan Fair, an African-American member of the faculty, continued to serve as 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 of Social Work’s current six-member Administrative Team includes one African American (BSW program chair), one American Indian (senior field coordinator), and one person of Asian descent (MSW program chair). Of the School’s 25 full-time faculty members in 2009-2010, 24% were African American (4) and other minorities (2). Two of the faculty members (both white males) retired at the end of this academic year and the School has commitments from three individuals to join the faculty in the 2010-2011 academic year. The combination of retirees and new hires will improve the overall diversity. Among the new hires, one is an African-American male, one is of Eastern Indian descent and two are women. The School’s faculty diversity enhances the opportunity for students to interact with and learn from individuals from a variety of backgrounds. One African-American Assistant Professor was changed from contract to tenure track and became BSW chair and another African-American Assistant Professor was hired on a one-year contract.

The School hires part-time faculty on a semester basis in several different capacities. For example, they teach courses, serve as field liaisons, and serve as field instructors.
The following chart shows the percentages of our part-time faculty that fall into easily identifiable diversity categories.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>White/Caucasian</td>
<td>89%</td>
<td>77%</td>
</tr>
<tr>
<td>African American</td>
<td>11%</td>
<td>23%</td>
</tr>
<tr>
<td>Female</td>
<td>84%</td>
<td>67%</td>
</tr>
<tr>
<td>Male</td>
<td>16%</td>
<td>33%</td>
</tr>
<tr>
<td>Differently-abled</td>
<td>5%</td>
<td>0</td>
</tr>
</tbody>
</table>

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 2009, that number increased to 575 or 11% of the 5,207 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, 2008 and 2009. These changes represent a significant increase in the percentage of minority students, comprising 17.6% of UA’s Fall 2009 enrollment:

<table>
<thead>
<tr>
<th>Minority Group</th>
<th>2006</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>144</td>
<td>152</td>
<td>168</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>217</td>
<td>324</td>
<td>897</td>
</tr>
<tr>
<td>African-American</td>
<td>2,635</td>
<td>3,059</td>
<td>3,390</td>
</tr>
<tr>
<td>Hispanic</td>
<td>434</td>
<td>556</td>
<td>627</td>
</tr>
<tr>
<td>Minority Totals</td>
<td>3,430</td>
<td>4,019</td>
<td>5,082</td>
</tr>
<tr>
<td>Total UA Enrollment</td>
<td>23,878</td>
<td>27,014</td>
<td>28,807</td>
</tr>
</tbody>
</table>

| Minority Percentage                   | 14.4%| 15.1%| 17.6%|

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 1,033 A&S graduate students in 2009, 61 (5.9%) were black and 28 (2.7%) were Hispanic.
In 2007-08, out of the 200 master’s degrees awarded in the College, 12 (6%) were received by black students. In 2008-09, out of 228 master’s degrees awarded, 19 (8.3%) were received by black students. This increase in the number and percentage of master’s degrees awarded to black students over the past two years is not reflected in the number and percentage of doctoral degrees conferred upon them. In 2007-08, out of the 69 doctoral degrees conferred, 5 (7.3%) were awarded to black students. In 2008-09, out of 63 doctoral degrees conferred, 3 (4.8%) were received by black students. In 2007-08, 2 (1%) Hispanic students were awarded master’s degrees and 1 (1.5%) was awarded a doctoral degree. In 2008-09, 11 (4.8%) Hispanic students were awarded master’s degrees and 1 (1.6%) was awarded a doctoral degree. For each group, in comparison to 2008-09, there was increase over the five year average in the number and percentage of master’s degrees conferred upon them, and a decrease in the percentage of the doctoral degrees which they received.

In comparison to 2006, the number and percentage of A&S black and Hispanic students increased in 2009. In 2006, out of 6,190 A&S undergraduates, 665 (10.7%) were black and 168 (2.7%) were Hispanic. In 2009, out of 7,649 A&S undergraduates, 910 (11.9%) were black and 292 (3.8%) 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 21.3% from Fall 2006 to Fall 2009 (from 491 to 596 students), resulting in an increased representation of black students overall, from 9.4% in 2006 to 9.6% in 2009. In Fall 2009, minorities comprised 16.7% of C&BA’s total enrollment.

**CCHS:** Minorities comprise 26% of the 104 medical students enrolled with CCHS, with 10.6% 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% with a range of 16.9% to 2009’s 12.9%; Hispanic enrollment percentages remain about the same. African-American enrollment in the graduate program was 24.1% in 2009-10, 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 340 to 431 students, an increase of 26.8%. Over the last five years, African-American graduate enrollment has averaged 6.5% and was 8.1% in 2009-2010. Hispanic enrollment, though lower than African-American enrollment, is increasing. Over 7% were “other.” In total, 16.9% of C&IS’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 (18.6%). African-American undergraduate enrollment in C&IS also has increased by 35.7% in the last five years, from 165 students in 2005 to 224 in 2009. Hispanic student enrollment in C&IS is 65 or 2.5% and total minority enrollment is 15.6%. Each year, the College will review its progress with increasing the number of diverse students and building an enriched intellectual environment that promotes the investigation and expression of diverse ideas. Because there are so many elements involved in a student’s decision to attend UA (scholarships, financial aid, etc.), the following measures of effectiveness will be used to review the progress made with the undergraduate student recruitment program: the number of visits made to area high schools, the number of prospective students seen, the number of telephone calls and letters sent, and the quality of the responses. The College also will continue to work with the University’s undergraduate retention efforts and will monitor the progress of minority students each semester. Follow-up efforts will include advising and referrals to other University services as deemed necessary.

Education: The number of diverse students has increased overall by 33.7% since Fall 2006. In Fall 2009, 335 black students comprised 11.5% of the student enrollment in Education, compared to 165 black students for 9.95% of Education’s student enrollment in Fall 2003. In Fall 2009, total minority enrollment was 15.4%. Over 50 percent of the undergraduate minority students are transfers from community colleges. Therefore, the College regularly sends representatives to local community colleges to educate prospective students on the transfer process to the university and discuss ways in which the College can support their matriculation. Additionally, the College has been successful at maintaining diverse representation in the Student Ambassador Program whose primary function is undergraduate student recruitment.

Engineering: The Fall 2009 undergraduate minority enrollment for the College of Engineering was 14.5% or 355 out of 2,446 total students for the College (291 African American, 53 Latino/Hispanic, and 11 American Indian). The Fall 2009 entering freshman class had a minority enrollment of 15.8% or 110 out of 695 new freshmen (87 African American, 19 Latino/Hispanic, and 4 Native American). According to the most recent statistics published by the ASEE (2009), nationally, African Americans comprise 4.6% of undergraduate engineering enrollment. The graduate non-white enrollment was 59.8% (16 African American, three Hispanic, 161 Other including non-resident aliens). In the past five years, the average representation of African Americans among bachelor’s degrees in Engineering was 10.9%; and among graduate degrees, 5.6%.

The ASEE 2009 report includes data collected from 353 engineering colleges. The report indicates that there were 74,387 Bachelor’s degrees in engineering awarded during that period with 17.8% going to women, 4.6% going to African Americans and 6.6% going
to Hispanic Americans. 41,632 Master’s degrees were awarded with 23% going to women, 4.7% going to African Americans and 5.3% going to Hispanic Americans. 9,083 Doctoral degrees were awarded with 21.2% going to women, and just 3.8% going to African Americans and 3.8% going to Hispanic Americans.

Graduate School: The Graduate School proactively reviews and updates diversity-related goals and action steps not just on an annual basis, but as part of routine operations. It regularly updates UAOPS entries, and one of its six expected outcomes directly addresses diversity issues. It is committed to moving forward with efforts to increase the enrollment and successful graduation of higher numbers of underrepresented students and to ensure that the education they receive at UA allows them to make an even bigger impact on human society than previous graduates. Data suggest that these efforts are beginning to bear fruit. Although application data for the 2010 applicant year (students applying for admission to the Spring, Summer, and Fall 2010 semesters) are incomplete, as of May 2010, applications this year will be up 5% compared to last year’s record total and 26% and 32% above 2007 and 2005, respectively. Admissions for the Fall 2010 semester are up even more - - 50% over 4 years ago. Applications from African-American, Hispanic and other minority students continue to increase each year, so that in 2009-10 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 2008-09 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 08-09 and 09-10 in African-American applicants (from 15.6% to 16.5%); in minority applicants (from 25.3% to 35.7%); and international students reflects a decline (from 22% to 20.7%).

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%. Applications for 2009-10 were up 12% 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.

Over the past year, the federal government instituted different race identification criteria to replace the previous ethnicity classifications. Perhaps because of these changes the number of students choosing not to disclose their race has risen in 2010 (e.g., from 3 applicants in the Fall 2009 applicant pool to 274 applicants and counting in the Fall 2010 pool). Thus, valid comparisons between the 2010 and pre-2010 percentage of Black/African-
American applicants are dubious. Based on the 7-year and counting yearly increase in the number of matriculated Black/African-American students, it is suspected that the actual application percentage number was roughly comparable to the previous year. The percentage of applications from international students remained the same in 2010 as 2009, so that with a growing total application pool, the Graduate School is projecting roughly 1578 total international applicants in 2010, an increase of 200 to 350 above the 2005 to 2007 time period.

<table>
<thead>
<tr>
<th>Recruiting Year (spr, sum, fall)</th>
<th>Total Apps.</th>
<th>% Black/A. Amer.</th>
<th>% International</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>5779</td>
<td>12.6%</td>
<td>23.4%</td>
</tr>
<tr>
<td>2006</td>
<td>6052</td>
<td>15.3%</td>
<td>20.2%</td>
</tr>
<tr>
<td>2007</td>
<td>6071</td>
<td>15.0%</td>
<td>19.8%</td>
</tr>
<tr>
<td>2008</td>
<td>6485</td>
<td>15.6%</td>
<td>22.0%</td>
</tr>
<tr>
<td>2009</td>
<td>7277</td>
<td>16.5%</td>
<td>20.7%</td>
</tr>
<tr>
<td>2010</td>
<td>7625*</td>
<td>12.4%**</td>
<td>20.7%</td>
</tr>
</tbody>
</table>

* Total 2010 applicant number is a conservative estimate for the full recruiting year, based on forecast model of still-incomplete Fall 2010 application numbers as of May 27, 2010, but percentages for Black/African-American and International applicants were accurate as of May 27, 2010.

** Because government reporting criteria for ethnicity and race changed greatly in the past year, it is difficult to compare 2010 race percentages with ethnicity percentages of previous years.

**Human Environmental Sciences:** In Fall 2009, African-American students comprised 16.2% of HES’s undergraduate enrollment and 20.3% of graduate enrollment. In 2008-09, African Americans received 16.3% of HES’s undergraduate degrees awarded and 11.3% of masters’ degrees. The percentage of minority undergraduate students (both Black and Hispanic) enrolled in the College of Human Environmental Sciences continues to increase. The percentage of Hispanic graduate students enrolled in the College has increased and faculty will address the issue of increasing the graduate enrollment for Black students. The percentage of undergraduate degrees granted to Blacks and Hispanics increased. The percentage of graduate degrees granted to Hispanics increased.

**Law School:** It was encouraging that 13.8% of the student body in 2009-10 was from minority groups and 8% 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 11 African-American students in 2008-09 (6.4%).

**Social Work:** Social Work’s efforts have been quite successful in both the recruitment and retention of African-American students. Graduate student enrollment for 2009 was 34.5% Black, and 4.4% Hispanic and Other. Of the 131 M.S.W. degrees conferred in 2008-2009, 38.2% were Black students and 3% were Hispanics and Other. Of the five
students who received the Ph.D., two (20%) were Other. Social Work has the highest percentage enrollment and completion rates of African-American students among UA graduate programs. The percent of the Black students in UA’s B.S.W. program in 2009 was 35.1%, and 3.2% were Hispanic and Other. Of the 44 B.S.W. students who received degrees in 2008-2009, 31.8% were Black and two were 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 2009, four entry level positions were filled with two 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. In October 2009, The Office of Student Assessment and Planning began the process of examining each mission statement developed in the Division of Student Affairs to ensure that learning outcomes were aligned with the stated mission. As of June 2010, 100% of the units assessed in the Division have stated diversity/inclusivity student learning outcomes as part of their curriculum. This office will continue to assess the effectiveness of the Student Affairs Strategic Diversity Plan and its contributions to the UA SDP. The Dean of Students continues to work closely with registered student organizations to increase opportunities for all students to interact in an atmosphere conducive to cross cultural interaction, and continues to enhance assessment protocols to ensure that accurate information is gathered to enhance the effectiveness of programs and services offered. Judicial Affairs continues annual review of policies and programs to assess their effectiveness in enhancing diversity at UA. The Counseling Center’s current outreach efforts are thought to be effective, particularly in the area of communication and increasing the likelihood that minority students will access its services. Minority involvement in Center services is very near their proportion in enrollment. Using a national benchmarking survey, Housing and Residential Communities has learned that students have identified a statistically significant increase in the level of tolerance among their peers, and that minority students have identified that living in campus housing has increased their personal growth more than students of majority groups. In the Office of Student Life, as a part of its planning process, each unit continues to incorporate diversity awareness as an ongoing part of its training and commitment, and each staff member has been asked to develop action steps to strategically enhance the campus climate with regard to diversity. University Recreation has identified as a core learning outcome of participation in its programs, services and access to facilities, that “students will seek and embrace opportunities to understand and appreciate the differences in culture and identity of people different than oneself.” Therefore, all programming efforts, as well as student and
professional recruitment and development initiatives, include emphasis on that learning outcome. The national-administered Campus Recreation Student Satisfaction/Learning Outcomes Survey was administered in spring of 2010. Questions related feelings of inclusion and appreciation and understanding of differences among others as key and central learning outcomes from involvement in University Recreation programs, services, and facilities. University Recreation recognizes the role it plays in ALL patrons (students and non-students) encouraging and appreciating differences and diversity. Assessment of this learning outcome comes through a variety of methods, including but not limited to: demographic participation and usage counts; staff database for demographic profiles; rentals and reservations of facilities and equipment by organizations and groups representing diverse backgrounds; staff training (internal and external) efforts; discussions within staff meetings on the topic of inclusion through enhanced programs, services and facility access; dedicated staff recruitment efforts; and peer and professional evaluations. In the Career Center, 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. This past year, the Career Center promoted a staff member and included the title of Program Manager for Diversity Outreach to ensure the Career Center’s commitment to engage and provide services to all students. The Office of Graduate Student Services assesses many of its programs through surveys and feedback, and have been able to tweak and modify a variety of events based on this information. The Cultural Series has been a 100% success. GSS has seen an increase in the number of graduate students attending cultural art events and have more than doubled participation numbers from the event since it began in the fall of 2007. GSS also saw a large increase among participation during Graduate Student Appreciation Week. This was due to the increased effort from volunteers and advertising to the departments. Finally, the Women’s Resource Center actively assesses student learning outcomes for all programs and services. The data reveal that involvement in center initiatives has increased student’s understanding of diversity issues and working with other students. During the 2010-2011 academic year, the Financial Affairs Committee will continue to utilize The Source on-line student organization community to process funding requests in an electronic format. The committee will also improve communication about the allocation process and the requirements for funding by further developing policies and procedures. Additional training and financial planning workshops are also being considered.

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.

**Center for Teaching and Learning:** All Center for Teaching and Learning programs and services made available to students are routinely reviewed annually to ensure that initiatives that are advanced are in concert with the mission of the University and the unit mission. By providing quality student support programs and services, the Center for Teaching and Learning plays an integral role in the University’s plan for academic excellence. Consistent with the understanding that excellence in service to all maximizes opportunities for student success, the Center for Teaching and Learning is a diverse and inclusive unit.

**Community Affairs:** Center for Community-Based Partnerships staff and students meet on a weekly basis in order to discuss goals and accomplishments related to enhancing diversity within the unit. These meetings focus on supporting a broad-based and consistent effort across the unit, and the enactment of goals within specific ongoing projects. Crossroads Community Center programs serve as focus groups for students, faculty, and staff to comment on campus life and their relationship to it. Ongoing program evaluation and open campus conversations affect the form of the events offered. Prevailing theory and best practices in the field guide its implementation. Office of Equal Opportunity Programs: The University’s commitment to diversity as part of its educational mission was effectively communicated by posting the policies/statements in a variety of venues (websites, direct mail, handbooks, catalogs, recruiting materials) and through discussions with various campus groups and individual faculty/staff/students. The educational and training programs provided to promote awareness and understanding of UA equal opportunity obligations to prevent discrimination and harassment within the University were effective. The presented webinars, targeted for designated EO Coordinators in the various colleges and administrative units as well as administrators, managers, supervisors and others responsible for implementation of the University’s equal opportunity and affirmative action policies were well attended. The annual update of the University’s Affirmative Action Plan was completed and reviewed by the AAP team. Also, the participation in listserv/discussion groups and in professional organizations by the Compliance Officer/Director added to the knowledge base of best practices for increasing diversity among students, faculty and staff. Instituting programs to support veterans as they transition from soldier to student through innovative academic programs, mentorship, and engagement opportunities is widely recognized to positively impact persistence to graduation of this growing population of students.
### Baccalaureate Degree Completions Conferred by Race 1991-92 through 2009-2010

<table>
<thead>
<tr>
<th>Fall Term</th>
<th># Black, NonHispanic (includes Multiracial Blacks)</th>
<th>% Black, NonHispanic (includes Multiracial Blacks)</th>
<th># White</th>
<th>% White</th>
<th># American Indian or Alaskan Native</th>
<th>% American Indian or Alaskan Native</th>
<th># Asian, Native Hawaiian, or Pacific Islander</th>
<th>% Asian, Native Hawaiian, or Pacific Islander</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># Non-Resident Alien</th>
<th>% Non-Resident Alien</th>
<th># Multiracial or Race Ethnicity Unknown</th>
<th>% Multiracial or Race Ethnicity Unknown</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>2009-10</td>
<td>425</td>
<td>9.92%</td>
<td>3,665</td>
<td>85.55%</td>
<td>22</td>
<td>0.51%</td>
<td>40</td>
<td>0.93%</td>
<td>99</td>
<td>2.31%</td>
<td>31</td>
<td>0.72%</td>
<td>2</td>
<td>0.05%</td>
<td>4,284</td>
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<tr>
<td>2008-09</td>
<td>383</td>
<td>10.32%</td>
<td>3,166</td>
<td>85.27%</td>
<td>17</td>
<td>0.46%</td>
<td>33</td>
<td>0.89%</td>
<td>73</td>
<td>1.97%</td>
<td>41</td>
<td>1.10%</td>
<td>0</td>
<td>0.00%</td>
<td>3,713</td>
</tr>
<tr>
<td>2007-08</td>
<td>351</td>
<td>10.33%</td>
<td>2,939</td>
<td>86.49%</td>
<td>17</td>
<td>0.50%</td>
<td>21</td>
<td>0.62%</td>
<td>39</td>
<td>1.15%</td>
<td>31</td>
<td>0.91%</td>
<td>0</td>
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<td>3,398</td>
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<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>
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<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>
<td>0</td>
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<td>2,931</td>
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<tr>
<td>2003-04</td>
<td>388</td>
<td>12.83%</td>
<td>2,510</td>
<td>83.00%</td>
<td>13</td>
<td>0.43%</td>
<td>34</td>
<td>1.12%</td>
<td>33</td>
<td>1.09%</td>
<td>46</td>
<td>1.52%</td>
<td>0</td>
<td>0.00%</td>
<td>3,024</td>
</tr>
<tr>
<td>2002-03</td>
<td>380</td>
<td>13.14%</td>
<td>2,370</td>
<td>81.95%</td>
<td>24</td>
<td>0.83%</td>
<td>36</td>
<td>1.24%</td>
<td>23</td>
<td>0.80%</td>
<td>59</td>
<td>2.04%</td>
<td>0</td>
<td>0.00%</td>
<td>2,892</td>
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<tr>
<td>2001-02</td>
<td>327</td>
<td>12.18%</td>
<td>2,237</td>
<td>83.31%</td>
<td>14</td>
<td>0.52%</td>
<td>33</td>
<td>1.23%</td>
<td>20</td>
<td>0.74%</td>
<td>54</td>
<td>2.01%</td>
<td>0</td>
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</tr>
<tr>
<td>2000-01</td>
<td>302</td>
<td>11.72%</td>
<td>2,145</td>
<td>83.24%</td>
<td>18</td>
<td>0.70%</td>
<td>27</td>
<td>1.05%</td>
<td>14</td>
<td>0.54%</td>
<td>71</td>
<td>2.76%</td>
<td>0</td>
<td>0.00%</td>
<td>2,577</td>
</tr>
<tr>
<td>1999-00</td>
<td>264</td>
<td>10.28%</td>
<td>2,191</td>
<td>85.29%</td>
<td>16</td>
<td>0.62%</td>
<td>16</td>
<td>0.62%</td>
<td>15</td>
<td>0.58%</td>
<td>67</td>
<td>2.61%</td>
<td>0</td>
<td>0.00%</td>
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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>
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<tr>
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<tr>
<td>1997-98</td>
<td>312</td>
<td>11.50%</td>
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<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>
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<td>0.60%</td>
<td>15</td>
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<td>16</td>
<td>0.60%</td>
<td>65</td>
<td>2.42%</td>
<td>14</td>
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</tr>
<tr>
<td>1995-96</td>
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<td>11</td>
<td>0.41%</td>
<td>14</td>
<td>0.52%</td>
<td>14</td>
<td>0.52%</td>
<td>65</td>
<td>2.42%</td>
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<td>10</td>
<td>0.36%</td>
<td>73</td>
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<td>0.82%</td>
<td>67</td>
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<td>0.30%</td>
<td>3,043</td>
</tr>
<tr>
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<td>2,678</td>
<td>87.46%</td>
<td>15</td>
<td>0.49%</td>
<td>7</td>
<td>0.23%</td>
<td>22</td>
<td>0.72%</td>
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Source: OIRA database
### Table 2

Graduate Degree Completions Conferred by Race 1991-92 through 2009-2010

<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>
<th>TOTAL</th>
</tr>
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<tbody>
<tr>
<td>2009-10</td>
<td>171</td>
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<td>1,155</td>
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<td>0.71%</td>
<td>30</td>
<td>1.94%</td>
<td>23</td>
<td>1.49%</td>
<td>156</td>
<td>10.08%</td>
<td>2</td>
<td>0.13%</td>
<td>1,548</td>
</tr>
<tr>
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<td>5</td>
<td>0.33%</td>
<td>21</td>
<td>1.39%</td>
<td>32</td>
<td>2.12%</td>
<td>145</td>
<td>9.62%</td>
<td>0</td>
<td>0.00%</td>
<td>1,508</td>
</tr>
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<td>7</td>
<td>0.46%</td>
<td>16</td>
<td>1.06%</td>
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<td>10</td>
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<td>15</td>
<td>1.08%</td>
<td>14</td>
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<td>Graduate</td>
<td>Honors</td>
<td>Residency</td>
<td>International</td>
<td>Total</td>
<td>Non-student</td>
<td>Undergraduate</td>
<td>Graduate</td>
<td>Honors</td>
<td>Residency</td>
<td>International</td>
<td>Total</td>
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<td>8</td>
<td>0.68%</td>
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<td>12.29%</td>
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</table>

Source: OIRA database
## Table 3

### Professional Degree Completions Conferred by Race

1991-92 through 2009-2010

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<th>Non- # White</th>
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<th>American</th>
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<th>Native</th>
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<th>Hispanic</th>
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<th>Resident</th>
<th>racial or</th>
<th>racial or</th>
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<td>0.00%</td>
</tr>
<tr>
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<td>0.58%</td>
<td>4</td>
<td>2.33%</td>
<td>4</td>
<td>2.33%</td>
<td>1</td>
<td>0.58%</td>
<td>0</td>
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</tr>
<tr>
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<td>1</td>
<td>0.65%</td>
<td>2</td>
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<td>0.55%</td>
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<td>1</td>
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<tr>
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<td>0.56%</td>
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<tr>
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Source: OIRA database
The University of Alabama
Table 4

Racial Composition Data of Undergraduate Student Body
Fall 1991 -- Fall 2009

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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>
<th>TOTAL</th>
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<td># White</td>
<td>% White</td>
<td># American Indian or Alaskan Native</td>
<td>% American Indian or Alaskan Native</td>
<td># Asian, Native Hawaiian, or Pacific Islander</td>
<td>% Asian, Native Hawaiian, or Pacific Islander</td>
<td># Hispanic</td>
<td>% Hispanic</td>
<td># Non-Resident Alien</td>
<td>% Non-Resident Alien</td>
<td># Multiracial or Race Ethnicity Unknown</td>
<td>% Multiracial or Race Ethnicity Unknown</td>
<td>TOTAL</td>
</tr>
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Source: OIRA database (includes exclusive audits.)
## Table 6

**Racial Composition Data of Professional Student Body**

**Fall 1991 -- Fall 2009**

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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>
<th>TOTAL</th>
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Source: OIRA database (includes exclusive audits and medical residents.)
### Table 7

The University of Alabama

Racial Composition of Full-Time Faculty

Fall 1991 -- Fall 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>% Other*</th>
<th>% Other</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

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<th># Black, NonHispanic (includes Multiracial Blacks)</th>
<th>% Black, NonHispanic (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>
<th># Multiracial or Race Ethnicity Unknown</th>
<th>% Multiracial or Race Ethnicity Unknown</th>
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Source: OIRA database