The University of Alabama

2012-2013

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). 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 seventh 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 seventh SDR have contributed to a Fall 2012 campus profile that includes:

- enrollment of 7,609 minority and international students (22.6%), 4,173 of whom are African Americans (12.4%);
- employment of 1,188 minority staff members (19.7%), 957 of whom are African Americans (80.6%), which includes six multi-racial individuals who listed Black as a race category; and
- employment of 220 minority and international full-time faculty members (17.8%), 71 of whom are black, which includes two black non-resident aliens and one multi-racial faculty who listed Black as a race category.

A. Overview of Major Diversity Initiatives

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

A significant highlight of 2012-13 was the commencement of a year-long commemoration of the 50th Anniversary of the Stand in the Schoolhouse Door. In a statement kicking off the celebration, President Judy Bonner explained that throughout 2013 UA would recognize the courage and dedication of the two African-American students who enrolled in the University on June 11, 1963, would celebrate the change over the past 50 years, and would reiterate UA’s ongoing commitment to continued progress. An article was published in the February 14, 2013 issue of Diverse Issues in Higher Education about the year-long commemoration. Reflective of its theme “Through the Doors: 1963-2013, Courage, Change, Progress,” UA colleges, schools and organizations have planned programs, seminars, speakers or other activities to encourage building and sustaining a campus environment that welcomes inclusiveness, ensures acceptance and supports the
opportunity for every member of the UA family to become his/her highest and best self. An extraordinary website devoted to the anniversary (www.throughthedoores.ua.edu) helps publicize events and special remembrances, as well as archives the year’s events, which includes symposiums, panel discussions, workshops, and a range of other activities discussed throughout this report. Appendix A of this report includes a list of activities that are known at the time of this report.

For the past seven years, this report has reiterated that the University’s diversity initiatives are not isolated to one department or one division or one course of study. Rather, the efforts described herein reflect campus-wide endorsement of UA’s commitment to diversity as part of its educational mission. Some areas of the campus, such as the Division of Student Affairs and the College of Communication and Information Sciences, have strategic diversity plans that complement the University’s plan. Collectively, UA’s efforts continue to garner national recognition. To name just a few accolades, the College of Community Health Science’s Rural Health Leaders Pipeline was recognized nationally with an Outstanding Rural Health Program Award from the National Rural Health Association at its 36th Annual Conference. In April 2013, UA was named for the fourth consecutive year to the President’s Higher Education Community Service Honor Roll with Distinction, the highest federal recognition a university can receive for its commitment to volunteering, service learning and civic engagement. Over 26,000 UA students had completed more than 1,121,341 hours of community service with more than 183 community partners, and UA faculty members from every college on campus offered service-learning courses with an estimated 11,000 students participating. The Community Service Center’s Crimson for a Cause program was orients new students about service and how to be active members of the University’s diverse community. The College of Education’s Adapted Athletics (formerly Wheelchair Athletics) stayed in the national spotlight, with its men’s wheelchair basketball team winning its first National Championship. The women’s team played in their sixth consecutive National Championship game and finished second in the nation. Throughout this report are hundreds of examples of courses, initiatives, publications, research, presentations, and workshops spearheaded by UA faculty, staff and students that likewise bring state, regional and national attention to UA’s commitment to diversity as part of its educational mission.

The vision statement, “engaging communities and changing lives” continues to focus efforts in the entire division of The Office of the Vice President for Community Affairs, led by the University’s first African-American Vice President, Dr. Samory Pruitt. Key initiatives in this division include: The Crossroads Community Center, which provides leadership in areas of cultural programming and intercultural education, helping to prepare students for demographic shifts and a global society; The Center for Community-Based Partnerships, which promotes faculty and student involvement in programs that address health, economic, and educational disparities in rural and underrepresented communities and which publishes the Journal of Community Engagement and Scholarship (JCES), a nationally recognized research journal whose focus is engagement scholarship, a major goal of which is to conduct action research with underserved communities to help solve problems the communities have identified; 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. Finally, the Realizing the Dream Committee, also spearheaded by Dr. Pruitt and which originated 24 years ago to promote an annual community concert to celebrate the goals and aspirations of Dr. Martin Luther King, continues with its full year of activities, including a Distinguished Lecture Series in the fall and spring, a performing arts presentation, and a banquet to honor individuals who have made significant contributions to the community in continuing with Dr. King’s dream.

Within Academic Affairs, to name just a few offices, 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 Office of Equal Opportunity Programs continues to promote a positive climate for diversity, ensuring that UA has adequate policies and procedures in place to guard against and prohibit all forms of discrimination, harassment, and retaliation. The Office of the Title IX Coordinator continues to coordinate with University administration, departments, students, faculty, staff, campus police, Women’s Resource Center and other support services to ensure that University policies and programs foster a campus community free of illegal gender discrimination and sexual assault and violence. The Office of Students with Disabilities (ODS) ensures that students with disabilities receive reasonable accommodations, and an ADA Technology Compliance Working Group continues its work on a Technology Accessibility Plan to ensure all required online course materials are accessible to those with hearing, sight or other impairments.

Efforts are made to provide financial assistance to recruit and retain students with socioeconomic challenges. 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. The University has three first generation programs, including the very successful Coca-Cola Foundation Scholars and Suder Foundation First Scholars programs, offering scholarships and life skills support to students who demonstrate financial need and are first generation college students in their immediate family. Alabama REACH, another “life coaching” support program, gives students from foster homes, youth that lack familial support and homeless youth the freedom to pursue higher education and successfully matriculate and graduate from college. The McNair Scholars Graduate Fellowship Program and the SREB Fellowship Program likewise provide substantial financial support to University graduate students, thereby maximizing recruitment and retention of minority/underrepresented graduate students.

Enhancing cultural diversity, Academic Affairs’ Capstone International Center coordinates UA’s international endeavors, facilitates the development of a global perspective campus wide, and supports students, faculty and staff in global outreach, teaching, and research. UA’s Cuba Initiative marked its 11th year in 2013 of providing remarkable, once-in-a-lifetime opportunities for UA students and faculty to interact with the University of Havana community. The Office of Veteran and Military Affairs provides support for students who served in the military or are dependents of military parents. Programs have been established where veterans can share their experiences with others and communicate with departments on campus to ease their transition to the college environment.
For years, UA has been a leader in implementing effective minority student recruitment programs. Ideas generated by its African-American Advisory Board for Undergraduate Admissions, and use of new technology 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. Housing and Residential Communities offers a plethora of diversity/multicultural programs in the residence halls and provides its staff and student employees with diversity training. UA’s cUltivAte Peer Mentor program builds community and facilitates the development of a support network for incoming students, and UA’s 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 First Year Experience and Parent Program Office, its Center for Academic Success and its Living/Learning Residential Communities are particularly effective in building community and improving retention of all students, including minority students.

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 Tuition Benefit plan and the Leadership Academy and Leadership University for mid-level managers.

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

UA annually assesses its progress compared to other institutions around the country and posts data on its Strategic Diversity Plan website. Consistent with a goal of the Knight settlement agreement, these highlights below focus on African-American representation within the University community.

1. African-American Representation Among UA Degree Recipients

- 2nd among flagships: Using 2011-12 data, UA ranks second among the 50 flagship institutions for percent of total degrees conferred to black students, fourth for percent of undergraduate degrees conferred to black students, and second for percent of graduate and first professional degrees conferred to black students.

- UA’s percent black degrees conferred exceeds median and average: UA’s percent black undergraduate (10.37%), graduate and first professional (12.14%), and total (10.93%) degrees conferred ranks UA significantly ahead of both the respective averages and medians for flagships and public doctorals (the range of averages being 3.74-4.32% and the range of medians being 2.88-4.32%).
• **1st in SREB Doctoral Fellows:** UA has had 85 SREB doctoral fellows enrolled to earn the Ph.D. degree – more than any other university and 46 graduates, nearly all of whom are employed in positions utilizing their UA degree. For the current academic year (2012-13), there were 23 SREB doctoral fellows enrolled on campus. Doctoral Scholars have been awarded to students who attend 92 institutions in 29 states.

• **Top 100 rankings from *Diverse Issues in Higher Education***: UA was recognized in the July 4, 2013 and July 18, 2013 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:
  
  o **Doctoral Degrees**: 38th among all institutions in the number of doctoral degrees in all disciplines conferred to African Americans;
  o **Master’s Degrees**: 72nd in the number of master’s degrees in all disciplines conferred to African Americans; and
  o **Baccalaureate Degrees**: 72nd 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 comparable with 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 2006 and graduating by August 2012), UA’s 6-year graduation rate for African-American students was 58.8%. Although that is lower than its graduation rate for all students (66.5%), it is approximately the same as the 2011 average for African-American students at 31 Southern University Group (SUG) institutions: 59.0%.

• **Retention rates for African Americans at UA:** The retention rate for UA freshmen entering Fall 2011 and continuing to the sophomore year is 85.4%. Black freshmen at UA had a slightly lower retention rate of 81.1%. For the Fall 2010 cohort (the latest SUG information available), UA’s Black first-year retention rate (81.1%) compared to 83.7% as the average rate for 31 SUG institutions.

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

• **2nd among flagships:** For Fall 2012, UA ranks *second* (11.90%) among the 50 states’ flagship institutions for highest percent black enrollment, with only the University of Mississippi (16.42%) ranking higher. UA’s percent black enrollment is more than double the average and the median for the 50 flagships.

• **Top 23% among public doctoral:** As of Fall 2012, UA is in the *top 23%* (ranking 38 out of 160) of all public doctoral institutions (excluding HBCUs) in percent black enrollment. UA’s percent black enrollment was 3.92 and 5.93 percentage points higher than the average and median respectively for the public doctoral institutions.
4. African-American Representation in UA’s Faculty

- 4th among flagships and exceeds median and average: Among the 40 flagship institutions reporting for Fall 2012, UA ranks fourth in percent black full-time faculty with 5.49%, not counting UA’s two black non-resident aliens and one multi-racial faculty who listed Black as a race category. That is significantly higher than the flagship average of 3.0% and the median at 3.03%.

- Top 14% among public doctorals and exceeds median and average: Among the 141 public doctoral institutions reporting data for Fall 2012 (excluding HBCUs), UA ranks in the top 14% of all institutions in percent black full-time faculty; again significantly higher than the median and average for public doctoral institutions (3.43% and 3.54% respectively).

- 196% increase in black faculty in 21 years: In 1991, UA employed 24 full-time black faculty out of 918 for 2.61%. For Fall 2012, UA had 71 black faculty (5.73%), which includes two black non-resident aliens and one multi-racial faculty who listed Black as a race category, an increase of 47 (or 196% increase). SREB reports in its most current Factbook (2012) that 5.3% of faculty employed nationally at all public four-year colleges and universities are black.

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

- Seven Additional EEO-1’s since 1991: In Fall 2012, 10 of UA’s 108 EEO-1 administrators were African Americans. This represents an increase of more than 230% from the three employed in 1991.

- Five colleges with African Americans in EEO-1 positions: Of UA’s schools and colleges, five recently have African-American assistant or associate deans or interim dean (College of Arts and Sciences, College of Education, College of Communication and Information Sciences, College of Community Health Sciences; and the College of Commerce and Business Administration has two for a total of six). In Spring 2013, the Law School appointed an African-American as Associate Dean.

- UA’s percent black EEO-1’s exceeds national median and average: No EEO-1 data was reported for 2012. The University’s 2011 percentage of black EEO-1 administrators (11.01%) exceeded that of most comparable public four-year institutions across the country for that year.
  
  o 2nd among flagships: Among full-time EEO-1 administrators at the 49 flagship institutions reporting Fall 2011 data, UA ranks second highest in percent black representation, at 11.01%. That percentage is more than double both the median and average for percent black EEO-1’s at the flagship (4.63% and 4.89%, respectively).
• **Top 12% of public doctoral:** Among 155 public doctoral institutions (excluding HBCUs) reporting in Fall 2011, UA ranks in the top 12% for highest percent black EEO-1’s, well above the national median of 6.25% and average of 6.55% for those public doctoral institutions.

• **UA’s percent black EEO-3 professional staff exceeds national median and average:** No EEO-3 data was reported for 2012. The University’s 2011 percentage of black EEO-3 professionals (9.82%) also exceeded 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 2011 data, UA ranks 6th highest in percent black representation at 9.82%. That percentage is well above the median and average for percent black EEO-3’s at the flagships (4.02% and 4.86%, respectively).

  o Top 29% of public doctoral: Among 160 public doctoral institutions (excluding HBCUs) reporting in Fall 2011, UA ranks in the top 29% for highest percent black EEO-3’s, more than the national median of 6.03% and average of 7.88% for those public doctoral institutions.

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

**GOAL ONE**

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

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

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

   The Office of the Provost is charged by the President for overall responsibility for promoting and implementing the University’s SDP. In academic year 2012-13, this office has completed the following initiatives:

   a) **SDP Website:** Updated the SDP website, [http://www.provost.ua.edu/strategic-diversity-plan.html](http://www.provost.ua.edu/strategic-diversity-plan.html), 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 and faculty to that at flagships and other public doctoral institutions. This Office also updates UA’s Guide to Courses with Diversity and Multicultural Content.

b) **Input from BFSA Leadership & others:** 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. The Provost partnered with BFSA and provided support for the Freshman Mentoring Program, Tenure and Promotion for Black Faculty, Black Honors Day Convocation, BFSA Scholars Day Program and for travel to conferences 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. In March 2011, Dr. Bonner promoted Dr. Elva Bradley, an African-American female, to the position of Assistant to the Vice Provost for Academic Affairs. This position will have a primary focus on grant writing to obtain outside funding for critical areas of service to UA’s students and faculty. In January 2013, President Judy Bonner named B. Joyce Stallworth to the new position of Associate Provost for Special Projects. In the new position, she will be involved in a variety of UA projects, including working with K-12 schools in the Black Belt region of Alabama to identify the specific needs of students in those schools, and, thereafter, to craft strategies and initiatives that will help those students become more successful, to develop new avenues to promote their success, and to coordinate University resources that will be useful in meeting the identified needs of those students.

c) **Annual Reports to Obtain Information About Progress Toward Goals:** For the seventh year in a row, the Provost’s office 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 evaluations 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 and encouraged participation at the Inaugural Comprehensive Diversity Conference, Diversity in Higher Education for the 21st Century: Bridging Research and Best Practices held November 5-6, 2012 at Auburn, Alabama. This conference was sponsored by Alabama Association of Higher Education Diversity Officers.

e) **Encouraged Use of SREB Doctoral Scholars and Other Sources in Recruiting:** The Provost’s Office 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; provided a list of SREB Doctoral Scholars to the Deans and encouraged them to actively pursue these graduates for open faculty positions; and paid for registration for The National Registry of Diverse and Strategic Faculty hosted by Texas Tech for postings of faculty positions.

f) **Provided Resources for Publicizing UA’s Diversity Commitment:** The Provost’s Office placed a fourth-page color diversity ad in the *The Chronicle of Higher Education’s Diversity in Academe* in the November 1, 2012 issue. In addition, a fourth-page color ad was placed in *Convergence: Diversity and Inclusion*, an advertising supplement to *The Chronicle of Higher Education and Diverse Issues of Higher Education*, March 8, 2013.

g) President Judy Bonner reiterated the University of Alabama Statement on Diversity, Reaffirmation of Equal Opportunity Policy and Non-discrimination Notice and Compliance with the Americans with Disabilities Act, which was distributed to all faculty, staff, and students on March 20, 2013.

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.
- **Diversity Committee & Diversity Logo.** Retained since Spring 2001, a Diversity Committee made up of 15 A&S faculty members serving three-year terms has promoted A&S diversity initiatives by inviting students and administrators to address the committee with concerns; hosting an international coffee hour; distributing at regional and national conferences t-shirts and pens bearing the College’s diversity logo; and initiating development of a proposal to recruit underrepresented/minority students. Approximately three dozen of the College’s faculty members have served on this committee. The Dean’s liaison to this committee, the Associate Dean for Multicultural Affairs, Dr. Jimmy J. Williams, oversees the College’s diversity/multicultural initiatives and projects.
• **Recent Initiatives:** The College’s recent initiatives that communicate promotion of diversity include the following:
  
  o Distributed A&S’s diversity brochure at the following conferences: Compact Conference for Faculty Diversity, Institute for Teaching and Mentoring, October 2012; McKnights Fellow Conference, October 2012; Annual Biomedical Research Conference for Minority Students, November 2012; Emerging Researchers National Conference in STEM, February 2013; The Joint Annual Meeting of the National Institute of Science and the Beta Kappa Chi Honor Society, March 2013; and the Annual American Society for Biochemistry and Molecular Biology Undergraduate Student Research Poster Competition, April 2013. The diversity brochure was also distributed at the following events: Bama Grad Expo, an event to recruit prospective graduate students, February 2013; and to McNair Scholars, Henderson State University, during their campus visit in June 2013.
  
  o Supported the Inaugural Comprehensive Diversity Conference, Diversity in Higher Education for the 21st Century: Bridging Research and Best practices held November 5-6, 2012 at Auburn;
  
  o Supported the Realizing the Dream Legacy Banquet, January 18, 2013;
  
  o Supported Spectrum leaders who attended the Southeastern LGBTQ+ Student Leadership Conference, February 2013;
  
  o Supported the 2013 Lavender Graduation Ceremony; and
  
  o Dr. Jimmy Williams, Associate Dean for Multicultural Affairs, served as the faculty advisor to UA SREB, a student chapter consisting of a significant number of underrepresented graduate students. He also served on the Tide Together Advisory Board, an organization dedicated to mentoring underrepresented graduate students.

• **A&S Financial Support for UA Diversity Efforts:** The College has provided financial support to:
  
  o Dr. Seth Appiah-Opoku, coordinator of the Ghana Summer Program, to award scholarships to students participating in the program.

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, the mission statement emphasizes diversity.

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

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

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

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

- **Development of CIS Diversity Statement and Diversity Plan.** The Dean has stressed in faculty meetings the importance of College diversity efforts, and the College faculty has developed a diversity statement and diversity plan adopted unanimously by the College’s faculty in January 2008. The Diversity Statement and Plan is posted on the College’s website at www.cis.ua.edu. CIS believes that such a display of the diversity statement contributes to the educational mission of the College.

- **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:
• The administrative leadership of the College is committed to promoting diversity in all of its interactions, including in public presentations to alumni and supporters of the College, in staff and faculty hiring and recruitment practices, in appointments to committees and in the application of the College’s standing policies on diversity.

• The strategic plan of the College puts diversity concerns at the center of its mission and vision. The College holds itself accountable to all accreditation standards that address diversity issues. See http://education.ua.edu/about/ncate/standard-4-diversity/.

• Departmental policies and procedures in the College convey a commitment to equal opportunity and shared respect, regardless of culture, race, color, socioeconomic background, religion, sexual or gender orientation, national origin, sex, age, disability, citizenship or veteran status. Several departments state their teaching missions in terms that openly engage and honor differences, and that promote social justice. The Social and Cultural Studies program, for instance, promotes a learning experience particularly concerned with, in the words of its mission statement, “analyzing diversity and social inequities generated by factors such as race, gender, social class, culture, ethnicity, language, and sexual orientation.”

• All position advertisements in the College reflect a statement of commitment to diversity. The College shares UA’s diversity mission in its student orientation and recruitment sessions. All student recruitment and promotional materials developed in the College are attentive to and reflective of the demographic nature of the population in Alabama.

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 35,000-student, first-tier, student-centered research university by enhancing UA’s scholarly, teaching and service missions, and
  ii. Increase the size, quality, and diversity of the graduate student body and maximize opportunities for graduate student and graduate faculty development.

• The Graduate School website includes, under the heading of Recruitment and Outreach, a site titled ‘Opening the School House Door’ and uses UA’s historical context as a counterpoint for the concerted quest to make diversity and excellence co-aspirations in graduate education.

• **Commitment to diversity attracting national attention.** Clearly, diversity in all its forms and service to students and faculty are recognized as linchpins of all other quality goals and initiatives. African-American graduate student enrollment has increased at UA in each of the past ten years, and now (Fall 2012) stands at 687 (14.2% of the graduate student body). UA has begun to attract national attention for leadership in recruiting, retaining, and graduating students from underrepresented minority groups: UA ranked 2nd among the 50 flagship university campuses in percentage of African-American graduate degree recipients (IPEDS; 12.14% of all graduate degree recipients in 2011-2012). In 2011-12 UA ranked 30th in the nation among all institutions, including HBCUs, in the total number of African-American graduate degree recipients. For 2011-12, UA data show that Black students received a record 45 doctoral degrees (17.9% of all UA doctorates, and besting last year’s record 31) and a record 193 master’s (12.9% of the total degrees conferred and besting last year’s record 155). UA has gotten national press attention for leading the nation in both enrollment and graduation of Southern Regional Education Board (SREB) Doctoral Scholars, with 23 Scholars currently enrolled, 85 total Scholars enrolled since the program’s inception in 1993, and 46 Scholar graduates, nearly all of whom are employed in positions utilizing their UA doctorates. In December 2008, The University of Alabama Graduate School won the prestigious Council of Graduate Schools/Peterson’s Award in Washington, D.C. for innovation in creating an inclusive graduate student community, in competition with 16 other nationally-prominent graduate schools. The $20,000 matching award has created new mentoring programs for underrepresented and underserved graduate students to increase retention and decrease time to degree. The success of these programs has resulted in invited national paper presentations by the Dean and Assistant Dean at the Council of Graduate Schools’ national meetings and other venues in 2012.

• **Additional efforts.** The Graduate School administrative staff has redoubled efforts to be highly visible in minority recruitment efforts, international
student recruitment, and in meeting with minority student organizations. In addition, for the past six years, OGS has funded multiple students from the African-American Graduate Student Association to attend the National Black Graduate Student Association annual meeting. As well as representing the Graduate School and UA as presenters, the students sponsored have been accomplished ambassadors and generated prospects and applicants from these events.

- The Graduate School has built on this successful base to expand the Research and Travel Scholarships Awards program, encouraging more graduate students from underrepresented groups to participate in and present papers and research at national conferences in the students’ field of study.

**g) College of Human Environmental Sciences.** HES is committed to diversity and the core values of the College as listed in the HES Strategic Plan include diversity. A specific action item in this plan is to increase enrollment proportionately equal to or exceeding the University’s rate of underrepresented minority students into the academic program offered through HES. This plan, including the goal and the action steps, is posted on the College website (www.ches.ua.edu/pub/files/hes-strategic-plan.pdf). The National Survey of Student Engagement that is administered to seniors at UA includes a perception of the commitment to diversity, thus the responses are monitored closely. The specific question regards racial equality and the response by seniors in HES was the highest of any division. Communicating diversity begins at the youngest age in this college. For example, the Children’s Program in the Child Development Research Center is designed to accept children from diverse family units to provide an array of races/cultures/ethnic groups for UA students to observe as they complete course requirements. The Children’s Program holds an Annual Holiday Cultural Celebration where families share their unique cultural celebrations, thus communicating a respect for diversity among children and families of UA and the wider community.

**h) School of Law.** The Dean is personally involved as a champion of diversity in the Law School through many of his speeches, programs, and fund raising for organizational support. He also seeks diversity in his recruitment of outstanding students, faculty, and staff from a broad range of backgrounds and experiences. Every significant program at the Law School has some aspect of diversity as a core value. 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.

Within the last few years, the Law School has incorporated diversity training workshops into orientation for all new students. Each year since 2008, Professor Bryan Fair has given an address regarding diversity during the orientation for all new students. Additionally, Professor Fair regularly meets with the leaders of minority
student organizations to encourage them to collaborate and co-sponsor events. Professor Fair also serves as advisor to the Black Law Student Association and the Gay-Straight Alliance (Outlaw). The Associate Dean for Special Programs works with a diverse group of approximately 40 student organizations to help promote a diverse and welcoming environment for all students. In January 2013, Professor Montré Carodine, an African American, was appointed as Associate Dean.

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.

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

There are six core values in the plan, the first is excellence; the second is diversity. Under Goal 1, objective 1.16 states: Increase full time faculty diversity in education preparation and minority representation. Progress on this objective is measured at the end of the academic year and reported to faculty in the last meeting of the Faculty Organization.

CCN’s commitment to diversity as part of its educational mission can be seen in a new program developed this year in cooperation with the Tuscaloosa VA Medical Center. This program prepares nurse practitioners who will be eligible to be dually certified as a family nurse practitioner and a psychiatric/mental health nurse practitioner. The program recruits nurses from within Alabama who will be prepared to meet the health care needs of rural Alabamians, many of whom are African American. There are six students in the first cohort of this program, four of whom are African American.

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

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

- In their syllabi, several faculty members include statements about diversity and students’ obligation to be respectful of differences.
- One of the objectives of both the BSW and MSW programs articulates the focus on diversity: “Students will demonstrate the ability to practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.” This statement is printed in the student handbooks that are available on Social Work’s website.
- One of the themes of the BSW and MSW programs is Valuing Diversity: “Social workers value and work respectfully with people who are different from themselves.” This theme statement is printed in the student handbooks.
- In 2009-2010, new BSW/MSW program competencies and practice behaviors, in alignment with the Council on Social Work Education’s Educational Policy and Accreditation Standards were adopted and included in syllabi, field education learning contracts, field education student evaluations, exit surveys, and in our administered employer and alumni surveys.
- BSW students are educated to become generalist social work practitioners and our MSW students to become advanced social work practitioners, who build on the generalist model with advanced skills. The definition of generalist practice, taken from the CSWE EPAS follows, with a sentence related to diversity highlighted.

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

- Social Work attends to diversity issues by engaging speakers and organizing conferences and workshops, ensuring that diverse speakers and diversity topics are included.

- Social Work ensures that student recruitment and retention materials and other publicity about the school include pictures that highlight diverse faculty, staff, and students and content that illustrates commitment to diversity. Each educational program and each student organization have bulletin boards and additional general bulletin boards are located prominently in the halls of the School. On those bulletin boards, one can see flyers for diversity-related events, articles about diversity issues, and pictures illustrating the diversity in the School and applauding the activities and accomplishments of diverse individuals and groups. The School is accessible and the wheelchair ramps and classroom technologies serve as reminders of need to provide accommodations to those who need them. Many of the faculty and staff display Safe Zone logos on the doors, a sign to members of our LGBTQ community that there they will find a safe place to discuss issues related to sexual orientation (the School is also listed on the Safe Zone website). The School has some assistive technology available, besides that provided by the Office of Disability Services, including an easy to use portable AT&T Telecommunications Device for the Deaf (TDD 2700) to accommodate telephone conversations with persons with hearing impairments. All videos used in classes (both on-campus and online) are closed captioned. One of the multimedia classrooms (room 104) has an assisted listening device.

- Each year the Affirmative Action and Cultural Diversity Committee and the Executive Committee reviews work regarding diversity within our educational mission.

- Some faculty members participate in events and activities that highlight diversity. For example, Omar Sims was a member of the conference planning committee for the 3rd National Conference on Civil Rights, held in Mississippi in June 2013 and Tyrone Cheng is a member of the UA’s International Education Committee, where information about and resources for international students are shared.

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

l) **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/). In addition, UA’s commitment to diversity has been articulated to the community through recent presentations by the Associate Provost for International Education to a working committee of a local church and to the Birmingham Committee on Foreign Relations.

m) **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 Nondiscrimination, and American with Disabilities Act; posts the updated statements to the University website and distributes them via hard copy to University employees. This office also reviews various recruiting materials to ensure inclusion of the University’s most current statements on diversity, equal opportunity and nondiscrimination, and affirmative action. Finally, the University Compliance Officer/Director provides leadership and liaison support to the Equal Opportunity Committee (EOC), a university standing committee designed to advise the administration on equal opportunity issues. The committee identified and is pursuing the following initiatives: (1) developing a mission statement for the committee, (2) including diversity workshop as a requirement for Spring Orientation for new students, (3) including diversity courses as part of the Core Curriculum, and (4) identifying and expanding scholarship opportunities for a more diverse pool of students.

n) **Community Affairs, Crossroads Community Center.** Crossroads communicates the University’s commitment to diversity through display materials presented to potential students and their families at University Days, Bama Bound, Get on Board Day and International Student Orientation (about 40 events). The display has student photos from actual Crossroads events representing the faiths, cultures and identities 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 1a of Goal 2 below.

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

- The Blackburn Institute’s first overarching value states, “to facilitate diversity of opinion by providing opportunities for students to experience all sides of issues impacting their communities as well as creating situations for open dialog focused on fostering the resolution of issues rather than their mere identification.” The Blackburn Institute ensures that representation of ethnically diverse students appear in promotional and informational materials.
- 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 Community Service Center commits to educating students for service advocacy and leadership, civic responsibility, and lifelong volunteerism by increasing awareness of community needs, resources and opportunities.
- The Counseling Center ensures representation of ethnically diverse students appear in primary marketing tools, including brochures on Counseling Center programs and services and the website. The Center promoted outreach efforts focusing on minority students through email and print distribution of announcements and continues to monitor and expand new web resources for minority students on the Counseling Center website.
- Throughout the hallways and meeting rooms of the Ferguson Center there are portraits and images that highlight the diverse nature of campus life. The portraits feature students of many different ethnicities engaged in a plethora of diverse cultural, social and artistic activities around campus. Staff members working in The Ferguson Center and University Programs also ensure that diversity is addressed and incorporated into all pamphlets, Big Screen Production ads and promotional videos.
- Housing and Residential Communities supports development, learning and engagement through intentionally designed environments, programs and services specifically through a strategic priority of inclusiveness. 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.” Housing and Residential Communities ensures that representation of diverse students appear in primary marketing tools and the department’s website.
- The Office of Student Judicial Affairs incorporates the University’s Capstone Creed, which requires students to “act with fairness, honesty and respect; foster individual and civic responsibility” in all advertisements and printed materials. The Code of Student Conduct requires that students “must observe rules that benefit their classmates and their University” and that they are to “respect the dignity, rights and property of others.”
• The Office of Graduate Student Services 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.

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

• The Office of Fiscal Affairs (Student Organization Funding). The Financial Affairs Committee allocates funding to all registered student organizations based on funding proposals. Several of the funding proposals incorporate a commitment to diversity through the variety and diversity of the student organization projects and initiatives.

• The Office of First Year Experience and Parent Programs. Staff members in this office continue to monitor and ensure that printed and electronic materials including brochures, newsletters, Parent Guide, and Parent Calendar and Handbook reflect the vibrant and diverse UA community.

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

• University Recreation. The departmental mission speaks directly to all students and the greater university community by encouraging healthy lifestyle opportunities that strengthen learning and personal growth. Programs, services and facility operations are designed to meet the needs of a diverse population of participants.

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

p) Intercollegiate Athletics. The Department of Intercollegiate Athletics’ mission statement defines the department’s commitment to diversity. Specifically, one of the six core values of the mission statement is “Respect – We will demonstrate diversity and inclusiveness within our department…providing opportunities regardless of gender, race or physical challenges.”
Plaques displaying the Department’s mission statement/core values were installed at the entrances of various athletics facilities, including the Mal Moore Athletic Facility, Coleman Coliseum and Foster Auditorium. In addition, the mission statement is published in various other electronic and print media, such as on www.rolltide.com, in the sport media guides, and in the Student-Athlete Handbook. Finally, the University’s Statement on Diversity is included annually in the Student-Athlete Handbook.

q) University Press. The University of Alabama Press works to communicate commitment to diversity as part of UA’s educational mission through its outreach efforts. The Press sustains active and continuing programs to publish both scholarly and general-audience works on the South in general and Alabama in particular, emphasizing Civil Rights heritage, African-American poetry and poetics, and on the history and culture of ethnic, minority, and disadvantaged communities. Such effort can be quantified through reporting the number of titles published in these areas.

For example, the Press’s most recent publications which help communicate the institution’s commitment to diversity as part of its educational mission include: Heaven’s Soldiers: Free People of Color and the Spanish Legacy in Antebellum Florida, by Frank Marotti; Red Eagle’s Children: Weatherford vs. Weatherford et al., edited by J. Anthony Paredes and Judith Knight; Crafting Prehispanic Maya Kinship, by Bradley E. Ensor; Opening the Doors: The Desegregation of the University of Alabama and the Fight for Civil Rights in Tuscaloosa, by B. J. Hollars; Race and Displacement: Nation, Migration, and Identity in the Twenty-First Century, edited by Maha Marouan and Merinda Simmons; Jazz in the Time of the Novel: The Temporal Politics of American Race and Culture, by Bruce Barnhart; Fighting Words: Polemics and Social Change in Literary Naturalism, by Ira Wells; Escaping History: A Jewish Haven in Chile, by Eva Goldschmidt Wyman; From Princess to Chief: Life with the Waccamaw Siouan Indians of North Carolina, by Priscilla Freeman Jacobs and Patricia Barker Lerch; Technology and Culture in Twentieth-Century Mexico, edited by Araceli Tinajero and J. Brian Freeman; Amara Indian Perspectives on Development in the Andes, by Amy Eisenberg; Crossing the River, by Shalom Eilati; Rabbi Max Heller: Reformer, Zionist, Southerner, 1860-1929; Desert Rose: The Life and Legacy of Coretta Scott King, by Edythe Scott Bagley, afterword by Bernice King; Darkroom: A Memoir in Black and White, by Lila Quintero Weaver; Old Havana / La Habana Vieja: Spirit of the Living City / El espíritu de la ciudad viva, by Chip Cooper and Nestor Martí; Tohopeka: Rethinking the Creek War and the War of 1812, edited by Kathryn E. Holland Braund; and Doc: The Story of a Birmingham Jazz Man, by Frank “Doc” Adams and Burgin Matthews.

In promoting these and other books, the Press has had numerous opportunities to reach out and partner with diverse communities around the state, region, and nation. Most prominent among these activities would be the promotional efforts for Opening the Doors: The Desegregation of the University of Alabama and the Fight for Civil Rights in Tuscaloosa, by B. J. Hollars (including President Judy Bonner’s distribution to UA’s Board of Trustees) and continued promotional efforts for Desert Rose: The

GOAL TWO

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

Action Steps:
1. The University will establish and/or maintain university-wide offices/positions/initiatives that provide leadership in providing opportunities for and/or promoting a diverse, inclusive, and respectful campus environment.
2. The University will offer and publicize opportunities for students, faculty, and staff to learn about and participate in a variety of academic, cultural, and celebratory experiences that broaden the participants’ understanding of and appreciation for diversity and the emerging global society.
3. The University will offer and promote diversity, anti-discrimination and harassment training and training resources for members of the campus community.

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

1. Offices Created to Provide Leadership in Promoting a Diverse, Inclusive and Respectful Campus Environment
   a. The Office of the Vice President for Community Affairs

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

- **STEM Entrepreneurship Academy (SEA).** In previous years, the Capstone Entrepreneurship Camp, through a partnership between CCBP and the Culverhouse College of Commerce and Business Administration, provided 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 year the College of Arts and Sciences and the College of Engineering joined the partnership to pilot a camp which introduced enterprising high school students in grades 9-12 to the concept of science, technology, engineering, and mathematics (STEM) entrepreneurship in an effort to help students realize options in these fields while planning for their futures. Sessions discussing technological developments and the importance of continued development as they relate to STEM and entrepreneurship were included in the agenda. Teacher professional development sessions were also introduced into the camp experience allowing the teachers to receive information on new developments within the STEM fields and to discuss the project-based learning model as it relates to engaging students in STEM education. This year’s camp included the participation of students from six counties across the State of Alabama, including three Black Belt counties, and represented many different cultures and backgrounds. SEA will advance the goals of the summer camp by carrying out the SEA curriculum with monthly visits from university members to each school during the academic year.

- **The Black Belt 100 Lenses** program, a joint endeavor between the Black Belt Community Foundation (BBCF) and CCBP, focuses on documenting the culture of the region through photography and discussions with high school students from both the public and private school systems in 12 Black Belt Counties. A website, www.BlackBelt100Lenses.ua.edu, has been created to exhibit the photographs from around the state. The site currently contains more than 1,700 photographs taken by youth in four Black Belt Counties. The 100 Lenses Program combines a research methodology, photovoice, with video and critical writing, enabling Black Belt junior high and high school students to analyze their communities with an eye toward grassroots improvements. A photo/poster exhibit of the program was displayed at two international conferences with wide acclaim. The two conferences were the National Outreach Scholarship Conference, hosted by UA in October 2012 and the Community-University Expo: Engaging Shared Worlds in Newfoundland, Canada in June 2013.

- CCBP became a partner in production of the Black Belt Connection, a project of CCBP graduate assistant Kirsten Barnes. This newsprint publication reaches a target market of Black Belt counties with majority African-American populations.
CCBP continued in 2012 to support financially and with personnel participation the Multicultural Journalism Program (MJW), now in its 30th year. Dr. Ed Mullins, dean emeritus of the College of Communication and now director of Research and Communication at CCBP, co-founded MJW and directed or co-directed the annual workshop for the program. The program has added substantially to diversity in the news media. More than 600 high school students interested in journalism have come to the UA campus for a 10-day intensive summer workshop that teaches them to produce news in a multicultural society using multiple platforms.

CCBP interns provided print, video, graphic and research support to the Alabama Entrepreneurial Research Network, a network of 19 rural, underserved counties in Alabama, most with minority populations of 50 percent or greater and whose population has a larger number of children living in poverty than the state as a whole.

Undergraduate and Engaged Scholarship Mentorship and Other Activities. The Office of Student and Community Engagement assumed responsibility for the Scholars for Community Outreach, Partnership and Engagement (SCOPE) and began implementation of several new programs, including the SCOPE Fellows and Research Associates. SCOPE is a diverse group of undergraduate and graduate students, both in terms of ethnicity and gender. CCBP supervised two Latina students in the completion of two IRB-approved engaged scholarship projects. One of these projects resulted in a peer-reviewed research presentation and publication of a peer-reviewed journal article.

A CCBP graduate assistant continued to direct Homegrown Alabama, a local multicultural market for farmers who use environmentally friendly production techniques and materials. A senior staff member serves as advisor for the program, which is also financially supported by CCBP. Research about the program was presented at both NOSC (National Outreach Scholarship Conference) 2011 at Michigan State University and NOSC 2012 at UA. A feature of NOSC 2012 was to serve the guests Alabama fresh fruits and vegetables.

CCBP produced two volumes of Journal of Community Engagement and Scholarship (JCES), a nationally recognized research journal whose focus is engagement scholarship, a major goal of which is to conduct action research with underserved communities to help solve problems the communities and universities have identified in collaboration with each other. Articles in 2012-13 dealt with, among other topics, community planning for climate change; processes for improving community-based partnership formation; the importance of a culture of engagement on campuses; youth civic engagement; fostering a listening community with orphans of the Rwandan genocide; improving Latino health in rural North Carolina; and the role of advocacy and technology in engaging people with disabilities. Copies of the Vol. 5, No. 2 were distributed at NOSC 2012.

Tuscaloosa VA Medical Center Outreach to Veterans on College and University Campuses Project. Community Affairs is working closely with Student Affairs to provide ongoing support to the veterans and the dependents of veterans who are attending UA. Community Affairs provided a letter of support for the Tuscaloosa’s VA application for a grant to provide outreach to students on college and university campuses. The grant was funded and representatives from UA are serving on the advisory committee to assist with the implementation of the project. The main
objective of the project is to provide an opportunity to form a bridge between local colleges/universities and the VA Medical Center. This program serves as a safe haven for veterans who have decided to pursue higher education but need the support of their fellow peers to deal with the challenges of entering academia. The Director for Community Development attends the advisory meetings on a regular basis and provides UA support.

- **GK-12 Sustainable Energy Systems (National Science Foundation).** The Director for Community Development has worked closely with the Dean and staff members of the College of Engineering to secure a National Science Foundation Grant. The grant increases the professional caliber of science, technology, engineering, and mathematics (STEM) graduate students and equips them to be future leaders in academia and industry and to provide resources and support for the newly formed high school engineering academies established by the Alabama State Department of Education. The College of Engineering has formed a partnership with the Sumter County Board of Education to integrate engineering applications into existing high school and middle school science and math courses. The grant award was $600,000 for five consecutive years for a total of $3,000,000. The 2012-2013 academic year was the last year for this grant.

- **AlabamaREAL.** AlabamaREAL is a project of the Center for Community-Based Partnerships and The Culverhouse College of Commerce and Business Administration. Each year the project partners with internal UA divisions, external organizations, and Alabama’s public high schools to present and conduct activities that focus on the following areas: constructing a business plan, entrepreneurship as a career, goal-setting, planning, and teamwork. The program provides resource materials and technical assistance in entrepreneurship education for high school teachers and youth. During the 2012-13 school year, staff made presentations in seven workshops and conferences, coordinated one youth camp, and participated in ten school programs in six of Alabama’s Black Belt and West Alabama counties.

- **Parent Leadership Academy (PLA) is an initiative of the CCBP, the College of Education and the College of Human Environmental Sciences in conjunction with the Tuscaloosa City and Tuscaloosa County School systems. The curriculum of the Parent Leadership Academy is intended to maximize the leadership potential of parents to collaborate with educators and become active partners in the education of their child and other children in the community. PLA participants are a diverse group of elementary school parents who are active in their respective schools. Since its first class of parents in 2008, the PLA’s five classes have graduated over 236 parents through 2013.

- **Heart Touch Program (HTP).** HTP is a pen pal program that connects Asian/international elementary school students in the U.S. with children in Beijing China. It is designed to allow international students living in the U.S. and attending UA an opportunity to give back to communities in their native lands by serving as translators of letters written by the children in the U.S. and China. Chinese students also provide cultural enrichment workshops for the U.S. elementary students that not only benefit the U.S. students but also provide English practice for the Chinese college students.
• **Student Development/Cultural Sensitivity Training Modules.** The CCBP staff has developed training modules to be piloted in Fall 2013 to promote cultural sensitivity and being respectful of the diversity in the communities where we work. This training will be required for all CCBP student employees and will also be offered to the members of SCOPE. It will also be piloted with another student organization that provides a community mentoring program, with the hopes of expanding it to additional student groups.

• **Staff Professional Development Program.** Training was provided for all staff in the Division of Community Affairs on Student Development and Student Identity. This training provided staff with insight into various developmental theories related to college students. Staff that are well versed on such theories and their implications in working with college students are better prepared to meet the needs of a diverse student population.

• **Saving Lives Initiative (SLI).** SLI is a signature health care initiative sponsored by the Division of Community Affairs in collaboration with area churches. In this initiative, community members and researchers collaborate to combine knowledge and take action for social change. Together they have developed and executed a model program designed to increase the health literacy of underserved populations, improve community health and reduce health disparities, and approach the process of building communication, trust, and capacity with the overall goal of sustaining healthy lifestyles. A unique aspect of the program is the use of scripture or text from theological doctrine to support health care information and recommendations coming forward from health care providers and policy makers. In addition to the expert-led educational workshops that cover the topics of hypertension, diabetes, medication management, healthy eating and active lifestyles for disease maintenance and prevention, participants will continue to be screened for blood pressure, cholesterol, blood glucose and body mass index. More than 40 UA medical students and undergraduate pre-professional health students have been engaged in this project that has touched the lives of more than 120 participants. Student participation was expanded to include training to properly evaluate each participant’s health literacy.

• **Hope Initiative Summer Jobs Program.** CCBP’s Community Development director has spent more than 100 hours working with local agency leaders and the Tuscaloosa Interdenominational Ministerial Alliance to acquire a $40,000 community development block grant to provide job training and summer employment for Tuscaloosa youth. Some of the local partners in this initiative are Community Service Programs of West Alabama, Barnes YMCA, Tuscaloosa Boys and Girls Club, Tuscaloosa Housing Authority, Tuscaloosa County, City of Tuscaloosa, The University of Alabama Division of Community Affairs, and the Tuscaloosa Interdenominational Ministerial Alliance. A total of 32 students have been recruited for the project.

• **International Conference on Community Engagement.** The University of Alabama invited engaged scholars throughout the world to the 13th annual National Outreach Scholarship Conference (NOSC) September 30 – October 3, 2012. The conference theme challenged students, faculty and communities to Partner, Inspire, and Change, in order to build a stronger, more prosperous and just society. The conference venue was the Bryant Conference Center on the UA campus. NOSC was full of historic
firsts: the first non-land grant university to host the conference; a record 613 registrants came from 39 states, as well as Canada, Egypt and Nigeria; presenters and co-presenters from 84 colleges and universities and 47 community organizations; community partners from 14 states, also a record. Organizers were especially pleased by the record number of students and smaller organizations participating this year. The UA track system, along with student registration incentives, special rates for community organizations, and assistance with travel and lodging resulted in a different kind of conference, where students, community partners, and young scholars joined veteran scholars and administrators in what was not only the largest but youngest and most diverse NOSC in its 13-year history. Following the conference, NOSC was renamed the Engagement Scholarship Consortium to better reflect the international scope of the organization. The list of member universities continues to grow with at least three new members added in the weeks leading up to the conference. Vice President for Community Affairs, Dr. Samory Pruitt, was elected vice president of the national ESC Board during the board meeting at the conference.

- CCBP operates a five-day a week Language, Literacy and Media Lab that helps residents for whom English is a second language. They use the highly rated Rosetta Stone software preferred by industry as well as highly rated language learning podcasts and websites, including Rocket Languages, a program that is free to individuals holding a Tuscaloosa Public Library Card. In 2012, CCBP initiated and planned a language learning group for Hispanic parents that culminated in the sharing of digital autobiographies and poetry. CCBP applied for and received a grant from the American Studies Association Community Partnership program to continue the work that was piloted in 2012. Additionally, CCBP’s program assistant, Yun Fu, has a master’s degree in this area and helps children of foreign nationals working at UA and other areas in the community to go beyond the Rosetta Stone basics, giving them a head start for college. She leads high school and college students, UA employees, community partners, realtors, and credit union employees who want to serve customers who speak languages other than English through step-by-step training in acquiring second and third language skills.

- Our Voices, Our Lives Fall 2012 and Summer 2013 Programming. During the Fall of 2012, the Office of Community Education piloted the Our Voices, Our Lives program with fifth grade students at Woodland Forrest Elementary School. Through photography and poetry, ten students gained experience in developing 21st Century literacy skills. Students’ work was highlighted in a DVD that included each student’s photography and writing. Based on this successful project, in the Summer of 2013, the Office of Community Education partnered with the Tuscaloosa Public Library to offer a similar program to students enrolled in summer enrichment programs at Westlawn Middle School. Students in this program used photography, poetry and civic engagement experiences to explore how to use their voices to express themselves and their feelings about their community.

Crossroads Community Center. The University of Alabama continues the work of Crossroads Community Center, created in 2005 to facilitate meaningful intercultural engagement among students, employees, and the local community. Crossroads is a facilitator of needed community dialogue and a host for interdepartmental cooperation. Through the
programs, many cultures, faiths, and identities of the Capstone are welcomed and a positive campus environment is built through conversations. Through its diverse programs, Crossroad Community Center prepares students and staff for demographic shifts in a global society and contributes to a campus culture of inclusiveness. These joint efforts foster intercultural awareness, promote community, and prepare students to live and work in an ever-expanding global environment. Crossroads Community Center, an initiative of the Division of Community Affairs, serves as a resource for organizations regarding cross-cultural issues in the community and provides leadership and coordination for professionals in multicultural affairs on the UA campus. Through the following programs, Crossroads Community Center sponsors and cosponsors events that celebrate the rich cultural traditions of the Capstone and the world: The Crossroads Network, UA is Culture, Sustained Dialogue, the Interfaith Initiative, and Community Conversations. Further, leadership training challenges Crossroads student volunteers and employees to be responsive to the needs and contributions of many perspectives.

United by the title, UA is Culture, Crossroads hosts programs throughout the year that offer individuals the opportunity to share their cultural traditions and learn about one another. Most prominent among these events are: African-American Heritage Month, Scottish Tartan Week, Asian Pacific American Heritage Month, Hispanic Latino Heritage Month, International Education Week, and Native American Heritage Month. Through The Crossroads Network monthly meetings throughout the year, this office coordinates cultural activities on campus by organizing interdisciplinary planning meetings among departments and programs, coordinating scheduling of multicultural events, and publicizing the heritage month events on combined posters. Many valuable intercultural conversations and lasting friendships are created through the Crossroads Network as students, faculty and staff work together to strengthen the impact of one another’s programs. For students who come from different cultures, the salute to international culture is an effort to make them feel that their culture is appreciated and contributes to the makeup of UA’s culture as a whole.

**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. To support SD efforts on campus during the past year, seven students and two campus advisors traveled to the national SD conference held at Harvard College in March of 2013. **Sustained Dialogue** addresses issues in an unmistakably interesting way and contributes to retention by giving students a place to connect with one another.

UA Sustained Dialogue is affiliated with the Sustained Dialogue Campus Network. Rooted in the conflict resolution work of senior diplomat Harold Saunders (a key drafter of the Camp David Peace Accords), Sustained Dialogue is a five stage process that transforms relationships and improves communities. Founded at Princeton University, SD now serves a network of 14 colleges and universities that are committed to engaging differences as strengths. By offering their students experience with the SD model of dialogue, these
Colleges and universities improve their campus communities and enhance the professional and personal lives of their students in the years following their academic study.

Interfaith Initiative. Instead of seeing personal beliefs as differences that divide, the Crossroads Interfaith Initiative draws on the work of the Interfaith Youth Core (IFYC.org), to advance a view of religious and philosophical traditions as bridges for cooperation and understanding. In Spring 2013, Crossroads Community Center facilitated the attendance of UA students at IFYC’s Interfaith Leadership Institute in Atlanta where they developed strategies to improve interfaith understanding on campus. As a result of this experience, Crossroads Community Center hosted Dwell Better Together, in which panelists of different religions and beliefs addressed students in advance of the Community Service Center’s homelessness awareness event Sleep Out on the Quad. The campus interfaith initiative promotes respect for people’s diverse religious and non-religious identities, joining them together in common action for the common good.

The monthly Community Conversations Series invites open, honest and balanced talk about intercultural relationships and faith traditions of UA and the Tuscaloosa community. Programs included:

- During Week of Welcome in August 2012, Crossroads Community Center sponsored an event entitled Capstone Conversation: Tips on Surviving College Life. Resource people from various offices and organizations on campus spoke of ways they were able to be of assistance to students. Cosponsored with our campus partners, this program offered the opportunity for students to share their personal experiences and first-hand advice about surviving at college in this casual, at times hilarious, chat.

- As part of Hispanic Latino Heritage Month, Crossroads Graduate Assistant Juan Pablo Black Romero led students in a conversation about Travel and Study in the Latino World that brought together students who had returned from Study Abroad in the Spanish-Speaking world and UA students with an interest in the culture to discuss shared experiences.

- In November 2012, Crossroads partnered with UA Study Abroad, Chinese Culture Club, and Modern Languages and Classics to host China Travel and Study: Accounts of UA Students. The conversation included personal stories of UA students who had been to China, Chinese Students on the UA Campus, and American-born Chinese Citizens. This interactive program was addressed to every student with an interest in China and was an opportunity to create new friendships between international students and their American colleagues.

- In observance of International Education Week, November 12-16, 2012, Crossroads Community Center and Capstone International Center cosponsored classroom visits by student panelists who shared their experiences of travel and study. Students who had returned from Study Abroad joined International Students at UA to present eyewitness accounts of their personal experiences. The visits were opportunities for student panelists and their audiences to discuss study travel, share their experiences with one another, and expand multicultural understanding.
• In February 2013, Crossroads facilitators led a Community Conversation about Body Image after the film *America the Beautiful 2: The Thin Commandments* as part of Body Awareness Week sponsored by the Women’s Resource Center and the Counseling Center.

• In an interdisciplinary event that invited students to reflect on the wealth of African-American culture and its contributions to our national culture, Crossroads collaborated with Creative Campus in hosting *An Afternoon with Doc Adams*, legendary jazz artist and Birmingham native in February 2013.

• In Spring 2013, *Dwell Better Together*, a Community Conversation created by the student leaders of the Crossroads Interfaith Initiative, addressed shared values and commitments held by people of different religious and non-religious belief systems regarding the homeless. At this campus-wide conversation, panelists who were Christian, Muslim, Sikh, Jewish, atheist and agnostic spoke about each tradition’s approach to caring for those in need. These conversations offered presentations about culture and were followed with candid conversation and open discussion about the meaning of culture, faith and identity in our daily lives.

  **Leadership Training for Crossroads Students.** The Crossroads Community Center fosters more informed and open perspectives on UA campus through the student leadership training incorporated in its programs. Student leaders of Sustained Dialogue, the Interfaith Initiative, and Community Conversations are offered intercultural training as part of their Crossroads experience. Across the year, Crossroads Interns and the student leaders of Crossroads programs receive training and practice in areas such as: Intercultural Communication, Facilitation of Intercultural Dialogue, Cultural Interviewing and Storytelling, Managing Cross-Cultural Conflict, and Dealing with Our Cultural Biases. Student leadership training is provided by national specialists from Sustained Dialogue, campus specialists in cultural affairs, and Crossroads professional staff, and student development is further supported by study travel opportunities. For example, during the 2012-2013 academic years, Crossroads student volunteers traveled to the International Youth Core Interfaith Leadership Institute in Atlanta to enhance their skills in interfaith cooperation. In March, Crossroads students traveled to Selma to hear Bernard and Shirley Kinsey speak about “Where Art and History Intersect,” and Sustained Dialogue moderators received instruction at a national training and collaborated with their counterparts from around the country in the design of effective programs for the campus.

  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. As an active member of the group, the Action Card Office assists with program organization, event activities, and provides information on participation in the Bama Cash program.

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

Contract Administration meets annually with the South Region Minority Supplier Development Council to develop contacts and participate in the Council’s activities. Contract Administration participates in teleconferences with the Federal Transit Administration – Office of Civil Rights several times a year for updates on the FTA’s DBE program’s rules and regulations. This year, they attended a half-day workshop on federal contracting requirements sponsored by the Alabama AGC. UA continues to encourage the utilization of MBE/DBE vendors in its bid documents and during the pre-bid process. Successful bidders on projects are also required to document minority and women-owned participation for both FTA and non-FTA projects. Contract Administration continues to revise and improve the University’s DBE program. The current DBE program can be viewed in its entirety at: https://construction-estus.fa.ua.edu/dbe/default.aspx. In addition, Contract Administration continues to maintain and increase its list of minority and women-owned businesses which is distributed to potential bidders at the pre-bid meetings for capital projects. This list serves not only to encourage minority and women-owned participation on UA projects, but also increases the profile of these minority and women-owned businesses among prime contractors in the local business community.

Construction Administration continually strives to encourage participation of minority and women-owned business enterprises (MWBE) and disadvantaged business enterprises (DBE) in design and construction projects. In the past year, 23 construction projects involved MWBE/DBE contractor businesses. In addition, ten projects involved MWBE/DBE architectural, engineering, or professional consulting firms. The list of potential bidders, architects and consultants has maintained its overall level, and the department is seeing steady participation by MWBE/DBE firms.

In addition, representatives of Contract Administration and Construction Administration serve on the University’s Minority Business Council. Contract Administration emphasizes the use by minority and women-owned business for each capital project for which there is the opportunity for Minority Women’s Business Enterprise program (MWBE) participation. A goal is set for minority and women-owned participation based on the scope of work of each particular project. This goal is set forth in the bid
documents and discussed as a specific line item during the pre-bid meeting when all potential bidders are present and they continue to encourage the utilization of MWBE/DBE vendors in bid documents and during the pre-bid process. Successful bidders on projects are required to document minority and women-owned participation. This requirement was also added this year to the Prequalification process to ensure potential General Contractors and Subcontractors have Diversity Plans prior to bidding. A directory of local minority and women-owned businesses is maintained which is distributed to all bidders for projects on which a participation goal exists. This list serves not only to encourage minority and women-owned participation on UA projects, but also increases the profile of these minority and women-owned businesses among prime contractors in the local business community.

Since June 2011, UA has awarded Title 39 construction contracts totaling $2,654,295.00 to MWBEs. In that same period, UA has documented MWBE subcontracting participation for Title 39 projects in the amount of $4,851,281.91.

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

The Center for Ethics & Social Responsibility 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 links curriculum, campus culture and community service in ways that allow students to both serve and reflect on their obligations toward other citizens. Since its inception, the Center has developed several initiatives that enhance awareness and appreciation of cultural and individual diversity, as well as prepare students for the global society. These initiatives include the following:

- **Moral Forum** is traditionally organized around the analysis of one controversial “moral” resolution, with the course culminating in a debate tournament. In Fall 2012, students researched the following resolution: “In order to be a more moral society, the U.S. Government should require all applicable legal residents to maintain minimum essential insurance coverage for health care.” The three-week Fifth Annual Moral Forum Tournament was held in the School of Law, the Ferguson Center, and ten Hoor with the support of 60 volunteer judges including law students, graduate and undergraduate students, and faculty from across campus. In front of a Morgan Auditorium audience of more than 300, a total of $10,000 in Center for Ethics & Social Responsibility scholarships were distributed on the final night.

- **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 awareness of diversity through extensive observation of individuals outside of the students' normal sphere. Working in pairs, students create documentaries focusing on issues of concern in Alabama. The 2012-2013 class of Documenting Justice produced films exploring: The impact large developments can have on local communities; two years after taking a genetic test, four sisters reflect on the results; in the context of a state that does not provide adequate sex education, what a teen mother is faced with on a daily basis; in a toxic waste settlement case, can money fix years of contamination; a conservative Christian mother contemplates her beliefs and relationship
with her son, months following his coming out; in a justice system that presumes innocence and requires proof beyond a reasonable doubt, can we ever really know the truth; and, a year after an unexpected visitor puts their home in the national spotlight, Hale County residents talk about life in small town Alabama. More than 1,000 UA students and faculty members, and business and community leaders attended the 2013 Documenting Justice screening.

- *Documenting Justice International* applies the pedagogy of Documenting Justice, but students spend time abroad filming a story of justice or injustice, exposing both the student-filmmakers as well as the students at the screening to life and culture outside of the United States. Currently, two International Documenting Justice students are filming abroad in Sierra Leone and China.

- *Tuscaloosa Pre-K Initiative*, a visionary partnership consists of high quality, comprehensive programming that focuses on the development of the child, his or her family, and the participating undergraduate and graduate students. Through collaboration between the City of Tuscaloosa, The University of Alabama, and members of the Tuscaloosa business community, the Tuscaloosa Pre-K Initiative engages city school system administrators and educators, as well as UA faculty, staff and students, to offer the best health and education services possible for academically at-risk children and their families. During the 2012-2013 academic year, more than 50 UA students volunteered to work in Pre-K classrooms, and several UA classes partnered with the Tuscaloosa Pre-K Initiative in a service-learning aspect. They include: SPE 100: Exceptional Lives in Society; SW 100: Intro to Social Work; and NEW 237: Cooperation and Conflict. Health screenings are performed each year and plans are being made to expand the health screenings into a full health day during the 2013-2014 academic year, which will include students from the Capstone College of Nursing, School of Social Work, Department of Health Science, Department of Human Development and Family Studies and others. 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 2013, more than 130 UA students worked at 15 free tax preparation sites across the state to prepare more than 3,900 returns for working Alabama families – helping them to secure $7.2 million in tax refunds and saving them nearly $1.2 million in commercial tax preparation fees. More than 60 of these students enrolled in a service-learning course, *Poverty, Faith and Justice in America*, in which students were introduced to the concepts of justice and obligation in various faith traditions and discussed issues faced by the working poor, perceptions and misperceptions of those living in poverty, and current policies affecting lower-income families and individuals. Further, the course explored the ways faith can affect our response to poverty.
• **SpeakFirst** aims to reinvigorate Birmingham’s inner city youth by engaging them in a competitive, multidisciplinary debate program enhanced by a comprehensive learning experience that includes standardized test preparation, summer internships, and admissions and scholarship guidance from college counselors across the state. As they sharpen their debating skills, students also improve vocabulary, critical thinking, speaking ability, and language and study skills. Each aspect of the SpeakFirst program responds to critical needs in low-income communities. In the Fall of 2007, UA announced an incredible new partnership with the SpeakFirst debate team. UA agreed to provide, in perpetuity, Birmingham students completing at least three years of the SpeakFirst Program with full, four-year, academic scholarships, including tuition and fees. These scholarships cover approximately $30,000 of costs for each student over a four-year period.

• **FocusFirst**, a partnership between CESR and Impact Alabama, aims to provide a cost-effective direct response to the vision care problems of children who live in urban and rural poverty in Alabama. In keeping with this mission, undergraduate and graduate students strive to ensure that children ages six months to five years in Head Starts and lower-income daycares are screened for vision problems and receive appropriate examination, diagnosis, and treatment. UA continues to be the leading participant in our statewide screening efforts. During the 2012-2013 academic year, UA students screened more than 1,500 children at 55 sites in eight Alabama counties.

• **Bridge Builders of Alabama**, a unique service-learning course, allows students to examine leadership development, cultural competency, and relationship building while working with Alabama’s youth, ages 15-18. In addition to class discussions and coursework, students serve as counselors at a weeklong Bridge Builders session. Bridge Builders is a nonprofit organization that brings together a diverse group of Alabama high school students to develop their leadership skills through community projects, discussions, and experiential learning. Bridge Builders works to develop high school students into future leaders who will lay aside individual, social, economic, and cultural differences to work for the benefit of all. Its mission is to help ordinary youth find their voice, experience their power, and build positive relationships to do the extraordinary. Since 2009, 11 students have served as counselors at the Bridge Builders summer sessions in Montgomery.

• **Every Move Counts: A Chess in Education Project** is a service-learning initiative that focuses on improving math, reading, critical thinking and analytical skills of school-age children through chess. The nationally unique course examines the use of chess in progressive education reform efforts across the country, and investigates the academic and social benefits the game holds for children. In addition to class discussions and coursework, students develop lesson plans and spend at least two hours per week teaching children chess in public schools. The program has grown exponentially since Spring 2010, when three UA students taught chess to 12 sixth graders. During the Spring 2013 semester, 46 UA students taught chess to a diverse range of approximately 230 children in 2nd – 12th grade in five Tuscaloosa city schools in classes held once or twice weekly. Every Spring, UA students hold an all-
day chess festival engaging more than 350 children at Tuscaloosa area schools. Fifty students are registered for the Fall 2013 course.

- **CollegeFirst: An Advanced Placement Mentoring Initiative** trains college students to implement a Pre-AP summer academic enrichment program for high-school students. The CollegeFirst Summer Academic Institute for Math and Science supports the belief that all willing and academically motivated high-school students deserve an opportunity to succeed in rigorous, college-level experiences and the advantages they bring. This service-learning course partners college students with Pre-AP high-school students for three weeks of tutoring during June. UA students spend an initial week learning how to be instructors/tutors, and examining and discussing issues related to educational disparities and creative education reform initiatives. The following three weeks are spent tutoring high-school students planning to take AP calculus, chemistry or biology in the upcoming school year. Most of these high-school students are minorities attending under-served schools. At the end of the course, college students prepare a written reflection connecting issues raised in the classroom with their experience in the community. In 2013, 33 UA students tutored 316 high school students in Tuscaloosa, Birmingham and Huntsville.

d. **Women’s Resource Center**

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

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

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

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

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

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

The *University of Alabama Adapted Athletics, formerly Wheelchair Athletics*, ([http://alabamaadapted.com/](http://alabamaadapted.com/)) creates sport and fitness opportunities for persons with disabilities and provides practical experience for all students at UA who wish to learn how to work with persons with disabilities in a sport and recreation setting. This outreach program in the College of Education was established through funding from UA in order to address a need for persons with disabilities. UA is one of only four universities in the country that offers both a men’s and women’s collegiate wheelchair basketball program and the only university in the Southeast to field wheelchair athletic teams. In 2013, the College of
Education’s Adapted Athletics (formerly Wheelchair Athletics) stayed in the national spotlight, with its men’s wheelchair basketball team winning its first National Championship. The women’s team played in their sixth consecutive National Championship game and finished second in the nation. UA sent seven athletes and one coach representing their respective countries to the Paralympics in London, England in 2012, winning gold medals for Team Germany in Wheelchair Basketball and Team Canada in Men’s Wheelchair Basketball.

The Office of Disability Services (ODS) serves as the central contact point for students with disabilities at UA. ODS works individually with students to determine appropriate and reasonable academic accommodations, to ensure that students' academic performance is evaluated apart from the limiting effects of disability, and to promote student responsibility and self-advocacy. The number of students registered with ODS has risen from 468 during AY 2004-2005 to 1,247 during AY 2012-2013. All four professional staff members have earned Master’s degrees in either Rehabilitation Counseling or Social Work. In addition to working with students, ODS:

- conducts training sessions for University departments and meets with faculty members to heighten awareness of the role of ODS and ADA/§504 requirements as well as make presentations to groups outside the University;
- develops partnerships with other campus departments (i.e. Faculty Resource Center, the IT Department at the College of Continuing Studies, the Office of Orientation Programs, and the Registrar’s Office) to better serve and retain students with disabilities;
- works with the new “Early College” program through the College of Continuing Studies that has referred several students for disability services;
- hosted the Federal Workforce Recruitment Program (WRP), an initiative to match students with disabilities to internships and long-term employment with Federal agencies and private corporations, for the third year during the Fall 2012 semester;
- attends University Days and Capstone Connection Information Fairs as a means of providing direct student outreach;
- provided literature to the Office of Orientation Programs for Bama Bound 2013 rather than sending staff to the fair since we have so many families who prefer to stop by our office and talk with case managers personally;
- 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, 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;
- collaborated with UA Emergency Planning personnel to develop guidelines for assisting students with disabilities in the event of a campus-wide emergency;
- developed a service animal policy to comply with federal laws; and
- conducts two orientation sessions for incoming students with disabilities before classes begin.

The Office of Human Resources works with employees seeking accommodations for disabilities as part of UA’s ADA program (see http://hr.ua.edu/ada). The Office of Equal Opportunity Programs, University Compliance Officer, is the University’s Designated ADA Coordinator for the campus. That office maintains a website, http://eop.ua.edu/disabilities.html, which contains information about UA’s commitment to provide reasonable accommodations for program accessibility and employment for qualified persons with disabilities as defined in applicable laws and regulations. That office’s website also maintains an updated list of academic college’s ADA/504 Coordinators, who facilitate and assist with any disability-related matters in the college, school, or administrative unit and serve as liaison between the unit and the compliance office. Links are also provided to ODS; information on how to report campus access problems through the Facilities’ Department’s ADA hotline; UA’s Campus Accessibility Map (which identifies locations for accessible parking, accessible entrances to buildings, location of curb cuts and security phones to assist individuals with mobility impairments in locating accessible routes on campus); information about fines for parking illegally in handicapped parking zones; and links for individuals with physical disabilities for assistance in attending events at Bryant Denny Stadium. This office also works with ODS on additional educational initiatives and policy development.

The ADA Technology Compliance Working Group, and more specifically, the Technology and Learning Committee has been working on a Technology Accessibility Plan for the University to ensure all required online course materials are accessible to those with hearing, sight or other impairments. This group is conducting a phased technology audit to identify the UA technologies that need to be made accessible and has worked with Purchasing, OIT and Auxiliary Services to be sure that vendors of technology products are required to provide information on accessibility using the Voluntary Product Accessibility Template (VPAT) tool or a similar tool. Several UA employees have attended the national Accessing Higher Ground: Accessible Media, Web and Technology Conference. The information learned from that conference is being shared with various departments.
The Office of the Associate Vice President for Facilities chairs UA’s ADA committee and works in conjunction with ODS, EOP, Transportation Services, Office of Counsel and others in assessing campus facilities for ADA compliance and prioritizing planned improvements. That office

- leads the ADA Committee assessments of academic buildings to identify and prioritize ADA improvements;
- maintains and updates the ISES classroom and academic building accessibility survey, which identifies accessible classrooms and serves as a resource to ODS in ensuring that classes for students with disabilities are accessible;
- completes renovations to academic buildings to ensure compliance with federal regulations, including restrooms, water fountains, accessibility ramps, automatic door openers, and updated signage to identify ADA accessible routes;
- conducts with Construction Administration annual sidewalk surveys to identify curb cuts that need to be replaced to enhance accessibility;
- supports Construction Administration’s ADA multiple webinars and seminars to educate UA personnel on the current Title II ADA facility accessibility standards;
- works with Business Information Services, Risk Management, Transportation Services, and other areas to identify and record ADA-related items in the FacilityMax property 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. In order to better accommodate football fans with disabilities, the 110 spaces across from the renovated South end zone of Bryant-Denny stadium were converted from Tide Pride parking to handicapped parking for football games. The Denny Court loading area for buses was redesigned with improved signage, curbs and ramps to better accommodate football fans with disabilities.

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

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

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

The mission of the *Capstone International Center* is to initiate, promote, and support UA’s international efforts on campus as well as throughout the state and the world. The Center, comprised of International Academic Programs, International Services, and the English Language Institute, coordinates the University’s international endeavors, facilitates the development of a global perspective campus-wide, and supports students, faculty, and staff in global outreach, teaching, and research. More detailed information about the programs and services of the Center can be found on-line at [http://international.ua.edu/](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, an annual Cultural Retreat in conjunction with various institutions in North Alabama, a Welcome Reception, President’s Reception, various holiday parties, and the Rotary International picnic. Some of the larger programs associated with the Center include:

- **International Coffee Hour**, a coffee hour event with food and occasional entertainment is hosted each week on campus to facilitate building friendships/relationships between international and domestic students (for more information, see [http://is.ua.edu/programs-activities/international-coffee-hour/](http://is.ua.edu/programs-activities/international-coffee-hour/)).

- **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 international student orientation programs, 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 (for more information, see [http://is.ua.edu/programs-activities/ipac/](http://is.ua.edu/programs-activities/ipac/)).

- **International Spouse Group**, a support group for spouses of international students, faculty, and staff, which is hosted by Capstone International Services and meets
weekly throughout the academic year (for more information, see http://is.ua.edu/programs-activities/international-spouse-group/).

- **Capstone International Ambassadors (CIA)**, a group of UA students who have recently returned from a study abroad experience and have an interest in international issues, are trained to assist Capstone International Academic Programs advisors in the dissemination of information regarding international opportunities. The CIAP Ambassadors also work to develop different cultural activities throughout the academic year that include the UA international student population. They have recently reached out to Alabama First and other groups on campus which may have significant numbers of minority students.

- **First Friends**, a joint initiative between Capstone International Academic Programs (CIAP) and the Honors College, partners new international exchange students at UA with fellow undergraduates who can welcome them and show them the basics of student life in Tuscaloosa.

- **Annual Sakura Festival**, an annual month-long festival, normally held in the month of March, which celebrates Japanese culture and includes numerous activities throughout the community. See http://international.ua.edu/Sakura.html for more information. The festival is held in partnership with the Japan America Society of Alabama, Tuscaloosa Sister Cities, and the Japanese Consulate in Atlanta.

- **The English Language Institute (ELI)** provides a year-round, six-level Intensive English Program for nonnative speakers of English who need or want to improve their English language proficiency. The ELI’s Intensive English Program serves as a gateway for international students who wish to enroll in undergraduate or graduate degree programs at UA. The ELI also offers customized group programs for students and/or professionals who have specialized needs. Both of these programs offered by the English Language Institute serve to attract and recruit international students to UA, which in turn greatly enhances all types of diversity on this campus – national, linguistic, religious, racial, and cultural. The ELI brings the world to UA. For more information about ELI programs, visit www.eli.ua.edu.

- **The International Student Association**, http://isa.ua.edu/about/html, offers diverse, creative, and innovative programs which provide opportunities for interaction with a variety of students from many cultures. 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. The percent of minority students participating in study abroad during the academic year 2012-2013 was 7.9%.

g. Alabama International Trade Center, Alabama Small Business Development Center & University of Alabama 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 2013, the Center organized 14 educational workshops around the state with total attendance of 631. The Trade Center worked with the Alabama State Black Chamber of Commerce to conduct an export workshop for its members. In FY 2013, the Center served 42 minority-owned small business clients and offered export training and counseling services to 46 women-owned businesses and 38 veteran-owned businesses. The AITC will continue to provide outreach to the minority small business community in Alabama and the region in an effort to identify and serve minority-owned businesses as part of its annual programming.

The Alabama Small Business Development Center (ASBDC) Network’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 counseling and training are delivered to the minority small business community in Alabama. The Network served 1,018 minority-owned small business clients and counseled 892 women-owned businesses and 322 veteran-owned businesses during FY 2013. In addition, the ASBDC organized 274 educational workshops around the state with total attendance of 7,054. The ASBDC will continue to provide outreach to the minority small business community in Alabama and the region in an effort to identify and serve minority-owned businesses as part of its annual programming.

The University Center for Economic Development (UACED) continues to provide statewide services to civic and elected leaders as well as to the business community. All of UACED’s programming is geared to local communities which include the regions, counties, cities and towns in the State of Alabama. The Center works with elected and civic leaders through all of its programming and the Center emphasizes a broad representation of the community and covers a wide range of diversity measures including: racial, gender, geographic, political and economic. UACED’s curriculum includes instruction on basic leadership skills/strategies. In addition, UACED staff provides the knowledge to empower communities to work in a team atmosphere, offer assistance with problem-solving, teach citizens how to manage conflicts, demonstrate the steps to develop and implement strategic planning and apply personal skills, and the overall value of working with varied groups. The services UACED provides are open to the public and supported by various external State of Alabama agencies. UACED personnel continue to serve on committees and boards of organizations that promote cultural diversity and continue with co-sponsorship of workshops.
and annual events held by organizations representing the minority business community, and presentations around the state to civil, community and elected leaders. Six of these events were held during 2012-13 with 196 minority attendees.

UACED 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. UACED has a long-time partnership with the Alabama Communities of Excellence (ACE), a non-profit program which provides a comprehensive approach to economic and community development for cities with populations between 2,000 and 18,000. ACE partner organizations help rural communities plan and prepare for a more vibrant future. UACED provided leadership to ACE communities as they work through the process to be designated an ACE community and then as they maintain that status to enable them to be recertified. To date, 26 communities have graduated through the ACE program. Each town has a diverse group of local citizens working towards the ACE status, as well as a diverse ACE Team that provides the guidance and knowledge. Another long-standing partner is Your Town Alabama. UACED has continued to provide guidance and leadership for the Your Town Alabama workshop over the past 15 years. The “Your Town” workshop is an intensive 2½ day workshop that focuses on an important aspect of community spirit and community integrity: the process of design. The workshop aims specifically to introduce small town, neighborhood and rural decision makers and technical assistance providers to the role of design in community planning. During the timeframe of this reporting period, Your Town Alabama graduated 53 new leaders, of which 12 were minority participants.

During FY 2013, UACED continued working with a wide range of communities throughout the state, many of which have the lowest incomes in the State of Alabama: Bibb, Choctaw, Clarke, Conecuh, Dallas, Marengo, Monroe, Perry, Sumter, Washington and Wilcox. UACED staff provides community-based strategic planning in support of local economic development efforts, particularly in economically distressed parts of Alabama. UACED helps communities prepare to take advantage of economic development opportunities for growth, which puts them in a better position to support existing business as well as to create and attract new investments and jobs. Many of the programs have concentrated on leadership, expansion of tourism, community development information and recommendations to improve the local economies and assist in providing opportunities for a better quality of life.

In the past academic year, UACED has continued the work with local citizens and state agencies to promote tourism statewide by working with the eight Alabama Birding Trails. These trails include Alabama Black Belt Nature and Heritage Birding Trail, Alabama Coastal Birding Trail, Appalachian Highlands Birding Trail, North Alabama Birding Trail, Piedmont Plateau Birding Trail, Piney Woods Birding Trail, West Alabama Birding Trail and the Wiregrass Birding Trail. Over 30 meetings have been held throughout the state with a diverse group of community birders.

UACED and several other partners including the Alabama Trails Commission, Alabama Department of Economic and Community Affairs (ADECA), Cheaha Trail Riders,
Inc., and Jacksonville State University sponsored a statewide conference highlighting TRAILS in 2012, held at Jacksonville State University on November 1-2, 2012. The theme for the conference was DREAM, PLAN, BUILD and offered a vast amount of information for anyone planning a trail, in the process of building a trail, or trying to build consensus in the dreaming stages of building a trail. The conference was open to the public for registration and for all types of trail enthusiasts throughout the U.S. and offered something for anyone with an interest in trail planning, development and enjoyment of recreational trails of all types in Alabama. Highlights of the conference featured sessions and panels involving using volunteers, trail promotion, economic and related benefits of trails and funding opportunities. In addition, the conference included vendors and exhibitors demonstrating the latest trends and equipment in outdoor adventures and trail development and maintenance. Over 190 diverse participants attended the conference, of which 47 were minority.

As a part of the Sumter County Comprehensive Plan project, UACED traveled to several communities throughout Sumter County for public input meetings to ensure a broad representation of residents before finalizing the comprehensive plan. These meetings were attended by local residents. Additionally follow-up committee meetings were held with an attendance of 85 residents, 65 of which were minority participants.

UACED’s book drive program entitled “Books for the Black Belt” continues to work directly with the 12 superintendents in the Black Belt in the following counties: Bullock, Choctaw, Dallas, Greene, Hale, Lowndes, Macon, Marengo, Pickens, Perry, Sumter, and Wilcox.

For the third year, UACED is partnering with various University departments and Stillman College to host the Alabama Living Legends program. The fall event featured artist Frank “Doc” Adams. The three-day event ended with a free concert to the public, of the 120 attendees, 35 were minority. The purpose of Alabama Living Legends is to highlight significant contributions to Alabama’s heritage and honor individuals who have provided a prominent example of innovation, creation, and commitment to others. The program is geared to encourage handover of history, knowledge and wisdom from a diverse group of Alabama’s most treasured creative minds to our current and future campus and community leaders.

h. Office for Academic Affairs/Provost Creative Campus Initiative

The Creative Campus Initiative was implemented in May 2005 to connect diverse communities through creative arts, and in the process use the arts as part of economic development for the region. Goals of this initiative include, among other things, recruiting, attracting and retaining the best and brightest students and faculty to the campus with the lure of participation in lively and high-quality arts and cultural programs; and building a climate of interactivity on campus and better articulating to the public why culture is valuable. The vision and programs of this unique student-led effort are outlined at http://creativecampus.ua.edu. Creative Campus’ partnership with the Ferguson Center and its office location within the Crossroad Center has facilitated contacts with a diverse student population.
An archive of past events of Creative Campus was placed on line to document its events (http://creativecampus.ua.edu/projects). As a review of that website reveals, Creative Campus continues to connect diverse communities through the arts. The events produced by CC interns also demonstrate an openness to participation – including a broad range of ages, community as well as university audiences, and students from many different backgrounds. During the 2012-13 academic year, Creative Campus sponsored Tidal Flow, a partnership to seek out new, unseen, and unheard talent in the hip-hop world; Tin Man: Mechanics of the Heart, in collaboration with the College of Engineering and Honors College, a two-day event featuring the unique artistic vision of Selma native Charlie Lucas, an African-American self-taught artist affectionately called Tina Man; and hosted one of Cuba’s most important poets, Reina María Rodríguez.

i. Office for Academic Affairs/Office of Equal Opportunity Programs

The Office of Equal Opportunity Programs reporting to the Office of the Provost supports the University's efforts to foster a diverse student body and workforce by working with administrators, departments, and committees to ensure that University policies and programs comply with applicable nondiscrimination requirements. The University Compliance Officer/Director served on the ADA Technology Compliance Work Group to develop a plan for compliance with Section 504 and ADA regulations for accessible technology (e.g., web-based materials, software applications and operating systems, video and multimedia products, computing equipment). The Group developed a draft plan and a working budget that was submitted to the Office of the Provost for review/approval. The University Compliance Officer/Director also served as the institutional representative on the Alabama Association of Higher Education Diversity Officers (ALAHEDO) and attended its annual meeting on November 5, 2012 at Auburn University.

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

This following section describes the efforts of central administration, Student Affairs, and individual colleges and departments to ensure that students are exposed to academic, cultural and celebratory experiences that broaden their understanding of and appreciation for diversity, thereby better preparing UA students for the global society in which they will live and work.

• The Realizing the Dream Committee, consisting of members from the Tuscaloosa Consortium for Higher Education (TCHE-Shelton State Community College, Stillman College, and UA), marked its 24th anniversary in 2013 and continues to collaborate to produce quality programming in the West Alabama area. The annual Realizing the Dream concert hosted by UA in January, a theatrical presentation hosted by Shelton State in March, and the spring and fall lecture series hosted by Stillman College continue to attract diverse audiences from across the community. At the Realizing the Dream concert, featured artists included the the Grammy-award winning group Take 6 and the Aeolians of Oakwood University. Shelton State
Community College hosted “Ain’t Misbehavin’.” The Martin Luther King, Jr., Distinguished Lecture Series featured George Shirley, University of Michigan distinguished professor of voice and renowned opera tenor. The committee also supported the fifth annual Legacy Banquet during the Martin Luther King, Jr. holiday weekend to honor individuals from the community whose actions epitomize the social justice philosophies of Dr. King. The honorees at the 2013 banquet were Dr. Paula-Sue Burnum-Hayes (Mountaintop Award), Michael Culver (Call to Conscience Award), and Lubna Alansari (Realizing the Dream Horizon Award). The keynote speaker at the banquet was Pulitzer Prize-winning journalist Cynthia Tucker.

- UA continues to offer its 3-credit hour course, entitled “Introduction to Global Studies” (CIP 24.0199), as part of its Global Studies Certificate Program. In addition, UA has created an Interdisciplinary Global Studies freshman learning community, which is designed to emphasize the cultural, economic, physical, and political aspects of world citizenship in the 21st century.

- The Provost’s Office updates its on-line “Guide to Courses with Diversity and Multicultural Content,” http://www.provost.ua.edu/strategic-diversity-plan.html 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:

- “Identity Lessons,” an exhibition of works curated by 200 students in A&S, opened in December 2012 and showcased works from the Paul R. Jones Collection.
- The “Bloodlines” exhibit in the Paul R. Jones Gallery focused on relationships between family members.
- Paul R. Jones Lecture Series hosted James Sherman Brantley who lectured on “James Brantley: View from an Artist.”
- Author James Oakes discussed Emancipation Proclamation: Myths & Realities in commemoration of the proclamation’s 150th anniversary.
- Department of Religious Studies Lecture Series on the Role of the Humanities and Social Sciences, October 2012.
- Annual Rose Gladney Lecture on Justice and Social Change, Department of American Studies, October 2012.
- Triota programming activities (a student organization in the Department of Gender and Race Studies), October 2012.
- “Sonic Frontiers,” School of Music, December 2012.
- “Stress Free Daze,” University Programs, December 2012.
- Realizing the Dream Concert, January 2013.
- CNN Journalist Don Lemon campus visit, February 2013.
• “Bittersweet Harvest: The Bracero Program 1942-1964,” Department of American Studies, February 2013, a Smithsonian traveling exhibition that tells the story of the largest guest worker program in U. S. history.
• Graduate Student Symposium, Department of Art and Art History, March 2013.
• Lavender Graduation, April 2013.
• SREB/Tide Together BBQ, April 2013.
• Alabama-Cuba Initiative “Alcestis Ascending” which featured Cuban scholar-actor-dancers and UA students was performed in Tuscaloosa and in off-Broadway in New York City. The group is called Company Havana Bama.
• Dr. Michael Sheeney, Tibetan Buddhist Resource Center, October 2012, hosted by the Department of History.
• Dr. Christian Ayne, Bard College, February 2013, hosted by the Department of History.
• A Brazilian Scholar, February 2013, hosted by the Department of History.
• Mr. Marc Bamuthi Joseph, Performing Arts at Yerba Buena Center for the Arts, San Francisco, March 2013, hosted by Creative Campus.
• Professor Raul Ramos, University of Houston, April 2013, hosted by the Department of History.
• McNair Scholars, Henderson State University, June 2013 (with Graduate School).
• Trips to the Civil Rights Institute, February 24, 2013.
• Migration/s Exhibition, Paul Jones American Art Collection, March 5, 2013 – April 19, 2013.
• “Darkroom: A Memoir in Black and White” tells of the experience of author Lila Quintero Weaver’s moving from Argentina to Alabama during the beginning of desegregation.

The College of Arts and Sciences has faculty who serve has principal investigators on diversity-related research. As just one example, UAB received just over $2 million to support its “Deep South Resource Center for Minority Aging Research.” The center is a partnership between UAB, UA, Tuskegee and Morehouse and focuses on problems of elderly African Americans, primarily in rural areas. One UA professor in UA’s Center for Mental Health and Aging (http://cmha.ua.edu/about-us/) who is receiving a portion of that funding is identifying geographic correlates of Black-White disparities in mental health service use among older adults from nationally representative data sets. Several A&S students (as well as students from other UA colleges and schools) are involved in the research in UA’s Center.

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

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

- During the 2012-13 academic year, the UA-Enactus Team, formerly known as Students in Free Enterprise (SIFE), organized six major projects in Tuscaloosa and the West Alabama community including collaborating with Brookwood Middle School to spend over 67 hours with more than 100 8th grade students to teach business principles, communication skills and cultural awareness. The name was changed last fall to reaffirm its long-standing commitment to using entrepreneurial action as a catalyst for progress. For the eighth year in a row, UA’s team won the regional competition in Atlanta.

- C&BA faculty hosted the 2013 Capstone Entrepreneurship Camp (formerly the Youth Camp on Entrepreneurship) where students from Alabama’s Black Belt region attend a week-long, residential camp exposing them to The University of Alabama campus, entrepreneurship as a career option, and the role of entrepreneurship in economic development. Beginning in the 2013-14 academic year, the program will be expanded to the STEM Entrepreneurship Academy and include engaging students in a year-long process.

- AlabamaREAL is an initiative of The University of Alabama’s Center for Community-Based Partnerships and the College of Commerce and Business Administration linking University resources to Alabama’s public schools. It supports delivery of entrepreneurship education, development of school-based enterprises as academic learning environments, and increases awareness of entrepreneurship as a critical and effective economic strategy. The program offers assistance through workshops, classroom presentations, and curriculum activities that utilize the experiential learning cycle. It covers a wide array of business topics, including production of a business plan. AlabamaREAL often partners with internal UA and external programs to assist with youth leadership, personal finance, and entrepreneurship education.

- C&BA sponsors the Accounting Career Awareness Program (ACAP). This is a program of The National Association of Black Accountants, Center for Advancement of Minority Accountants. The primary objective of the ACAP is to increase the number of high school students from underrepresented ethnic groups that attend college and major in accounting. Through ACAP’s efforts, students receive educational enrichment experiences and the practical help needed for college preparation and a career in accounting. ACAP revolves around a one-week summer residency program from high school students. The program introduces students to career opportunities in accounting through a carefully tailored curriculum involving local university faculty and guest lecturers from business and government. ACAP’s goals are to increase the number of high school students from underrepresented ethnic groups who attend college and major in accounting, to increase college enrollment of
these particular ethnic groups overall, and to provide a pipeline program for directing these students to the accounting profession.

• 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, woodworking, baskets, jewelry, books and much more; and an e-commerce shopping site that offers an opportunity to purchase many one-of-a-kind, handmade Black Belt products.

MGSB graduate students continue to be exposed to a variety of activities, events, and opportunities to increase their awareness of other cultures. In addition to the ongoing classroom activities, guest speakers, and participation in multicultural teams, our students had more opportunities this year to travel with faculty overseas for immersion experiences. The MBA program once again hosted MBA Week, and included efforts to provide opportunities for students to get exposure to community service opportunities and build stronger cultural awareness.

C&BA continues to sponsor a chapter of the National Association of Black Accountants. The mission of NABA, Inc. is to build leaders that shape the future of the accounting and finance profession with an unfaltering commitment to inspire the same in their successors. The organization is concerned with enhancing opportunities for minorities in the accounting, finance and business related professions. The Chapter was chartered at UA in 2006. The goals of the Association are to promote and develop the professional skills of our members, to encourage and assist minority students entering the accounting profession, and to provide opportunities for members to fulfill their civic responsibilities.

The College also sponsors The Women’s Initiative Program which promotes business careers and develops leadership skills among female students. The mission of Culverhouse Connections is to enhance the professional skills of Culverhouse students through mentoring, shadowing, educational workshops and networking with business professionals. This also provides mentoring participants a venue to invest in the college by enhancing the quality of our graduates. Eleven African Americans and 64 women make up the students in the Culverhouse Connections.

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

At least three C&IS faculty hold affiliate status in the Department of Gender and Race Studies: Robin Boylorn, Jason Edward Black, and Janis Edwards. Additionally, George Daniels from the Department of Journalism serves on the campus-wide Crossroads Network, which sponsors monthly meetings to facilitate collaboration between campus
groups in programming and other cultural initiatives. Janis Edwards from the Department of Communication Studies also attended Crossroads Meetings in 2012-2013.

In anticipation of the University’s observance of the 50th anniversary of the Stand in the Schoolhouse Door in 2013, members of the Communication and Diversity Forum, a cross-disciplinary initiative for discussing, researching and engaging in creative activities that address the intersection of diversity in all forms, took the lead role in organizing C&IS “Through the Doors” programming for the year.

As part of the University-wide “Through the Doors” observance, C&IS co-sponsored an “Opening Doors” interactive workshop in February lead by Communication Studies Professor Dr. Meredith Bagley and Dr. Jennifer Shoaff, from the UA Department of Gender and Race Studies. Students and faculty worked in teams during this hands-on event by making artwork that reflects the University’s efforts to open its doors. The artwork was part of an exhibit that was displayed later in the year at the Diversity Symposium. The event was co-sponsored by “Foster”-ing Dialogue Committee and UA chapter of Iota Iota Iota.

On four consecutive Wednesdays during February, African-American campus history walking tours were hosted Dr. Jason Black, Associate Professor of Communication Studies. The tours originated from the rotunda of Reese Phifer Hall and feature some key spots designed to give participants an appreciation for the rich history of the UA campus, including spots like Foster Auditorium which reflect the University’s diversity efforts.

The College’s Communication and Diversity Forum, a cross-disciplinary initiative for discussing, researching and engaging in creative activities that address the intersection of diversity in all forms, organized the fourth “Discerning Diverse Voices: Communication & Information Symposium on Diversity” in March 2013. The symposium invited all UA faculty and graduate students as well as those in the Southeastern region to present diversity-related research and creative activities. Two dozen professors, undergraduate and graduate students presented their work during the event, which for the first time extended over two days at Gorgas Library on UA’s campus. The Discerning Diverse Voices symposium was previewed in a story on the front page of the West Alabama section of The Tuscaloosa News and Barnett Wright’s address received coverage on page A1 of the newspaper. The CIS Communication and Diversity Forum members and organizers of the event include professors Janis Edwards, Meredith Bagley, Laurie Bonnici, Caryl Cooper, George L. Daniels, Mary M. Meares and Robin Boylorn.

As part of the University-wide “Through the Doors” Observance of the 50th anniversary of the University’s integration, the C&IS Diversity Forum sponsored a campuswide screening and discussion of the much-acclaimed film, CRISIS: Behind a Presidential Decision, which showcases Governor George Wallace’s infamous “Stand in the Schoolhouse Door.” After watching the one-hour film, students, faculty and members of the West Alabama community participated in a lively discussion of the Robert Drew Production. Dr. George Daniels from the Department of Journalism lead the discussion while Mike Letcher from the Center for Public Television and UA History Department Chair Kari Frederickson served as panelists, providing their perspectives on the cinematic production.
The screening and discussion was followed on the second day of the symposium with a poster session, two research presentation sessions and two panel discussions. The event was the kickoff of the College’s Annual Diversity Symposium in March.

The symposium culminated with a keynote address by Barnett Wright, author of the newly-released book, 1963: How the Birmingham Civil Rights Movement Changed America and the World. A brief panel discussion followed Wright’s address featuring Laura Anderson from the Birmingham Civil Rights Institute and Carl Bates, director of business development for Alabama Media Group, which published Wright’s book. A book signing followed. Wright’s keynote address coincided with Journalism Day and was listed on both event schedules.

The College’s faculty and staff frequently invite academics and industry professionals to bring differing perspectives about race and class into the classroom. Events this past year included the following, plus others discussed below in departmental reports:

- Keith Burton, Partner Brunswick Group, gave the Koten Distinguished Lecture on “Engaging Millennials, Boomers, and Everyone Else,” helping the students understand the important role of age and shared cultural experience in the reaction to organizational communication messages and message channels.
- Victoria Harmon, Managing Director for Credit Suisse in the Talent, Branding and Communications division, ad interim Head of Americas Corporate Communications, and ad interim global Co-Head of Investment Banking Corporate Communications, spoke to students about the multi-cultural communications and also addressed work-life balance issues for single females in professional occupations.
- Barry Caldwell, Senior VP for Public Affairs and Communications and Chief Communications Officer, Waste Management; Pam Edstrom, Agency Co-Founder, Waggener Edstrom Worldwide; Ellen East, Executive Vice President and Chief Communications Officer, Time Warner Cable; and Jamie Estes, President, Estes Public Relations spoke as part of Laurie Bonnici’s LS 590 - Accessibility for Information Technologies course. These three speakers who have identified as having mild-moderate physical access issues were invited to share their personal perspectives of technology with students enrolled in the course. In addition, this same course had 7 students from Wayne State University enrolled, three of whom self-identified as having a disability (1 mobility, 1 auditory, 1 visual).

Department of Journalism

The Multicultural Journalism Program (MJP) continues to be the highlight of diversity-themed efforts. Now in its 30th year, the MJP’s annual summer workshop is designed to encourage high school students from underrepresented populations or those with an interest in diversity to consider careers in journalism. In 2012, the 17 students in the program traveled to the Gulf Coast for three days to report on the recovery progress in that area following the 2010 BP oil spill. In addition, they reported on other news and feature stories for the region. In 2013, 15 students will be in Tuscaloosa and Birmingham to cover the 50th anniversary of civil rights events in both places. They will also visit the Birmingham
Civil Rights Museum, Tuscaloosa’s Foster Auditorium and other civil rights landmarks. They will take part in UA’s “Through the Doors” 50th anniversary celebration and, as always, produce a newspaper and website.

In addition to formal programs sponsored by the Department of Journalism, faculty members also engage in diversity-related outreach to the community as individual endeavors. For example, Dr. Kim Bissell was a co-PI on a research team that was awarded a three-year $800,000 grant from the National Institutes of Health to develop and support collaborative research between academic researchers and residents of Alabama communities disproportionately affected by poor health. Project United: Using New Interventions Together to Eliminate Disparities" is a partnership of the College of Communication & Information Sciences, the College of Community Health Sciences, and the Black Belt Community Foundation. The grant will fund community-based participatory research in the Black Belt region of Alabama.

Since 2010, UA through its partnership with the Office of Minority Health in the Alabama Department of Public Health has been actively involved in addressing health disparities of Alabama residents. In April 2010, a team of UA students in Dr. George Daniels' Communication and Diversity class developed a cross-platform media campaign to combat infant mortality. The series of public service announcements and social media messages were aimed at teens. In 2012, another group of students developed the concept of "The Salt Monster" as a way to combat high incidence of cardiovascular disease among Alabamians. "The Salt Monster" campaign was further developed this year (2013) with a new "Salt Monster" public service announcement produced by Telecommunication and Film students. Curbing sodium consumption is just one way UA is making a positive impact on the health disparities in our state.

Members of the Society of Professional Journalists worked with George Daniels to support a first-of-its-kind after-school journalism class for third, fourth and fifth graders at Oakdale Elementary School. Forty-five students participated in the program that was offered Tuesdays during the fall and spring semesters. As a result, the elementary school students wrote stories and took photos used in five editions of the now 12-page Oakdale Eagle newsletter that first launched in 2011. As a part of the partnership with UA, the Oakdale Students received access to a new set of digital cameras that they used to produce photojournalism. A Photojournalism Exhibition was held in the Summer of 2013. Two of the third graders have written an article about the experience that is to be published in a nationally-recognized academic journal.

As a member of the National Association of Black Journalists, George Daniels worked with a group of students to reactivate the Capstone Association of Black Journalists (CABJ), a local chapter that had been inactive for the past few years. The new officers for 2013-2014 represent all three of the mass communication units within the College (Department of Journalism, Department of Telecommunication and Film and Department of Advertising and Public Relations). CABJ made plans in the spring for a television station tour of a Birmingham NBC affiliate in the late summer and will co-sponsor two fall events in connection with the 50th Anniversary of the Integration of the University. They have been
invited to do more collaborative events with the Birmingham Association of Black Journalists (BABJ) in the upcoming months. Professor Meredith Cummings will serve as the new adviser for CABJ and will attend the 2013 national conference with UA student officers in summer 2013. The College provides financial assistance for the organization’s activities upon request.

The Journalism Department spear-headed a campus visit in October 2012 for Jose Antonio Vargas, a Pulitzer Prize-winning former Washington Post writer who launched a campaign to address the need for immigration reform. Vargas’ campus-wide address on his new documentary focused on immigration reform. “Is This Alabama” was the centerpiece of a two-day campus visit that included Vargas speaking to three classes in the College of Communication and Information Sciences and two classes in the Department of American Studies. Vargas was part of the reporting team that won the Pulitzer Prize for Breaking News Reporting in 2007 for coverage of a school shooting at Virginia Tech.

The Journalism Department and Society of Professional Journalists sponsored the first-ever campus visit for a sitting national president of the nation’s largest, most broad-based group of journalists. SPJ National President Sonny Albarado gave an address on diversity in media before inducting more than 20 UA students into the Society of Professional Journalists. The address and induction held in October 2012 were followed by a luncheon sponsored by the Department of Journalism. Albarado, projects editor and acting city editor for the Arkansas Democrat-Gazette, is only the third Latino and first Cajun president of the 8,000-member organization. He was a vocal supporter of the Society of Professional Journalists’ controversial resolution urging journalists to discontinue the use of the word “illegal” when describing undocumented immigrants.

In November 2012, the Department of Journalism helped bring Robert Kanigel, an engineer, biographer, and science writer who taught science writing for over 12 years at Massachusetts Institute of Technology to campus. Kanigel shared his experiences with emphasis on international aspects of his writing as part of International Education Week 2012. Much of Kanigel’s work has immersed him in foreign cultures. Kanigel spoke to 200 students in the JN 311 Newswriting and Reporting class.

The Department of Journalism was one of several campus sponsors for “Where we Stand,” a one-day conference focusing on the 50th anniversary of the integration of the University of Alabama. On April 5, the Frances S. Summersell Center for the Study of the South convened a one-day conference that brought together scholars from around the country to share their work on the course of the civil rights movement in Alabama and on integration in the United States more broadly. The department helped fund the keynote address at Malone-Hood Plaza at Foster Auditorium. Diane McWhorter, Pulitzer Prize-winning author of Carry Me Home: Birmingham, Alabama, the Climactic Battle of the Civil Rights Revolution was the keynote speaker. Students in JN 311 Newswriting class attended the event.

Diversity research: In addition to the research noted above, faculty and students in the Department of Journalism continued their diversity-related research. This research included:
• Professor Kim Bissell will present two diversity-related sports communication papers at international conferences this year. Along with a doctoral student, Bissell will present “A boy once broken: Framing Oscar Pistorius’ disability within the 2012 Olympic Games” at the Association for Education in Journalism and Mass Communication in August. The two also presented “Below the belt: Gender portrayals in women’s boxing during the 2012 Summer Olympic Games” at the International Communication Association in London in June 2013.

• Instructor Dianne Bragg supervised an honors project for a MC 401 Mass Communication Law undergraduate student, who wrote a historical research paper examining the evolution of women’s press rights in India and the United States.


• Greer also supervised a diversity-related research project for a McNair Fellow and JN major who examined how campus newspapers covered racial incidents involving African Americans in terms of racial framing. This student’s work was presented at local and national McNair research conferences. In addition, this student was invited to present her research to the Race, Gender & Class 2013 Conference in March in New Orleans, Louisiana. In addition, she presented “Framing in campus newspaper coverage of racial incidents Involving African Americans, 1997-2009,” a paper co-authored with Greer as her mentor, to the Comprehensive Diversity Conference sponsored by ALAHEDO.

**Department of Communication Studies**

In addition to making a variety of presentations in the College’s 4th Diversity Symposium, faculty in Communication Studies were likewise active participants during 2012-13 in educational opportunities to expose students to diversity issues. For example, the Department of Communication Studies provided funding support again for the April 22, 2013 Lavender Graduation this year, which included as invited speakers Mike Hill, ESPN; Francesca Elzey, reporter, Nashville; and Don Lemon, CNN. This event was developed by the UA Capstone Alliance and other groups on campus to demonstrate campus-wide support of LGBTQA students, to recognize their accomplishments, and to increase the visibility of various organizations, departments and services that support them. A faculty member in the department is co-advisor to Spectrum, the University’s student group that is dedicated to LGBTQ students and their allies.
On April 5, 2013, the Frances S. Summersell Center for the Study of the South convened “Where We Stand,” a one-day conference that brought together scholars from around the country to share their work on the course of the civil rights movement in Alabama and on integration in the United States more broadly. The conference comprised a morning and an afternoon panel and culminated with a keynote by author Diane McWhorter delivered on the site of the Stand itself, in the plaza outside Foster Auditorium. The Department of Communication Studies contributed $1,000, as a co-sponsor of this event.

On March 4-5, 2013, the Department of Communication Studies co-sponsored with the English Department (CRES program) a campus visit by communication scholar Dr. Dana Cloud. Dr. Cloud’s talk is entitled “Pushing the Boundaries of Liberalism: Revolutionary <Equality> in the Rhetoric of GetEQUAL.” Dr. Cloud is a researcher, activist, and speaker from the Department of Communication Studies at the University of Texas- Austin. She was recently named by right-wing pundit David Horowitz as one of the most dangerous 101 professors in the United States. Her research focuses on academic freedom, rhetoric and social movements, gender and communication, race and gender in mass media, unions, and historical materialist theory. Dr. Cloud has published two books: Control and Consolation in American Culture and Politics: Rhetorics of Therapy (Sage, 1998) and We are the Union: Democratic Unionism and Dissent at Boeing (University of Illinois Press, 2011).

The Communication Studies’ faculty reported at least seven different research and creative activities for 2012-13 including: 1) A faculty member presented “Fantasies of Hegemonic Masculinity? Critical Rhetorical Analysis of FX’s The League” at the program on Sport Communication Symposium, University of Alabama, March 20, 2012; presented “Performing Athletic Genders, Resisting Discipline: Action Photography of UT Women’s Sport, 1937-50 within Rhetorics of Control” in the Colloquia Series, Department of Communication Studies, University of Alabama, March 13, 2013; presented “Doors, Locks and Keys: Student Reflections on 50th Anniversary of UA Desegregation” at the University of Alabama Discerning Diverse Voices Symposium, University of Alabama, March 2013; and “Bringing Lavender Graduation to UA” poster presentation at the University of Alabama Discerning Diverse Voices Symposium, Tuscaloosa, Alabama, March 2013. 2) Another faculty member presented “Memory, Victimage, and Survivance: Approaching African American History on the Campus of The University of Alabama” at the Blount Initiative Convocation, University of Alabama, March 20, 2013; presented “Reflections on SLIS and Autherine Lucy” as the SLIS 40th Anniversary Address, University of Alabama, October 2012; presented “Disquietudes of Rhetorical Circulation & Neocolonial Authenticity in Chief Seattle’s Elegy” at the Carolinas Communication Association Convention, Aiken, South Carolina, October 2012; presented “Harvey Milk’s ‘You Gotta Give ‘Em Hope’ as a Transcendent Discourse” at the Alabama Communication Association Convention, Mobile, Alabama, July 2012, with Charles E. Morris III, Top Faculty Paper; and presented “Rhetorical Circulation and Complications of Authenticity and Appropriation in (Neo)Colonial Contexts: The Case of Chief Seattle’s (Suquamish) ‘The Indians’ Night Promises to Be Dark” at the Southern States Communication Association Convention, San Antonio, Texas, April 2012. 3) Another faculty member presented “Sweetwater, Autoethnography Class” at the University of South Florida, Department of Communication Studies, March 19, 2013; presented “A Story & A Stereotype: An Angry and Strong

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

_School of Library and Information Studies (SLIS)_

The School of Library and Information Studies students regularly focus their research and creative activities on issues of diversity. The student posters presented at the CCIS Diversity Forum are excellent examples. Many student assignments and papers also incorporate or explicitly address diversity-related concepts and issues, since these are so central to the practice and professional spirit of library and information studies.


Faculty in the SLIS are involved in several community service and outreach activities. For example, Jamie Campbell Naidoo served as Coordinator of 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. Many of these schools serve predominantly African-American populations. Naidoo provided more than $7,000 in free books to these schools. Naidoo also served as Coordinator for the Noche de Cuentos family literacy program at the Tuscaloosa Public Library on March 29, 2012. All children received a free copy of an author-signed book and each family received a copy of second author-signed book. Naidoo, along with a graduate student, also received an ALA Diversity Research Grant for the student’s project “Beyond Broken Borders: Examining Library Sciences to Latino & Spanish-Speaking Population in New Latino South States with Anti-Immigration Laws.” Finally, another ALA Diversity Research Grant went to Dr. Danny Wallace, EBSCO Endowed Chair of Library Science, for his project “LIS Diversity: A Longitudinal Study of the ALISE Statistics,” which will analyze more than 30 years of data gathered for the annual Library and Information Science Statistical Report to determine and analyze trends in diversity among LIS students and faculty and examine diversity as it is reflected in LIS courses and curricula.

Department of Advertising and Public Relations

Faculty in APR reported several diversity-related research and creative activities. Drs. Karla Gower, Suzanne Horsley and Joseph Phelps chaired dissertations committees for students working on diverse topics such as: “Remembering and Reporting: Tuskegee Syphilis Study and Biomedicine in Science Journalism;” “King's return to the mall: Public memory and the rhetoric of the Martin Luther King, Jr. National Memorial;” “Examining Masculinities in Pixar’s Feature Films: What It Means to be a Boy, Whether Human, Fish, Car, or Toy; ” and “The Social Cognitive Approach to Understanding Consumers' Engagement Behavior in Online Brand Communities in South Korea.” Faculty research included the following: Dr. Bruce Berger published the book, In Our Dreams We Read: Stories From the Front Lines of Literacy, WordWorthy Press: Northport, AL. Illiteracy is a major problem in Alabama with over 1 million citizens considered to be functionally illiterate and illiteracy is unfortunately more prevalent among the poor and minority populations. Dr. Yorgo Pasadeos co-edited the book, Challenges in International Communication, Athens, Greece: Aitner (2012). Dr. Glenn Griffin co-authored the book chapter, "Symbolic Interactions in Sexual Scripts: Improvisation and Male Consumer Responses to Gay-Vague Advertising”. It is accepted for publication in N. Tindall & R. Waters (Eds.), New York, NY: Peter Lang Publishing. Dr. Glenn Griffin submitted the manuscript "The Abercrombie Effect: Consumer Responses to 'Gay Vague' Advertising" to Sex Roles: A Journal of Research. Dr. Eyun-Jung Ki and Dr. William Gonzenbach coauthored the article, "Determinants of Ethical Practices of Public Relations Practitioners in Korea,” Asian Journal of Communication, 22(2), 140-159. Dr. Lance Kinney co-authored the book chapter, “Racism and Sports.” Accepted for publication Westport, CT: Praeger

Faculty in APR reported several diversity-related service activities:

- Dr. Bruce Berger serves as faculty advisor to Literacy is the Edge (LITE), a formal UA student group that creates awareness of functional illiteracy in West Alabama and recruits students and community members to become adult reading tutors and assistants for GED and ESL programs.

- Susan Daria serves on the Board of Directors for United Way's Success By 6 Initiative, the nation’s largest early childhood initiative enabling more than 350 communities across the country to implement outcome-focused strategies to positively affect early childhood development. Each Success By 6 develops their program based on critical issues for their community’s 0 - 6 population. Our program has a focus on preparing West Alabama's at-risk, 4-year-olds for kindergarten.

- Susan Daria supports scholarship application efforts by minority students in the Department of Advertising and Public Relations. Her efforts have resulted in our students receiving a number of nationally competitive awards and scholarships including multiple winners of the American Advertising Federation’s Most Promising Minority Students in Advertising. She has also helped students receive LaGrant Foundation Scholarships.

- Tracy Sims’ classes partnered with the Autism Society of Alabama. Students helped build support for Autism Awareness car tags, an essential component that was required before the Alabama Legislature could authorize the tag's production. Students also developed communication plans for ASA's largest fundraiser, Walk for Autism, and other Autism Awareness Month activities.

- Dr. Meg Lamme serves on the Commission on the Status of Women for the Association for Education in Journalism and Mass Communication and is a University of Alabama Safe Zone ally.

- Dr. Eyun-Jung Ki served as Co-Chair, Susanne A. Roschwalb Award for International Study and Research, Association for Education in Journalism and Mass Communication (AEJMC) Public Relations Division. The Public Relations Division of the Association gives the award to the best international study or research proposal annually for Education in Journalism and Mass Communication.
Faculty in TCF reported a dozen diversity-related research, service and creative activities, including the following:

- **Cameron, D. and Hadden, S. “April’s Hero.”** The film chronicles the story of Robert Reed, a former convict who became a first-responder after the tornado on April 27. It is a moving and unforgettable documentary, and won Best of the Festival and the Chair’s Award at the BEA International Festival of Media Arts.

- **Clark, Chandra, Alberta History.** This multi-media project won a Premiere Award from the UA Council on Community-Based Partnerships (CCBP).

- **Mocarski, R.A., & Billings, A.C. (2013, in press). Manufacturing a messiah: How Nike and LeBron James Co-constructed the legend of King James. Communication & Sport.** This paper also won the CIS Diversity Award.

- **Undocumented, a Documenting Justice film produced by two students who won Best Student Short at the Birmingham Sidewalk Film Festival, August 2012.**


- **Angelini, J.R., Billings, A.C., & MacArthur, P.J. (2012). The nationalistic revolution will be televised: The 2010 Vancouver Olympic Games on NBC. International Journal of Sport Communication.**


**The Center for Public Television and Radio**

The Center for Public Television and Radio continues to gain recognition for its television and radio programming that explores issues of particular interest to diverse audiences throughout the state, airing on Alabama Public Television, WVUA-TV, and Alabama Public Radio. This year, the Center for Public Television and Radio premiered five new television series for WVUA-TV: The Iron Bowl Hour, Alabama Inc., Alabama Life, Alabama Life: Detours, and Afterhours: Live From the Red Cat Café. These programs, added to the series and specials produced for
Alabama Public Television, provide high quality programming to an increasingly diverse audience, and give UA students an opportunity to gain hands on experience producing for both commercial and noncommercial broadcasters.

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

Alabama Public Radio (APR) offers listeners throughout much of Alabama a diverse schedule of national and local news, as well as music and entertainment. The station was honored with four Edward R. Murrow Awards as well as a national Sigma Delta Chi Award for its outstanding coverage of Alabama events.

The APR news team is giving special attention to the year 2013 and its significance in the fight for civil rights. It was fifty years ago, in 1963, when pivotal moments occurred including in Tuscaloosa and Birmingham. APR news focused coverage on these key events and lesser known stories surrounding them, including:

- **Civil Rights Radio** is a five-part series and documentary special chronicling the “children’s march” against racial discrimination in Birmingham and the role played by local radio disc jockey Shelley “The Playboy” Stewart.
- **New Clues in the Children’s March** reports on newly discovered clues into the media coverage, or lack thereof, of the children’s march discovered decades after the event.
- **Hobson City** is featured in this report on the unexpected impact of desegregation on this predominantly African-American town.
- **Spring Hill College** reports on its efforts to become the first college in the south to fully integrate.
- **The Tourism Trail** is a multi-part series on key locations and monuments in the Alabama civil rights movement, which are now popular tourist attractions.

**d. College of Community Health Sciences**

The University of Alabama’s **Rural Health Institute for Clinical and Translational Science** was established in 2001 and primarily works to bring the highest standard of health to rural citizens. Its’ primary mission is to facilitate the highest attainable standard of health for those who live, work, or play in rural America by investigating not only disease and infirmity, but also factors associated with physical, mental, and social well-being. The Institute hosts an annual **Rural Health Conference**, which draws hundreds of attendees from
multiple professions, businesses, education and government, who come together to find solutions to health issues and disparities that impact our rural citizen, in Alabama and throughout the nation. The 14th Annual Rural Health Conference was held Wednesday, February 20, 2013, with a theme “The Weight of our Rural Communities: Partnering to Reduce Obesity.” Keynote speakers were Dr. Michael Minor, National Director of HOPE Health and Human Services Partnership of the National Baptist Convention USA, and Ravi Patel, Founder and Executive Director of the Nashville Mobile Market and Co-Executive Director of Vanderbilt University School of Medicine’s free student-run clinic. Minor is an adviser and advocate for faith-based health and wellness initiatives and has worked extensively on community empowerment and faith-community issues. Patel founded the Nashville Mobile Market, a nonprofit social enterprise that encourages healthier eating and seeks decreases of such chronic conditions as obesity, diabetes and high blood pressure by providing access to healthy groceries for residents of Nashville’s food deserts.

The Minority Rural Health Pipeline Program was initiated in 2001 in an effort to increase the number of minority students from rural Alabama who qualify for admission to medical school through the Rural Medical Scholars Program (RMSP) at The University of Alabama. Rural Minority Scholars take classes and tutorials to enhance knowledge and test taking skills so that they can achieve competitive scores on the Medical College Admission Test (MCAT). UA’s Rural Health Leaders Pipeline was recognized nationally with an Outstanding Rural Health Program Award from the National Rural Health Association. The award was presented in May 2013 at the NRHA’s 36th Annual Rural Health Conference in Louisville, Kentucky. The pipeline is a sequence of programs that help rural students prepare for medical and health careers. Students who go through the Rural Health Pipeline focus on rural health care, not just through textbooks, but through face-to-face interaction, spending time with the people on their farms and in the clinics. These students are led to value and celebrate their ruralness and praised for their intention to go into rural medicine. UA’s Rural Health Leaders Pipeline programs address these issues with three primary components – the Rural Health Scholars Program, the Rural Minority Health Scholars Program and the Rural Medical Scholars Program. The programs are funded by the State Legislature through the Alabama Family Practice Rural Health Board, as well as with grants and donations. Of the 165 rural Alabama students who have entered the Rural Medical Scholars Program since its founding in 1993, more than 60% have completed their training and are practicing as primary care physicians in rural communities in Alabama.

Researchers from UA were awarded a three-year, $800,000 grant from the National Institutes of Health to develop and support collaborative research between academic researchers and residents of Alabama communities disproportionately impacted by poor health. The grant project, “UNITED: Using New Interventions Together to Eliminate Disparities,” is a partnership of the College of Community Health Sciences’ Institute for Rural Health Research, the College of Communication and Information Sciences’ Institute for Communication and Information Research, and the Black Belt Community Foundation. The grant’s principal investigators are: Dr. John C. Higginbotham, Associate Dean for Research for the College of Community Health Sciences and Director of the Institute for Rural Health Research; Dr. Kim Bissell, Associate Dean for Research for the College of Communication and Information Sciences and Director of the Institute for Communication
and Information Research; and Felecia Jones, Executive Director of the Black Belt Community Foundation. The grant will focus on reducing obesity in rural Alabama and will create a research training program to provide education and training to academic researchers interested in conducting community-based participatory research in the rural Black Belt and to build the CBPR capacity of Black Belt residents.

UA researchers also have received a multi-year grant to examine the role that African-American congregations can play in reducing HIV/AIDS-related stigma in rural Alabama. Dr. Pamela Foster, Deputy Director of the UA Institute for Rural Health Research and Assistant Professor in CCHS, is principal investigator of the $530,368 grant from the U. S. Centers for Disease Control and Prevention. Dr. Susan Gaskins, Professor in the University’s Capstone College of Nursing, is senior investigator on the project. The purpose of the four-year study, funded by the CDC’s Minority AIDS Research Initiative, is to conduct and evaluate an HIV/AIDS anti-stigma related intervention among 10 African-American congregations in rural Alabama. The overall goal of the project, “Faith-Based Anti-Stigma Intervention Toward Healing HIV/AIDS,” or Project FAITHH, is to decrease both individual and community-wide stigma in these congregations. In addition to decreasing stigma and increasing HIV knowledge, Project FAITHH hopes to increase the number of HIV positive people who become members of participating churches.

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

The Pediatric Department continues their relationship with the UA School of Nursing to provide collaborating physicians for its Parrish Clinical training center, a primarily minority underserved population.
Dr. Chelley Alexander continues the role of Medical Director for the State's first pilot program designed around the medical home model for the Medicaid program partnering with the Tuscaloosa Health Department and the Maude Whatley Clinic, a federally qualified health clinic to improve care in the underserved areas of West Alabama. This pilot is the first of three in the state. Dr. Alexander continues to work with an outreach program in Perry County, Alabama to reach undergraduate students working with the Perry County Health Department.

Dr. Pamela Payne-Foster and Ms. Cynthia Moore serve as advisors to the Minority Association of Pre-Medical Students (MAPS) which is the pre-medical arm of the Student National Medical Association. In order to have a closer relationship with UA Pre-Med office and steering pre-medical UA students including minority students to our programs, Dean Streiffer and Dr. Pamela Payne-Foster met with the Director of Pre-Professional Office within Arts and Sciences and discussed possibilities of sharing personnel to coordinate shadowing and other activities in CCHS. The College hosted a “Meet the Dean” reception with MAPS and the Honor Pre-Medical Society in order to increase interaction with students. Dr. Foster also served as an advisor of a student organization which conducts diabetes education to four targeted Black Belt counties.

e. **College of Continuing Studies**

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

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

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

- The Delta Leadership Institute, a leadership academy sponsored by the Delta Regional Authority and administered by UA, trains up to 50 public and private sector leaders from the eight states along the Mississippi. The cohorts represent multiple ethnicities and professional backgrounds.

- The DHR Supervisors Conferences trained supervisors in the state who work in child welfare to teach best practices in the implementation of the State Program Improvement Plan (PIP).

National Outreach Scholarship Conference 2012 was an international conference focused on Community Engagement and Scholarship. UA chose to emphasize engaging students and community partners for presentations and attendance at this conference. Many of the community partners were from Alabama’s Black Belt and the conference concluded with two Black Belt field trips.

CCS manages a number of certification and training programs for the benefit of Alabama municipalities. One feature offered through these programs is the Burton Scholarship; this is focused on scholarships for under-served municipalities across the state that represent the economically challenged portions of the state.

The Division of Environmental and Industrial Programs offered the following programs/courses this past academic year:

- Safe State offers free, onsite safety and health consultations to employers, with particular focus on construction trades and other industries with strong linkages to the Hispanic communities in Alabama. Spanish language translations of important safety and health programs are also provided free to employers via the UA SafeState webpage.

- 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.

- Through a Susan Harwood grant from OSHA, Safe State provided free training in Injury and Illness Prevention. This program has been translated into Spanish and is available to teach Hispanic workers about injury prevention programs.

- Safe State Environmental programs provided inspections and risk assessments for lead-based paint and other indoor air quality hazards in low-income homes, upon request. In addition, Environmental Programs assisted a Mobile-area grassroots housing program in obtaining certification to perform certified lead-based paint renovations in low-income housing in Mobile County.

- Safe State Environmental Programs continues to partner with the Alabama Department of Public Health to manage a statewide program for EPA’s new Lead-Based Paint Renovation, Repair, and Paint rule. This rule is intended to protect children under age six from the risk of exposure to lead paint during renovation activities in older homes and child-occupied facilities, such as day care centers. Minority children are considered to be a high-risk group for exposure to lead dust and will benefit from this program. Activities include training and certifying individuals and companies, many of which are small, minority-owned, to perform lead-safe renovations in child-occupied homes, daycares, and other facilities.
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:

- The College of Education has been at the forefront of the yearlong celebratory activities dedicated to honoring the desegregation of The University of Alabama. Events sponsored by the COE include a lecture given by an African-American scholar, Joyce King, on the topic of diversity and giftedness; a co-sponsored event with New College that featured the first broadcast of the 2005 Memoirs Program featuring local figures who helped integrate the University and Tuscaloosa community; a co-sponsored trip with Crossroads Community Center to attend the Kinsey African-American Art Exhibit in Selma, Alabama; and a sponsored a trip to the Selma Jubilee Bridge Re-enactment that included a private showing of a documentary on the Bloody Sunday March produced by the National Parks Service. Members of the College facilitated the Champions for Change event with high school students from across the state. The College also co-sponsored a dedication ceremony to the work of Archie Wade, who was the first African-American scholar on faculty at The University of Alabama.

- The College houses the Alabama Adapted Athletics program, which includes a women’s basketball team, a men’s basketball team, a rowing team, and a tennis team. Seven UA athletes participated in 2012 Paralympic Games in London in wheelchair basketball and wheelchair tennis. The men’s wheelchair basketball team won its first National Championship for 2013. The College is also the home of the CrossingPoints program that teaches young adults with disabilities about adult life skills. This partnership with the Tuscaloosa City and County school systems provides transition services to students as they move from high school to adulthood. Many of the CrossingPoints graduates have been employed by UA.

- In the Department of Curriculum and Instruction, issues of diversity are integrated into every course and field placement. For Elementary Education majors, all methods courses integrate diversity issues within the curriculum. All teacher candidates are expected to think about diversity, about their own biases and about issues of social justice in the community, society, nation, and world. In Secondary Curriculum, Teaching, and Learning, issues of diversity are introduced to students in a separate Diversity course (CSE 493), but they address diversity throughout the program. For example, in the Fall Methods Block, students work in CRD 412/512 on literacy lesson plans that respect the funds of knowledge that secondary students bring with them to the classroom. Additionally, faculty voted to begin assessing the disposition of advocacy for diversity in the fall 2013 semester at three key checkpoints: CSE 390, CSE 469/479/489, and CSE 497.
The College actively pursues degree programs in coordination with schools that enroll large numbers of minorities. For instance, the master’s degree in Educational Leadership has begun recruitment in the City and County of Tuscaloosa school systems, systems with large percentages of African-American teachers; meetings this spring on location in both systems resulted in several African-American applicants. The College also uses the McNair Scholar directory for recruitment. Similarly, students in the Multiple Abilities Program [MAP] cohort participated in learning experiences with diverse students in Alabama’s Black Belt Region. The MAP faculty partnered with the administrators of a local elementary school to provide instruction and tutoring services to K-12 students on a consistent basis for a predetermined amount of time.

Under the coordination of Dr. McHargh, Director of the Office of Recruitment and Alternative Certification, the Office of Student Services and Certification has been active in engaging in programs and activities that promote diversity activities. These include:

a) The College Ambassadors program, which brings student leaders into direct contact with prospective students. The ambassadors are expected to attend large student recruitment events, work the informational tables on and off campus, and meet individually with students and their families. Four of the ten COE ambassadors are African American.

b) The sponsorship of Future Teacher’s Day, which is used as a way to recruit students affiliated with High School Future Teachers Associations in Alabama. Many of the participating schools come from high minority or rural school districts. The event provides many of the students with their first exposure to the UA campus. The program’s information sessions cover the admission process, financial aid, COE majors and student life. There were over 200 high school students and 12 chaperones at the event this year. A multicultural ensemble from Dance Alabama performed for the high school students. COE faculty, staff and students were also in attendance during the noon luncheon.

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

d) Involvement with Career Day, sponsored by the English Language Institute, results in widening the construct of diversity by featuring talks with international scholars about the programs and activities in the College. Recruitment visits are
also made to Bishop State and Shelton State Community Colleges. Both schools carry the designated Historically Black Colleges and Universities, and Bishop State is still a predominately African-American IHE.

• The College has been active in offering diversity discourse opportunities to the university community. These include:

a) 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.

b) The sponsorship of the James P. Curtis Lecture for Educational Excellence. The 2013 speaker was an African-American scholar whose topic was on the issue of diversity and giftedness.

c) The Department of Educational Studies in Psychology, Research Methodology, and Counseling (ESPRMC) typically provides a speaker each year to talk about research in the context of social and cultural diversity. This year’s lecture presented by Dr. Jerry Rosiek focused on the issue of resegregation, “Why are they doing this to us? Resegregation as Curriculum.”

d) The Department of Educational Studies in Psychology, Research Methodology, and Counseling (ESPRMC) invited speakers from various campus units, including Disability Services, Women’s Resource Center (violence against women and Safe Harbor), and UA Safe Zone (Sexual Orientation) to classes and departmental events. In the Department of Curriculum and Instruction (C&I), an Elementary Practitioners Advisory Board was established to find ways to attend to program needs, which includes addressing issues of diversity. The Board is comprised of representatives from elementary schools who support UA teacher candidates in their practicum and internship semesters. The teachers and administrators and faculty members on the Board designed a Classroom Management course, which spans three semesters of work and highlights three areas of focus: diversity, differentiation, and management. Several assignments and experiences in the course help teacher candidates grasp how diversity influences teaching and learning. Spring 2013 saw the first implementation of all three segments of the course simultaneously, one in each semester of the Elementary Education Program.

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, Center for Ethics & Social Responsibility, and the Center for Community-Based Partnerships, the College is developing locally and internationally responsible students with a broad range of skills from engineering design to public relations to logistics planning and has blended service-learning and engaged scholarship. Engineers Without Borders restored an old baseball field for children in the rural Alabama community of Cuba; significantly improved residential plumbing in several homes and restored an old baseball field for use in Hale County, Alabama; and traveled to Peru, Vietnam and Cambodia to test residential water sources.

• **Membership in the National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (GEM),** which for over 24 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 1987, 12 students have received GEM Engineering Fellowships and ten have received graduate degrees in engineering from UA. One additional GEM fellow started in Fall 2012 as a Ph.D. Computer Science major. Currently, two GEM fellows are enrolled at UA, both Ph.D. students. Dr. Greg Singleton, an African-American male, serves as the UA GEM representative and was appointed to the GEM Audit Committee in October 2011.

• **Using Engineering Graduate Students to Expand Science and Math in Sumter County Schools:** In 2008-09, the College received a $2.98 million grant from the National Science Foundation Division of Graduate Education to establish a new five-year program for two high schools and four middle schools in Sumter County. The goal of the program is to incorporate engineering applications into the existing science and math courses at these schools by creating materials and resources for students under the direction of ten UA graduate fellows. This program will provide additional resources for the newly-created Alabama engineering academies. The grant runs through 2012-13.

• Funding was provided to the **Director of Multicultural Engineering Program** to attend eight conferences related to multicultural engineering in 2012-13.

h. **Graduate School**

The UA Graduate School received national recognition in 2008 from the Council of Graduate Schools for its efforts to create an inclusive graduate student community. The 2008
CGS/Peterson’s Award of $20,000 enabled the UA Graduate School to create two new mentorship and support programs, one for underrepresented minority students and women in STEM disciplines (the Tide Together mentoring program) and one for graduate students with dependent children (the Graduate Parent Support (GPS) Program), that are greatly enhancing the campus climate for both groups. The Graduate School provides funding (12-month stipend, tuition scholarship, health insurance premium) for two graduate assistants to run each program, plus additional funding for events and services, totaling approximately $55 - $78,000 per year. For the fourth year, the Graduate School sponsored a comprehensive mentoring program for students from underrepresented groups in graduate education. In 2012-13, 27 students (67% African American), 27 peer mentors, and 27 faculty mentors participated in the Tide Together mentoring program. The Graduate Parent Support Program (GPS) served over 500 student parents this year. Both programs have gained national recognition, resulting in several national presentations, including Dean Francko presenting at the 2012 Council of Graduate Schools annual meeting in Washington, DC.

To publicly emphasize a commitment to diversity, the Dean and other Graduate School administrators actively participated in meetings of the African-American Graduate Student Association (AAGSA). Two representatives from the AAGSA served on the Last Lecture Selection Committee. 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 fifth annual SREB Spring Appreciation picnic at a local Tuscaloosa park, bringing together current and prospective SREB Doctoral Fellows, faculty, and key administrators from the Alabama SREB Program office in Montgomery and the national program office in Atlanta.

The University provides a training workshop that is required for all new graduate teaching assistants. Diversity education is an integral part of this workshop. Similarly, all new faculty at the University attend orientation sessions that highlight diversity needs. In addition, OGS offers an International Teaching Assistant Program each fall that helps international graduate assistants acclimate to instructional styles, techniques, and assessment procedures at UA.

i. **Honors College**

The Honors College encourages an inclusive campus environment that enhances appreciation of cultural diversity and promotes community and tolerance through speakers and its academic programs. The Honors College Assembly implemented an event called “Diverse Desserts” in which students explore the dimensions of diversity and cultural similarities through a variety of social activities throughout the year. The Honors College weekly newsletter sent to all Honors College students and faculty specifically includes a section detailing the intercultural events available on campus as well as application details.
for academic, research and service opportunities available through various programs around the globe.

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

- **Math Monday, Every Move Counts Chess Club, High Achievers** program, and the **ACT Prep** courses work to provide advanced instruction to high-potential minority students as identified by teachers in several partnering elementary, middle and high schools in the Jefferson, Madison, Perry and Tuscaloosa county school systems.
- **College Readiness** and **ACT Prep** programs led by Honors College students provide college preparatory instruction for minority students to facilitate goal-setting, effective study habits and advanced test-taking skill development.
- The **Honors College Assembly (HCA)**, through which students contribute considerable time and effort to assisting community members through its Community Service/Outreach division by offering programs such as Healthy Habits, Beautiful You and the Cultural Arts as extra-curricular activities for students attending several after-school programs.
- The **Head Start** program for rural minority children; **Read First** tutoring initiative; **ACT/SAT tutoring courses**; and the **DebateFirst** program.

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

- All students in the **International Honors Program**: a) take Culture and Human Experience, which is specifically designed to sensitize students to the differences in various foreign cultures; b) work as conversation partners with international students; c) have upper-level courses that contain cross-cultural international components, and d) spend a minimum of ten weeks studying abroad. The Honors College also expanded its international service course offerings through the Alabama Action Abroad program to include cultural immersion and service activities in Belize, Costa Rica, Ecuador and Nicaragua. Honors College also offers Honor courses in England, France, Iceland, Italy, Ireland, New Zealand, Scotland and Spain. In addition, the Honors College partners with the Capstone International Academic Center and other colleges to provide students with opportunities to study, conduct research, engage in service and build work experience through courses and internships abroad. On campus, the Honors College Assembly sponsors a “First Friends” program for international students in which Honors College students serve as conversation and social acclamation partners with international students.
• The University Honors Program is proud to offer courses in African culture, Asian and Latin American culture, Cross-Cultural Studies in Literature, Southern Culture and Values, and the Hispanic experience in America as well as courses addressing responsible citizenship and social justice.

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

• The University Fellows Experience students partnered with several Black Belt communities to execute multiple service-based projects involving community members from the local school systems, civic organizations, businesses and local artisans. The projects ranged in focus from community building and economic development to healthcare quality improvement to educational preparation and performance enhancement. The University Fellows Experience also launched a deliberative dialog discussion group to directly discuss and resolve sensitive issues across a diverse range of cultural groups.

• 57 Miles was established and focuses on getting Honors College students involved in assisting with economic, social, and educational issues in Perry County. This new program is an extension of the University Fellows’ work over the past four years through the Black Belt Experience.

j. College of Human Environmental Sciences (HES)

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

• The Athletic Training Program, as part of its yearly orientation program for incoming students hosts, “A Dialogue on Diversity.” Also, as part of the Athletic Training undergraduate program, at mid-semester and end of semester each student is evaluated on “Acceptance of Cultural Diversity.”

• The Department of Health Science developed a new course entitled “Health Disparities.” This course is required of all of undergraduate General Health Studies majors. This course will address social determinants related to health behaviors and status of various populations within and outside of the United States and will be offered for the first time in the Fall 2013 semester.

• In all of the professional courses in Health Studies, at both the undergraduate and master’s levels, emphasis is placed on the importance of understanding culture in all health education and promotion programs. This emphasis includes skills related to the meaningful engagement of stakeholders who represent the various cultures within the community. Students develop skills in involving these stakeholders in program planning, implementation and evaluation.
• The Chair of the Department of Health Sciences recently completed a second 3-year term as a member of the Board of Governors of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). In this role, he served as the Board’s representative to the AAHPERD Multicultural Committee. This role enabled him to be informed of multicultural issues within the health education and promotion professions, and share this information with faculty and students.

• *Marriage and Family Therapy (MFT)* curriculum has diversity issues as a key component. The Capstone Family Therapy Clinic (CFTC) mental health services are offered on a sliding fee scale with a stipulation of “no refusal of service” due to inability to pay. Also, the Marriage and Family Therapy faculty participate in the Health Marriage Initiative which promotes healthy marriages among African Americans. The director of the MFT program has developed a partnership with University Medical Center where patients (often minorities) in family practice, psychiatry, OB/GYN and pediatrics are referred to the Capstone Family Therapy Clinic for mental health counseling. The student director of the CFTC this year is African American.

• A faculty member in Human Development and Family Studies worked with an undergraduate minority student to present research findings in a manuscript for publication while another worked with a graduate student to study synchronous interactions and play skills in low income mother-child dyads.

• Its *Children’s Program* is accredited by the National Association for the Education of Young Children (NAEYC), which requires that teaching staff have specialized course work, professional development training, or both “that prepares them to work with children and families of diverse races, cultures, and languages” and that efforts be made to hire a staff with the cultural and racial characteristics of the families served. The NAEYC criteria regarding curriculum requires teachers to work with the children to understand differences in race, culture, etc. among their friends.

• Student internship placements include diverse groups, such as special needs children (Early Intervention Program with Community Services Program of West Alabama and The Alabama Institute for Deaf and Blind), domestic violence victims (Turning Point and Child Abuse Prevention Services), homeless children and families (Jessie’s Place), women subjected to sexual assault and other issues (Women’s Resource Center), low income families and children (Tuscaloosa’s One Place family resource center), high-risk parents (BabyTalk, WIC Clinic, Maude Whatley Clinic), the elderly (Caring Days and Capstone Village in Tuscaloosa, and the Center for Advocacy for the Rights and Interests of the Elderly in Pennsylvania), sliding scale counseling programs (Capstone Family Therapy Clinic), programs dealing with addictive behavior (Christian Counseling Center), and programs designed to address research-based treatment philosophies in the field of diverse children’s mental and behavioral health (Youth Villages). Similarly, interns work with the Endowed Research Chair’s research team studying poverty level adolescents in Mobile, and students in the child
life concentration work at numerous hospitals with patients of different ethnicities and races who present unique medical conditions.

- Research studies conducted in the Dr. Maria Hernandez-Reif’s Pediatric Development Laboratory focused on diversity. One study included a diverse sample of children from West Alabama, and a second study, conducted by an African-American McNair scholar, investigated whether depression and living status is greater among African-American as compared to Caucasian pregnant women. In addition, Dr. Hernandez-Reif served as mentor for an African-American student in the Tide Together program.

- As part of the Community Nutrition course, students learn about issues impacting the culturally diverse population of our community. Students learn how Federal Assistance Programs impact our society. As a service learning component of the course, students conduct nutrition education with Head Start students through a partnership with local Head Start agency.

- In CTD 321 History of Interiors, we have added Africa as a starting point for our study as well as China, India, and Japan. This effort to embrace all cultures as important to a study of design helps our multicultural students feel included. Reflexive writing assignments have even demonstrated that this one thing introduced some students to the importance of ethnic influence on design; a point of pride as well educational development.

- In CTD 450 multicultural students are encouraged to explore their ethnicity in the development of their fashion design choices for their senior collections. This creates an opportunity for expression both among their peer group and the public in the annual fashion show.

- Faculty reach out to sponsor multicultural students for the Undergraduate Research Initiative. This year faculty sponsored an African-American student as well as a student from Saudi Arabia in developing and presenting their research. Faculty also provided mentorship this year for at least two African-American students and one Saudi who plan to pursue graduate school. The Saudi student has already been accepted to the University of Beirut for the fall.

- HD 382, Parent and Family Development, and HD 535, Parent-Child Relationships, require students to complete research readings devoted to the topic of ethnic variations in parenting. The students study the influences of race, ethnicity and culture on parenting from an intra-cultural and cross-cultural perspective. Also, the undergraduate students participate in tutoring programs for at-risk students in the local school system. Most of the children who participate are from minority families who also experience economic hardship.

- In introductory development courses (HD 202, Infant Development; HD 205, Preschool Development; HD 302, Adolescent Development) and in the introductory
family course (HD 382, Parent and Family Development), emphasis is given to methods for studying the impact of culture on child development; cultural values and practices that shape family interactions (the African-American extended family, for example); and cultural differences in child and adolescent behaviors.

- In HD 321, Conceptual and Creative Experiences for Young Children I, emphasis is given to the importance of including multicultural curriculum experiences for young children in the areas of music, dramatic play, and art. HD 322, Conceptual and Creative Experiences for Young Children II, focuses on diversity in teaching literature and language arts.

- HD 401, Cultural Influences on Children, Youth and Families, is taught online to provide students with a clear understanding of race and ethnicity in the political, social and historical contexts.

Faculty in HES also conducted research and presented on topics involving diversity. For example, two faculty members from the Department of Human Development and Family Studies presented at the Society for Research in Child Development annual conference, where diversity was included as part of the conference content. Dr. Angelia Paschal, Associate Professor in the Department of Health Science, attended an annual conference on health equity sponsored by New York University in April 2013. The conference focused on how universities can address health disparities through teaching, research and community engagement. Dr. Paschal teaches the undergraduate health disparities course. Finally, Dr. Yasmin Neggers and Dr. Kristi Crow traveled to Havana, Cuba to conduct research on the relationship between comprehensive prenatal care and rate of low birth weight in this developing country, less than half that of Alabama.

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. Examples include courses on civil rights legislation, employment discrimination, gender discrimination, immigration law, international law, poverty law, race, racism and the law, public interest lawyering, juvenile justice, and criminal justice issues.

The Law School continues to encourage the exploration of issues concerning race, class, culture, gender, sexual orientation, and disabilities. Several faculty members write and/or teach in these areas. The curriculum routinely offers courses, seminars, and mini-courses considering these issues. The faculty colloquium series often features relevant presentations in these areas. Over the past year, the colloquium series has featured feminist legal scholar Ann Bartow of Pace Law School, critical race theory and feminist scholar Angela Onwuachi Willig, and critical race theory scholar Richard Delgado.
A diverse group of scholars have come to the law school over the last year to present their work at symposia, such as the Civil Rights in the American Story symposium and the Structure of Standing symposium held this past spring as well as the Punitive Imagination symposium held during the Fall of 2012. Among the scholars presenting their work at these symposia were Professors Mark Brilliant of U.C. Berkeley, Devon Carbado of U.C.L.A., Richard Ford of Stanford, Susan Sturm of Columbia, Carolo Steiker of Harvard, Michelle Brown of the University of Tennessee, and Tara Grove of William & Mary. In the Fall of 2012, Professor Anita Allen of the University of Pennsylvania presented her work for the Law School’s endowed Meador Lecture series. Civil rights leader and retired federal Judge U. W. Clemons spoke to students about the history of Title VII of the Civil Rights Act.

On April 16, 2013, the Law School was one of more than 200 participating locations around the globe that hosted a reading of Martin Luther King Jr.’s “Letter from Birmingham Jail.” Dr. King penned his famous letter 50 years ago, when he was arrested for protesting in Birmingham in April 1963. The international event was sponsored by the Birmingham Public Library. Professor Bryan Fair was among members of the law school community who took part in the reading.

The Law School not only hosts diverse scholars from across the nation and world, but also supports the research efforts of its professors and their colleagues as they explore the law and the legal system in terms of race, gender, and class. Such scholarly works have been supported by the Dean’s office through research grants and recognized through the Dean’s Scholars program, which honors and rewards outstanding research by faculty.

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.

This year the College engaged in the process of “appreciative inquiry” and utilized the consultation of an expert in the field. The intent was to use this process to make the college environment consistently respectful and inclusive. All faculty, staff, and administrators participated in the process through conducting interviews and being interviewed and then reviewing the themes that came out of the process. There were four phases in the process:

- Mobilizing the College by engaging all stakeholders in the articulation of strengths and best practices.

- Creating a clear results-oriented vision in relation to discovered potential.

- Creating possibility propositions of the ideal organization and magnifying the positive core.
• Strengthening the affirmative capability of the whole system, enabling it to build hope and sustain momentum for ongoing positive change and high performance. The intent was to build on current awareness and appreciation of diversity and to promote a sense of community and respect for each other.

m. School of Social Work

The School celebrates African-American Heritage Month with events throughout February, with a special emphasis on African-American heritage and a Heritage Day Celebration. In 2012, this event was named The Doctor Ethel Hall African-American Heritage Celebration Event, in honor of the first female African American to earn a PhD from the school. In 2013, Lecia Brooks, Director of Outreach for the Southern Poverty Law Center, was invited to speak. Her topic was “Fighting Hate, Teaching Tolerance, Seeking Justice: The Southern Poverty Law Center.”

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

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

Student organizations (The Undergraduate Social Work; The Social Work Association for Cultural Awareness; the Phi Alpha Honor Society, Psi Chapter; our student chapter of the North American Association for Christians in Social Work; and the Doctoral Student Organization) conducted several service projects. Each project provided service to diverse groups. Social Work students remain active in the student chapter of Alabama Arise, formed last year by a MSW student. This group has provided campus-wide information about the Alabama grocery tax, the US immigration policy, and the Alabama immigration policy. In addition, they participated in the Alabama Arise lobby day.

The Diversity Committee, composed of faculty, staff, and students appointed by the 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 coordinating events for African-American Heritage Month and the Ethel Hall African-American Heritage Day Celebration. Diversity Committee members have also been active
with the UA Crossroads Network. The assistant dean is the contact person for diversity issues, including but not limited to those related to equal employment opportunity and disabilities. A senior faculty member is the contact person for harassment issues and a faculty member serves as the mental health liaison.

n. **University Libraries**

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

- An exhibit was mounted in the Pearce Foyer of Gorgas Library of books and documents highlighting important persons and events in Civil Rights history in the State of Alabama.

- An exhibit detailing the Hispanic experience in America was mounted for several months in the Pearce Foyer of Gorgas Library.

- An exhibit on Pan African culture in South America was showcased on the 2nd floor of Gorgas in one of the exhibit cases.

- Portraits by African-American artist Harleston are showcased in the A. S. Williams Collection of Americana.

o. **Center for Academic Success & Student Support Services**

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

Expanding on its mission of the delivery of high quality academic support services to all UA undergraduate students as a part of the University's plan for academic excellence, CAS continued its partnership with Alpha Kappa Alpha (AKA) Sorority to provide study hall space to its members during the 2012-13 academic year. AKA is the first Greek-lettered sorority established and incorporated by African-American college women. National membership consist of college women of many diverse backgrounds from around the world, including, but not limited to, African American, Caucasian, Asian, Native American, Hispanic and Indian descent.

This spring staff members in CAS partnered with staff in the UA College of Community Health Sciences to provide academic support for the Rural Health Scholars Program. The Rural Health Scholars live on the UA campus during a five-week summer program prior to their senior year. Chosen based on academic achievement and interest in
rural health care, these two outstanding high school juniors from rural areas take two courses for college credit (English and Chemistry) and participate in field trips and lectures related to rural health careers.

CAS has developed content for a 2-hour academic course, BCE 101. This course, designed for first-year students, serves as an introduction to higher education and The University of Alabama in particular. Topics covered include time management, learning styles, reading textbooks, taking notes, preparing for tests, getting along with faculty, becoming involved on campus, career planning, communication skills, money management and diversity. The textbook utilized in the course, UA Fundamentals, was authored by the Center’s Assistant Director and includes a chapter on diversity which was updated for the current 6th Edition. This chapter introduces students to the concepts of culture, diversity and social identity as they relate to college students and to the U.S. population in general. An assessment included in the chapter allows students to measure their intercultural sensitivity as they are encouraged to examine their own attitudes towards people from different backgrounds. Also included in the textbook is a chapter dealing with the history of UA with sections which tell the stories of the two integration attempts at UA including George Wallace’s famous stand in the schoolhouse door at Foster Auditorium and the protests that occurred following Autherine Lucy’s enrollment in 1955. All students enrolled in BCE 101 attend a visual presentation on the history of the University of Alabama where they learn of these important incidents from UA’s past.

NEW 222, another academic course developed by CAS and taken by many first year students utilizes the text Becoming a Master Student by Dave Ellis. The current 14th edition of the textbook and course content includes a chapter and exercises that address topics of diversity such as: overcoming stereotypes, learning from other cultures, developing cultural sensitivity dealing with sexism and sexual harassment, and students with disabilities.

Students who participate in the Student Support Services Program are offered a variety of event and program opportunities designed to assist them in learning more about and exploring the diverse nature of campus. Several cultural events and workshops sponsored by campus groups and organizations expose students to the cultural and individual diversity of the UA community. Events during the 2012-2013 academic year included: First Generation Week sponsored by the Office of Student Involvement and Leadership, Active Aging Week at Capstone Village, Dance Alabama! (featuring an array of genres and ethnic dance styles), Doc Adams – Alabama Jazz Ensemble, UA Theatre performance of Othello, Theatre performance of Michado, Workshop – Do’s and Don’ts of Internet Social Networking, and UA art exhibits.

p. Center for Materials for Information Technology (MINT)

International REU Program. The MINT Center currently has five international collaborative universities around the world. They are National Chung Hsing University (Taiwan), Zhejiang University (China), University of Bielefeld (Germany), Toyota Technological Institute (Japan) and Kaiserslautern University (Germany). Close
collaboration with those universities are in progress not only in research but also in education as demonstrated in the SIP program.

**Summer Internship Program (SIP).** In the summer of 2012, the MINT Center sponsored the Summer Internship Program (SIP) for seven international students from the above-referenced universities with which the MINT Center has the university level collaboration agreement. It was the second time that the Center hosted international students from abroad. Each of them was supervised by the MINT faculty members in the College of Engineering, and College of Arts and Sciences. The MINT Center is hosting four international students for the 2013 summer intern program.

**Nanoscience High School Internship Program.** Center faculty and staff again ran a very successful nine-week summer research program for high school students. In summer 2012 there were eight participants. Program activities were supervised by the MINT faculty members, including physics, chemistry, metallurgical and materials engineering, chemical biological engineering, electrical and computer engineering. The program included hour long weekly background sessions on science and engineering of nanomaterials, how to keep a notebook and preparing for presentation of a poster on research activities. On the final day, all the students presented their works in the poster-session.

**Science Party for Kids Program.** Dr. Yuping Bao’s group in ChBE department initiated a “Science Party for Kids” (SPK) program with an elementary school in 2011. In Fall 2012, Dr. Bao brought several magnetism related demonstrations as “adult toys” to show the pre-K kids. These shared toys include demonstration of magnetic field line, non-stop top, and floating football.

Dr. Bao also organized a symposium on “Nanomaterials in the Subnanometer-Size Range” for 2013 MRS spring meeting. This symposium brought together a critical mass of scientists and engineers with diverse backgrounds to discuss the current advances in nanomaterials in sub-nanometer regime. Topics were focused on nanoclusters, ultrathin nanowires, and their emerging applications in bioimaging and energy fields.

The MINT Center continues reaching out to other regional institutions. There are several research collaborations with the Center for Advanced Materials at Tuskegee University (T-CAM). MINT Director Takao Suzuki is the Advisory Board member of the Center for Advanced Materials at Tuskegee University.

**Alabama Heritage**

Alabama Heritage works with the Graduate School each year to offer Alabama Heritage subscriptions to new faculty. In choosing to publish articles and Facebook posts about Alabamians of diverse backgrounds, the Alabama Heritage team is actively engaged in promoting UA’s commitment to diversity in its educational mission. In the past year, articles were published on the Scottsboro Boys that was the launching point for an effort by other UA employees and students to secure a pardon for the eight men who died without clearing their names. Team members traveled to Scottsboro to witness the signing of the bill by Governor Bentley that makes
it legal to pardon the Scottsboro Boys. Since 2010, there has been a column that provides a quarter-by-quarter account of the civil rights movement in Alabama. Articles were published on slavery, on middle-class black family life, and the mine explosion that killed convict labor in 2012-13.

r. Student Affairs

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

1. The Blackburn Institute hosted the following programs and events: 1) Opening the Doors: 50th Anniversary Commemorating the Integration of Campus presentation by Dr. Culpepper Clark, Dr. Art Dunning, and Dr. Karen Baynes-Dunning, given at the Annual Symposium; and 2) Understanding Differences and Privilege presentation by Bobbie Siegel at the New Students Retreat. The Don and Barbara “Bobbie” Siegal Endowed Scholarship was established in 2010-2011 by advisory board members, Don and Bobbie Siegal, in honor of Dr. John L. Blackburn and Dr. Robert E. Witt. The scholarship is designed to recognize Blackburn Institute Students and Fellows with a demonstrated interest in and a concern for the promotion of cultural understanding. Priority of consideration shall be given to students actively participating in the Blackburn Institute who demonstrate leadership and a dedication to promoting diversity. This scholarship was awarded to Carolyn Bero at the D. Ray Pate Dinner in September 2012 for her work promoting open dialogue through the Crimson White, collaborating with Stillman College, and volunteering with the International Student Association.

2. The Career Center collaborates with UA departments and corporate sponsors to provide students, alumni, and the UA community opportunities to learn about diversity in the workplace. Resources and information on its website address unique career concerns for underrepresented populations. The Sylvester Jones Leadership & Career Resource Center (jointly maintained by the Office of Student Involvement & Leadership and the Career Center) contains many books, handouts and other materials dedicated to boosting intercultural competency. Career Center consultants work closely with student organizations to present education programs related to their unique career planning needs. During the academic year of 2012-2013, 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.
• Collaborated with the Office of Disability Services in the campus visit of the Workforce Recruitment Program, which provides employment assistance to people with disabilities with federal agencies.
• Served as a partner for Capstone Alliance’s Day of Silence and participated in Capstone Alliance and LGBTQ sponsored events, such as their Race and Gender Forum.
• Staff members in the Career Center held a resume and professional development workshop at the annual LGBTQ Southeastern Conference for students in order to help them develop effective strategies for employer and company research when negotiating employers’ benefits and practices.
• Helped sponsor the Black Faculty & Staff’s Annual African-American Honor’s Day Celebration during Honor’s Week 2013.
• Staff in the Career Center are encouraged to attend conferences that promote the importance of diversity in the workplace such as the National Association of Black Journalists Conference.
• The Career Center provided support for a graduate student to attend the National Black MBA Association, INC annual convention to seek out internship, employment, and networking opportunities.

3. The Counseling Center staff members worked collaboratively with other offices on programming. These initiatives included partnerships with Crossroads Community Center Program, Women’s Resource Center Take Back the Night March and Rally on 4/9/13, sponsorship of International and Family Fun Day at UA Soccer as part of Hispanic Heritage Month on 10/12/12, collaboration with the SANKOFA Foundation on the Hot Topic: Self Identity as part of African-American Heritage Month on 2/28/13, and sponsorship of Lavender Graduation on 4/22/13.

4. The Office of Graduate Student Services (GSS). Through New Graduate Student Orientation, the commitment to diversity is addressed by providing opportunities for students to interact with graduate students from various backgrounds. This commitment is also addressed by seeking to offer diversity in the events and programs. Cohort lunch groups for students with dependents, students interested in the LGBTQ support network, out-of-state students, and students hailing from other countries or regions were included in Orientation programming. These cohorts have proved to be successful in offering new students a connection to other peers, broadening continuing graduate students and expanding their exposure to diversity, and provided a unique connecting point for understanding differing cultures. Additions to program offerings in 2012-2013 included sessions designed to assist students coming to UA with disabilities or from HBCU institutions.

GSS continues to coordinate a Student Affairs Graduate Assistant Training. During this training, issues of diversity and cultural competence are addressed. These students, in turn, work directly with undergraduate students and are able to impart knowledge into their experiences with student organizations, leadership experiences, and more. The Cultural Series is a program partnership that was adapted by GSS and the Department of Theatre and Dance. Twice a semester, tickets are provided to campus cultural events (typically a dance or play). This has been instrumental in broadening the reach of the arts to the graduate
student population. The evening begins with a reception where students discuss the intricacies of the play with the play director. As many of the plays and events address some type of complex issue, the conversations have become great cultural exploration moments and have given students an opportunity to interact with people who are not a part of their academic college or program.

GSS hosts a Graduate Student Appreciation Week each year aimed at appreciating graduate students for their accomplishments and contributions. Through this event a conscious effort was made to promote the cultural arts through theatre, dance, and departmental socialization. Examples of some of these programs include Family Movie Night, Theatre and Dance events, Speed Dating, etc. GSS also promotes diversity through an educational workshop series. Speakers discuss effective communication, relationship building, and relationship capital. These events have touched on the various barriers in communication that relate to culture and ethnicity and prepare students to be equipped for the global workforce.

GSS has worked with the Graduate Student Association to expand the reach of its membership. A network has been established among the various organizations that service graduate students to promote unified efforts. For the past few years, GSA served as host of an off-campus resource fair to bring Tuscaloosa services to the graduate student community. This event reached international students, students with dependents, and others because of the variety of service areas that were represented. It gave students who need unique services the opportunity to interact with those areas on campus. In addition, the GSA has seen a diverse student leadership and reached out to a variety of organizations to have representation from the various pockets of the graduate student community. GSS works with International Student Services to ensure that the international graduate student population is being reached. Regular updates and information are provided to IIS for distribution to students. A liaison program was recently created that will focus on creating connections between American graduate students and international graduate students. GSS has continued to co-sponsor events with surrounding schools between the African-American Graduate Student Associations of each respective school. This event came out of a need to create more connection among minority graduate students in the area. System of Support Program/GSS Dissertation Bootcamp continues its partnership with the Tide Together mentoring program sponsored by the Graduate School. Tide Together seeks to provide support for underrepresented minorities, women in STEM disciplines, and first-generation college students. This partnership has sought to provide a place for studying to mentor groups, as well as provide other graduate students with the opportunity to support effective studying and socialization among the graduate student population. In addition, another new program entitled Graduate Parent Support has been established and has been able to reach out to students with children and provide resources and services to meet their needs. GSS continues to support the efforts of International Student groups and the office of International Student Services. GSS hosted a variety of international coffee hour events, tailoring programming to international student populations, and provided ways to reach sub-populations of graduate students through intentional programming with Housing and Residential Communities. Graduate 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, and various departmental orientations (Social Work, Psychology, etc.). In addition, a variety of programs are 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.

5. **Office of First Year Experience and Parent Programs.** First Year Experience and Parent Programs has built all programs around eight critical competencies for first year students, one of which includes multicultural understanding. This is represented in the curriculum of various programs including Freshman Forum, Ignite UA, Peer Leaders and Transfer student initiatives where students work with peers who are different from them, participate in conversations about mutual respect and difference and develop skills that lead to the development of global citizens. Several cultural events and opportunities are shared via social media outlets and e-newsletter (First 42 initiative saturates students in campus life via social media and all that’s offered/available). Dialogue on diversity is included in the curriculum of various programs. ONE TEAM ONE BAMA! is an initiative that communicates messages of civility at UA among students, faculty and staff. Students participating in Freshman Forum are challenged to complete a civic engagement project. This project is not only designed for students to volunteer their time in the community, but understand the core issue of a social justice topic they are interested in. Student Leaders are given expectations before they begin service emphasizing the importance of understanding others’ and learning from differences. Students who serve as Parent Program Ambassadors participate in the following diversity and cultural awareness experience: Diversity Scenario Exercises-participants were given scenarios and discussed the impact of diversity on the student body and Safe Zone Training.

6. **Ferguson Center Student Union.** Ferguson Center works diligently to provide programming that enhances awareness and appreciation of cultural and individual diversity. For the 2012-2013 academic year, Ferguson Center sponsored or collaborated on numerous events that supported this effort. In January, Ferguson Center worked collaboratively with the CSC and McKenzie Court Housing Authority for the third year of Al's Pals mentorship program. Al's Pals mentors worked with 2nd and 3rd grade students as after-school tutors at the new McKenzie Court Community Center. The leadership program was centered on UA students developing math and reading curriculums for the 2nd and 3rd graders. On the Town with the Ferg is an initiative that gives students the opportunity to travel off campus to explore various aspects of culture within the communities of Tuscaloosa and neighboring cities at little to no cost for students. The Ferguson Art Gallery seeks to expose UA students, faculty, staff and the surrounding community to the culture of artistic expression by providing an outlet for students and local artists to showcase their work. The Rising Tide Tailgate is a student oriented event that allows students to participate in one of the oldest traditions of the Capstone, all while making new acquaintances and reconnecting with old friends. Capstone Conversation Series Presents hosted as its keynote speaker, Don Lemon, who focused on what it means to be a journalist for a major network and gave a special perspective to the minority representation on mainstream television. This event was part of
“Through the Doors,” a year-long series of activities and events commemorating the 50th anniversary of the desegregation of UA in 1963. *RHM 385-Restaurant, Hospitality Management* is a collaborative effort between the Ferguson Center and the College of HES that provides students an arena where theory and practicum merge. By working in the programming office of the Ferguson Center, the students gain hands-on experience that compliments their classroom knowledge and further prepares them for their future careers in the RHM field.

7. **Office of Fiscal Affairs (Student Organization Funding).** The Financial Affairs Committee continues to allocate funds to several student organizations that support diversity in their programs and events. Support was provided to the following student organizations in support of their projects, travel and initiatives: Afro-American Gospel Choir, Association of Chinese Students & Scholars, Bangladesh Student Association, Black Student Union, Collegiate 100 Black Women, Future Black Law Students Association, International Students Association, Japan-American Cultural Exchange Club, Men’s & Women’s Wheelchair Basketball, National Association of Women MBAs, National Society of Black Engineers, Project Health, Rip Tide Dancers, Society of Women Engineers, South Asian Society, Spectrum, The Impact Movement, Tuscaloosa Chinese Christian Fellowship, UA NAACP and UA Vedic Society.

8. **Housing and Residential Communities (HRC) offered diversity-themed programs,** ranging from speakers series to poetry slams, to culture and dance events. HRC also partnered with many departments and divisions on campus to host campus-wide diversity programs for the campus community. Partners included Student Media, Arts and Sciences, The Union, the Women’s Resource Center, Campus Crossroads, Office of International Students, Creative Campus, and many other partners from the Tuscaloosa community. Diversity and inclusion is promoted and publicized by the Resident Advisor staff in the residence halls through bulletin boards and a wide range of awareness raising programs. Each resident hall community sponsored a campus-wide diversity program for the 2012-13 academic year. HRC staff provided diversity training sessions for Resident Advisors and Desk Assistants in Fall 2012 and Spring 2013. Community Directors and Graduate Assistants received improved training in the Fall of 2012 and Spring of 2013 on understanding and programming for underrepresented student populations. Training for all staff members included discussions of campus culture, "hot button" or sensitive issues surrounding diversity, as well as continuing Safe Zone training. Resident Advisors were given guidance regarding program development on topics surrounding diversity and self-discovery, specifically discussions on social identity of them and others. Specific training opportunities included:

- ACD Training 2012
  - Diversity and Inclusion – August 3, 2012
  - Harbor Training through the Women’s Resource Training – August 3, 2012
- RA Training Fall 2012
  - Diversity and Inclusion – August 8, 2012
- DA Training Fall 2012
- Review of UA Nondiscrimination Policy – August 8, 2012 and September 5, 2012
- RA In-service 2012
  - Understanding the Resident of Today, Part 2: Upperclassman – October 8, 2012
  - Student Activism – October 18, 2012
  - Power and Privilege – October 31, 2012
- RA Training Spring 2013
  - The Tip of the Iceberg: Understanding Personal Identity and Your Resident’s Story – January 5, 2013
- DA Training Spring 2013
- Capstone Academy—over 350 students attended Capstone Academy before they could apply to be a Resident Advisor and there was a session dedicated to Diversity and Identity Awareness

Specific programmatic efforts for the 2012-2013 academic year that HRC has sponsored (financially, advertising, etc.) and/or collaborated on include:

- The Hunger Banquet, November 14, 2012. Community Service Center presents a banquet in which students, faculty and staff are randomly assigned to different income levels, based on the latest statistics about the number of people living in poverty in the world.
- A Forum on Medical Ethics & Women of Color, November 15, 2012, discussing The Immortal Life of Henrietta Lacks by members of the University Community.
- A Genetic Journey: From HeLa Cells to the Genome Revolution, January 28, 2013. A lecture by Richard M. Myers, Ph.D., President, Director and Faculty Investigator.
- Around the World, February 5, 2013. Information sessions and stations representing countries from all around across the world, including Mexico, China, Italy, Greece, Taiwan, and Africa.
- Working Women of the World, February 7, 2013. This documentary engages with the stories of women in Indonesia, the Philippines, Turkey, Belgium and France who are responsible for the labor that fuels the circulation of global capital and free trade, but who are all too often unseen and exploited.
- In Search of Lin Zhao’s Soul, February 14, 2013. During China’s chaotic Cultural Revolution (1966-1976), Lin Zhao spoke up for civil rights, and was imprisoned and eventually died for them. Director Hu Jie recovers her story, and in doing so brings to light forgotten stories from this tumultuous period and the difficulties in accessing them.
- Pink Saris, February 26, 2013. After being married off as a child bride, Sampat Pal struggled for respect in her family, and extended her call for women’s rights to her broader community through creating the Pink Gang. This film follows Sampat in her role as a community mediator of everyday challenges faced by women in contemporary India.
• Marc Bamuthi Joseph, Creative Campus Keynote Presentation, March 12, 2013. Joseph shared stories of his own socially engaged creative practice in the context of larger cultural and political discussions. Joseph’s work advocates for hybrid and interdependent roles of artists, funders and audiences in sustaining American culture in its current moment. This event featured a special step performance by the Lambda Zeta Chapter of Delta Sigma Theta. This event was free and open to the public.

• Hey Y’all Campaign, March 15, 2013. One Team, One Bama movement in building a stronger UA community, asks students to sign a pledge to connect with the community.

• Bollywood Film Series, March 19, April 2, 2013. Riverside Faculty in Residence present the Riverside Bollywood Film Festival with Hindi cinema classics.

• The Vagina Monologues, April 16-17, 2013. Based on author Eve Ensler’s 'Vagina Interviews' conducted with women from all around the world, this hilariously witty and moving collection of tales give voice to a chorus of brave and thoroughly human stories told by women.

• Sleep Out on the Quad, April 10, 2013. Promotes awareness for homelessness.

• Lavender Graduation, April 22, 2013. Lavender Graduations are held at colleges and universities throughout the country to honor the accomplishments of gay, lesbian, bisexual, transgender, queer and allied students. This year, plans were made to make this a vibrant part of the annual commencement traditions. Students honored at these events not only completed the academic requirements for a college degree but also endured the challenge of being in at-risk populations during their school years and were honored for that as much as for their papers, reports, and projects.

9. Judicial Affairs website uses inclusive language in its policies and procedures, with the Student Code of Conduct requiring students to “respect the dignity, rights and property of others.” Judicial Affairs staff annually attends conferences that teach and train the tenets of diversity and inclusion and promote best practices for an educational environment that encourages acceptance and diversity. The Student Judicial Board participated in Safe Zone training and decals are placed on office doors to notify visitors that the office is a safe environment for all who enter and will provide advocacy for the rights and inclusion of students with varying sexual identity and orientation. The staff participated in Harbor training and decals are placed on office doors to notify visitors that the office will provide advocacy and is a safe environment for all who enter. Staff members provide educational workshops and programming to promote the tenets in the University’s Capstone Creed to the University Community. The Capstone Creed requires students to “act with fairness, honesty and respect; foster individual and civic responsibility.” The Student Judicial Affairs office continually examines sanctions, policies and programs to assess their effectiveness in enhancing diversity at UA.
10. **Office of the Associate Dean of Students.** The Student Affairs Professional Development Committee continues to provide workshops for new professionals in Student Affairs that address working with diverse populations of students.

11. **The Office of Student Media** continued the emerging leaders training program which addresses diversity and cultural understanding through a variety of training activities. During student leader training conducted at the beginning of the fall semester, the university’s policies concerning discrimination and harassment are distributed and explained. A commitment to diversity among the student staff as well as within the content of the media published was discussed. The student staff are encouraged to pursue content that addresses issues of diversity and cultural understanding. Publications are regularly examined to promote diversity and cultural understanding in images published. The Office of Student Media encourages staff members to participate in Safe Zone and Harbor training. Diversity is one of the topics discussed in the Student Media Emerging Leaders Training (SMELT) program which prepares future media leaders.

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

- **Veterans Week,** November 7\textsuperscript{th} - November 16\textsuperscript{th} - the Office of Veteran and Military Affairs hosted events to highlight student veterans. These events included: honoring faculty and staff who served, a competition for the entire campus entitled “Battle of the Branches” for students to compete through community service hours, quiz bowl, intramurals and more to earn points towards each branch in the military, and partnered with the VA Medical Center Transition Office for two Faculty & Staff Lunch and Learn. This week also included the Grand Opening of the Office of Veteran and Military Affairs, which dedicated physical space in One BB Comer to serve our population.

- **Operation Military Kids** - this event brought students, faculty, and staff members with and without families together for a day with Big AL to enjoy games and celebrate the children of individuals in the military and showcase the resources provided by the office.

- **Sleep Out on The Quad** - the office and students participated in this event to help promote awareness of Homeless Veterans.

- **CVA Banquet** - this event brought students, faculty, and staff together to celebrate and recognize the accomplishments of this special population. Through a partnership with the SGA, students from sororities and fraternities attended as well. Several members of the local community also attended.

- **Office of Veteran and Military Affairs Ambassadors** - creation of a student group consisting of student veterans and dependents to give office tours and
provide information about the Office of Veteran and Military Affairs to perspective students.

13. *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. Programming initiatives included:

- UREC staff supervised Alabama Action Abroad trip to Guatemala.
- Fall and spring semester hosted the OLLI program line dancing class.
- HRC RA Olympics as part of Spring 2013 RA training.
- Hosted numerous recognition and programming events for the English Language Institute.
- BamaBike Program: ongoing program offers low-cost, bike rental program. Program is utilized predominantly by international students at UA. Expansion of fleet of bikes provided additional rental opportunities for students who otherwise would not be able to take advantage of such alternative programs.
- Honors College Collaboration for Dance Marathon. Event Raised significant money for Children’s Miracle Network.
- Army and Air Force ROTC: Spring 2013. Field training and activity at the SRC. Also, Spring 2013 hosted events where the two groups collaborated and built rapport.
- Quidditch on the Quad: Spring 2013. Partnered with Honors College to host this unique experience for students. Over 90 teams participated in the event and promoted literacy through a book drive for children.
- Chocolate Festival: Fall 2012. Partnership with Women’s Resource Center to promote health issues.
- Chinese Student Association: Fall 2012 and Spring 2013. Hosted student organization’s field day of games and promotion of their culture.
- Graduate Student Night at the SRC: Fall 2012. Provided an evening of fun and games for graduate students and their families at the SRC. The event included; swimming, climbing wall, group exercise, food, games and a massage therapist. A substantial majority of students attending this special event are international students, many of which are provided their first exposure to the facilities and offerings of the department.
- Hosted CAMP Mosaic at the SRC: Summer 2012. This camp is a traditional day camp filled with activity, sports, pool time, arts and crafts, etc. This camp is open to Muslim children between the ages of 10-13. They utilize the facilities within the SRC for all their activities.
• CrossingPoints: Two students each semester at the SRC and AC participated in occupational skills program September 2012-April 2013. Additionally the entire CrossingPoints student enrollment has weekly physical activity access and training working collaboratively with the Department of Kinesiology.

• University Recreation’s Group Exercise Program offered Tai Chi during the Spring 2013 semester to create diversity within the program. With this addition of Tai Chi, two Chinese instructors were hired to create diversity among the group exercise staff.

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

• Outdoor Recreation worked with the National Social Work Enrichment Program to bring high school students on campus to promote the importance of obtaining a degree while providing teambuilding, problem solving, and trust activities.

• Outdoor Recreation teamed up with the Dean of Students office to provide 20 local high school students with a canoe trip and day hike to help promote the idea of furthering their education and the opportunities that they will have while attending school.

• Intramural Sports program continues to offer around 34 traditional and nontraditional competitive sport programs and events to all students, faculty, and staff on campus.

• Promoted civic engagement by offering programs for the Bama Bound initiative during orientation for incoming freshmen last summer.

• Provided officials, equipment, and services to a variety of student organizations and other departments on campus, such as SGA, Alabama International Justice Mission, and Housing and Residential Communities.

• University Recreation staff co-led on-site for the Building Champions Through Service project in Miami, Florida. This project engaged UA students, alumni and staff to work alongside the Notre Dame and Miami community to create a community garden during the 2013 BCS National Championship game.

• University Recreation staff volunteered as mock interviewers for Crossing Points students to help prepare them for future job interviews. This program creates authentic transition connections between the individuals with disabilities and the community.

• Alabama Special Olympics Regional Swim Meet, Spring 2013. Approximately 250 athletes, 50 coaches, 35 event volunteers, and 225 spectators attend this one day event at the University Aquatic Center

• Conducted at the Aquatic Center in Spring 2013 for three elementary schools “Every Child a Swimmer” (free swim instruction) program in partnership with Academic (KIN 140: Water Safety Instructor and KIN 310: Teaching
Swimming) course students and Student Affairs (UREC Aquatics) student staff.

- As an Authorized Provider for the American Red Cross, the University Aquatic Center is a select facility within the State of Alabama to conduct Health and Safety Courses for the University and community. Select Courses provided include: Lifeguarding & First Aid/CPR/AED reaching underserved students; Lifeguard Instructor; connecting students and Veterans for leadership/job safety training; General Aquatic and Backyard Pool Safety for families fostering or adopting children in Alabama.

- Conducted inaugural Tower Jump activity during “dead week” of Spring Semester 2013 which, unintentionally, brought about underserved students and students who had never visited the Aquatic Center.

- Athletics’ use of the Aquatic Center expanded from Swimming & Diving practices and home meets to leadership development, off-season training and physical rehab for Football, Women’s Volleyball, Softball, Women’s & Men’s Track and Cross Country, Baseball, Gymnastics, Women’s Soccer, and Men’s Basketball. This exposed student staff to peers from varied backgrounds, different ethnicities, and values, and student athlete work ethic.

- Facility reservations among non-Pan-Hellenic Sororities and Fraternities have expanded from 1/year to about 3/year at the Outdoor Pool exposing student staff to peers of varied cultures and ethnicities.

- Aquatic Center hosted annual aquatic safety experiences for both Army ROTC (Fall 2012) and Air Force ROTC (Spring 2013), serving each semester approximately 150 students of varied backgrounds, cultures, and genders. Activities are typically led by student staff peers in ROTC leadership roles/rank due to their aquatic safety background with UREC Aquatics.

- Family Night, a new weekly free program conducted at the Outdoor Pool Center, encourages a diverse University. UREC membership and local community coordinated ten themed settings.

- Fall 2012, a single toilet restroom at the Aquatic Center was changed to a Unisex Restroom and the family changing area of the Student Recreation Center was designated as a lactation area with signage and access for nursing mothers and their children.

Staff (professional and student) are hired and trained to reflect and embrace the values of a community through inclusion and access without regard to age, gender, ethnicity, or physical/mental capacity. Concerted educational emphasis on specific training and awareness included:

- Department-wide training during Fall 2012 in QPR (Question, Persuade and Respond) as offered by the Counseling Center to improve awareness and enhance readiness and identification of students at risk of suicide.

- Department-wide training during Fall 2012 in Safe Harbor as offered by the Women’s Resource Center to provide staff with a better understanding and techniques to identify and assist those individuals who may be victims of
abuse and violence. Enhanced key components of many forms of bullying behavior and methods to detect and support such victims.

- Department-wide training during Fall 2012 in Safe Zone resources and services as offered by the Women’s Resources Center and Safe Zone staff. Provided improved coordination of resources and needs that are unique to those identifying with GLBTQ lifestyles.
- University Recreation provided staff instruction for the Freshman Learning Community “Community Service 101” during the Fall 2012 semester, engaging students in the community and exposing them to diversity in the UA and Tuscaloosa community.

14. **The Women’s Resource Center**, in collaboration with student groups and Academic and Student Affairs partners, offered a number of programs and events to honor cultural diversity, which included:

- Hispanic Heritage Month events were held between the middle of September through mid-October. Events included an event titled *The Effects of HB 56 on Women & Families: One Year Later, “Precious Knowledge” Film Screening & Panel* co-sponsored by the College of Education and Department of American Studies, *Game Day! – Women’s Soccer and Traditional Latino Games for Kids* which was co-sponsored by Alabama Soccer, Graduate Parent Support Program, Work Life Balance, Kreative Kids, and the Graduate Ambassadors, book discussion by a Latina author *Darkroom: A Memoir in Black White*, and *Latina Women Who Dared* poster campaign.
- Native-American Heritage Month was honored through a public media campaign featuring notable Native American women.
- African-American Heritage Month events were held in February. Events included the annual national African-American Read-In, the *African-American Women Who Dared* poster campaign, and a book discussion of *Kindred* by Octavia Butler.
- Women’s History Month events were held throughout March. Events included annual *ACADAMEY Poster Presentation*, co-sponsored by Graduate Student Services; *Lunafest* international film festival; research coffee hours co-sponsored with the Department of Gender and Race and Iota Iota Iota Women’s Studies Honor Society; *Killing us Softly: Investigating Beauty Standards* discussion; *Pay Equity Awareness Week* tabling campaign; *What Makes You Beautiful: Loving Yourself Inside and Out*, a book discussion about *A Short Story of Women* by Kate Walbert; and *Women Who Dared* poster campaign.
- WRC worked directly with the National AAUW and UA SGA to provide *Elect Her - UA Women Win*, a program where women on campus received experience, knowledge and support in running for office.
- In April the WRC, Capstone Alliance, and Spectrum hosted *Lavender Graduation*. 
• Every Woman Book Club is held the fourth Thursday of every month for Faculty/Staff and community members. Each month’s book is coordinated with the specific events of the month.
• The WRC hosted the 2012 Southeastern Women’s Center meeting May 17 & 18. Women and gender centers and those who serve women on college/university campuses from 15 different higher education institutions met to share programs and ideas as well as educate their peers to foster a diverse and safe campus environment for students, faculty, and staff.
• In May 2012, members of the WRC Staff (professionals and graduate students) presented information on interpersonal violence to high school age boys who are in a residential program at Mt. Meigs which is under the Alabama Department of Youth Services. The purpose of this program was to give the boys an introduction to issues related to a culture of violence and broaden the definition of masculinity.
• Each month throughout the fall and spring semesters, the WRC and the Department of Gender and Race Studies hosted a Brown Bag. Designed as a series of events to create a space for dialogue and discussion of feminist scholarship and issues related to gender, the series was attended by center staff and open to faculty, staff, and students of UA, as well as to the greater community.
• During May 2012 – April 2013, ten Harbor Trainings were held for various departments on campus. The purpose of Harbor Training is to train staff and faculty members to serve as referral resources for victims of dating/domestic violence, sexual assault, and stalking.

s. **Auxiliary Services**

**Auxiliary Services** in Financial Affairs provided grant training and served as an advisor for the Community Partnership Group, which works with minority groups across the State to search and apply for grant opportunities that will fund special projects. Auxiliary Services began a new **Student Event Catering Donation** program that provides student groups with the opportunity to apply for free catering services for events. Diverse groups such as the International Student Association, LGBTQ groups, and the Afro-American Choir were awarded catering grants this year.

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

The following section describes additional training the University has offered to promote an inclusive educational environment.

a) Website with Links to Policies: The **Office of Equal Opportunity Programs** continues to update its website, [http://www.eop.ua.edu/](http://www.eop.ua.edu/), which contains UA’s equal opportunity, non-discrimination and diversity statements, as well as UA’s harassment and anti-retaliation policy and list of designated harassment resource persons in each college and division. The EOP website also has links to assist individuals with disabilities.
b) **EOP Training**: The Office of Equal Opportunity Programs facilitated and participated in webinars, workshops and discussion groups to provide training to the campus on equal opportunity, prevention of illegal discrimination and harassment, and affirmative action/diversity. The training targeted designated EO Coordinators in the various colleges and administrative units, as well as administrators, managers, supervisors and others responsible for implementation of UA’s equal opportunity and affirmative action policies. Training on equal opportunity, nondiscrimination, harassment, disability, and diversity included the following sessions: 1) Title IX and the New Federal Guidance on Campus Sexual Assault; 2) Retaliation in the Workplace; 3) How to Conduct Harassment and Bullying Investigations; 4) Web Accessibility and Individuals with Disabilities in Postsecondary Education; and 5) Section 508-Accessible Web Content.

c) **Title IX Coordinator**: In response to the Title IX OCR “Dear Colleague” letter on sexual violence, UA established a new position, Title IX Coordinator, in May 2012. This coordinator oversees UA’s compliance with Title IX of the Education Amendments of 1972; in addition, a new investigator position will be added in Fall 2013. A new website has been established and can be viewed at www.titleix.ua.edu.

d) **On-line Harassment Tutorial**: A primary training tool promoted by UA is its on-line illegal harassment training tutorial with different versions for students, faculty and staff (supervisory and non-supervisory). 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 requires new administrators (dean, associate deans, and department heads) to take this on-line harassment training. All new C&BA faculty are provided anti-discrimination and anti-harassment policy materials and asked to complete anti-harassment training. Likewise, managers in the College of Continuing Studies, Academic Outreach, are encouraged to participate in UA Staff training and development efforts that include diversity, anti-discrimination, and anti-harassment. In the School of Social Work, all faculty and staff completed the online harassment training module and reported their completion to their harassment resource person.

e) **New Employees**: For the past 27 years, the Graduate School has offered a two-day workshop for new Graduate Teaching Assistants, and the workshop includes a session on issues related to illegal harassment, retaliation, and accommodating students with disabilities. The Graduate School also offers an International Teaching Assistant Program each fall that helps international graduate assistants acclimate to instructional styles, techniques, and assessment procedures at UA. In addition, the Office for Academic Affairs sponsors a New Faculty Orientation each year, and information is provided on UA’s harassment and anti-retaliation policy. Instructors in the English Department also annually receive training on these topics, as well as new GTAs and instructors in the College of Arts & Sciences.

f) **Human Resources**: Training and education offered through Human Resources during the 2011-2012 academic year covering diversity topics was provided using several formats:
- **New Employee Orientation** – Sexual Harassment training is provided; the harassment policy is distributed and key points are referenced; the website location for the *Preventing Harassment* online tutorial is provided and the site is visited; services provided by the Office of Equal Opportunity Programs, Crossroads Community Center, Capstone International Programs, and the Women’s Resource Center are shared; letters from the President addressing Reaffirmation of Equal Opportunity Policy and Nondiscrimination Notice, Compliance with the Americans with Disabilities Act, and the University of Alabama Statement on Diversity are distributed; and website locations for the Staff Handbook, HR Policy Manual, HR Development course offerings, and Equal Opportunity Programs are provided. HR continues to partner with the Office of Counsel, Equal Opportunity Programs, Risk Management and various areas on campus to provide training on such topics as Harassment, Sexual Orientation and Retaliation.

- **New Management Orientation:** This offering continues to be available to new and current managers and supervisors addressing how to better understand and achieve University expectations, responsibilities for compliance with key University requirements, and key departments/functions that may be a resource for management. Beginning Spring 2012, access to online resources through ManageElite were included as part of New Management Orientation. Online topics include, but are not limited to Diversity, Bias, and Retaliation.

- **Leadership U:** This program continues and was expanded in Fall 2010. It is an intense two-year course of study that encompasses personal skills, strategies for increasing productivity, methods for increasing both communication and leadership effectiveness, and mastering legal, ethical and strategic issues.

- **Campus-Wide Training Courses:** Online Registration continues to provide accessible online registration for courses, as well as an additional location posting campus-wide course offerings. A listing of diversity related topics, as well as other offerings open to the campus was distributed monthly via HR Learning & Development’s listserv, posted on UA Events Calendar, HR Learning & Development’s website, in weekly paper issues of Dialog/faculty-staff newsletter, in Dialog Extra/weekly electronic newsletter, and by the HR Partners. Topic categories included, but were not limited to Legal Issues, Teamwork, Disability, Generational Issues/Age, Cultural Awareness, and Harassment.

- **Professional Development:** UA Essentials for Management, a standard 3-day supervisor training program offered monthly, covers diversity topics and employment related laws and policies. This program was updated in 2011 to include a fourth day and topic Recruitment and Selection. The Professional Development Series, a five day training series designed for Office Professionals offered every semester, addresses diversity, teamwork, and legal matters. HR Development, in partnership with Facilities provides a monthly Facilities Leadership Forum, and monthly offerings for employees processing through the Career Ladder programs housed in Facilities. These offerings include, but are not limited to, Harassment and Diversity topics.

- **HR Learning and Development Training for Student Groups:** HR Learning and Development delivers customized training for the full-time and student employees such as Student Athletic Host/Hostesses on the topic of Harassment and Ethical/Legal
Workplace Resources. An HR Learning and Development advisor to Lambda Sigma Sophomore Honorary continues to work with members to enhance recruitment communications with the goal of creating a more diverse applicant pool. HRD provides Harassment training for the Aerospace Engineering Senior Seminar students, and HRD team members serve as presenters hosts to student groups on an as-requested basis to deliver training, assist with workplace shadowing experiences, internships, etc.

• Co-Sponsored Training & Diversity Training: HR Development teams with the Office of Counsel, Equal Opportunity Programs, Risk Management and various areas on campus to provide training on Harassment, Sexual Orientation, and Retaliation, etc. This past year, HR Learning and Development partnered with Emergency Preparedness and UAPD for emergency training and Active Shooter training and Psychology/Social Work to deliver and host training for members of their WOW (working on womanhood) employee team. This includes on-site training at the Tuscaloosa County Juvenile Detention Center. HR Learning and Development co-sponsored a Sustained Dialogue event with Crossroads Community Center as part of African-American Heritage Month; co-sponsored Safe Harbor training in conjunction with the Women’s Resource Center; and added Insight into Diversity as a resource magazine for the office and employees.

• Internet Training: Human Resources continues to review and expand offering via SkillSoft, a learning management system for faculty and staff. Additionally, some departments contracted through Human Resources in 2012-2013 for other SkillSoft online resources providing access to courses, books, and simulations including, but not limited to, diversity-related topics. HR Learning and Development has seen an increase in the usage of SkillSoft’s Leadership Channel to connect employees with knowledge experts, authors, consultants and others via Live and Recorded Webinars covering a variety of topics. Some webinars this year addressed Introverts in the Workplace and Generational Differences. Beginning Spring 2012, access to online resources through ManageElite was added as an online training resource. Online topics include, but are not limited to, Diversity, Harassment, Bias, and Retaliation and may be accessed by all employees. Since 2012, HR Learning and Development has been promoting and providing demonstrations of the new Online EAP resources. Updates were made to the HR Learning and Development website including, but not limited to, providing direct links to: Equal Opportunity Programs, Harassment Training, Mental Health Education, Safe Zone Training and Education, Women’s Resource Center, ManageElite, and the expanded EAP Online resources.

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

• **Competency Initiative:** HR Learning and Development continues integrating the *Capstone Competency Initiative* as part of New Employee Orientation and New Manager Orientation. Specifically, the Core Competencies – *Adaptability and Flexibility, Collaboration/Building Relationships, Ethics and Integrity, Self-Development and Student-Customer Focused* – are covered. The *Course Competency Mapping initiative* of HR Learning and Development continues to provide employees with a specific list of courses that reinforce competencies such as Diversity, Sensitivity, Ethics and Integrity, Teamwork, etc.

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

• **UA has selected SkillSoft to provide mandatory training for its employees and students through an online Training Academy. Specific training is assigned to comply with federal and/or state laws as well as University requirements. All current as well as new faculty, staff and student employees must take the Right-to-Know as well as Child Protection policy training.**

h) **Safe Zone Training:** Various UA departments have participated in training provided by Capstone Alliance, UA’s professional organization for LGBTQ faculty, staff, and allies entitled *UA SAFE Zone, including: The Office of Veteran & Military Affairs, Career Center, Creative Campus, Women’s Resource Center, Crossroads Community Center staff, staff members in the Office of New Student Programs and Parent Programs; the Community Director staff in Housing and Residential Communities; the Resident Advisor Staff and Resident Advisors; several UREC staff; staff members in Student Support Services and Office of Judicial Affairs, and individuals in academic departments. Decals are placed on office doors to notify visitors that those offices are a “Safe Zone” for all who enter and will provide advocacy for the rights and inclusion of students with varying sexual identity and orientation.**
Decisions in Digital World training, and Technology Etiquette [Gina Johnson]. The management team was also asked to read The Invisible Gorilla, Small Group and Team Communication, and, most recently, Switch: How to Change Things When Change is Hard. Concurrently, the entire OUR team was asked to read 7 Habits of Highly Effective People. Following each read, multiple group discussions were facilitated by Dr. Tom Harris. A separate track was also developed which focuses on the University Student Information System, i.e., Banner. This track included 16 separate presentations highlighting systems related initiatives within the office. 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 collaboration with Dr. Chilcutt, a member of the Department of Communication Studies and the Director of the Public Speaking Program, we conducted an organizational assessment and intervention initiative. In addition, the group/interactive approach to training serves to promote better intra-office communications, team building through positive interaction of the staff, and increased reflection, competency in understanding differences be it religion, social class, sexual orientation, race, ethnic group, or gender.

i) Division of Financial Affairs:

- The Crimson Ride Transit system has demonstrated a commitment to persons with disabilities by providing transportation that is fully accessible. Four hours of TSI (transit safety and security) training for assisting Elderly and Disabled Passengers is conducted with Crimson Ride operators, as well as one hour of wheelchair securement training. Additionally, training materials are provided that educate operators on guidelines and procedures on how and when to offer assistance to elderly and disabled passengers. Crimson Ride purchased two new buses which were installed with a voice annunciation system. An application was submitted for a federal grant to support retrofitting the entire Crimson Ride fleet with voice annunciation systems in order to further support the elderly and disabled university community.
- The Financial Affairs Business Activities staff worked with Community Affairs employees and other partners to address many administrative tasks related to the Realizing the Dream Banquet and Concert, National Outreach Scholarship Conference and STEM Entrepreneurship Academy.
- Auxiliary Services employees who had not previously attended this training session took part in a program on Diversity facilitated by Janice Palmer, HR Workforce Development Specialist. The session focused on giving participants an awareness, education, and appreciation of diversity and to demonstrate the importance of diversity to an organization.
- The Facilities and Grounds Department has promoted educational and training environments in the areas of diversity awareness, anti-discrimination and anti-harassment. Examples include:
  - Continuance of Facilities and Grounds monthly newsletter that is used to make employees aware of issues that are pertinent to their jobs, benefits, and opportunities that impact them directly.
  - Support of Health and Wellness programs and encouraging employees to stay fit and healthy while providing meeting space and time from their schedules to attend Weight Loss and Smoking Cessation programs
provided by UA. Facilities and grounds worked with Health and Wellness in the implementation of Weekly Health Huts that have been placed in strategic places on campus in an effort to reach out to the Student, Faculty and Staff body, with timely information dealing with Health issues; have promoted and been actively involved in Strive for Five, Well Bama, Summer Slim Down, Health Spring Training and the Annual Health Fair, providing multiple avenues for Facilities and Grounds staff members to receive assistance with exercise, health issues, and concerns.

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

- **Diversity and Inclusion:** Provides awareness of differences and encourages employees to learn how to value and manage diversity in the workplace.

- **Managing a Multigenerational Workforce:** Provides awareness of and understanding of how generational diversity impacts the workplace and how best to interact, address and respond to motivation, communication, recruitments and conflict resolution.

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

- Participation in the Facilities Custodial Service Department’s Career Ladder Training includes classes on Diversity, Teamwork, Conflict Resolution, Communication Skills and Group Dynamics.

- **Construction Administration** addresses diversity as a key consideration on all design projects and drawing reviews. The department is committed to complying with the latest adopted 2010 ADA standards and guidelines on all design projects. The Project Initiation Request (PIR) form includes a reminder to the requester that any alterations that affect or could affect the usability of or access to an area of a facility that contains a primary function shall ensure that the path of travel to the altered area must be readily accessible to and usable by individuals with disabilities up to a maximum of 20% of the cost of the alteration to the primary area. In addition, unisex handicapped-accessible restrooms will be constructed on all new construction projects and all major renovation projects. In the 2012-2013 academic year, 40 projects, either designed and/or in construction phase, addressed handicapped accessibility initiatives. A training produced by PaperClip Communications entitled *New ADA Accessibility Standards: What Do They Mean for your Campus’s New and Existing Facilities* was also held for the members of the ADA Committee.

- **The Action Card Office** and **University Supply Store** continue to highlight images on their websites, presentations, videos and publications that represent the diversity of the UA student population.
- *Bama Dining* has collaborated with the SGA to host several International events serving authentic foods at Lakeside Dining.

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

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

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

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

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

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

- The *Office of Graduate Student Services* continues to coordinate a Student Affairs Graduate Assistant Training where issues of diversity and cultural competence is addressed with Student Affairs graduate assistants, who work directly with undergraduate students and are able to impart knowledge into their experiences with student organizations, leadership experiences, and more.

- The *Housing and Residential Communities* staff provided diversity training sessions for Community Directors, Graduate Assistants, Office Managers, Resident Advisors, and Desk Assistants in Fall 2012 and Spring 2013. Community Directors received improved training in the Fall of 2012 and Spring of 2013 on understanding and programming for underrepresented student populations. Training included discussions of campus culture, "hot button" or sensitive issues surrounding diversity, as well as continuing Safe Zone training. Resident Advisors were given guidance regarding program development on topics surrounding diversity and self-discovery.

- The *Women’s Resource Center* staff provided numerous trainings to student groups on topics such as diversity and leadership, women’s self-defense, sexual harassment,
and the intersection of gender. Twice in September 2012 and once in November 2012, training was provided for faculty and staff Hearing Officers and members of the Student Judicial Board to educate them on the dynamics of interpersonal violence so that they may serve effectively on cases of interpersonal violence. In December 2012, this type of training was also provided to new officers with the UAPD, not only to provide an overview of WRC services, but also to educate the officers on issues facing victims of interpersonal violence. During May 2012 through April 2013, ten Harbor Trainings were held for various departments on campus. The purpose of Harbor Training is to train staff and faculty members to serve as referral resources for victims of dating/domestic violence, sexual assault and stalking.

- **University Recreation** staff attends national, regional and state professional association and related conferences and workshops. These workshops all teach and train on tenets of diversity and inclusion. Program and service specific areas are highlighted for best practices at better promoting an environment that encourages acceptance and diversity for a broader global perspective of the value of health and physical activity in overcoming discrimination and bias. The annual NIRSA Emerging Leaders Conference held in February at HBCUS across the country is a chance for professionals and students alike to recognize, understand and learn of others differences and to promote a sense of unity of purpose in the profession and association. University Recreation has had regular attendance and high involvement in this event. On-going training towards inclusiveness, cultural sensitivity and diversity programming continues in staff meetings and other departmental interactions. Research with College of Education faculty continues with emphasis on inclusion and diversity assessments of programs, services, and facilities.

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

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

k) **Intercollegiate Athletics:** As staff and student-athletes work to achieve excellence in all of its endeavors, IA does so with respect for others regardless of gender, race or physical challenges. Toward this objective, the Department of Intercollegiate Athletics periodically sponsors/conducts programs for student-athletes and/or staff that are designed to enhance their understanding of and appreciation for diversity and respect for others. Examples of such programming conducted during the 2012-13 academic year include:
• September 2-3, 2012 and January 2013 – Dr. Tim Elmore with Growing Leaders presented to select junior and senior student-athlete leaders from each team. This was a hands-on approach to leadership and the student-athletes were able to participate by being engaged in discussion of topics such as building character, setting a positive climate, feeding oneself for personal growth and how to handle criticism and confrontation.

• October 3, 2012 – General Bodenheimer, the former Chairman of ESPN, spoke to student-athletes about several topics, including characteristics of effective leaders and successful organizations/teams.

• March 4, 2013 – Mike Green, a trained substance abuse professional, presented a program educating athletes on the dangers of drugs and alcohol and the effects of drugs and alcohol consumption on campus.

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 40 flagship institutions, UA currently ranks fourth in percentage of African-American faculty. While no information was reported for EEO-1’s and EEO-3’s for Fall 2013, UA last ranked second in percentage of African-American EEO-1 administrators, and sixth in percentage of African-American EEO-3 professional staff. Approximately 17.8% of UA’s faculty are minorities and internationals and 19.7% of UA’s staff are minorities. UA remains committed to further diversifying its faculty and staff so that its students are exposed to and learn from individuals from a variety of backgrounds and experiences. Initiatives helpful in achieving Goal Three are discussed below.

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

Information about current practices: Hiring for faculty and staff positions is now handled through an on-line system, and approvals are generally not obtained unless
established protocols are followed. Information about recruiting resources and anti-discrimination laws is provided online to hiring managers through various resources at http://hr.ua.edu/staff-recruitment-resources/hiring-manager-resources. In addition, the Strategic Diversity Plan is posted on the Provost’s and EOP’s websites.

Inaugural Comprehensive Diversity Conference: Diversity in Higher Education for the 21st Century: Bridging Research and Best Practices. On November 5-6, 2012, Auburn University hosted the Inaugural Comprehensive Diversity Conference: Diversity in Higher Education for the 21st Century: Bridging Research and Best Practices. This conference was sponsored by Alabama Association of Higher Education Diversity Officers. Some thirty researchers, educators, and practitioners made presentations about their research and best practices in diversity to a highly interactive group of about 100 conference attendees. The Provost’s office encouraged academic units to attend resulting in representatives from numerous areas of UA. The University Compliance Officer and twelve other UA employees attended the conference. The conference featured a Pre-conference Diversity Training Workshop, “The Changing Landscape of Diversity and Inclusion” presented by Patricia Pope and Associates, and four UA employees attended that session. Dr. Charles Nash, Vice Chancellor for Academic and Student Affairs, University of Alabama System, presided over the Welcome Plenary. Sessions included Diversity in the Media, International Collaborations and Partnerships, Diversity Staff and Professional Development, Institutional Climate, Faculty Recruitment and Retention, and roundtables. It also included a Research Plenary Session and a closing luncheon with Representative John Knight as the speaker. Several representatives from UA were among the presenters and panel members. This type of networking and information sharing proves helpful in recruitment and retention efforts.

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 other effective means of promoting diversity. To provide for on-going education in the area of diversity and to stimulate ideas for faculty and student recruitment, the College of Arts and Sciences provides a bi-monthly subscription to Diverse Issues in Higher Education to all department chairs. A&S also subscribed to the Higher Education Directory for Diversity. A&S and the College of Education have made available to faculty search committees a copy of Diversifying the Faculty: A Guidebook for Search Committees. Also in the College of Education, all search committee chairs have attended a training workshop and are given recommendations for increasing the diversity of the search pools. Also, part of the College of Education’s systematic and comprehensive efforts to recruit and retain a diverse faculty includes adoption of the College’s own non-discrimination and anti-harassment policy, which supplements UA’s policies.
Student Affairs-initiated Education Efforts: As noted in the Goal One discussion, Student Affairs has implemented a division-wide Strategic Diversity Plan that complements the University’s. Goal Two of that plan is to “enhance the recruitment, retention, and promotion of Student Affairs staff that reflect underrepresented populations such as people of color, women, ethnic minorities, and people with disabilities to a level that is reflective of the community.” Some of the strategies used by the division to achieve its goal include:

1) “seek to include all University constituencies including people of color, ethnic minorities, women, and members of other underrepresented groups in senior administrative positions;”

2) “seek to increase employee diversity, including women, people of color, ethnic minorities, people with disabilities, and other underrepresented groups in higher level staff positions;”

3) “establish work life enhancement programs to attract and retain outstanding, diverse Student Affairs staff and better compete with peer institutions;” and

4) “create a mentoring program focused on exploring career opportunities in the area of Student Affairs for students of underrepresented populations who are employed within the DSA.”

Crossroads Community Center also supports the development of diversity within the University’s faculty and senior level administration as part of its mission to provide leadership and coordination for professionals in multicultural affairs. Crossroads also contributes to this University goal through the development of the Crossroads professional staff.

Information from conferences/workshops/associations: Several UA administrators continue to attend conferences or participate in associations/listservs that ensure currency on best practices for increasing diversity in outreach, recruiting and retaining diverse students/faculty/staff. As noted above, UA representatives attended and participated in the Inaugural Comprehensive Diversity Conference sponsored by the Alabama Association of Higher Education Diversity Officers. Arts and Sciences recruited prospective faculty members at the Compact Conference for Faculty Diversity Institute for Teaching and Mentoring and the McKnight Fellows Conference in October of 2012. Dr. Jimmy Williams attended the Academic Achievement of Men of Color, August 2012; Global Perspectives on College and University Teaching, Auburn University, April 2013; National Conference on Race and Ethnicity in Higher Education, June 2013; and attended the Compact Conference for Faculty Diversity Institute for Teaching and Mentoring, October 2012. Dr. Williams made a presentation on Diversity in Higher Education at the UA McNair Scholars Program, November 2012.

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

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

a. Recruitment Strategies

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

Developing recruitment plans: Additional efforts are made university-wide to encourage an effective recruitment plan. For example, a job search is not authorized until after the hiring area has developed a proposed recruitment plan, which includes a description of special efforts to identify minority and female candidates. The College of Arts and Sciences requires an even more detailed report of what efforts will be undertaken. Human Resources staff provide Behavioral Interview training and Creating Effective Recruitment Strategies training to educate hiring managers on how to reach a diverse applicant pool. Human Resources also reviews online application and recruitment system information and updates and brings into compliance based on the American with Disabilities Act/Vietnam Era Veteran’s Readjustment Assistance Act. That office also helps departments include appropriate language for hearing/sight impaired applicants. The EOP’s Affirmative Recruitment Resource (http://eop.ua.edu/resources.html) and almost two dozen Affirmative Action Officers serve as resources to assist departments in maintaining contact with female and minority organizations. In the Libraries, their Affirmative Action Officer meets with each search committee at the beginning of the search process and reviews affirmative action guidelines and also ensures that there is an African-American member on the search committees. In the College of Education, the Dean and Associate Dean meet with each search committee chair and not only emphasize the importance of attracting a diverse faculty, but provide a number of guidelines on how to accomplish that, using the book purchased by the Provost (“Diversifying the Faculty: A Guidebook for Search Committees,” Caroline Sotello Viernes Turner, 2002). In the Law School, the Dean has directed that each hiring committee for faculty and staff seek to ensure a diverse pool of candidates. They achieve
this mandate through broad advertising, targeted communications, and the use of Internet sources.

The University of Alabama Police Department reviews employment application data annually to determine the impact of recruiting efforts in the department’s goal of attracting a diverse applicant pool. Recruiting strategies are reviewed and adjusted where shortfalls are identified.

**Wide-spread advertising:** Human Resources advertises exempt staff recruitments in venues that will attract a diverse pool of qualified applicants, to include print publications, listservs, letters of announcement, meetings, etc. Most tenured and tenure-track faculty and senior level administrative positions are advertised nationally on several Internet sites and in generally available publications such as *The Chronicle of Higher Education* and *Diverse Issues in 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. The Provost’s Office placed a fourth-page color diversity ad in the *The Chronicle of Higher Education’s Diversity in Academe* in the November 1, 2012 issue. In addition, a fourth-page color ad was placed in *Convergence: Diversity and Inclusion*, an advertising supplement to *The Chronicle of Higher Education* and *Diverse Issues of Higher Education*, March 8, 2013. The Provost’s Office also has paid for registration with the National Registry of Diverse and Strategic Faculty maintained at Texas Tech University.

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

- Notifying the SREB of faculty vacancies;
- A&S requiring departments to search the SREB Online Doctoral Students Directory, to which it subscribes;
- Purchasing advertisements in minority-targeted magazines, such as:
  - *Diverse Issues in Higher Education*
  - *The Journal of Blacks in Higher Education*
  - *The Hispanic Issues in Education*
  - *American Women in Science*
  - *Association for Women in Mathematics Newsletter*
  - *Birmingham Times*
- Advertising on targeted listservs and websites or sending materials to minority groups, such as:
Black Caucus of the American Library Association, American Indian Library Association, National Registry of Diverse and Strategic Faculty, Hispanic Association of Colleges and Universities, Association of Black Women in Higher Education, the National Black Graduate Student Association, Blacks in Higher Education

NATA Ethnic Diversity Advisory Council Listserv and the NATA Women and Athletic Training Listserv

Alabama Disabilities Advocacy Program website (www.adap.net), National Disability Rights Network website (www.ndrn.org)

McKnight Fellows Program, which consists primarily of minority doctoral students, many of whom are searching for faculty positions, received link to A&S web listing of open faculty positions

Council of National Psychological Associations for the Advancement of Ethnic Minority Issues (CNPAAEMI)

• Sending notices to HBCUS (Human Resources sends weekly emails of job postings to HBCUs and BFSA);
• Notifying UA’s BFSA and other minority faculty members and professionals and encouraging them to share job announcements with any professional or social organizations to which they belong;
• Sending notices to UA’s Affirmative Action Coordinators;
• Sending notices to the 56 deans of library schools accredited by the American Library Association;
• All faculty and staff positions posted on insidehighered.com through a subscription paid for by the Provost;
• Electronic listings for the profession and a database, Future Black Faculty, to attempt to locate potential candidates;
• For Financial Affairs positions, use of the Office of Student Media to place all recruitment classified ads for open positions. Examples include ads being placed in The Tuscaloosa News and The Birmingham News, and placed on Monster.com and Al.com to reach a broader and more diverse applicant pool; and
• For Intercollegiate Athletics, vacant staff positions are also advertised on the NCAA website and sent to the National Association of Collegiate Women Athletics Administrators for their distribution. As head coaching positions become vacant, the Department of Intercollegiate Athletics initiates contact with the Black Coaches Association to get recommendations on qualified minority candidates. Moving forward, this same approach will be taken when non-coaching, administrative professional positions become vacant within the department. The department head will contact the BCA and/or other professional organizations to inquire about possible qualified minority candidates for the position vacancy.

Recruitment & other support for international hires. Capstone International Services (CIS) hosts regular training and workshops for UA academic departments and support units regarding recruitment and visa support for new international faculty, research scholars, and staff. In addition, CIS provides essential services and immigration advice to UA departments and international faculty and staff through its website.
**Personal Contacts:** In addition to the formal advertising initiatives, informal avenues are frequently used to attract a diverse candidate pool. Human Resources sends representatives to Shelton State Career Fair, Career Center Career Fairs for graduating seniors and alumni (Business, Technology, Communications, and Social Work/Nursing) twice a year for each and Veterans Career Fair to gain a diversified applicant pool. To attract a diverse student applicant pool for student jobs, Human Resources participates in Get on Board Day, Student Involvement and Leadership Week, and Bama Bound Orientation sessions. In the College of Human Environmental Sciences, African-American alumni and faculty of doctoral programs are contacted and asked to share position announcements with colleagues, especially minority candidates. Taking advantage of personal contact, the College of Education regularly and systematically visits students and university representatives from the State’s two major public HBCUs. Further, the College has collaborative initiatives with Stillman College, which creates a positive presence on that campus and serves as a useful recruiting tool. The College of Education is very successful in recruiting graduate students from HBCUS into its doctoral programs. That college also encourages membership in the BFSA.

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

**Partnership with National Initiatives:** The Law School has provided financial and other support for organizations seeking to promote faculty and staff diversity in the legal profession, including the Council on Legal Education Opportunity and the regional and national Law Teachers of Color Legal Scholarship conferences and supported the Southeast/Southwest Law Teachers of Color Legal Scholarship Conference, which provides networking and recruitment opportunities for minority law faculty. The Law School also supports the Alabama Lawyers Association, the largest association of African-American lawyers in Alabama. UA Law Alum Kim Kelley is President and works actively with the Law School to promote networking opportunities for law students. *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. Early in 2013, UA Libraries paid $10,600 to participate in the ARL Initiative to Recruit a Diverse Workforce. At least one of the Spectrum Scholars in the program was a candidate for the Special Collections Cataloger position. The Initiative allows academic and research libraries to become more competitive in the recruitment of racially and ethnically diverse professions. UA, as one of 51 other signature institutions, now has greater opportunities to hire librarians from underrepresented groups and to help mentor those librarians as they enter the library profession. These recruits are known as Spectrum Scholars and the Libraries HR Officer participates in the semi-annual Spectrum Scholars symposium during the American Library Association conferences. These symposia
offer the opportunity to meet and interact with minority librarians just entering the field or looking for new environments. ARL maintains a database of position openings in ARL libraries and facilitates the pairing of stipend recipients with applicable job opportunities. Signature libraries may also encourage current staff members who are minorities to apply for these stipends as incentives to attend a graduate library school. A mailing list of minority librarians, established through the ARL Diversity Programs Office, is used to distribute job announcements to potential candidates. In 2001, the Black Caucus of the American Library Association established a website to post job announcements and UA’s Libraries utilize this on a regular basis.

Diverse Search Committee: Hiring officials are requested to promote diversity on search committees and African Americans serve on EEO-1 search committees and on faculty search committees when educationally sound and practicable. C&BA employs an African-American professor of Economics who serves as Assistant Dean and as a consultant for all faculty search committees. His specific duties include assisting the college in identifying and recruiting minority faculty and graduate students. In A&S, an African-American representative served on all search committees. In order not to overtax its African-American faculty, A&S’s Associate Dean for Multicultural Affairs was appointed to serve on several search committees. His role was to make sure the advertised positions were placed in outlets with a high minority readership and to review the applicant pools for diversity. The Libraries uses a list generated by the Black Faculty and Staff Association to obtain willing minority faculty search committee members. And several deans communicate to each search committee their expectation of obtaining a diverse pool of candidates. In the School of Social Work, the affirmative action coordinator and the Affirmative Action and Cultural Diversity Committee serve as consultants to the search committees, which are provided information regarding best practices in increasing faculty and staff diversity.

Growing Your Own: In response to the national nursing faculty shortage, the Capstone College of Nursing (CCN) continues to use a “grow your own” faculty plan, recruiting clinically competent master’s prepared nurses and encouraging them to return to school for their doctorate. CCN works with them to take advantage of financial assistance that may be available. For example, CCN has had two African-American faculty members take advantage of this assistance through successful applications for the Federal Faculty Loan Repayment Program. This program requires that the institution match federal funds to repay existing student loans. A Hispanic faculty member received assistance under a similar program and the College provided matching funds for her as well.

Additional efforts to prepare students for faculty positions include an initiative in the MINT Center’s Diversity Plan (in collaboration with A&S and Engineering), which recruits promising minority research associates and grooms them for faculty positions. The UA Facilities and Grounds Departments have been working in conjunction with several campus offices and programs to increase and encourage disadvantaged and minority student’s participation in the completion of campus grounds landscape and facilities/grounds permit projects. The departments help in training and instruction of disadvantaged students in areas that will help them become self-supporting and employable by learning skills achieved while working alongside UA staff. As of result of this and other initiatives, these UA departments
represent a wonderful cross-section of diverse cultures and backgrounds. This includes employment of Crossing Points participants, a program to train persons with disabilities how to work.

b. Retention Strategies

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

Mentoring: C&BA employs an African-American professor of Economics who serves as Assistant Dean and he helps counsel and mentors minority faculty to assist them in acclimating to UA and succeeding in their academic careers. Likewise, in Nursing, an African-American faculty member who serves on the search committee mentors new faculty members, helping them initiate their scholarly trajectory. A&S’ Diversity Committee and its Associate Dean for Multicultural Affairs likewise assist in mentoring faculty. The College of Education also provides mentoring for all new faculty hires and they are encouraged to participate in grant writing and external funding workshops for the purpose of increasing their scholarly productivity, which positively impacts their applications for tenure and promotion.

Promotions: Ten underrepresented faculty in six colleges (A&S, C&BA, C&IS, Education, Engineering and Nursing) will be promoted to Associate Professor, and three minority faculty in A&S and Engineering will be promoted to Professor effective August 16, 2013.

Leadership and Professional Development: Between Fall 2003 and Fall 2008, UA sponsored a Leadership Academy to provide a structured process for leadership development among faculty and staff. The Leadership Academy’s objective was to broaden participants’ understanding of leadership and UA, building the capacity for creating change, both within the institution and community. One of the workshops for each cohort was entitled “Race, Culture, and Conflict” and assisted participants in understanding race and culture issues. UA intentionally solicited a diverse group of participants: approximately 58% women and 22% minorities. In Spring 2008, the Leadership Program was downsized and restructured to provide a senior UA official as an individual mentor. Each mentor oversees an activity specific to the Fellow’s interests and aspirations as well as advises the fellow on managerial and organizational skills necessary on university campuses today. Provost Judy Bonner, based on recommendations from the Black Faculty & Staff Association, worked with Dr. Margaret King to implement a new and different leadership development program for middle managers at UA. As a result, The Leadership Academy collaborated with the College of Continuing Studies and the Office of Human Resources to launch UA’s Leadership University in the Fall of 2009. Leadership U is designed to provide leadership development and learning to members of management within the University of Alabama. In the 2012-13 cohort of The Leadership University, one of the 15 Fellows was African American. For the 12 member 2013-14 class, one is African American. Of the four 2012-13 Fellows selected to
represent The University of Alabama at the SECAC Academic Leadership Development Program, one was African American.

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

Travel and Research Support: As part of A&S’ support offered to all faculty members, with the objective of retaining them, A&S encouraged its minority faculty to attend seminars on teaching and research. Minority faculty members were encouraged to utilize the services of the College’s Teaching Fellows, to apply for participation in the grant writing workshop, and the workshop on creating Learning Outcomes for their courses. In addition, A&S provided financial assistance to several faculty members in four departments to provide support for the following: 1) Dr. Cassander Smith, Department of English, for professional development and support to participate in the SREB Junior Faculty Professional Development Conference, October 2012; 2) Dr. Michelle Robinson, Department of English, for professional development and support to participate in the SREB Junior Faculty Professional Development Conference, October 2012; 3) Dr. Roger Sidje, Department of Mathematics, for professional development, October 2012; 4) Dr. Maha Marouan, Department of Gender and Race Studies, to cover the copyright expenses for her book, Witches, Goddesses and Angry Spirits: The Politics of Spiritual Liberation in African Diaspora Women’s Fiction; 5) Professor Cornelius Carter, Department of Theatre and Dance, for professional development, January 2013; and 6) Dr. Jennifer Purvis, Department of Gender and Race Studies, to present papers at the Southwest Women’s Studies Association Conference, April 2013. Likewise, C&BA’s commitment to assisting minority faculty and staff in their professional development is reflected in its efforts to encourage and to stimulate success in scholarly research and publication by tenure-track faculty. Tenure-track C&BA minority faculty members apply for and receive summer research support.

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

Publicizing accomplishments of diverse employees: To assist in its efforts to recruit and retain women and minorities and celebrate the diversity of the campus, UA is committed to publishing accolades of its diverse faculty/staff. A few examples of publicized accolades this past year include: Dr. Bobby Wilson, Professor in the Department of Geography, was awarded the Presidential Achievement Award from the American Association of Geographers for his dedication to anti-racist scholarship; Dr. Arunava Gupta, Professor of Chemistry and Chemical and Biological Engineering, was named a Distinguished University Research Professor by UA Board of Trustees; Dr. Norma Cuellar, Professor in the University of Alabama Capstone College of Nursing, was appointed to serve on the Board of Directors for the National Association of Hispanic Nurses for the 2012-2014 term; Dr. Omar Sims, Assistant Professor of Social Work, served as a member of the conference planning
committee for the Third National Conference on Civil Rights, held in Mississippi in June 2013; Monique Fields, Adjunct Instructor of Journalism, shared a National Association of Black Journalists 2012 Salute to Excellence Award; Dr. Yorgo Pasadeos, Professor of Advertising and Public Relations, served as Conference Chair of the Tenth Annual Media Conference hosted by the Athens Institute for Education and Research in Athens, Greece; Dr. Lisa Hooper, Associate Professor in Education, received the Dr. Linda Seligman Award from the American Mental Health Counselor Association for dedication and commitment to the field of counseling; Dr. Sandra Nichols, Department Chair and Associate Professor of Special Education and Multiple Abilities, was selected as 2012-13 SEC Academic Leadership Development Fellow; Ms. Lamea “Elle” Shaaban-Magana, Director of the Women’s Resource Center, was the recipient of the National Women’s Studies Association Lifetime Achievement Award; Ms. Janelle Graham, Compliance Specialist in Research Compliance, was honored as a recipient of the Sam S. May Commitment to Service Award; and Ms. Nisa Miranda serves as an Executive-on-Loan to the Economic Development Partnership of Alabama.

GOAL FOUR

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

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

A variety of university-wide and college-based initiatives are used to recruit and retain a diverse student body, and those are described in this discussion of Goal Four. Retention is also enhanced by the programs and activities described in the discussion of Goal Two above. These efforts are likewise collectively assisting in UA’s efforts to enhance the diversity of its student body, preparing UA students to live and work in a global environment.

1. University-wide Recruitment/Retention Initiatives

   a. Undergraduate Admissions Recruitment Efforts

   • The University’s African-American Advisory Board to the Undergraduate Admissions Office held its bi-annual meeting on June 25, 2012. Fourteen board members from campus and across the state convened to discuss topics such as a diversity publication critique, minority receptions, board membership, and key stakeholders in the diversity programs in Undergraduate Admissions.
• Undergraduate Admissions held its first minority reception at the Demopolis Civic Center. Thirty-six students attended to hear about UA from a keynote speaker, a parent, a current UA student, and an Admissions Recruiter.

• Undergraduate Admissions continued its participation in the Capstone Entrepreneurship Camp during June 2013. An Assistant Director of Admissions met with minority students from the Black Belt region of Alabama and discussed UA, the admissions and enrollment process, scholarship opportunities, and campus life.

• Undergraduate Admissions provided staff attendance and monetary support for the Black Faculty and Staff Association’s New Student Week of Welcome Reception on August 21, 2012. This event targets new freshmen and new transfer students on campus.

• Admissions staff members participated in CollegeWeekLive events throughout the 2012-2013 recruitment season (September 20, 2012; October 24-25, 2012; November 15, 2012; February 7, 2013; March 20-21, 2013; and April 18, 2013; August 9, 2012 – Back to School Event; January 10, 2013 – Paying for College Event; February, 2012 – Transfer Day; Always On-24/7 Use of CWL Environment). CollegeWeekLive is a completely online college fair for minority students. Internet access is the only requirement. All 50 US States (plus DC and Puerto Rico) were represented and students from all 50 states visited UA’s booth. Student contact information for event attendees is entered by Admissions staff into our communications tool, Talisma, and these students become prospective students.

• Undergraduate Admissions was represented at The Black College Expo Tour in November 2012 in the DC/Maryland area by a Regional Recruiter and in the Atlanta, GA area by the Admissions Recruiter for Minority Recruitment.

• Regional Recruiters attended five events as part of the Texas National Hispanic College Fairs in February 2013. Events were held in the Texas cities of: Houston, San Antonio, Austin, Fort Worth, and Dallas.

• UA’s partnership with Hobson’s, an outside vendor, to assist with recruitment of African-American students, is continuing into its sixth year. UA uses the method of communication that prospective students use – the internet – to recruit and enroll students. UA’s African-American outreach on the web has several components: Targeted advertising to African-American students using Naviance that are sophomores, juniors or seniors in high school with at least a 3.0 GPA that reside in Alabama, California, Florida, Georgia, Illinois, Indiana, Kentucky, Louisiana, Maryland, Michigan, Mississippi, Missouri, New Jersey, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Texas and Virginia. (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.)
• An Admissions Recruiter participated in a summer academic camp, CollegeFirst. CollegeFirst was held in June 2013 and was sponsored by the Center for Ethics and Social Responsibility, along with UA. More than 75 high school students from the Tuscaloosa area came to campus to get a head start on AP math and science classes. The Admissions Recruiter gave a brief presentation on the admissions process, Financial Aid, student life, and answered questions.

• The Admissions Recruiter for Minority Recruitment presented information about admissions and enrollment to the Nsoro Precollegiate Summer Program on June 21, 2013. The program consisted of more than 40 high school students who are in foster care or are wards of the State.

• Restoration Academy Summer Program was held on July 3, 2013. The Admissions Recruiter for Minority Recruitment presented on admissions topics to approximately 50 high school students from Restoration Academy in Birmingham, AL. Restoration Academy is a private school designed specifically to give inner city students from low income families an opportunity to have a high quality of education.

• Undergraduate Admissions provided recruitment materials for the “Ready Day One” back to school campaign, generated by the Mission Birmingham Transformation Strategies (MBTS). The initiative assisted nearly 4,000 economically disadvantaged Birmingham City School students. As a result, schools achieved an unprecedented increase in attendance (96%) within the first ten days of the 2012-2013 academic school year.

• The Admissions Recruiter for Minority Recruitment attended the College Fair at the Guiding Light Church in Birmingham, AL on April 6, 2013 to discuss what it takes to be a college student, emphasizing taking standardized tests and making good grades in high school.

• On April 19, 2013, the Admissions Recruiter for Minority Recruitment presented to UA’s Diversity Committee on various admissions topics such as: freshman admissions, scholarship opportunities, and transfer requirements.

• Admissions continues a proactive recruitment of National Achievement Scholars in Alabama and out-of-state. Forty-two National Achievement Scholars enrolled at the University for Fall 2012 and received generous scholarship packages.

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

Community College and Need-based Aid Initiative: To help UA enhance the socioeconomic diversity of its student body through recruiting and enrolling more junior college students, 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. In Fall 2011, the Coca-Cola Foundation has renewed its commitment to this scholarship program for another four years with an additional one million dollar gift.

UA was one of two universities selected to partner with The Suder Foundation as a part of their national pilot for first generation college students, First Scholars Program. Each student receives a $5,000 scholarship, renewable each year for a total of four years. The mission of this program is to dramatically increase the graduation rates of first generation college students and the initial class of 24 entered Fall 2011. For Fall 2013, the Program has 56 students including 17 African Americans and five other minorities. For Fall 2012, the Scholars performed a total of 175 hours and 26 minutes of community service.

Office of Student Financial Aid. This office supported all student recruitment initiatives, when requested, by providing information on financial aid. This past year, the Office of Undergraduate Scholarship Support awarded from the Direct Student aid budget $491,913 in need-based scholarship dollars. Funds are awarded to first-year entering undergraduates who are Pell eligible, demonstrate federal need and have a high school GPA of at least 3.5 and to returning undergraduates who are Pell eligible, demonstrate federal need and have a cumulative UA GPA of at least 3.0. In addition, UA participates in the Alabama Student Assistance Program and to date has spent $179,693 providing aid to 224 low income Alabama resident students. This office supports student recruitment initiatives by providing personnel to present information specifically on financial aid. It also made presentations to high school juniors for the College of Arts and Sciences Diversity Committee targeting students from black belt counties in Alabama. Other presentations continue to be made in the Black Belt region of Alabama. In addition, this office provides letters of support to: a) Student Support Services for funding to participate in the U.S. Department of Education – funded TRIO program; b) Graduate Assistance in Areas of National Need Program (GAANN) (in which a representative from Financial Aid serves as liaison to ensure that eligible students are being served); and c) Ronald E. McNair Post Baccalaureate Achievement Program for McNair Scholars funding. The Director of Financial Aid serves as an advisory board member and participates in meetings and provides input.
The Office of Student Financial Aid also provided assistance to the Center for Academic Success, the McNair Scholars Program and the Creative Campus Initiative by supporting and assisting with identifying the hiring of two graduate students who qualify for need based financial aid and who are funded through the Federal Work Study Program. This office also provided assistance to Student Support Services by working one on one with students in this program to assure that they benefit from all resources of need-based aid funding and by providing group discussion to assure appropriate application processing for Federal student need-based financial aid. Student Financial Aid presented financial aid information at the Accounting Career Awareness Program which is a program of The National Association of Black Accountants, Center for Advancement of Minority Accountants. The primary objective of the ACAP is to increase the number of high school students from underrepresented ethnic groups that attend college and major in accounting. Through ACAP’s efforts, students receive educational enrichment experiences and the practical help needed for college preparation and a career in accounting. Student Financial Aid continued to assist the Alabama REACH Program in identifying and reaching out to foster care, orphans, emancipated minors, wards of the state, and homeless students to insure that their needs were being met by UA. The Admission’s office employs a counselor specifically tasked with the outreach and recruitment of minority students. Student Financial Aid supports these activities by giving presentations.

**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.

**LSAMP Funding for Bridge to Doctorate Program & Bama Grad Expo:** UA received approximately $1 million grant funding from the Alabama Louis Stokes Alliance for Minority Participation (LSAMP) for 12 college graduates to begin graduate study in Fall 2007 in science, engineering and mathematics at UA as part of a National Science Foundation-sponsored “Bridge to the Doctorate” two-year program. A UA African-American female professor of metallurgical engineering co-authored the successful grant proposal with the Vice President for Equity and Diversity at UAB. The program provides student participants with academic and professional mentoring and immersion in the professional life of their discipline through a mentoring program, seminars and workshops, and additional research and networking opportunities. Students continuing on to a doctoral program in the sciences will be supported with research assistantships, teaching assistantships, and other graduate research fellowships. Ten Bridge to the Doctorate students enrolled in A&S and two in Engineering. Although the first program ended in August 2009, seven of these students stayed at UA to pursue their doctorate. In January 2010, UA was selected to host the 2010-2012 cohort of 12 students for this program. This selection was based on UA’s success with the first cohort. Because Dr. Acoff was successful in recruiting
13 students who met the criteria, Provost Judy Bonner agreed to provide support for the one additional student. Although the funding for the program has ended, three students graduated with the Ph.D. during 2012-13. Seven students are currently enrolled, four in Arts & Sciences and three in Engineering.

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

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

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

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

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

2) First Year Experience and Parent Program Office

The First Year Experience and Parent Program Office addresses the needs of parents as well as all new student, traditional freshman and transfer students, and their families. The First Year Experience and Parent Program 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 its 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 program, UA has developed a healthy level of involvement with UA parents in a medium that is manageable. UA uses the program to communicate grade information, special student services, housing re-contracting information, as well as information that helps parents support their first-year students. Parents have also used this tool to contact UA when they feel their son or daughter is having difficulties. UA staff follow up on the information and refer students to the academic and personal resources they need.

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

3) Tide Early Alert Program & Midterm Grade Report

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

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

Another successful retention initiative is Housing and Residential Communities’ Living-Learning Communities. These programs allow students to live in residence halls for the same cost, but to also have access to educational programs and classes exclusive to each Living-Learning Community. Each community is unique, with specific requirements and living arrangements. Students may request a living-learning community when they complete the online housing application. The communities include: Parker-Adams Arts and Sciences Freshman Living-Learning Community in Harris Hall; Blount Undergraduate Initiative; Arts and Sciences Capstone Living-Learning Community in Harris Hall; Capstone Communication and Information Sciences Community in Harris Hall; Capstone Human and
Environmental Sciences Community in Harris Hall; Capstone Nursing Community in Harris Hall; German House; Honors College; The Mallet Assembly; The Rotary House; Commerce And Business; and Engineering. Additional Living Learning Communities that address diversity of thought and action include 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/](http://provost.ua.edu/information/freshman-seminars/), are three-hour credit courses that feature special topics that often take an interdisciplinary approach to subject material. Seminars are designed to fulfill a core curriculum requirement while enhancing students’ academic and social development in addition to fostering critical thinking skills, independent research, expository writing, and in many cases, field experience.

5) **Student Mentor Programs to Aid in Retention**

Undergraduate Admissions partners with the Black Faculty and Staff Association to mentor African-American freshmen and transfer students. The Provost offered funds if the mentors entertained the students.

The UA Peer Mentoring program, [http://bama.ua.edu/~uapeer](http://bama.ua.edu/~uapeer), is coordinated by the Office of Student Involvement and sponsored by the UA Office of First Year Experience and Parent Programs, Crossroads Community Center, and the Creative Campus Initiative. Each of these departments has a strong commitment to student success and to the development of a dynamic, inclusive community of student leaders. The goals of the peer mentoring program are to build community and facilitate the development of a support network for incoming students; to allow freshmen to learn from a UA upperclassman how to navigate UA systems and resources, articulate the experiences they desire from their time at UA, and to pursue those experiences with the help and support of peers. The program was restructured as the *Cultivate Peer Mentor* program. This program is a six week course (optional for credit) that the mentors must complete before they are assigned to the class. Each student did a shorter version of Safe Zone training as well as diversity training that focused on intercultural communication and that articulates ideas about diversity.

6) **Center for Academic Success**

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

In addition to regularly scheduled study skills and reading proficiency workshops, supplemental instruction sessions for many quantitative UA courses, and an appointment-based individual tutorial service, the CAS fosters collaborative relationships among faculty, academic departments, and other campus service units. All CAS programs and services are for the purpose of helping students enhance academic success. The CAS is committed to providing academic support services for academically gifted students, and for students who need to strengthen their academic performance.

7) Office of the University Registrar

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

To this end, OUR first published its Strategic Plan in June 2006 and has been updated each year thereafter. A copy of the OUR Strategic Plan has been posted on the web. The plan is centered on six goals. These include: (1) satisfy customer needs, (2) enable office personnel to excel, (3) import technology, (4) import continuous process improvement, (5) optimize use of available resources, and (6) operate/sustain a quality workspace environment. In order to accomplish these goals, OUR is committed to six core organizational values. These are: (1) purposeful – committed, in partnership with its constituents, to the educational mission, (2) open – committed to free expression with civility, (3) just – committed to equality of opportunity, (4) disciplined – committed to a shared outcome achieved through shared support, (5) caring – committed to the value of the individual, and (6) celebrative – committed to the affirmation of traditions and rituals, old and new.

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

The following paragraphs summarize some initiatives reported to the Provost in the request for information on what academic units were doing to accomplish Goal Four.

a. Capstone International Center

The University of Alabama enrolled 1,377 international students from 71 countries for the 2012-2013 school year. This population represented 4.1% of the 33,602 students
enrolled at UA for Fall 2012. For complete international student and scholar statistics, see http://is.ua.edu/about-us/enrollment-scholar-data/.

Capstone International Academic Programs partners with over 20 universities in 15 countries worldwide on bilateral international exchange programs. Exchange programs allow students at UA to spend a semester or year at a partner university overseas. In return, a student from the overseas host institution attends UA for a semester or year.

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

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

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

The College’s commitment to the recruitment and retention of minority students continued to receive special attention during 2012-13. The College hosted Bama Grad Expo, February 2013, a recruiting event which targeted McNair Scholars and underrepresented students. The College hosted a lunch with McNair Scholars Program Directors in September 2012. The College held “Meet the Capstone Recruitment Day,” an event to recruit high school students from Tuscaloosa County and the surrounding Black Belt in April 2013.

Also this past academic year, A&S representatives attended and recruited graduate students at a number of conferences in which there was a large percentage of minority students in attendance. These included: Compact Conference for Faculty Diversity, October 2012; Annual Biomedical Research Conference for Minority Students, November 2012; Emerging Researchers National Conference in STEM, February 2013; Joint Annual Meeting of the National Institute of Science and Beta Kappa Chi Honor Society, March 2013; Annual American Society for Biochemistry and Molecular Biology Undergraduate Research Competition, April 2013; and McNair Scholars, Henderson State University, June 2013.

During 2012-13, the College also addressed the retention of minority students. In prior years, the Associate Dean for Multicultural Affairs has met with the African-American faculty to discuss using undergraduate research as a way of retaining minority students. Also, A&S continues to encourage its minority students to reside in the Parker-Adams Living Learning Community (where research indicates social and academic success is higher) and to participate in the Freshman Learning Community Program (http://www.as.ua.edu/learningcommunities/freshman-learning-communities/). Also during 2012-13, the College provided support to minority students for a variety of purposes, including two English students and one Education student to attend and present a paper at the Annual Meeting of the National Association of African American Studies and Affiliates; a proposal submitted by Dr. Michelle Robinson, Department of English, June 2012; paid the
Graduate School application fee for a student in the Department of Political Science and a student from the University of Washington; a student in the Department of Mathematics to assist in paying her tuition, July 2012; a student in the Department of Gender and Race Studies for registration fee to attend the Annual Meeting of the American Academy of Religion, November, 2012; two students in the Department of Political Science to attend and participate in the National Conference of Black Political Scientist; a book scholarship for a student in the Department of Gender and Race Studies, January 2013; a student in the Department of Chemistry to support his travel and participation in the SREB Conference, March 2013; and a student in the Department of Geography to travel to Ghana to collect data for his thesis research, May 2013.

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. Several initiatives are taken to attract minority students to the various doctoral programs at Culverhouse. The Assistant Dean for Diversity makes regular visits to Historically Black Colleges and Universities to recruit students. He also attends the American Economics Association’s summer minority training program each year to recruit students to the Economics program. In addition, several faculty as well as current minority doctoral students attend the Ph.D. Project conference to recruit for Culverhouse. The Ph.D. Project is a KPMG initiative held annually in Chicago that provides perspective minority doctoral candidates with a realistic preview of doctoral and academic life in business disciplines.

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

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

- Students from UA Culverhouse School of Accountancy joined students from more than 50 top universities at the Ernst & Young “Discover Tax” Program. This event is designed to expose minority students to the advantages of pursuing a career in tax.
• The College introduced several new National Science Foundation-funded scholarships with preference given to students who are part of an underrepresented group within Information Systems, specifically women and ethnic minorities. The typical scholarship awards are $6,000 per year.

• The C&BA undergraduate scholarship program includes six scholarship funds that specifically target minority students who wish to pursue a business degree. Two of these funds have endowments totaling more than $200,000. Total distributable funds for this year was almost $45,000. Minority students also are encouraged to apply for other College-wide scholarships as well as scholarships offered within their chosen majors. Minority students are encouraged to seek all avenues of scholarship aid for which they qualify.

• The Capstone Minority Information Systems Society (CMISS) is an affinity group aimed at motivating, inspiring, and supporting minorities in information technology-related fields. While this organization is focused on minorities, there are no limitations on who can join and attend CMISS sponsored events. CMISS members participate in monthly meetings and activities focused on professional development, community service, team building, and social and business skills. Events have included dinners with alumni and industry leaders, mock interview sessions, paintball games, Relay for Life sponsorship, and donations to the West Alabama Food Bank. Through these events, CMISS has helped more students to find their niche within the major and enabled students to meet more of their fellow classmates. Additionally, through its extensive community service projects, CMISS has helped UA MIS keep a positive image across campus.

• The Women in IT (WIT) is a student organization aimed at motivating, inspiring, and supporting women in information technology related fields. While this organization is focused on women, anyone is welcome to join. Started in the Fall of 2005, this organization is still setting its foundation and growing rapidly towards its goals. WIT members participate in monthly meetings and activities focused on professional development, outreach, community service, team building, and social and business skills. Events have included coffee breaks with industry leaders, breakfast with executives, calendar brainstorming and creation session, a trip to Sips N Strokes to network while painting a canvas, a Trivia Night for team building, and a Holiday Pajama Party. Through these events, WIT enables women to stay active in the major and ensures they can find a place they can turn to for support.

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

• Capstone Entrepreneurship Camp – Ten African-American males and nine African-American females attended the camp in 2012. A total of 32 participated in the annual Capstone Entrepreneurship camp aimed at entrepreneurship education and training exposure while experiencing a college campus setting.
The College hosted a Mentoring Project at Sunshine High School in Hale County. Twelve African-American male students participated and engaged in this program to mentor high school students to graduate high school with exposure to cultural and academic enhancement opportunities, including two- and/or four-year college education goals.

Hale County Elementary School Career Day Program – Accompanied high school students to participate with 4th, 5th, and 6th graders in activities to understand goal setting, teamwork, and entrepreneurship. This program was attended by approximately 45 African-American males, 40 African-American females, two Hispanic males, and one Hispanic female.

Journey to Entrepreneurship Camp, Hillcrest High School – Thirteen special needs students participated in a camp developed by Hillcrest High School and UA partnership to explore entrepreneurship for special needs individuals. In attendance were five African-American males and three African-American females.

Hale County High School Agri-science Program – Bicycle Shop School-Based Business and Career Awareness with Career Tech Edu. This was attended by nine African-American males and six African-American females.

Oakman High School Agri-science Program – 2012-2013. Greenhouse Business and Career Awareness with Career Tech Education. This program was attended by two African-American males.


Career Tech Program – Jefferson Davis High School, Montgomery, 2013. This program was attended by three African-American males and nine African-American females.

2012 Green Entrepreneurship Bridge Program – 2012-2013. There were four African-American males and four African-American females in attendance.

ALSDE Summer Conference Workshop on Entrepreneurship, Birmingham, June 13, 2012. This program was attended by approximately 60 African-American and 6 Hispanic students.

Youth Leadership Conference, Birmingham, September 25, 2012. This was a workshop session with Auburn Extension on the Reality Check Personal Finance program and Career Awareness. Attended by approximately 90 African-American and 15 Hispanic students.

ALSDE DECA Conference, Birmingham, February 15, 2013. Approximately 85 African-American and three Hispanic students attended this event.
• Teacher workshop with FDIC on financial literacy and entrepreneurship. Thirteen teachers received classroom instruction resources.

• Teacher training for three instructors held at Hueytown High School (August, 2012) with entrepreneurship education activities for use in classroom programs at Hueytown High School, McCalla High School and Hewitt Trussville High School.

• Teacher workshop with Jump$tart, FDIC and AlabamaREAL Program in Sumiton, AL (February 26, 2013) for Jefferson and Walker County teachers. Seventeen high school instructors from schools with some minority populations received instructions and classroom materials for activities in entrepreneurship and money management. Each will use in 2013-2014 classrooms.

• Teacher workshop with Jump$tart/FDIC and AlabamaREAL Program at the Green County Board of Education in Eutaw, Alabama (May 7, 2013) for Green, Hale and Pickens County teachers. Fourteen high school instructors from schools with mostly minority populations received instructions and classroom materials for activities in entrepreneurship and money management. Each will use in 2013-2014 classrooms.

• 2013 STEM Entrepreneurship Academy, June 16-20, 2013—40 students expected with over 50% minority students.

For the second consecutive year, C&BA faculty member, David Ford, has been the Secretary/Treasurer of the Capstone Alliance. This is the LGBTQ+ support group for students, faculty and staff that self-identify as LGBTQ or their allies. Mr. Ford has helped recruit openly Gay Assistant Professors for Education and Library Science. He also assisted with the Southeastern LGBTQ conference on the UA campus. This is the oldest and largest such conference for colleges/high school students in the United States.

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 11 years, Dr. Hoover has participated as a lecturer in the Summer Minority Program of the American Economics Association. The mission of the AEA Summer Minority Program is to provide minority undergraduate students with knowledge and skills that will make them more competitive for admission and success in graduate programs in economics. Dr. Hoover attended the program himself as a student and his annual presentation provides another opportunity to recruit minority students to the graduate programs offered at UA.

Each year for the past several years, one or more faculty members from C&BA have attended the PhD Project Conference. Attending faculty represent all C&BA PhD programs at the conference, providing interested candidates from any discipline with information on C&BA programs. These faculty then return to the College and share information with the
other PhD Program Coordinators. This past year, Dr. Diane Johnson from the Department of Management, Dr. Micki Kacmar from the Department of Marketing, and Dr. Tom Lopez and Dr. Peter Johnson from the School of Accountancy attended. Also, there were two C&BA PhD students who attended the conference. MGSB PhD Program Coordinators use the PhD Project and participate by: reviewing applications to the program; writing personal letters to each candidate that fits a profile, asking them to speak with representatives at the conference; searching out and meeting with candidates while attending the conference events; and following up after the conference to gauge candidate interest and, if appropriate, invite candidates to campus for interviews.

Now in its fifth year of activity, the Manderson Graduate School of Business (MGSB) Diversity Initiative continues to guide recruiting efforts, aiming to increase the diversity of UA’s MBA student body while simultaneously moving yet another step forward in the academic quality of the student body. MGSB has also begun conversations with global firms, including P&G, Kellogg’s, Accenture, and others, to identify ways that these firms who look to UA for business talent can work with UA to better achieve its mission to prepare excellent students, especially minority students.

Beyond the MGSB Diversity Initiative, students and faculty continue to attend national meetings of the National Black MBA Association and participate in the NBMBAA Case Competition. Students find participation in these organizations beneficial to their professional development. Faculty and staff continue to look for opportunities to help with recruiting and placement.

Project LEARN provided a faculty-student team an opportunity to assist in developing a business enterprise in rural Alabama. Project LEARN is a program that enables dislocated workers and veterans with the opportunity to receive free business training and counseling to further their goals of small-business ownership. A portion of the team has concentrated its efforts in the area of Alabama traditionally known as The Black Belt. The team conducted outreach and awareness at One-Stop Career Centers and served as case workers, ushering participants who displayed an interest in starting their own business through the phases of the program to enroll them in business training and counseling sessions.

C&BA faculty member, Dr. David Hale, is a member of the Governor’s Blackbelt Taskforce and Chairman of the communications committee meetings 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.

Minority students are encouraged to apply for College-wide scholarships, scholarships offered within their chosen majors, and to seek all avenues of scholarship aid for which they qualify. A few of the many donor-created scholarship funds in C&BA specifically target underrepresented students, helping to maintain a level of diversity within the college that will enhance the education of all UA students and prepare C&BA students for the diversity they will encounter upon graduation. In addition, the Culverhouse School of Accountancy 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.

e. College of Community and Health Sciences (CCHS)

CCHS’s primary mission is centered toward a first class medical teaching facility that specializes in producing physicians committed to meeting the primary care needs of Alabama, especially the rural parts of Alabama. The Community and Rural Medicine department is strategically geared toward recruiting rural and specifically minority students for its programs. The Rural Health Scholars program recruits students from underserved rural populations and provides them with activities in high school and college, placing them on track for medical school. Rural medicine programs include the Institute for Rural Health Research, Rural Medicine Clerkship, Rural Family Medicine Clerkship, Minority Rural Health Pipeline, Rural Health Scholars, Rural Medical Scholars and the newly initiated Tuscaloosa Experience in Rural Medicine (TERM). In addition to TERM, the College has partnered with or initiated rural clinic experiences for our residents. The Rural Health Leaders Pipeline was recognized nationally with an Outstanding Rural Health Program Award from the National Rural Health Association at the NRHA’s 36th Annual Rural Health Conference. The pipeline is a sequence of programs designed to recruit students from rural areas in Alabama and help them prepare to become rural physicians and other needed health professionals. Hundreds of Alabama high school and college students have participated in the programs and are now practicing in rural Alabama communities. Studies show that rural students are more likely to return to rural areas to practice.

The Rural Master’s Degree Program recruits post-baccalaureate students with a course of study that will provide a minimum of two semesters and training for the MCAT for students seeking to enter the health professions via medicine or allied health fields.

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

The UASOM Medical School curriculum requires student participation in lectures and experiences that are integrated into their clinical coursework on cultural competency and provides lectures on diversity challenges affecting minorities entering and completing
medical school. Medical students participate in a regular Dean’s Hour and one of the topics this year was on Perspectives of Diversity in Medical Education.

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

*College Diversity Plan Accomplishments:* After faculty and staff unanimously approved the College’s Diversity Plan in January 2008, C&IS has frequently assessed its diversity efforts, specifically reviewing its progress with increasing the number of diverse students and building an enriched intellectual environment that promotes the investigation and expression of diverse ideas. The College is continuing to explore ways to recruit and retain minority students, including continuing to send representatives to college recruiting fairs that attracted a large number of minority students (i.e., National Association for College Admission Counseling and the National Scholarship Service NSSFNS college recruiting fair). The College will continue to use its Multicultural Journalism Workshop and ASPA workshops to recruit minority students. Rising seniors attending these 2012 programs will receive follow-up letters and at least one telephone call during the year. In addition, the College will continue its efforts to recruit minority graduate students by placing online ads with a link to a diversity-related listserv, visiting HBCUs, and attending national conferences attended by African-American and Hispanic journalists.

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

The Department of Journalism measures diversity as a student-learning outcome. Such a measure is consistent with reaccreditation standards set by the Accrediting Council of Education in Journalism and Mass Communication (AECJMC).

The College’s faculty organized or partnered with other organizations the following diversity-related events for the University community. The College’s Communication and Diversity Forum, a cross-disciplinary initiative for discussing, researching and engaging in creative activities that address the intersection of diversity in all forms, organized the fourth “Discerning Diverse Voices: Communication & Information Symposium on Diversity” in March 2013. This year featured the screening and discussion of the much-acclaimed film CRISIS: Behind a Presidential Decision; a presentation by Barnett Wright, author of the newly-released book *1963: How the Birmingham Civil Rights Movement Changed America and the World*. Collectively, these events attracted more than 300 students, faculty and members of the Tuscaloosa community. Attendance to these events increases each year. It is believed that, combined with diversity concepts that are woven throughout the college’s curriculum, these events will increase students’ understanding, and hopefully, appreciation of diversity.
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. As noted in the discussion in Goal 2, the College continues to participate in University-sponsored programs and events directly related to promoting diversity and its faculty is actively engaged in diversity-related research topics. The College’s graduate faculty encourages and assists doctoral candidates to conduct research related to diversity in our global society.

The College continues its efforts to make sure graduate and undergraduate minority students receive regional and national recognition for their academic excellence and contributions to the community. This year’s award-winning students include two students from UA’s Department of Advertising and Public Relations who were awarded the prestigious scholarship, The LaGrant Foundation Award for ethnic minority students studying advertising, marketing or public relations. Another student is the recipient of CBS 42’s parent company LIN Media’s 2013 Minority Broadcast Scholarship and Training Program. First in his family to attend college, this student will receive training in a paid broadcasting internship in Savannah, Georgia.

The students in the College are encouraged to pursue service and research projects that study or serve diverse populations and thereby enhance the educational experience and sensitivity of the students to viewpoints and experiences that are different from their own. Some examples of such projects include the following:

- Two community journalism graduate students completed individual multimedia projects related to diversity for their MA work. Both received honorable mentions in the 25th Annual College News Design Contest through the Society for News Design. The projects, produced in Senior Lecturer Chip Brantley’s JN501 Producing Community Journalism course, were rated among the top student-produced work nationwide for Video or Multimedia Project. One project, "What is Beauty?" (whatisbeauty.ua.edu), examined women's body image, and the other, "Piper Place" (paperplace.ua.edu) brought attention to the people who receive help through a community-based mental health facility in Birmingham.

- Two students in Instructor Dianne Bragg’s JN 563 History of Journalism class won top awards for their diversity-related research papers at the 2013 American Journalism Historians Association’s Southeast Symposium in Panama City, Florida. The two papers were: “Giving Voice to the Campaign: Newspaper Coverage of California’s 1978 Proposition 6” (an attempt to ban gay teachers; second place graduate student paper) and “Freedom, Fear, and Flotillas: American Media Coverage of Irish and Cuban Immigrants” (third place graduate student paper).

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

- Susan Daria’s classes planned and executed fundraising events for Alabama Credit Union's Secret Meals For Hungry Children program. Secret Meals provides weekend food packs to hungry children each Friday. The packs are secretly placed in each

130
child's backpack while they are at recess. It takes around $120 to feed one child for a whole school year. This year A&PR students raised over $14,000 and fed over 115 local children.

- Students in Dr. Suzanne Horsley's Spring PR Campaigns course developed a research participant recruitment campaign for the UA Center for Mental Health and Aging. The campaign was designed to help the Center recruit African Americans over the age of 55 who have chronic osteoarthritis of the knee for a research project funded by the National Institute on Aging. The students conducted interviews and focus groups with members of this target population to better understand why they do or do not choose to participate in research studies; developed a promotion and fundraising campaign for Bethany Kids, a global nonprofit organization that provides reconstructive and life-saving surgeries for children in Africa. The students conducted research to better understand the problems that disabled African children face in their culture and how to persuade potential American donors to support the cause; and implemented a campaign to encourage nonprofit organizations in West Alabama to develop crisis communication plans for their organizations. By working with the United Way of West Alabama, the students were able to educate local organizations on how to be better prepared for crises, including natural disasters and organizational issues. The overall goal was to improve communications among all area nonprofits that would increase their ability to serve those in our community who need it most. The students interviewed directors of 25 nonprofits and learned about all aspects of community needs ranging from the special needs of at-risk children and the elderly to the support needed for victims of domestic abuse and the homeless.

Space, Commodification and Identity”; “Public Servant and southern Lady: Public and Private Tensions Lurleen Wallace’s Battle with Cancer.”

- SLIS students regularly focus their research and creative activities on issues of diversity. The student posters presented at the CCIS Diversity Forum are excellent examples. Many student assignments and papers also incorporate or explicitly address diversity-related concepts and issues, since these are so central to the practice and professional spirit of library and information studies.

**Diversity and cross-cultural communication in the curriculum.** Diversity content and multicultural perspectives are an important part of many of the College’s courses. For example, for the first time, Dr. George Daniels’ MC 495 Race, Gender and Media class was offered as a “regular term” course during the Fall 2012 semester. The 30 students enrolled represented four of the five units in the College. SLIS proactively addresses diversity and cross-cultural communication in the curriculum in most of its courses. In addition, SLIS offers courses that focus on these issues: LS 590 Issues in Librarianship Accessibility for Information Technologies, CIS 620 Intercultural Perspectives in Youth Literature, and LS 580 Diversity in Libraries. In addition, SLIS is beginning to develop opportunities to study or to participate in service projects outside of the U.S. SLIS faculty member Sybil Bullock produced a report on international study, including a recommendation that SLIS offer study abroad opportunities to our students, and SLIS faculty agreed that this was a good idea. As in years past, at least one student studied in London, England in Summer 2013 as part of an external course run by another program. Dr. Melissa Johnston is working towards designing a study-abroad opportunity in Brazil for MLIS students.

Re-launched just three years ago as a service-learning course, MC 413 Communication and Diversity graduated the fourth class of UA students in May 2013. For the first time, two graduate students completed the course that included, along with community service through the Druid City Garden Project, academic conference presentations on new diversity research projects. The largest group in the three years of the class on a single service project, 11, worked as Druid City Garden Project presenting lessons at local elementary schools and helping prepare the community garden at University Place Elementary/Middle School. Four students recorded more than 20 hours of video in an unprecedented oral history project in conjunction with Trinity United Methodist Church. Another project from the class was research about British television’s Channel 4 coverage of the 2012 London Paralympics. After winning a Gold medal in wheelchair basketball in those games, a master's student in kinesiology completed the first phase of a study about the coverage in the class. His research will be the foundation for an audience study of a Channel 4’s "Meet the SuperHumans" advertising campaign designed to change public perceptions of Paralympians.

Ten journalism graduate students enrolled in the JN 553 Assessing Community Journalism and developed the instrument and administered the University’s first ever accessibility audit of the UA students with a designated disability. The two-phase project included a university-wide survey and usability tests. The audit and usability test on University web sites and digital instructional materials is part of the larger UA Plan to ensure its online resources are accessibe to all students regardless of their disability.
The executive directors of both the National Lesbian and Gay Journalists Association (NLGJA, Michael Tune) and the Asian American Journalism Association (AAJA, Kathy Chow) visited UA in January to speak with faculty members and students about diversity in news coverage. Both groups are affiliated with the UNITY Journalists strategic alliance. While at UA, they visited George Daniels’ MC 413 Communication and Diversity class and shared information about "Diversity in the Heartland," a joint, comprehensive plan to improve and increase news coverage of social justice issues impacting people of color and the LGBT community.

When CNN Anchor Don Lemon visited UA in February for a campus-wide lecture, he visited students in Assistant Professor Chris Roberts’ JN 562 Contemporary Issues class and some students from George Daniels’ MC 413/513 Communication and Diversity class. Lemon is a former NBC News correspondent and recently released his first book, TRANSPARENT, which includes diversity-related themes.

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 30 years. This program, in which approximately 20 students attend an all-expense paid workshop during the summer, encourages underrepresented groups to consider journalism as a career and helps increase enrollment of minorities in higher education in general and UA in particular. Another result of the MJW program is a dramatic increase in “quality” job placements of minority students in the journalism field from among UA graduates. In 2012, the 17 students in the program traveled to the Gulf Coast for three days to report on the recovery progress in that area following the 2010 BP oil spill. In addition, they reported on other news and feature stories for the region. In 2013, 15 students will be in Tuscaloosa and Birmingham to cover the 50th anniversary of civil rights events in both places. They will also visit the Birmingham Civil Rights Museum, Tuscaloosa’s Foster Auditorium and other civil rights landmarks. They will take part in UA’s “Through the Doors” 50th anniversary celebration and, as always, produce a newspaper and website.

The Center for Public Television and Radio works with College faculty in recruiting and training a diverse group of students in all phases of television and radio production, from program development to production to broadcasting technology to administrative support. In addition, as adjunct faculty, routinely CPT&R staff includes books, articles, films and other media that focus on issues relevant to diversity. Dwight Cameron’s documentary class includes a variety of non-fiction films exploring a wide range of ethnic, gender, socioeconomic, and lifestyle issues. Elizabeth Brock’s class on media programming includes analysis of gender and race in television programming, as well as the history and development of non-traditional cable networks.

Alabama Public Radio offers listeners throughout much of Alabama a diverse schedule of national and local news, as well as music and entertainment. The station was honored with four Edward R. Murrow Awards as well as a national Sigma Delta Chi Award for its outstanding coverage of Alabama events.
g. College of Continuing Studies

Members of the senior community took charge of their learning as participants in Osher Lifelong Learning Institute (OLLI) programs. The over 800 individuals in OLLI elected board members who determined learning programs for the year, identified instructors, coordinated facilities with UA’s College of Continuing Studies, and engaged with each other as a cohesive community. The program is distinguished by the volunteer efforts of its participants and promotes a culture of healthy and successful aging.

h. College of Education

The College of Education participates in the national Holmes Scholars Program. Holmes Scholars are doctoral students who come from backgrounds underrepresented in the professorate. The College of Education provides two Holmes Scholars with assistantships as well as professional development and travel funding during their participation in the program.

The Department of Educational Studies in Psychology, Research Methodology, and Counseling (ESPRMC) received one new Southern Regional Education Board (SREB) Doctoral scholar student this past academic year.

The Department of Curriculum and Instruction established a Graduate Student Leadership Council (GSLC) that visits the faculties of local schools to promote the College of Education graduate programs, with an eye on bringing more diversity to the College.

The College of Education’s K-6 social studies methods instructors, Dr. Janie Hubbard, Ms. Sharon Ross, and Ms. Holly Swain, worked with University Place Elementary School principals, Dr. Deron Cameron and Ms. Terri North-Byrts, to produce Black History Family Night for the school’s students and their families. The event included music by The University of Alabama African-American Gospel Choir and a guest speaker, Mr. Ahmad Ward, from the Birmingham Civil Rights Institute. Pre-service teachers, enrolled in the social studies methods courses, created various grade-level centers for the elementary students that incorporated African-American history themed activities. Dr. Rebecca Payne and her Children’s Literature students also provided a reading center for the children. Through the centers, 65 pre-service teachers worked with young students exposing them to many culturally specific arts, leaders, and achievements. After the program, the Department of Curriculum and Instruction provided dinner for the University Place families, served by Ms. Ashley Davis and Dr. Vivian Wright.

Coursework in the Department of ELPTS focuses on issues of access and professionalization. AHE 603, College and University Teaching, includes examination of “learning and diversity.” The Educational Leadership program’s degrees all include courses that examine school communities, both internal and external, in order to sustain the program’s goals to “foster democratic communities, and promote social justice.” The new department chair has also initiated a database project that identifies applicants, admitted applicants, matriculated applicants, enrolled students, and graduates, by a variety of
characteristics, including race and ethnicity. This database is still in development but represents an important first step in understanding prospective and enrolled students.

Last year, the UA became one of Teach for America’s top contributing schools, joining schools like the University of Michigan, Cornell University and the University of North Carolina, ranking 19th among large school contributors, with 35 graduates admitted into program.

i. College of Engineering

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

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

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 Multicultural Engineering Program ( MEP) Incentive Program, initiated in 2003, continues to be a 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. Minority students use the MEP area to meet and help each other through the rigorous engineering curriculum with one-on-one and group tutoring sessions. The MEP area also provides a space for mentoring of the participants.

The Student Introduction to Engineering (SITE) Summer Program, designed to provide rising high-school juniors and seniors with an overview of engineering, continues to be a popular summer project for the MEP. The MEP Coordinator continues to serve as Co-Director of the SITE program. Over the last few years, SITE has averaged approximately 25% minority participation. For 2012, the MEP director was able to secure a $50K grant from the NUCOR Steel Corporation to support the SITE Summer Program. Funds have been used to sponsor students who were financially unable to attend the SITE program, and the College has provided scholarship support for students from Sumter County (a Black Belt
county) to attend SITE. The camp has increased to three separate sessions over three weeks in the summer with more than 150 students in the Summer of 2013.

Engineering is an active partner with SECME, the Southern Consortium for Minorities in Engineering, an organization formed in the 1970’s by former Dean Edward Lear. SECME helps increase the diversity of students wanting to study science, technical engineering, and math, or STEM, fields by working with K-12 educators, mentors and students. UA hosted the 2011 and 2012 SECME Summer Institute.

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 that UA is one of seven universities recently chosen by the National Science Foundation to launch the Institute for African-American Mentoring in Computer Sciences, iAAMCS. This program seeks to increase participation of black graduate-level students in Computer Science.

As reflected below, Engineering students continue to receive state, local and even national recognition, which again helps further recruit and retain underrepresented students.

- An engineering student from Saudi Arabia, serves as Vice President of the Alabama International Relations Club and is involved with Alabama Model United Nations where she works closely with middle schools and high schools to help them establish Model UN Clubs. She was also the recipient of the Martin Luther King, Jr. Realizing the Dream 2013 Horizon Award.

- Five undergraduate students in the College of Engineering were among the seven UA students and one alumna selected from more than 13,000 applicants by the National Science Foundation (NSF) for its Graduate Research Fellowship program, which provides fellowships to individuals selected early in their careers based on their demonstrated potential for significant achievements in science and engineering. The ranks of NSF Fellows include individuals who have made transformative breakthroughs in science and engineering research and become leaders in their chosen careers. The NSF Graduate Research Fellowship Program is part of NSF’s overall strategy to develop a globally engaged workforce necessary to ensure the nation’s leadership in advancing science and engineering research and innovation. The awards, up to $121,500 per fellowship, according to NSF, come with annual stipends to be used in the pursuit of a research-based master’s or doctoral degree.

- In the Alabama Lunabotics Competition, students in the UA College of Engineering won first place in the technical engineering paper and first place in the technical presentation and finished third overall.

- A UA Civil Engineering student was awarded the NASA Space Technology Research Fellowship for graduate school.
• A 2013 mechanical engineering graduate was recognized as the Capstone Engineering Society Outstanding Senior and won the Catherine Johnson Randall Award that recognizes the most outstanding graduating senior at UA. The U.S.-Ireland Alliance named this student to the 2014 class of George J. Mitchell Scholars. George J. Mitchell Scholarship recipients spend a year of post-graduate study at institutions of higher learning in Ireland and Northern Ireland.

• Another 2013 mechanical engineering graduate was awarded the Algernon Sydney Sullivan Award from UA for excellence of character and service to humanity.

• A 2012 minority doctorate recipient in Computer Science won outstanding Doctoral Dissertation.

• A doctoral student in Chemical and Biological Engineering was selected by UA for Excellence in Research by a Doctoral Student.

• A Computer Science student and lead student developer at the Center for Advanced Public Safety won the 2013 UA Student Employee of the Year Award.

• The Randall Outstanding Undergraduate Research Award Program recognized five chemical and biological students (some minority) for outstanding undergraduate research.

• An African-American Metallurgical and Materials Engineering senior will compete in a national competition after winning first place for his research poster presentation at a regional meeting of the National Society of Black Engineers.

• The UA chapter of the Society of Women Engineers, or SWE, was awarded the gold level Outstanding Collegiate Society Award at the SWE National Conference in Houston, Texas.

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

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

The College supports a number of student organizations that help recruit and retain the College’s diverse groups of students. The College’s National Society of Black Engineers provides tutoring for middle school students at a predominately African-American middle school in Tuscaloosa. The intent is to help develop science, technology, engineering, and mathematics skills in young African-American students.
Participation in national organizations/associations. The College’s participation in a number of national and regional organizations that work to increase minority and female representation in engineering also exemplifies its commitment to diversity. These groups include NAMEPA, SECME and The National Gem Consortium. For over a decade, the Director of Engineering Student Services, Gregory L. Singleton, served in a variety of leadership capacities with NAMEPA, and he has been honored several times, on a national level, for his impact on increasing the number of women and minorities in engineering. He currently serves on the GEM Board of Directors and chairs the GEM Audit Committee. The College of Engineering continues to host the Annual Southeast Consortium for Minorities in Engineering (SECME) Summer Institute in which close to 100 middle and high school math and science teachers attend a 10-day intensive institute to enrich the classroom skills in the STEM fields.

j. Graduate School

In the Graduate School, student and faculty diversity is central to all other educational quality objectives, and that message is front and center in everything its representatives do and say. Students know that they can get individual attention from the staff as all have an open-door policy. UA’s diversity message is being advertised in national print media, as well as new campaigns in social media outlets like Facebook and iTunesU. In the May 2013 “Graduate School 2013 Guide” edition of U.S.A. Today, the UA Graduate School once again purchased a full-page ad highlighting its goal of being the best student-centered graduate program in the Southeast, and centered around the theme of creating an inclusive campus community for graduate students. OGS also reprised this advertisement in the University of Georgia magazine Uguide. The Graduate School has also reinvigorated the Graduate School Ambassador Program with approximately 40 graduate students serving, many of whom are members of minority or underrepresented groups, to help with diversity recruiting activities and put a “face” on official recruitment efforts. Full details on recruiting efforts and outcomes may be found at the Graduate School website under “Recruitment and Outreach.”

This year featured several activities and joint enterprises that brought the Graduate School, the Black Faculty and Staff Association, and the African-American Graduate Student Association together to address diversity issues. In our Tide Together mentoring program, OGS sought representatives from the African-American business and religious community of Tuscaloosa to serve as student mentors.

The Graduate School continues to participate in off-campus recruitment visits and this year participated in 49 Graduate and Professional Day Programs across the United States and collected personal data from 800 prospective students. Personal visits were made to seven HBCU’s in Alabama and surrounding states. However, this year focus shifted somewhat to incorporate a more targeted model of recruiting diverse students by hosting two recruiting events on campus specifically for students from underrepresented groups in graduate education. In conjunction with the annual Graduate School Preview Day, we hosted the McNair Scholars Visitation Day in which 42 students and 12 McNair Directors from 14 different institutions attended. The majority of the attendees attended HBCU’s or Black
Majority Institutions (Alcorn State University, Rust College, Tougaloo College, and University of Arkansas-Pine Bluff). Five hundred dollar travel stipends were provided to all McNair Directors who participated in the event with their students, a highly effective incentive for participation. OGS also co-hosted with the College of Arts & Sciences Bama Expo. Seven students from underrepresented groups in graduate education (the majority being African American) attended the event. Of the seven attendees, six have already been accepted into one of UA’s graduate programs. Both of these events gave students the opportunities to meet with program faculty, attend presentations about how to make one more competitive during the application and admission process, and gain information about funding opportunities. OGS continues to work directly with diversity recruiting administrators in other UA academic units and have provided funding for them to attend recruiting events and to mail information to specific targeted groups of prospective graduate students.

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

Overall efforts to increase the number of international graduate students at UA were maintained. The “Bridge Program” continues to serve as an admissions vehicle for international students with three-year degrees. After several years of modest decline in international graduate student enrollment, international applications and enrollments have slowly rebounded since the mid-2000s. In Fall 2012, UA experienced a 14% increase in international applications over Fall 2011, compared with the national average of 9% (Council of Graduate Schools survey, April 2012).

As noted in prior years, the UA Graduate School received national recognition from the Council of Graduate Schools for its efforts to create an inclusive graduate student community. The 2008 CGS/Peterson’s Award of $20,000 enabled the UA Graduate School to create two mentorship and support programs that are greatly enhancing the campus climate for both minority graduate students and graduate students with dependent children. The Graduate School provides funding (12-month stipend, tuition scholarship, health insurance premium) for two graduate assistants to run each program, plus additional funding for events and services, totaling approximately $55 - $78,000 per year.

In terms of enriching the learning environment, the Graduate School worked with departments and colleges to increase research and travel grant funding from $74,000 in 2005-06 to a projected $525,000 in 2012-13. While this program does not target only minority students, the total number of students supported this year rose from 168 in 2005-06 to a projected 825+ for the full 2012-13 academic year. The Graduate School continues to provide fiscal support for numerous student groups through sponsorship of campus events, student initiatives, and joint sponsorship of college and departmental student conferences and recruiting events. In 2012-2013, a total of $19,240 was provided in support of groups and events such as: “Lunafest” in association with the Women’s Resource Center; the national
American Choral Directors Association, where UA student chapter of the ACDA served as host chapter for the event; The Alabama Modern Languages Conference 2013; Sigma Tau Delta English Honor Society 2013 national conference; Student Affairs Hall of Fame Induction Ceremony; and Lavender Graduation, the university’s celebration of graduating LGBTQ and allied students. A new initiative this year from the Dean of the Graduate School included providing scholarships for student presenter registration for the National Outreach Scholarship Conference which was held on campus this year. A total of 97 students were supported with registration costing $9,700.

Financial packages aimed at maximizing recruitment of minority/underrepresented graduate students increased in 2012-13. In 2013-14, OGS will welcome the sixth cohort in the McNair Scholars Graduate Fellowship Program, which serves both former UA students and students from across the country. This program yielded 6 Fellows in 2008, 8 in 2009, 12 in Fall 2010, 13 new Fellows in 2011 and 2012, and 5 are anticipated in 2013. Since each of these Fellowships supports students for two years from the Graduate School and two additional years from the department, approximately 50 fully-funded McNair Graduate Fellows will be on campus in 2013-14 working on their degrees, each receiving $15,000 stipends, full tuition scholarships, and paid individual health insurance. In addition to Fellowship winners, UA continued to provide tuition support at record levels for former undergraduate McNair Scholars who are attending UA graduate school. A total of $79,345 was provided for ten scholars. OGS again provided full tuition scholarships and single health insurance coverage for 15 graduate students in the SREB fellowship program, an increase of 50% over last year. All SREB fellows receive up to three years’ support from the SREB during which time UA covers their tuition costs and health insurance, and UA additionally provides fully-funded graduate assistantships beyond those initial years for up to five years. A total of $200,407 in tuition and health insurance scholarships was paid in 2012-13 directly by OGS. Under the community arrangement with Stillman College to support doctoral candidates, OGS provided tuition scholarships to two students this year totaling $10,085.

The Dean continued to serve a two-year term as a member in the National Council of Graduate Schools/Council for Opportunity in Education Joint McNair Scholars Committee, which meets several times annually to promote national policy on McNair Scholars Program support.

The Dean continues to authorize 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 landed five new GAANN program grants, which brought 23 additional new minority graduate students to campus in Fall 2010. The Graduate School 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 provided 12 Fellowships per year to minority candidates beginning in Fall 2010. 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.
k. Honors College

To expand the diversity of the Honors College student body, the Honors College has particularly emphasized the inclusion of minority-dominant schools in its on-site school visits and on-campus event invitation lists. To assist in the development and recruitment of Honors-eligible students, the Honors College faculty and students formed and administered an ACT/SAT exam preparation service provided to students in five different minority-dominant schools in both rural and urban areas of the state. Honors College students also worked with rising junior and senior minority high school students throughout the summer in Birmingham, Huntsville and Tuscaloosa to prepare the students for AP classes offered through the CollegeFirst Summer Academic Institute. 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 Honors College dean presented to the Rural Health Scholars, a summer program primarily comprised of minority high school students, to encourage their participation in the various honors programs. The dean also traveled to high schools on recruiting visits with considerable attention directed at African-American prospects along with eight visits specifically targeted at schools across the state with a significant minority population. The dean, Honors College students and staff members also send personalized recruiting letters and make phone calls to the National Achievement Scholars identified by the Admissions Office.

To foster a more informed and open perspective and promote a sense of community, the Honors College Assembly held a series of Diverse Desserts to assist students in expanding their knowledge of diversity and mechanisms to promote dignity and respect for all individuals regardless of differences between individuals or groups. In addition, the University Honors Program sponsored a series of Town Hall sessions to explore the dimensions of difficult national issues. The sessions consisted of a panel of experts representing multiple facets of a complex issue and these experts discussed their perspective of an issue in a dignified and civil manner. Students served as the moderators for each event as well as hosted the panelists. These events were so well received that Town Hall sessions were hosted at UAB and UAH in collaboration with their Honors programs. The Honors College also expanded the number of students in its First Friends Program. This program partners an Honors College student with an international student to work as language and cultural enrichment partners. This program has aided international students to get settled and become involved on campus. In addition, this program has assisted both groups of students in enhancing their knowledge of a different culture. To enhance the sense of community and increase retention of first generation minority students, the Honors College continued with a peer-mentoring program this year. The Honors College has also involved the incoming freshmen Coca-Cola Scholars in the Alabama Action Program to provide a mechanism for Honors College students to work with the Coca-Cola First Generation Scholars on a week-long community service program the week before school begins in the fall semester. This program has been a benefit to both groups of students.
Through the Honors College Assembly, the Honors College has created a Diversity Enhancement Committee of current students to enhance recruitment and retention of minority students within the college. The Honors College Student Advisory Council also has representation among the students to ensure that the Honors College remains sensitive and committed to serving the needs of a diverse group of students. Students and Honors College administrators will continue to seek out faculty and adjunct instructors across campus and in the surrounding community that will continue to add to the diversity of the Honors College faculty base. The Honors College elicited the support of the Black Faculty and Staff Association to review its recruiting materials and procedures as well as the on-campus support provided to minority students in order to enhance the recruitment and retention of minority Honors students. The Honors College will continue to explore and implement various ways to identify and recruit those students and faculty who would contribute to the diversity of the University and the Honors college student body.

Honors’ students helped to restore a historic landmark in Perry County, Lincoln Normal School in Marion. This was one of the first institutions established to educate African Americans after the Civil War. Other projects included inventorying the signs on Marion streets, introducing Marion High School sophomores to the college admissions process, leading service projects performed by high school juniors and seniors, and collecting data from residents concerning health care needs.

1. **College of Human Environmental Sciences (HES)**

All departments in HES have worked to enhance their departmental websites to include more specific information about the department’s graduate programs and specific faculty contact information in efforts to increase applications from out-of-state, international and/or underrepresented students. College faculty members actively mentor minority students on both the undergraduate and graduate levels. Efforts are made to recruit minority students who are undecided about their majors and who show interest in all areas of the College of Human Environmental Sciences. Informal recruitment efforts have taken place with health education faculty and students from HBCUs through phone contacts and meetings at professional conferences. These efforts have focused primarily on the recruitment of graduate students. For the 2013-14 academic year, two of the department’s six funded PhD graduate assistants will be African-American students.

The Department of Human Development and Family Studies employed two African Americans as graduate assistants. Duties included teaching assistance, membership on a research team and working with graduate faculty on recruitment. For the Department of Consumer Sciences, one of the two graduate assistants was African American. The faculty mentored and encouraged him to apply for a doctoral degree. He was assigned teaching responsibilities to encourage his career path in academia.

The website for the Department of Human Development and Family Studies was enhanced to include more specific information about the department’s undergraduate and graduate programs and specific faculty contact information in efforts to increase applications from out-of-state, international and/or underrepresented students.
Faculty in HES are active in programs that further the College’s diversity efforts. Faculty met with prospective McNair Scholars in an effort to recruit students from underrepresented population groups. This program helps talented first-generation college students in financial need and those from groups underrepresented in doctoral study to prepare for successful admission into and completion of doctoral programs. Two faculty members participated in the McNair Scholars mentoring program. Two McNair Scholars are completing their graduate studies in Human Development and Family Studies, and their tuition was paid by the McNair Scholars Program. As part of a sophomore level Food Science class, students complete an “Original of Foods” project in which students investigate the origin of food products. The retail concentration in Apparel Textiles currently is making plans to initiate a trip to China in order to expose students to the process of global manufacturing as well as the cultural implications inherent in working on an international scale. Another future plan will feature a student trip to important European design centers. Interior Design is in Italy for the second time on the biannual trip to immerse students in the history and culture of classicism. In an HES faculty member’s research lab, a diverse group of students from various departments on campus study children’s cognitive learning.

m. School of Law

Every year, the Law School sends numerous faculty, staff, administrative representatives, and students to recruit applicants from throughout the Southeast and the nation. The Associate Dean for Academic Affairs has overseen a significant expansion of the Law School’s recruitment plan to attract as many Alabama residents, outstanding non-residents, and other applicants with diverse backgrounds. These efforts have included travel, mailings, and e-mails from the Law School, and increased efforts to encourage undergraduate students to visit campus. Annual recruiting trips include travel to HBCUs, particularly in the Southeast. Target schools in the Admissions Office’s diversity efforts include Oakwood College, Alabama A&M University, Alabama State University, Tuskegee University, Talladega College, Stillman College, Spelman College, Morehouse College, Florida A&M University, Fisk University, Tougaloo College, Jackson State University, and Atlanta University.

The Law School also sends representatives annually to Law School Admission Council (LSAC) Forums for regional law school recruitment fairs and forums in major cities across the United States. Typically at these forums, minorities and women constitute 50% or more of the attendees. The Law School also sends staff or faculty to law school or graduate school fairs in various locations across the country including in Texas, Virginia, North Carolina, South Carolina, Georgia, Florida, Mississippi, Tennessee, Utah, Illinois, Indiana, Wisconsin, and New York. Since 1995, the Law School has participated in the annual Alabama Connection, a graduate and professional schools caravan that travels throughout the State, making stops in Huntsville, Birmingham, Tuscaloosa, Montgomery, Auburn, and Mobile. Admissions staff members regularly make additional trips to several colleges and universities in Alabama.
Since 1998, the Law School has participated in Discoverlaw.org Recruitment Month Open House, which is part of an initiative sponsored by the LSAC. The Law School annually hosts an open house and invites pre-law advisors and students from historically black colleges and universities as well as minority students and pre-law societies at many southeastern colleges to visit the school. At this event, faculty and staff members talk to the attendees about law school – including how to prepare for law school, how to apply to law school, how to finance law school, how to succeed in the study of law, and how to consider various employment opportunities after graduation. The attendees also visit and eat lunch with faculty and students.

Under the direction of Professors Carol Andrews and Susan Lyons, the Law School’s recently re-designed Summer Academic Excellence Program seeks to enroll a diverse class and to ensure that the students have the guidance they need to succeed. Beginning in the summer of 2013, Mary Ksobiech, Assistant Dean for Students, will direct the program, and Professor Grace Lee will teach a two-hour contracts course. In addition to having a faculty member teach the summer course, other faculty members participate in the program at various points during the summer. For example, Professor Bryan Fair and Legal Writing Director Kimberly Boone teach skills training. Additionally, students in the program are assigned faculty advisors who provide mentoring and guidance throughout the summer and beyond.

Cultural diversity within the Law School is enhanced each year by the presence of groups of students from Australia and Switzerland for several weeks at a time. The Law School is committed to increasing the presence of international visitors within the Law School as well as its students’ opportunities for cross-cultural experiences in other parts of the world. The Law School has recently begun a relationship with National Law University, Delhi, and last year saw its first student exchanges with the Buchmann Faculty of Law, Tel Aviv University (TAU). Two TAU students will study at the Law School this fall. The Law School also sent Professor Ken Rosen to Pusan National University Law School in Korea to teach international business law and give other lectures. Professor Andrew Morriss traveled to East China University College of Law in Shanghai to discuss a possible memorandum of understanding.

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 collaboration among our diverse groups.

The Law School allocates significant financial and other support to many students and organizations to participate in local, state, regional, and national programs and meetings. For example, the Dean provided significant support for the local chapter of the Black Law Student Association (BLSA), which sponsors an annual series of programs and a Senior and Alumni Banquet. This event provides important networking opportunities for BLSA students. The theme of the 12th annual Alabama Law Black Law Students Association
banquet was “50 Years Later: Preserving Past Legacies Today While Creating the Future Leaders of Tomorrow.” They presented five LSAT prep course scholarships to Alabama students.

During Spring Break, nine law students traveled to New Jersey to volunteer with Legal Services of New Jersey and assisted with ongoing Hurricane Sandy relief efforts. Members of the Class of 2013 performed more than 6,000 hours of community service and pro bono work. Students who earned public service awards were recognized at a Luncheon and Awards Ceremony in the Spring of 2013.

As part of the broader development of funding, the Dean has identified student scholarships as a high priority, especially for recruiting a diverse student body. The Law School awards approximately $3 million annually in scholarships. The Law School has offered and provided substantial scholarships to African-American admittees with particularly high entering qualifications. Many African-American admittees have been awarded tuition scholarships, with most of those admittees having economic need. Many non-minority students also receive scholarship assistance. Approximately 50% of first-year students receive scholarships.

n. Capstone College of Nursing (CCN)

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

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

Fourteen nursing students from Chiba University in Japan worked in UA labs and shadowed UA nursing students for two weeks. It is the 14th year for the Transcultural Nursing Program.
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 97.5% for its graduates.

0. School of Social Work

To maintain the diversity of the graduate student body, Social Work targets recruitment efforts toward the HBCUs in Alabama with undergraduate social work programs and toward Stillman College, talking with sociology majors and other interested students. Recruiting efforts also occur at the annual Alabama-Mississippi Social Work Education Conference, which draws over 200 students interested in social work in the two-state area. Students who attend the conference mirror the diversity of the states. The Assistant Dean has communicated very closely with staff in UA’s Graduate School to ensure that those who have been McNair Research Scholars in their undergraduate program and express interest in Social Work graduate programs are recruited into the MSW and Ph.D. programs. They have also visited the Poarch Creek Indian Reservation to talk with students about the BSW and MSW programs.

Several financial assistance programs assist with diversifying the student body and a high portion of the School’s stipend money is awarded to African-American students. For example, the School annually awards an endowed scholarship funded by the Daniel Foundation to the top graduate of each of the five historically black undergraduate social work programs in Alabama. The Adams Scholarship is designated for students who graduated from a Mississippi high school and who will enhance the diversity of the University's student population. The Ackerson scholarship gives priority to students who are part of an underrepresented demographic group. A high portion of scholarships and stipends are awarded to African-American MSW students.

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

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

p. University Libraries

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

q. University Museums

University Museums programs implemented the following action steps through Museum-based initiatives:

- Enhancing the learning environment to attract and retain excellent students.
- Increasing the recognition of the University’s service priorities that enhance the quality of life for all Alabamians.
- Expanding the University’s emphasis on global and cultural studies.
- Providing leadership in addressing economic and social issues in Alabama through research and outreach activities.
- Promoting collaboration with business, non-profit and governmental agencies to advance the economic and social condition of Alabama.

Alabama Museum of Natural History program fliers were sent to over 60 predominately African-American populated schools in an effort to increase minority participation in field science programs. The Museum of Natural History also provides
scholarships for low income participants in the Museum’s Summer Expedition program to encourage minority participation in an immersive week-long field science camp experience. Programs and tours at the Museum of Natural History have provided educational opportunities for over 400 students from underrepresented communities.

*Discovering Alabama* public television program focused on diversity issues in the following episodes: Black Belt I (Emmy nominated) and Black Belt II, Discovering our Heritage, Moundville, Moundville Native American Festival, Project Community, and Project Community 2010. These episodes are aired throughout the year in a continuing effort to enhance cross-cultural understanding. According to Alabama Public Television sources, the *Discovering Alabama* program reaches one million viewers statewide every week. The statewide Project Community program implemented by the Discovering Alabama staff promotes after-school programs in environmental education. This program has focused its implementation in underserved communities in partnership with the Alabama Department of Education.

The Office of Archaeological Research conducts projects and delivers programs to community groups that focus on research into knowledge of, significance and preservation of Alabama’s Native American heritage. These projects serve private industry, non-profit and governmental agencies providing cost-effective environmental research and a positive representation of the service mission of The University of Alabama that reaches all areas of the state including those classified as “economic need” status.

The annual Moundville Native American festival that enhances understanding and appreciation for Alabama’s Native American communities and their heritage reached 6,800 students in 2012, approximately 30% of which are from underrepresented communities. Moundville Archaeological Park also reached 1,076 people last year through outreach educational programs on Native American lifeways and heritage. Outreach programs also targeted western Alabama Black Belt areas with a high percentage of underrepresented individuals. Moundville Archaeological Park has also been involved in several partnerships to promote economic development through heritage and nature-based tourism in Alabama’s Black Belt including the Alabama Black Belt Nature and Heritage Trail, proposed Black Belt National Heritage Area steering committee, and the West Alabama Birding Trail.

r. **First Generation Programs**

UA currently has three first generation programs. The Coca-Cola First Generation Scholars Program and the First Scholars Program are both scholarship programs, however they transcend being simple monetary awards by providing intensive support to their students through “life coaching,” specific programming that targets first generation issues, service learning opportunities, social activities, and a dedicated emphasis on academic achievement. For 2012-13, participation is 19% and 24% African American, respectively. Alabama REACH is a unique initiative at UA that seeks to address the needs and issues of students in these categories: Current and former foster youth and other youth that lack familial support, to include homeless students. By applying the “life coaching” approach along with specialized programming (to include assistance in identifying funding sources) Alabama
REACH has an overall goal of supporting these students in whatever way possible to ensure they graduate. For 2012-13, 74% of the participants in this program are African-American. In June 2013, 40 high school students who are emancipated, living in foster care, or wards of the state got a taste of college life as they toured the campus and learned about higher education. The Guardian Scholars Precollegiate Summer Program is designed to expose high school students to different aspects of College life. This summer program was sponsored by the Nsoro Foundation and the Alabama REACH initiative.

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 the Provost in the request for information on what the DSA was doing to accomplish Goal Four.

Communicating a commitment to diversity as a student recruitment/retention initiative. Areas within the Division of Student Affairs are committed to communicating to students a commitment to diversity. For example, the Student Judicial Affairs website uses inclusive language in its policies and procedures, with the Student Code of Conduct requiring students to “respect the dignity, rights and property of others” and the Capstone Creed is featured in each of the office publications. Community Living standards for students living in UA housing require students to be “responsible for developing and maintaining an atmosphere that promotes social awareness, social appreciation and acceptance of those who may be different from you…” In Housing and Residential Communities, diversity is promoted and publicized by the Resident Advisor staff in the residence halls through bulletin boards and a wide range of awareness raising programs. Each resident hall community sponsored a campus-wide diversity program. The Greek Life office brochures, websites and photographs promote the entire system as one Greek “community” as opposed to “black and white communities.” The Counseling Center likewise ensures representation of minority students in primary marketing tools, including brochures on Counseling Center Programs and Services and Healthy Transitions; promotes outreach efforts focusing on minority students through email and print distribution of announcements; and includes web resources for minority students on the Counseling Center website.

First Year Experience and Parent Programs staff members select student leaders who are representative of UA’s diverse populations to promote an inclusive campus environment so students and parents have relatable role models and role models different from themselves to learn from. Staff members in the Office of First Year Experience and Parent Programs have been purposeful in recruiting staff and faculty members who represent the diversity of campus as facilitators for programs, to ensure that students have the opportunity to learn from and interact with faculty and administrators. Parent Orientation is designed to assist in the recruitment and retention efforts of the University by providing educational sessions for the parents of new incoming students. By educating parents on the transition students will face and how each family will be affected differently by the student’s decision to attend college, student support is enhanced and the students are better prepared for academic work.
Parent Orientation is designed to welcome and mirror the diversity on campus. Specifically, parents have the opportunity to speak with the following areas: Women’s Resource Center, Counseling Center, Capstone International and Crossroads. Orientation sessions and resources have been developed to assist parents of first generation college students. An out-of-state parent guide has been developed for communication with this particular audience.

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

The Community Service Center is proud that among a student staff group of 44, 20% are from ethnic groups other than white and only 30% are male. There is an international student and a member of the staff who is a non-traditional student due to being a parent, as well as a student.

The Office of Veteran and Military Affairs currently serves just over 3,000 students who are from various areas across the nation. These students have unique perspectives due to either serving in the military or being a dependent that has traveled the world. The office fosters an environment of inclusion, bringing together these students to share in the uniqueness of their experiences. The office has established the “Military to College” FLC, where veterans can share their experiences with others and communicate with departments on campus to ease their transition to the college environment. The office hired four new staff members to maintain VA certification and staff to support the resources and services. These members all attended conferences throughout the year including the Alabama Department of Veterans Affairs, Department of Defense Conference, and the Western Association of Veterans Education Specialists. Two members from the Office of Veteran and Military Affairs visited Washington DC to lay a wreath at the tomb of the unknown soldier, visited with senators in order to discuss VA policy, and in partnership with UA departments, gave away UA gear to wounded warriors at the Walter Reed Medical Facility. Two UA students attended the Student Veterans of American Conference to gain an understanding of how to advocate for the veteran and dependent population.

University Recreation membership and marketing services were intentional in efforts to promote and advertise with diverse populations represented in all marketing pieces as well recruitment efforts through a variety of web, print, and social media methods. This effort reflects the current patron (non-student) and student participation in University Recreation programs, services, and facilities at higher levels than current UA demographic census.

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. For example, Club Sports were involved in various levels of association with the following events that assisted in promoting community and better appreciation of global understanding and perspective. A significant number of the new sport club offerings are often an
expression of the growingly diverse student body of The University of Alabama. Some of the events included: Men's LAX - Campus Veterans Association 5k; Men's LAX - Greater Birmingham Youth Lacrosse Association; Triathlon - Annual Crimson Couch to 5k; Men's Ultimate - Brave Soldier Challenge; Men's Ultimate - Tuscaloosa Half-Marathon; Water Polo - Two events at Miracle League of Tuscaloosa; Water Ski - Tuscaloosa Half Marathon; Women's Soccer - Tuscaloosa Color Run; Women's Soccer - Campus Veterans Association 5k; Women's Soccer - Autism Society Walk; Women's Ultimate - Sleep out on the Quad; Set up and assistance for UA Community Services Center’s run focusing on Cultural Awareness, Homelessness and Hunger, International Issues, Social Justice, and Youth Development issues; Presidents and Vice Presidents of club sports attended Crucial Conversations presentation at University Recreation. Finally, women on the Women's Volleyball club team collected money and then purchased Christmas gifts to support three local families in Tuscaloosa’s One Place Family Recourse Center “Holiday Heart” program.

Intramural Sports policies and procedures demand the elements of sportsmanship, civility, and fair play in all of the 34 sports that are offered to the campus community. Values are communicated through the University Recreation website and online software where participants have access to their league information. These are also emphasized and instructed during captain’s meetings for larger sports. These elements with the implementation of nontraditional events embrace diversity and a sense of community with all participants. In addition, University Recreation provided referees for youth programs in PARA including youth flag football.

Aquatics operations provide avenues for diversity through a commitment to water safety and mastering lifelong skills for health and wellbeing. A significant portion of those beginners to intermediate swimmers are from diverse, traditionally underserved populations. Outreach and engagement effort conducted by the Aquatic Center included inviting Dr. Philip Westbrook, Director of the Blackburn Institute, to engage students during two aquatics staff meetings, encouraging them to become more informed about their community and “challenge the process.” In addition, all aquatic student-staff were engaged through various learning experiences to enhance their leadership development.

Personal Training programs staff training emphasized the importance of incorporating adapted methods for special populations via expert instruction to all personal training staff. A review of current and future weight and fitness equipment was undertaken to determine continued adaptation and use for all individuals in compliance with Americans with Disabilities standards effective in 2014.

Staff members of the Women’s Resource Center serve as mentors, such as in Tide Together and SafeZone, and advisors to numerous student groups composed of a diverse group of students. These groups include The Young Women Leaders and Young Men’s Leadership Program, which pair UA student mentors with elementary school pupils from Skyland Elementary. These programs have formalized curricula, which include a substantial portion devoted to exploring human difference and understanding. Other student organizations advised by center staff include the WRC Student Leadership Council, the Women’s Thesis and Dissertation Support Group and the UA Women Leaders in Action.
Each of these groups has missions which include diversity as an integral focus. In partnership with NEW College, the WRC offered NEW 342, Social Action and Performance, during the Spring Semester. In this course, students from varying backgrounds learn about the different forms of oppression including interpersonal violence, sexism, racism, classism, and heterosexism and use interactive theatre to educate their peers. The goal of the course is to open dialogue among students that foster social change. Staff members are active participants in Capstone Alliance (the lesbian, gay, bisexual, trans*, queer, and allied faculty, staff, and student organization) and the Black Faculty and Staff Association. The center’s goal is to build coalitions across areas of difference and support growth collaboratively.

The Career Center continues to foster relationships with departments on campus and house resources that continue to promote its commitment to diversity through continued departmental and organizational collaboration. Start Smart Pay Negotiation Workshop is a collaborative effort between the Career Center and Women’s Resource Center in order to teach women about the gender wage gap and inform students from marginalized groups on salary negotiation. First Generation Week allowed the Career Center to work with other departments from across campus to sponsor a week-long celebration for first-generation students and highlight their accomplishment of attending a major four-year research institution. Student Support Services worked with the Career Center to develop programming necessary to help their students succeed in their professional development process by formulating a career action plan. National Society of Black Engineers held a resume review program with Career Center staff to prepare its members for upcoming Career Fairs and events. The Career Center continues to show its support to many initiatives of Crossroads Community Center through attendance and collaboration of its events and programs such as African-American Heritage Month and LGBTQ Month activities. Organization and Classroom Programming allows Career Center staff to interact with diverse student groups throughout the academic year. Staff participated in several discussions and workshops with minority organizations across campus and within the colleges such as Dining Etiquette, Minority Journalism Workshop, and Career Fairs. Updating of Career Resources includes an annual evaluation of resources both print and online to ensure they are more inclusive and reflective of campus population. 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.

The Office of Graduate Student Services continues to promote programming and recruiting efforts that seek to attract students from all different backgrounds and situations. In particular recruiting efforts during GA Recruitment Day, as well as Early Visit Day experiences have brought a number of students to campus that may not have gone before. In addition, this office seeks to improve programming efforts and add services that speak to unique needs such as relocating from a different country, having services for students with families, and other programs. These efforts have impacted perception and encouraged healthy exploration of graduate programs at The University of Alabama.

The Blackburn Institute works with approximately 60 students on campus who represent a variety of racial/cultural/religious identities.
The Community Service Center (CSC). Each year the CSC creates and sustains 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 through careful program planning that includes partnering to bring awareness and services to special populations as highlighted below:

- The CSC waged war on the issue of hunger in the state and the world by raising 266,000 pounds of food with the Beat Auburn Beat Hunger Food Campaign.
- The Hunger Banquet illuminated issues of class, poverty and hunger during a two-hour dinner hosted by the student staff that provided the nearly 200 participants a glimpse into the living conditions of various social classes around the world. Participants were assigned to a social-economic class and were served a meal based on a social class that was chosen by “the luck of the draw”.
- Al’s Pals provided targeted services to children at schools deemed at-risk for academic failure. UA students were paired with elementary students for mentoring relationships, homework assistance, reading and math reinforcement, culturally diverse celebrations and enrichment activities on a weekly basis.
- Alternative Break program traveled domestically and internationally providing UA students and staff members with culturally diverse opportunities to serve and interact with missionaries and service professionals and the populations they serve in their home environment. Destinations included: Madison County, AL; Hale County, AL; Orleans Parrish, LA; Forrest County, MS.; and the Dominican Republic.
- The Sleep Out on the Quad event provided students an opportunity to spend one night as a homeless individual might. This year more than 300 students forsook their comfortable beds for a night under the stars in an effort to identify with the nature of homelessness in America. Community Partners highlighted special populations within the issue of homelessness in America in a panel discussion followed by a showing of the popular movie Pursuit of Happyness, starring Will Smith. Students learned about sex trafficking within the US, the perils of veterans of the armed forces, LGBT youth, and transitional homelessness (those who are the working poor).

The Office of Student Involvement and Leadership utilizes a virtual software program known as The SOURCE to give all students easy access to information and tips for student involvement. This effort provides an atmosphere for students and student leaders to engage in open dialog and collaborate on programs/events. This initiative continues to improve the diversity of students participating in student organizations at the Capstone. The SOURCE started a Collaboration fund to provide funding for student organization events that collaborate on programming.

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

Consistent with UA's non-discrimination policies, coaches of all sports recruit prospective student-athletes regardless of race, color, religion, national origin or sexual preference, who are academically qualified to enroll at UA and participate in intercollegiate athletics at a championship Division I level.
The Department of Intercollegiate Athletics continually evaluates and improves its retention efforts with a focus on support practices that will aid student-athletes’ academic and athletic success. Incoming student-athletes determined to be at-risk take part in preliminary testing in order to identify classes and support practices that would best assist each individual student.

Beginning with the 2008-09 academic year, and continuing every year since, the Department of Intercollegiate Athletics has selected two former student-athletes each year to fill Minority/Female Graduate Assistant positions. The department partially funds scholarship assistance for these two positions and gives each student hands-on work experience within the department. The goal of these assistantships is to mentor female and minority students and provide them with quality work experience in intercollegiate athletics, so that they will be better positioned to attain an entry level position within the field of intercollegiate athletics and/or other sport management profession. In 2013-14, the Department will seek additional ways to communicate this opportunity to the student-athletes through the Director of Life Skills to ensure a solid applicant pool from which to select motivated students to fill these positions.

Several other recent initiatives aid in retention of student-athletes, including Growing Tide Leaders, a leadership program for freshmen student-athletes that utilizes the Habitudes program by Dr. Tim Elmore, and HES 275 – Leadership Development Through Service course, in which developing sophomore leaders are selected by advisors and coaches to participate in leadership and service activities.

**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. These efforts have yielded positive results. All 21 UA varsity athletic teams scored well above the national cutoff standard of 930 in the latest Academic Progress Rate. In addition, 16 Crimson Tide teams posted scores that either matched or were above the national Division I average in their respective sports. Figures released covered the four-year period extending from the 2008-09 through 2011-12 school years.

Coaches and student-athletes have participated in a 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 challenge the student-athletes to think critically and take responsibility for their decisions and those of their teammates. The BAL facilitators engage the student-athletes in interactive discussions on responsibility, leadership and encourage the group to develop strategies for effectively dealing with teammates who are making bad decisions. Topics include entitlement, eating disorders, power of language, sexual consent, battering (healthy vs. abusive relationships) and masculinity 101/femininity 101. BAL facilitators use 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. Minority members of the Student-Athlete Advisory Committee (SAAC) consistently represent 23% or more of the SAAC and minority student-athletes have served as President, Secretary/Treasurer, and as leaders of several special committees. Since its inception in 1980, many minority student-athletes have been recognized at UA’s Black Scholars Award Program; in the past two years there have been over 35 student athletes recognized for their academic achievement. The nationally recognized Arthur Ashe Award included 14 minority nominees in 2012, one in men’s basketball, four in gymnastics, one in softball and eight in track & field. One of UA’s minority gymnasts was awarded the NCAA Minority Enhancement Program Postgraduate Scholarship for Careers in Athletics, the NCAA Postgraduate Scholarship and was one of our nominees for NCAA Woman of the Year. In addition, as many as 85 minority student-athletes have been recognized over the past two years for academic achievement during UA’s annual Honors Week.

**GOAL FIVE**

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

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

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

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

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

2. Comparison of UA to Flagships and Public Doctoral Institutions

Provost Bonner made a commitment in the SDP to periodically collect and analyze data from other institutions as a performance measure in assessing progress. Consequently, for the past seven 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 and reveal that UA remains among one of the leaders in the country in ensuring black representation in its campus community. Details of this analysis are posted on the Provost’s Strategic Diversity Plan website.


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

Information on the racial composition of degrees conferred, student enrollment, faculty and EEO-1 staff, and of applicants for faculty and EEO-1 searches is collected and reviewed annually. Some examples of efforts and successes colleges and other areas have reported to the Office for Academic Affairs in enhancing the diversity of UA’s faculty/staff and student body are summarized below.

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

**A&S**: Over the past year, the College increased the number of its underrepresented/minority faculty. In Fall 2012, out of 536 full-time A&S faculty members, 20 (3.7%) were black and 18 (3.4%) were Hispanic. For Fall 2013, seven additional full-time black faculty are anticipated. The Hispanic statistics represent an increase for full-time faculty. While the percentage of black full-time faculty in the College in Fall 2012 is below their five-year average, which is 4.0%, the number of faculty is the same as the five-year average. The percentage of Hispanic full-time faculty in the College in Fall 2012 is above their five-year average, which is 2.7%, as well as the number of faculty is above the five-year average. Over the past nine years, the College’s Hispanic faculty has more than doubled, from 6 (1.6%) in 2002 to 18 (3.4%) in 2012. The College’s African-American Associate Dean for Multicultural Affairs represents 16.7% of the senior level administrative staff in A&S.

**C&BA**: Two of C&BA’s five senior level administrators are black. During the 2012-2013 academic year, the college had seven African-American faculty members, four of whom are tenured. The College’s Hispanic faculty has increased from 0 in 2003 to 3 (2.6%) in 2012; its other minorities and non-resident aliens has increased from 9 (9.7%) in 2003 to 11 in 2012 (9.5%); and its number of black full-time faculty was at 5 (5.4%) in 2003 and 7 (6.0%) in 2012.

**CCHS**: For 2012-13, 8.1% of the faculty are African American and a total of 10.8% 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 12.2% faculty with racial diversity. Successful strategies include: 1) making personal contacts with diverse colleagues by faculty; 2) growing our own by encouraging minority faculty to return to school for doctoral preparation; and 3) helping with repayment of student loans where possible. CCN currently has four faculty members who are African American (9.8%) and one Hispanic faculty member (2.4%). The more junior faculty members are being mentored by senior faculty and are also mentoring McNair Scholars students. The College continues to work on diversity of their faculty since an African-American faculty member left this year.
C&IS: In Fall 2012, the five-year average for African-American full-time faculty was 6.1% of the College’s faculty. African Americans constituted 8.3% of the College’s full-time faculty. In Fall 2012, four of the College’s five academic departments had at least one African-American full-time faculty member, tenured or tenure-track. The Telecommunication and Film Department notably had three full-time African-American faculty as well as one Hispanic. Advertising and Public Relations had two African-American and two Asian full-time faculty. Journalism and Communication Studies each had one African-American full-time faculty member. Only the School of Library and Information Studies (SLIS) did not have an African-American full-time faculty member. However, in a faculty search conducted in SLIS in 2012-2013, at least one minority candidate was interviewed. Students also worked with or under the supervision of several African-American media professionals in the center for Public Television and the College’s commercial television station.

Meeting the goal of placing position announcements in diversity-related outlets, C&IS was successful in hiring one additional African-American and one Asian faculty member in 2012-13. There were ten full-time, tenure-track or contract faculty searches, resulting in ten hires: four females, six males, and one African American were hired for these positions. At least one minority served on each search committee. Overall, the College remains committed to maintaining an African-American presence in the faculty, staff and students and to attracting African Americans to its pool of applicants when faculty positions are available. The College continues to pursue ways to increase the diversity of the applicant pools for faculty and EEO-1 positions with the ultimate goal of continually enhancing the diversity of the faculty and EEO-1 staff.

Education: In Fall 2012, the Senior Associate Dean of the College of Education was an African-American female, and she was one of four (25%) of the senior level administrators in the college. The College hired one new African-American faculty member for the 2012-2013 academic year. In Fall 2012, African Americans comprised 10.1% of the full-time faculty, an increase from 4.4% in 2003. Seventeen of the 99 full-time faculty (or 17.2%) are non-white, and includes Americans of Asian descent and of Hispanic descent. The number of diverse faculty has increased 21.4% since 2008.

The Department of Educational Studies in Psychology, Research Methodology, and Counseling (ESPRMC) recruited and hired an African-American faculty member this past academic year and currently houses four African-American faculty members, making up 18% of the department.

The Department of Curriculum and Instruction hired an African-American scholar whose work highlights issues of color. She has already offered a course centered on overcoming deficit discourses. Her research interests include African-American male middle school achievement. The department will participate in a state-wide five year $10 million grant “Minority Led Math, Science Partnership” and will be working closely with Tuskegee Institute.
Just as the entire College embraces diversity, the Department of Educational Leadership, Policy and Technology Studies (ELPTS) has contributed to a more diverse faculty and staff by the recent hiring of a Chinese scholar and an Afro-Caribbean scholar in tenure-track positions for Fall 2012. The Chair of ELPTS has initiated a review of admission processes, paying careful attention to those characteristics that may unintentionally exclude students of color.

**Engineering:** Thirty-six percent of the Fall 2012 Engineering full-time faculty were non-white (black, Hispanic, and other, including non-resident aliens) and blacks represented 3.9% of the total faculty. The College is working hard to promote underrepresented faculty so that they will ultimately be in a position to become administrators in the College. One new African-American and two new Asian Assistant Professors were hired for Fall 2013. Data released from the American Society for Engineering Education (ASEE) indicates that only 2.52% of tenured and tenure-track faculty in Engineering in the country are African American, only 3.5% are Hispanic American, and 12.7% are women. UA’s College of Engineering, with 3.7% black faculty, 3.4% Hispanic, and 16.6% women for Fall 2012, compares favorably with those national averages.

**Honors College:** The Honors College had six African-American adjunct faculty instructors teaching in our UHP, CBHP and IHP seminar sessions this past year. In addition, the College had six adjunct instructors of Hispanic descent and one faculty member with a multi-racial background. This multi-racial UH instructor also participated in our faculty-in-residence program and lived in the Ridgecrest community during the 2012-13 year.

**Human Environmental Sciences:** Minorities comprise 11.8% of HES full-time faculty, with three (4.4%) African-American faculty for 2012-13.

**Law School:** Effective January 2013, an African-American female served as Associate Dean for Special Programs. In addition, a female faculty member was recently appointed Assistant Dean for Student Services.

**Faculty hires:** The percentage of permanent faculty of the Law School for 2012-13 who are African American is 9.1%. **Visiting Professors:** The Law School frequently includes African Americans and other minorities as guest speakers, visiting faculty, lecturers, and participants at Law School functions. The Law School hosted visits from President Aharon Barak and Judge Elika Barak, two leading Israeli legal scholars; Richard Delgado, a Hispanic-American male and an internationally recognized and acclaimed critical race theory scholar; international law scholar Professor Mark Drumbl of Washington & Lee University; Professor Mona Hymel of the University of Arizona; and Professor Robin Fretwell Wilson of Washington & Lee University.

**Social Work:** The School of Social Work’s current six-member Administrative Team includes one African American (BSW program chair) and one person of Asian descent (MSW program chair). Of the School’s 32 full-time faculty members in Fall 2012, 15.6% (5) were African American and 15.6% (5) other minorities. Among the new hires for Fall 2013,
two are African-American. The School’s faculty diversity enhances the opportunity for students to interact with and learn from individuals from a variety of backgrounds.

**Student Affairs:** During the 2012-2013 academic year, the *Blackburn Institute* recruited and employed one minority Graduate Assistant. The Blackburn Institute has also intentionally targeted prospective Board Members from diverse racial/cultural/religious backgrounds for service. This will provide our students with an increased exposure to individuals from a variety of backgrounds and experiences.

During the 2012-2013 academic year the *Counseling Center* recruited and currently has on staff two minority professional staff members and three minority Graduate Assistants. The Center also sponsored a training program in Diversity through Capstone International to increase knowledge of cultural differences.

The *Community Service Center* demonstrates its commitment to ensuring 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 by composing a diverse professional and student staff. The CSC added an African-American female to its professional staff.

*Housing and Residential Communities* strives to hire staff that is representative of the residential population that it serves. During the 2012-2013 academic year, HRC recruited and currently has on staff three minority professional staff members, one minority support staff member, and three minority Graduate Assistants along with staff members who identify as part of the LGBTQ community.

*Office of Student Affairs Advancement* staff members continue to recruit alumni members with diverse ethnic backgrounds to ensure the Student Affairs Leadership Council is reflective of the student population.

The *Office of Veteran and Military Affairs* provides professional development training to staff members to promote understanding of the diverse groups of students it serves. Safe Zone and Harbor training is mandatory for all staff members.

*University Recreation’s* recent searches for professional and clerical support staff vacancies have reflected finalists with diverse backgrounds and demographics consistent with efforts to increase minority and other ethnicities within departmental professional and support staff. Hiring searches have been creative in determining non-traditional backgrounds and work experiences to forge increased diversity in the professional staffing areas.

**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 2008, 526 African-American freshmen comprised 10.3% of the 5,116 freshmen; in 2012, that number increased to 554 or 8.7% of the 6,397 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 2008, 2009, 2010, 2011 and 2012. These changes represent a significant increase in the percentage of minority students, comprising 22.6% of UA’s Fall 2012 enrollment:

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total UA Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>3,060</td>
<td>3,379</td>
<td>3,741</td>
<td>4,071</td>
<td>4,173</td>
</tr>
<tr>
<td>American Indian/Alaskan</td>
<td>152</td>
<td>169</td>
<td>163</td>
<td>161</td>
<td>148</td>
</tr>
<tr>
<td>Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian, Native Hawaiian or</td>
<td>325</td>
<td>367</td>
<td>371</td>
<td>406</td>
<td>427</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>556</td>
<td>600</td>
<td>717</td>
<td>789</td>
<td>921</td>
</tr>
<tr>
<td>Minority Totals</td>
<td>4,093</td>
<td>4,515</td>
<td>4,992</td>
<td>5,427</td>
<td>7,609*</td>
</tr>
<tr>
<td>Total UA Enrollment</td>
<td>27,052</td>
<td>28,807</td>
<td>30,232</td>
<td>31,747</td>
<td>33,602</td>
</tr>
<tr>
<td>Minority Percentage</td>
<td>15.1%</td>
<td>15.7%</td>
<td>16.5%</td>
<td>17.1%</td>
<td>22.6%</td>
</tr>
</tbody>
</table>

* includes multi-racial who identify at least one race as African American or black and 1,940 non-resident aliens

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

Compared to 2011, in 2012, there was an increase in the number and a slight decrease in the percentage of black students in the College and an increase in the number and percentage of Hispanic students. In 2012, out of 8,400 undergraduate students in the College, 12.9% were black and 3.5% were Hispanic. The percentage of black and Hispanic students in 2012 represented an increase over the five-year average, 12.2% and 3.0%, respectively.

In 2011-12, out of 1,304 undergraduate degrees conferred, 134 (10.3%) were awarded to black students. In 2011-12, 22 (1.7%) of the undergraduate degrees conferred were received by Hispanic students. For black students, the number and percentage is above the five-year average, which is 111 and 9.9%, respectively.

In comparison to 2011, in 2012, there was a decrease in the number and percentage of black and Hispanic students enrolled in the College’s graduate programs. In 2012, out of 1,092 graduate students enrolled in the College, 66 (6.0%) were black. The representation of black graduate students in 2012 is below their five-year average, which is 6.5%. In 2012, Hispanic graduate students (35) accounted for 3.2% of the College’s graduate student
enrollment. The representation of Hispanic graduate students in 2012 is at their five-year average, which is 3.2%.

In the College of Arts and Sciences in 2011-12, out of 233 master’s degrees awarded, 19 (8.2%) were received by black students. In 2011-12, out of 67 doctoral degrees conferred, 3 (4.5%) were received by black students. The percentage of master’s degrees awarded to black students in 2011-12 is greater than their five-year average, which is 7.1%. The percentage of doctoral degrees awarded to black students in 2011-12 is the same as their five-year average, which is 4.5%.

For Hispanic students in 2011-12, there was a decrease in the number and percentage of master’s and doctoral degrees awarded. Out of all master’s degrees conferred in the College in 2011-12, seven (3.0%) were awarded to Hispanic students. Out of all doctoral degrees conferred in the College in 2011-12, only one (1.5%) was received by a Hispanic student.

C&BA: The number of black students in C&BA increased 6.76% from Fall 2008 to Fall 2012 (from 577 to 616 students). In Fall 2012, minorities comprised 21.61% of C&BA’s total enrollment.

CCHS: Minorities comprise 32.3% of the 99 medical students enrolled with CCHS, with 12.1% black student enrollment.

CCN: The College has worked to increase diversity within the undergraduate and graduate student body. In 2012, 14.6% of the nursing undergraduate students were African American. In addition 2.0% were Hispanic. At the graduate level, 116 or 29.4% of nursing students were African American, the highest percent since 2008. The percentage of nursing graduate students that were Hispanic is 7.3%, the highest percentage in the history of the College. An indicator of success with graduate students is that 22.2% of the master’s degrees and 30.4% of our doctoral degrees in 2011-12 were conferred to African Americans. While the five-year degrees conferred average among African-American undergraduate students is 7.1%, it should be noted that 5.4% of CCN’s undergraduate students are African American and even fewer (.50%) are Hispanic.

The College of Nursing has been carefully monitoring its minority enrollment with a goal of a 10% increase in minority enrollment at the undergraduate level and a 20% increase at the graduate level. The goal for graduate enrollment was exceeded for Fall 2012, as graduate minority enrollment increased from 116 to 164 (41.5%).

C&IS: Graduate Students: During the past five years the College’s graduate enrollment has decreased from 406 to 397 students. At the same time, African-American graduate enrollment has averaged 6.8%. Altogether, when students designated as “Other” are included, 18.4% of graduate students were African American, Hispanic or “Other” and the overall trend continues to move in a positive direction. Undergraduate Students: African-American undergraduate enrollment in C&IS has grown 41.5% in the last five years, from 9.7% of total undergraduate enrollment in 2008 to 11.5% as of 2012. During the same
period total undergraduate enrollment in the College has increased 19%. The five-year average of African-American enrollment in the College is 10.9%. During the last five years, Hispanic undergraduate student enrollment in C&IS has averaged 2.7% and is 3.2% as of 2012. 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 38% since Fall 2008. In Fall 2012, 382 black students comprised 12.4% of the student enrollment in Education, compared to 306 black students for 11.6% of Education’s student enrollment in Fall 2008. In Fall 2012, total minority enrollment was 18.4%. Over 50% of the undergraduate minority students are transfers from community colleges. Therefore, the College regularly sends representatives to local community colleges to educate prospective students on the transfer process to the university and discuss ways in which the College can support their matriculation. Additionally, the College has been successful at maintaining diverse representation in the Student Ambassador Program whose primary function is undergraduate student recruitment. The College has collaborative initiatives with Stillman College which creates a positive presence on that campus and is a useful recruiting tool. The College is successful in recruiting graduate students from HBCU’s into its doctoral programs.

Graduate enrollment data offered by UA paints a positive picture for the College. Graduate school enrollments over the past five years have grown from 15% to 17% for African-American students. Similarly, degrees conferred to African-American students at the masters and doctoral levels have increased since 2008—from 6% to 10% for masters students and from 12% to 18% for doctoral students. Undergraduate enrollment of minority students has remained stable, as has the percentage of minority faculty hired. The College will be doubling its efforts with undergraduate enrollments and faculty hiring practices as it moves into a strategic planning initiative for the upcoming academic year.

Engineering: The Fall 2012 undergraduate minority enrollment for the College of Engineering was 10.7% African American (381 out of 3560), 2.0% Hispanic (72 out of 3560), and 7.8% Other (276 out of 3560). The graduate minority enrollment for Fall 2012 was 2.9% African American (10 out of 351), 2.3% Hispanic (8 out of 351), and 44.2% Other (155 out of 351). According to the most recent statistics published by the ASEE (2011), African Americans received 4.2% of undergraduate engineering degrees. In the past five years, the average representation of African Americans among bachelor’s degrees in Engineering was 8.2%; and among graduate degrees, 5.5%.
Graduate School: The Graduate School proactively reviews and updates diversity-related goals and action steps not just on an annual basis, but as part of routine operations. It regularly updates UAOPS entries and will begin migrating these metrics and outcomes into WEAVE, and one of its six expected outcomes directly addresses diversity issues. It is committed to moving forward with efforts to increase the enrollment and successful graduation of higher numbers of underrepresented students and to ensure that the education they receive at UA allows them to make an even bigger impact on human society than previous graduates. Data suggest that these efforts are beginning to bear fruit. Although application data in the table below for the 2013 applicant year (students applying for admission to the Spring, Summer, and Fall 2013 semesters) are incomplete, as of mid-June 2013, applications this year will be down 9% compared to last year’s record total of 8,323, still at near-record levels. Polls of national peer institutions suggest that nearly all US graduate schools will record application declines this year, perhaps due to changes in federal loan programs and continued economic uncertainty. However, UA is one of the few major universities to continue to show increases in graduate enrollment in the 2010 – 2013 period, and we project Fall 2013 enrollment to be up again from 2012.

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 four years, the federal government instituted different race identification criteria to replace the previous ethnicity classifications. Perhaps because of these changes the number of students choosing not to disclose their race has risen sharply (e.g., from three applicants in the Fall 2009 applicant pool to ca. 70% of the 2012 and 2013 pools). Thus, valid comparisons between the 2010, 2011, 2012, 2013 and pre-2010 percentage of Black/African-American applicants are dubious. Based on the nine-year and counting yearly increase in the number of matriculated Black/African-American students, the application percentage number of 16% is fairly robust, even if calculated from a pool that represents only 30% of the total applicant pool that elected to designate their race.

<table>
<thead>
<tr>
<th>Recruiting Year (spr, sum, fall)</th>
<th>Total Apps.</th>
<th>% Black/A. Amer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>5779</td>
<td>12.6%</td>
</tr>
<tr>
<td>2006</td>
<td>6052</td>
<td>15.3%</td>
</tr>
<tr>
<td>2007</td>
<td>6071</td>
<td>15.0%</td>
</tr>
<tr>
<td>2008</td>
<td>6485</td>
<td>15.6%</td>
</tr>
<tr>
<td>2009</td>
<td>7277</td>
<td>16.5%</td>
</tr>
<tr>
<td>2010</td>
<td>7491</td>
<td>15.8%</td>
</tr>
<tr>
<td>2011</td>
<td>7872</td>
<td>13.0%</td>
</tr>
<tr>
<td>2012</td>
<td>8323</td>
<td>16.5%</td>
</tr>
<tr>
<td>2013</td>
<td>7850*</td>
<td>16.0%**</td>
</tr>
</tbody>
</table>

* Total 2013 applicant number is a conservative estimate for the full recruiting year, based on forecast model of still-incomplete Fall 2013 application numbers as of June 18, 2013, but percentages for Black/African-American and International applicants were accurate as of June 18, 2013.
**Because government reporting criteria for ethnicity and race changed greatly in the past three years, it is difficult to compare 2010, 2011, 2012 or 2013 race percentages with ethnicity percentages of previous years. The 16% figure for percentage of Blacks/African Americans was computed as a percentage of those applicants who declare their race (about 30% of the total applicant pool).**

Human Environmental Sciences: The number of African-American students continues to increase both at the undergraduate and graduate levels. In 2008, there were 333 undergraduate black students, while in 2012 that number increased to 534. At the graduate level, the number of black students in HES in 2008 numbered 63 while in 2012 this number had increased to 111. The Human Nutrition & Hospitality Management Department is exploring ways to implement a tracking program to assist in developing realistic goals for recruiting underrepresented population groups.

The number of degrees conferred continues to increase at both the undergraduate and graduate levels. In the 2007-2008 year, 70 undergraduate degrees were conferred to black students; by 2012 that number increased to 93. At the graduate level, those who received the master’s degrees increased from 22 in 2007-2008 to 33 in 2011-2012. These numbers are evidence of a commitment to diversity.

Law School: It was encouraging that 9.8% of the student body in Fall 2012 was African American, compared to a five-year average of 8.9%. It was also encouraging that 19% of the doctoral and professional degrees awarded by the Law School were conferred upon racial minorities (compared to a five-year average of 13.2%). 6.3% of doctoral and professional degrees conferred were awarded to African Americans.

Social Work: Social Work’s efforts have been quite successful in both the recruitment and retention of African-American students. Graduate student enrollment for 2012 was 32.7% Black, and 8.1% Hispanic and Other. Of the 201 M.S.W. degrees conferred in 2011-2012, 36.8% were Black students and 7.9% were Hispanic and Other. Social Work has the highest percentage enrollment and completion rates of African-American students among UA graduate programs. The percent of the Black students in UA’s B.S.W. program in 2012 was 41.2%, and 2.9% were Hispanic and Other. Of the 59 B.S.W. students who received degrees in 2011-2012, 33.9% were Black and 8.5% were Hispanic and Other.

Student Affairs: The Blackburn Institute evaluates each of the activities and selection processes to ensure that the Institute promotes and supports diversity of opinion and representation. The Institute provides the students, alumni, and board members with opportunities to provide feedback and suggestions for future programming and other Blackburn endeavors. In the Career Center, continued departmental and organizational collaboration is a priority, with efforts made to ensure the Career Center continues to serve marginalized populations on campus by continuing to foster relationships with diverse groups such as Crossroads Community Center, Capstone International, the Office of Disability Services, LGBT, Black Student Union, Black Faculty and Staff Association, and other organizations with the mission of engaging all students. The 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. The Ferguson Center/University Program uses multiple forms of assessment for programming and student
staff development. Some of the primary types of assessment include: surveys housed in Qualtrics or Survey Monkey, informal polls on social media sites, feedback from discussion forums and paper questionnaires administered after events. The data is used to measure the Ferguson Center’s progress in increasing diversity efforts and to make necessary changes in programming/training towards that goal. Housing and Residential Communities continues its participation in annual assessment activities with specific measures designed to capture data on students’ perceptions and experiences associated with diversity and diverse perspectives. HRC assesses all publications and programs on a continual basis for improvement and enhancement of diversity and our mission. The Office of Fiscal Affairs (Financial Affairs Committee) continued to utilize The Source on-line student organization community to process funding requests in an electronic format. The committee will also improve communication about the allocation process and the requirements for funding by further developing policies and procedures. Additional training and financial planning workshops are also being considered. Staff members in the Office of First Year Experience and the Office of Parent Programs assess all publications and programs on a continual basis for improvement and enhancement of diversity and our mission. The Office of Graduate Student Services assesses many of its programs through surveys and feedback, and it has been able to tweak and modify a variety of events based on this information. Staff members in the Office of Student Affairs Assessment and Planning continue to assist units within the division with the selection of instruments and measures that will assist staff members in understanding the populations that utilize programs and services. Each summer, the Office of Student Media reviews the effectiveness of diversity efforts and brainstorms changes before the fall term. In 2012, the Office of Veteran and Military Affairs began working with the University Registrar on coding existing students as veterans, service members, or dependents. The application process for UA now provides the opportunity for prospective students to self-identify as a veteran or service member. University Recreation provides both research and assessment-driven reviews to determine goals and objectives alignment for diverse program and inclusive outreach to all possible participants. A variety of quantitative and qualitative measures are constantly employed to gain feedback on programs, services, and facility access for all populations. An ongoing aspect of assessment within the department is the level and scope of utilization and learning outcomes from all demographic populations. The Women’s Resource Center actively assesses student learning outcomes for all programs and services. The data reveal that involvement in center initiatives has increased student’s understanding of diverse perspectives and world views.

Intercollegiate Athletics (IA): For several years, IA has asked several questions on its written student-athlete exit interview regarding the student’s perceptions of support for minority students. In addition, follow-up questions related to diversity issues are asked during in-person exit interviews. Minority faculty/staff members conduct in-person exit interviews. The Department of Intercollegiate Athletics will continue to annually review student-athlete exit interviews to assess any concerns identified by student-athletes. In addition, the department evaluates gender and ethnic equality among its student-athlete population using periodic evaluative surveys. The Department plans to have Dr. Wayne Hochwater, a faculty member at Florida State University, conduct the “Student-Athlete Attitude Survey” during the 2013-14 academic year. This survey, and Dr. Hochwater’s subsequent analysis, will review, among other issues, topics such as racial isolation, racial
discrimination and gender equity. Also, athletics administrators solicit feedback from coaches, staff and student-athletes after programming events such as those described under Goal Two above to ensure that these offerings are meeting their intended objectives.

Community Affairs: Center for Community-Based Partnerships (CCBP) 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. The CCBP provides multiple opportunities for employment for both undergraduate and graduate students, in addition to internships and volunteer experiences. Student employees have been recruited and hired with intentionality, to represent a diverse student demographic. The racial/ethnic background of current student employees is 33% White, 47% Black/African American, 7% Hispanic/Latino, and 13% Asian. International students comprise 13% of the student employee workforce. Students are provided opportunities to work in a diverse learning environment and to work within diverse communities. Crossroads Community Center programs serve as focus groups for students, faculty, and staff to comment on campus life and their relationship to it. Ongoing program evaluation and open campus conversations affect the form of the events offered. Prevailing theory and best practices in the field guide its implementation.

Office of Equal Opportunity Programs: The University’s commitment to diversity as part of its educational mission was effectively communicated by posting the policies/statements in a variety of venues (websites, direct mail, handbooks, catalogs, recruiting materials) and through discussions with various campus groups and individual faculty/staff/students. The education, training and consultation provided to promote awareness and understanding of UA equal opportunity obligations to prevent discrimination and harassment within the University were effective. The training targeted for EO Coordinators in the various colleges and administrative units as well as administrators, managers, supervisors and others responsible for implementation of equal opportunity and affirmative action policies were well attended and generated salient questions and rich discussions on the various subjects. The leading of functional work groups on various accessibility/compliance issues has facilitated timely resolution of immediate campus access problems and enhanced strategies for addressing long-term campus accessibility goals. The annual update of the University’s Affirmative Action Plan was completed and reviewed by the AAP team. Also, the participation in listserv/discussion groups and in professional organizations by the Compliance Officer/Director added to the knowledge base of best practices for providing equal opportunity, access/accommodation and increasing diversity among students, faculty and staff. The participation of faculty, staff and students in various seminars, workshops and programs on equal opportunity, access, diversity and inclusiveness provides experiences that foster an enriched learning environment for students and cultivates more informed and open perspectives throughout the University community.
Throughout 2013, The University of Alabama is recognizing and honoring the courage and dedication of Vivian Malone and James Hood, the two African-American students who enrolled in the University of June 11, 1963. UA also is recognizing the University’s ongoing commitment to change over the past 50 years and to our continued progress in the next 50 years. The June 11, 2013, program focused on “Through the Doors: Courage. Change. Progress.” The event included brief presentations by former and current UA students, and musical performances by UA students, faculty and alumni. Other activities presented as a part of this commemorative event included:

- UA was added to the Faith and Policies Institute’s 13th Congressional Civil Rights Pilgrimage to Alabama in recognition of the 50th anniversary of the desegregation of The University of Alabama. The College of Education sponsored a Selma Bridge Reenactment Trip/Pre-March Rally.

- Don Lemon, host of CNN’s prime-time weekend broadcast, spoke as part of Capstone Conversations with the hope that students would benefit from the perspective Lemon had to offer as a minority in the highly competitive business of new media.

- UA students had the opportunity to go on a free trip to the Birmingham Civil Rights Institute. Included was a Twitter trivia game and a sustained dialogue to give students the opportunity to discuss what they learned.

- UA honored Dr. Archie Wade, one of UA’s first black faculty members, for his 30 years of service. Dr. Wade was honored with a plaque in a ceremony where President Judy Bonner and Dr. James McLean, retired dean of the College of Education spoke. The plaque will be placed in Moore Hall where Dr. Wade had an office and taught classes before his retirement in 2000.

- Dr. Joy Lawson Davis, Director of the Center for Gifted Education at the University of Louisiana at Lafayette, delivered the College of Education’s 22nd James P. Curtis Lecture “Culturally Diverse Gifted Students: Coming Out from Under.”

• “Bittersweet Harvest, the Bracero Program 1942-1964” exhibit from the Smithsonian Institute Traveling Exhibit was located in the Pearce Foyer, Graves Library.

• Migration/s Exhibition held at the Paul R. Jones Gallery of Art was a collaboration between scholars at UA and UAB. The exhibit investigated how artists have reflected upon the history of African-American experiences in the wake of the Great Migration (loosely dated from around 1915 to 1970) as well as upon more expansive historical and contemporary, local and global, and national and international migrations.

• Department of Chemistry hosted a Diversity Awareness Symposium Highlighting Research and Collaboration. Faculty, graduate students, undergraduate students and representatives of minority-serving student organizations from regional institutions were invited to attend. The symposium featured the research contributions of STEM faculty traditionally under-represented in chemistry and biochemistry.

• On June 8, 2013 an Interfaith Prayer Breakfast was held in Sellers Auditorium. This event recognized the role that churches and ministers played in both the desegregation of the Capstone and the civil rights movement as a whole. Following commendations to Canterbury Episcopal Chapel and First African Baptist Church for their helpful roles in the events of 1963, the program included performance by UA’s Afro-American Gospel Choir and a brief oral history of the local civil rights movement, along with prayers and music.

• UA and the College of Education co-hosted a daylong and interactive conference, Leadership Academy: Champions for Change. It included a presentation by Dr. Cully Clark, author of the book “The Schoolhouse Door: Segregation’s Last Stand at The University of Alabama” and small-group discussions that will enable high school students to focus on the role they can play in their schools and communities now and in the years to come. Students in attendance were nominated by their schools as future leaders.

• Seven Guitars, a 1955 play by American playwright August Wilson, focuses on seven African-American characters in 1948 presented by the Department of Theatre and Dance. The play’s recurring theme in the African-American male’s fight for his own humanity, self-understanding and self-acceptance in the face of personal and societal ills.

• A one day workshop, “50 Years Later: Where Do We Go From Here” given by scholars from UA and universities around the country featured two panel discussions about the problems and possibilities of race relations within the United States today.
• “Hands on the Freedom Plow: Reflections on the Black Freedom Movement.” Student Non-Violent Coordinating Committee (SNCC) activists Constance Curry and Doris Derby spoke about their work in SNCC and life in the freedom movement by sharing personal reflections from “Hand on the Freedom Plow: Personal Accounts by Women in SNCC.”

• “Growing up in Segregated Montgomery.” Noted political scientist Dr. Wilbur Rich spoke about his early life in Montgomery, Alabama, during the civil rights era and African-American political participation since that time. In addition to the lecture, Rich will also discuss civil rights and political participation with New College LifeTrack students enrolled in the course Women in the Civil Rights Movement.

• Alabama Repertory Dance Theatre Fall Showing. UA’s pre-professional dance company presented an all-new concert choreographed by UA’s award-winning dance program faculty and featuring the program’s talented students. ARDT presented a diverse mix of traditional and innovative pieces, bringing the storytelling of the dance to life with technical prowess and creativity.

• Jim Crow and the Crystal Stair: Disorder, and Origins of the Harlem Renaissance. This seminar was taught as a blended learning experience for New College LifeTrack students (and offered as an independent study for New College and UA students), and offered an interdisciplinary look at post-Civil War legal history and the literature of the Harlem renaissance.

• “Diversity of the World and Intercultural Connection.” The Critical Languages Center provided diverse foods for University of Alabama students to taste as part of the annual Exotic Food Tasting Trip. There was a costume show, international music, and a parade from the Ferguson Center to B.B. Comer Hall.

• Women in the Civil Rights Movement. New College LifeTrack students participated in a two-day trip to the state capital, where they visited numerous historical sites, museums, and archives and reflected upon the difference, if any, between historical records and selected histories of women who participated in the American civil rights movement.

• Creative Campus hosted artist Marc Bamuthi Joseph in residence for two days.

• Through These Doors: Changing the Face of Medicine – UA College of Community Health Sciences hosted a symposium and included an afternoon segment with lunch, two panel sessions and a keynote address, and an evening segment with a Trailblazers
The afternoon segment began with the first panel session, “Reviewing the History of Stand in the Schoolhouse Door,” which included speakers Sandral Hullett, MD, CEO and medical director of Cooper Green Mercy Hospital in Birmingham, Alabama, and one of the first African-American residents in the College’s Family Medicine Residency; and George Wallace, Jr., a former Alabama state treasurer and Alabama Public Service Commission and the son of former Alabama Governor George Wallace. The second panel session, “Reviewing the History of Diversity in the College of Community Health Sciences,” included speakers Herb Stone, MD, a Family Medicine physician and president and COO of Mobile Emergency Group in Mobile, Alabama, and one of the first African-American residents in the College’s Family Medicine Residency; Vernon Scott Sr., MD, an African-American resident during the early years of the College’s residency and a practicing physician in Tuscaloosa; Earnestine Tucker, CRNP, a nurse practitioner and former employee of the College; and Carol Johnson, MD, one of the first African-American medical students at the College who now practices in Alabaster, Alabama. The keynote address, “The Future of Diversity in Medical Education,” was given by Jeanette South-Paul, MD, medical director of the Community Health Sciences Division of the University of Pittsburgh Medical Center and the Andrew W. Mathieson Professor and Chair of Family Medicine at the University of Pittsburgh School of Health Sciences. The evening segment began with a recognition ceremony for Trailblazers of the College of Community Health Sciences, followed by a dinner and talk by Herb Stone, MD, titled, “So You Want To Be a Doctor.” There was also mentoring activities for high school students who are part of the College’s Rural Health Leaders Pipeline programs.

• Turning the Tide: The Birth of the “Third” University of Alabama. Dr. Earl Tilford’s book marked June 11, 1963 at the birth of the “third” University of Alabama. The period from then until the end of the decade was crucial in the making of the present university. During this time, President Frank A. Rose and his administration, working with a small cadre of reform-minded student leaders, did much to open the door to change. This bonus led up to the June 30 Quad and Foster Auditorium field trip led by Dr. Tilford. Dr. Tilford led a tour that featured three different eras of UA from 1831 to the present. Sites visited included the Mound, Woods Hall, Quad, the old library, Denny Chimes and Foster Auditorium.

• Last Lecture: Through the Doors: Lessons Learned from an Unexpected Life Journey. Dr. Cassandra Simon, Associate Professor of Social Work, presented this lecture as a part of the Last Lecture Series sponsored by the Graduate School to celebrate the talents of creative, student-centered professors at UA.
• African-American History Month February 2013.

• “Show Boat” presented by the Department of Theatre and Dance is considered one of the most influential musicals of the 20th century and was the first show to address civil rights and racial inequalities. The play tells the story of three generations of show folk on the Cotton Blossom floating theatre.

• The Alabama Symphonic Band performed pieces honoring desegregation struggle, including Michael Daugherty’s “Rosa Parks Boulevard,” featuring trombonists Dr. Jon Whitaker, Bruce Faske, and John Shanks; Mark Camphouse’s “A Movement for Rosa; and Ronald Lo Presti’s “Elegy for a Young American.” The concert included a multimedia presentation highlighting the desegregation movement at The University of Alabama.

• The Department of Communicative Disorders sponsored a presentation by Dr. Dolores Battle that focused on understanding the historical data associated with the Speech Language Pathology profession, the involvement of minority persons, and understanding the demographic growth of the profession.

• The Department of History and the Frances S. Summersell Center for the Study of the South held a one day research conference to consider integration and civil rights both in Alabama and in broad perspective. Leading scholars of the Civil Rights Movement, along with graduate students doing exciting new work, participated in the conference. The UA Department of History moderated the morning panel, “Alabama and the Civil Rights Movement, 50 Years On.” Panelists included B. J. Hollars, University of Wisconsin-Eau Claire; Hasan Jeffries, Ohio State University; and Jason Sokol, University of New Hampshire. Joseph Crespino of Emory University provided comments. Rob Riser of the University of West Alabama moderated the afternoon panel, “Integration in the United States, Broadly Considered.” Panelists included Dennis Deslippe, Franklin and Marshall College; Charles Martin, University of Texas-El Paso; and Joyce Baugh, University of Central Michigan. Francoise Hamlin of Brown University provided comments. Diane McWhorter, author of “Carry Me Home: Birmingham, Alabama, the Climactic Battle of the Civil Rights Revolution,” delivered the keynote address.

• University Libraries and Summersell Center for the Study of the South sponsored UA Alum and Author B. J. Hollars for a talk, book signing and reception for “The Desegregation of The University of Alabama and the fight for Civil Rights in Tuscaloosa.” Joshua D. Rothman, UA Associate Professor of History and Library Leadership Board Member, spoke about his new book, Flush Times and Fever Dreams: A Story of Capitalism and Slavery in the Age of Jackson.
• Integration Now, Integration Tomorrow, Integration Forever, presented by the Department of Psychology, was held to celebrate the way in which the inclusion of African-Americans and other diverse groups has enhanced the field of psychology.

The event’s title hearkens back to George Wallace’s infamous quote, “Segregation now, segregation tomorrow, and segregation forever.” The program opened with a speaker who focused on historical contributions of African-Americans to psychology and the role that psychology has played in facilitating racial harmony. Students prepared posters that highlight the historical contributions of African-American psychologists and presented them at a poster session, where student authors and their faculty mentors presented their work. Following the poster session, there was a reception.

• The College of Communication and Information Sciences’ Communication and Diversity Forum hosted its annual Discerning Diverse Voices: Symposium on Diversity. The poster session featured the research of C&IS graduate students and doctoral candidates. Additionally, the keynote address featured Birmingham News reporter Barnett Wright who discussed his book, “1963: How the Birmingham Civil Rights Movement Changed America and the World.” Dr. George Daniels led the audience in a discussion following Wright’s address. A book signing followed. Wright’s address was in conjunction with the journalism department’s J-Day program.

• The C&IS Diversity Forum sponsored a campus-wide screening and discussion of the much-acclaimed film CRISIS: Behind a Presidential Decision. After watching the one-hour film, students, faculty and members of the West Alabama community participated in a lively discussion of the Robert Drew Production. Dr. George Daniels from the Department of Journalism led the discussion while Mike Letcher from the Center for Public Television and UA History Department Chair Kari Frederickson served as panelists, providing their perspectives on the cinematic production. The screening and discussion was followed on the second day of the symposium with a poster session, two research presentation sessions and two panel discussions.

• The Sankofa African-American Heritage Program presented a call-to-action production that consisted of musical, dance and theatrical performances. The theme of the program was the crabs-in-a-barrel mentality juxtaposed to the Willis Lynch Doctrine. The message addressed self-hatred and prejudice issues within the African-American community.
• The film “The Immortal Life Across Cultures: A Documentary Series Exploring Women’s Agency and Civil Rights around the World – ‘Pink Saris” was sponsored by several organizations on campus. The film shows Sampat Pal’s struggles for agency and respect in her family after being married off as a child bride and her extended call for women’s rights to her broader community through creating the Pink Gang. The film follows Sampat in her role as a Community Mediator of everyday challenges faced by women in contemporary India.

• The Black Student Union and the NAACP presented Andre Taylor, the first African-American National Alumni Association President whose speech was “Alabama Memoirs: Perspectives on Black History Radio” special featuring UA and community leaders of the Civil Rights Era.

• An African-American Heritage Campus Tour with Professor Jason Black was sponsored by the Department of Communication Studies.

• The Immortal Life Across Cultures: A Documentary Series Exploring Women’s Agency and Civil Rights around the World – ‘In Search of Lin Zhao’s Soul’ was sponsored by Honors College, Housing and Residential Communities, the Faculty in Resident Program, University Libraries, the Asian Studies Program, Department of History, Department of American Studies, and the African-American Studies Program. During China’s chaotic Cultural Revolution (1966-1976), Lin Zhao spoke up for civil rights, and was imprisoned and eventually died for them. Director Hu Jie recovers her story, and in doing so brings to light forgotten stories from this tumultuous period and the difficulties in accessing them.

• The UA School of Social Work hosted guest speaker Lecia J. Brooks, outreach director of the Southern Poverty Law Center. Her address was titled “Fighting Hate, Teaching Tolerance, Seeking Justice: The Southern Poverty Law Center.” The event honored the late Dr. Ethel H. Hall, UA alumna and distinguished educator.

• On June 11, 2013 “NBC Nightly News” featured UA sophomore Tyler Merriweather, the first in his family to attend college, and UA alumnus Dr. Art Dunning during a segment titled “The Stand in the Schoolhouse Door: 50 Years Later.”

• As a part of the celebration, high school students nominated by their schools to participate, took part in an educational program about effecting change. The conference “Champions of Change” was held on Saturday, June 6, 2013.

• A collection of photos depicting Alabama’s civil rights movement was displayed in June and included some images never publicly viewed before. The free exhibit was
compiled from The Birmingham News. The exhibit included images of leaders of the
civil rights movements, the 16th Street Baptist Church bombing and former Governor
George Wallace’s infamous Stand in the Schoolhouse Door, among others.
Following UA’s display, the exhibit traveled around the state.

• Laurie Bonnici, Assistant Professor of Library and Information Studies at The
University of Alabama, read Rev. Martin Luther King, Jr.’s letter from a Birmingham
jail at the Tuscaloosa Public Library on April 16, 2013.

• The Honors College presented “Down the Road.” The event celebrated initiatives
and projects by UA faculty and students in the Black Belt. The Honors College
highlighted the work of UA departments, faculty and staff who have been involved in
an initiative, research or a service project in the Black Belt.

• The Capstone College of Nursing established an award as part of the University’s
commemoration of the 50th anniversary of the University’s desegregation. The
Opening Doors Inclusion and Engagement award recognizes an individual who has
opened doors in health care for others. Criteria for the award included serving as a
mentor, visionary and pioneer. Most importantly, the recipient has engaged in
activities that provide for inclusion of diverse populations in quality healthcare
delivery. The first award was presented during the College’s Honors Day ceremony
to Ernestine Tucker, a nurse who has exemplified the spirit of “opening doors”
throughout her career and was selected by the “Through the Doors” College of
Nursing Committee. The award will carry the name of Ernestine Tucker and
henceforth will be awarded to an undergraduate traditional or RN Mobility upper
division nursing student graduating that year who emulates Ms. Tucker’s values and
sense of purpose.
### Baccalaureate Degree Completions Conferred by Race 1991-92 through 2012-13

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

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Source: OIRA database
### Table 2

Graduate Degree Completions Conferred by Race 1991-92 through 2012-13

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

Table 3

Professional Degree Completions Conferred by Race
1991-92 through 2012-13

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<th>Fall Term</th>
<th>Non-Resident</th>
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Source: OIRA database

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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>
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Table 5

Racial Composition Data of Graduate Student Body
Fall 1991 -- Fall 2012

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

### Table 6

**Racial Composition Data of Professional Student Body**

**Fall 1991 -- Fall 2012**

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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>
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<th>% Hispanic</th>
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<th>% Multiracial or Race Ethnicity Unknown</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 2012

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<th>Fall Term</th>
<th># Black, NonHispanic (includes Multiracial Blacks)</th>
<th>% Black, NonHispanic (includes Multiracial Blacks)</th>
<th># White</th>
<th>% White</th>
<th># American Indian or Alaskan Native</th>
<th>% American Indian or Alaskan Native</th>
<th># Asian, Native Hawaiian, or Pacific Islander</th>
<th>% Asian, Native Hawaiian, or Pacific Islander</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># Non-Resident Alien</th>
<th>% Non-Resident Alien</th>
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<td></td>
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<td></td>
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</tr>
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<td>41</td>
<td>4.60%</td>
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</tr>
<tr>
<td>1991</td>
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<td>2.61%</td>
<td>847</td>
<td>92.27%</td>
<td>47</td>
<td>5.12%</td>
<td>918</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Source: OIRA database

*Until 2007, Other included persons not counted as non-Hispanic Blacks or Whites.

Note: The number of black faculty for Fall 2007 and Fall 2011 does not include one black non-resident alien.
For all other Fall terms beginning with Fall 2006 the number of black faculty does not include two black non-resident aliens.

Note: The 58 black faculty for Fall 2007 includes one faculty member who was inadvertently omitted from IPEDS 10/31/2007 report.
<table>
<thead>
<tr>
<th>Fall Term</th>
<th># Black, NonHispanic (includes Multiracial Blacks)</th>
<th>% Black, NonHispanic (includes Multiracial Blacks)</th>
<th># American Indian or Alaskan Native</th>
<th>% American Indian or Alaskan Native</th>
<th># Asian, Native Hawaiian, or Pacific Islander</th>
<th>% Asian, Native Hawaiian, or Pacific Islander</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># Non-Resident Alien</th>
<th>% Non-Resident Alien</th>
<th># Multiracial or Race Ethnicity Unknown</th>
<th>% Multiracial or Race Ethnicity Unknown</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>10</td>
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<td>95</td>
<td>87.96%</td>
<td>0</td>
<td>0.00%</td>
<td>2</td>
<td>1.85%</td>
<td>1</td>
<td>0.93%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>2011</td>
<td>12</td>
<td>11.01%</td>
<td>94</td>
<td>86.24%</td>
<td>0</td>
<td>0.00%</td>
<td>2</td>
<td>1.83%</td>
<td>1</td>
<td>0.92%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
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<td>90</td>
<td>86.54%</td>
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<td>0.00%</td>
<td>2</td>
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<td>1</td>
<td>0.96%</td>
<td>0</td>
<td>0.00%</td>
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<td>1</td>
<td>0.93%</td>
<td>1</td>
<td>0.93%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
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<tr>
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<td>91</td>
<td>85.85%</td>
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<td>0.00%</td>
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<td>86.46%</td>
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<td>0.00%</td>
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<td>2.08%</td>
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<td>2004</td>
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<tr>
<td>2002</td>
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<td>94.32%</td>
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<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
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<td>5</td>
<td>5.15%</td>
<td>92</td>
<td>94.85%</td>
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<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
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<td>0.00%</td>
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<tr>
<td>1999</td>
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<td>92.86%</td>
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<td>0</td>
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<td>0.00%</td>
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<td>0.00%</td>
<td>0</td>
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<tr>
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<td>5.05%</td>
<td>94</td>
<td>94.95%</td>
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<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
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<tr>
<td>1997</td>
<td>3</td>
<td>3.06%</td>
<td>94</td>
<td>95.92%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>1.02%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>1996</td>
<td>3</td>
<td>2.80%</td>
<td>103</td>
<td>96.26%</td>
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<td>0.00%</td>
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<tr>
<td>1995</td>
<td>6</td>
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<tr>
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<td>6</td>
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<td>0</td>
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<td>117</td>
<td>96.69%</td>
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<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
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<tr>
<td>1992</td>
<td>3</td>
<td>2.42%</td>
<td>118</td>
<td>95.16%</td>
<td>1</td>
<td>0.81%</td>
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<td>0.81%</td>
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<tr>
<td>1991</td>
<td>3</td>
<td>2.42%</td>
<td>120</td>
<td>96.77%</td>
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<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>0.81%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: OIRA database
### Table 9: Racial Composition of UA Faculty Applicant Pools

August 2011 -- August 2012
Excludes Hires made through Waiver Process

#### Black Hires and Applicants

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

#### Minority Hires and Applicants

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

*Source: Faculty Hiring Database (covers Full-Time Tenure and Tenure Track searches)*
Table 10: Racial Composition of EEO-1 Applicant Pools August 2011 -- August 2012
Excludes Hires made through Waiver Process

### Black Hires and Applicants

<table>
<thead>
<tr>
<th>EEO-1 Hires</th>
<th># of Hires</th>
<th># of Searches with Black Applicants</th>
<th>EEO-1 Applicants</th>
<th># of Applicants for Searches</th>
<th># of Applicants Meeting Minimal Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number</td>
<td>5</td>
<td>1</td>
<td>Total Number</td>
<td>46</td>
<td>46</td>
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<tr>
<td># Hires Selfidentified as Black</td>
<td>0</td>
<td>0</td>
<td># Applicants Self-identified as Black</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>% Hires Selfidentified as Black from Total Number</td>
<td>0.00%</td>
<td>0.00%</td>
<td>% Applicants Self-identified as Black from Total Number</td>
<td>2.17%</td>
<td>2.17%</td>
</tr>
</tbody>
</table>

### Minority Hires and Applicants

<table>
<thead>
<tr>
<th>EEO-1 Hires</th>
<th># of Hires</th>
<th># of Searches with Minority Applicants</th>
<th>EEO-1 Applicants</th>
<th># of Applicants for Searches</th>
<th># of Applicants Meeting Minimal Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number</td>
<td>5</td>
<td>3</td>
<td>Total Number</td>
<td>46</td>
<td>46</td>
</tr>
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<td>4</td>
</tr>
<tr>
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<td>0.00%</td>
<td>0.00%</td>
<td>% Applicants Self-identified as Minority from Total Number</td>
<td>8.70%</td>
<td>8.70%</td>
</tr>
</tbody>
</table>

Source: Faculty Hiring Database (covers Full-Time Tenure and Tenure Track searches)