The University of Alabama

Strategic Diversity Report

2013-2014

and

2012-2013

Prepared for the UA System, 2014
The University of Alabama
Strategic Diversity Report, 2013-2014 and 2012-2013

Prepared for the UA System, 2014

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A. Summary of UA’s Strategic Diversity Plan (SDP)

Between 2007 and Spring 2008, the University developed and finalized its Strategic Diversity Plan (SDP). The Plan established five goals that have guided efforts to increase and enhance diversity at the University. Each goal carries a set of actions designed to lead to progress. These five goals are:

1. Communicate The University of Alabama’s commitment to diversity as part of its educational mission.
2. 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.
3. 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.
4. 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.
5. Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.

UA’s eighth annual Strategic Diversity Report (SDR) is a comprehensive review of the University’s initiatives designed to achieve each of the Plan’s five goals. This report documents activities related to each action step and reviews data to assess the progress of these efforts. The information in this SDR highlights activities that took place in the 2013-2014 academic year within our schools and colleges, our divisions and our affiliated units. Although the focus is on activities that occurred primarily between July 1, 2013, and June 30, 2014, this report also includes updates on continuing diversity efforts that began in previous academic years. Fall 2014 data also are included in a few relevant areas in this executive summary.
The University’s diversity initiatives are not isolated to one division, college, department or 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 developed and annually assess their own strategic diversity plans that complement the University’s plan. Collectively, the initiatives described in this eighth SDR have contributed to an increasingly diverse campus that embraces and celebrates cultural and individual diversity. These efforts have led to a campus environment in Fall 2013 with:

- enrollment of 8,027 minority and international students (23.03% of total enrollment). Of that number, 4,198 identify as African Americans (12.04% of total enrollment), which includes 206 multi-racial individuals who listed African American as a race category (See Tables 1-3);
- employment of 1,040 minority staff members (23.48% of total staff members), 926 of whom are African Americans (20.91% of total staff members), which includes six multi-racial individuals who listed African American as a race category; and
- employment of 234 minority and international full-time faculty members (18.69%), 76 (6.07%) of whom identified as African American. This includes one multi-racial faculty member who listed African American as a race category and excludes two black nonresident aliens (See Table 7).
- employment of 15 minority and international EEO-1 level administrators (13.64% of all administrators), including 11 of whom (10.00%) who identified as African American (See Table 8).
- increased ethnic and racial diversity in the Panhellenic sororities, with 419 women self-identifying as minorities, including 36 as African-American, and in the IFC fraternities, with 218 men self-identifying as minorities, including 16 as African-American (Fall 2014 census figures).

B. Overview of Major Diversity Initiatives by Goal

For each goal in the University’s Strategic Diversity Plan, Section I of this report includes statistics, when applicable, and highlights some key initiatives for the 2013-2014 academic year. Section II of this year’s SDR (found at http://provost.ua.edu/diversity.html) encompasses more than 200 pages detailing thousands of diversity-related initiatives, courses, talks, programs and research efforts supportive of the SDP goals. This executive summary is designed to give a snapshot of UA’s efforts and outcomes related to each goal. This overview illustrates how the University continues to enhance awareness and appreciation of cultural and individual diversity, promote community and prepare students for the global society.
Goal One: Communicate The University of Alabama’s commitment to diversity as part of its educational mission.

The Action Steps set out in the 2008 SDP to achieve this goal are as follows:
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.

The University communicates its diversity commitment to many its students, faculty, staff, partners and its many communities in a variety of ways. The communication efforts are updated consistently and enhanced each year.

In March 2013, President Judy Bonner sent the following memo to students, faculty and staff to reaffirm The University of Alabama’s Statement on Diversity:

The work of The University of Alabama is of critical importance to our state, nation, and world. Each day our students, faculty, staff and administrators touch lives through their amazing work in and out of the classroom. Guiding our work is a set of core values. They include, but are not limited to, creating an environment that fosters integrity, respect, trust, openness, exceptional performance, and accountability. We work to create an environment that encourages each individual to realize their full potential as we embrace their differences.

The mission of The University of Alabama is to advance the intellectual and social condition of the people of the State through quality programs of teaching, research, and service. That educational mission is enhanced by the robust exchange of ideas that occurs within a diverse and inclusive environment. Students who learn from each other and from faculty members and administrators, including those at the highest levels of leadership, in an environment with a variety of backgrounds are better able to understand, appreciate, and contribute to our twenty-first century global society. Consequently, the University endorses a student, faculty, and administrative community enriched by women and men of diverse national origins, races, ethnicities, sexual orientations, cultures, socioeconomic and geographic backgrounds, ages, physical abilities, and religious and political beliefs. The University is committed to offering diverse cultural programs, intercultural education, and other educational initiatives (such as the University’s Crossroads Community Center) that enhance awareness and appreciation of cultural and individual diversity, promote community, and prepare students for the global society in which they will live and work.

As an institution of higher learning, The University of Alabama attaches great value to freedom of speech and open debate, but it also attaches great importance to the principles of civility and respect which govern an academic community. Harassment or other illegal discrimination against individuals or groups not only is a violation of University Policy and subject to disciplinary action, but also is inconsistent with the values and ideals of the University.

It is the goal of The University of Alabama to cultivate a hospitable campus environment in which all members of the University can work together and learn
from each other in a climate of mutual respect. I pledge my personal commitment to this goal, and I hope that all in the campus community will pledge their commitment as well.

*Note: Dr. Bonner updated this statement when she reaffirmed UA’s commitment to Diversity in November 2014. That statement will be in the 2014-2015 SDR, but it is now available on the University’s Equal Opportunity Programs website ([http://eop.ua.edu/law.html](http://eop.ua.edu/law.html)).*

The President’s Diversity Statement is found in several places on UA’s website: the Provost’s Diversity page ([http://provost.ua.edu/diversity.html](http://provost.ua.edu/diversity.html)), the Student Handbook’s Policies page ([http://www.studenthandbook.ua.edu/policyforstudents.html](http://www.studenthandbook.ua.edu/policyforstudents.html)), the Equal Opportunity Program’s Policies and Laws page ([http://eop.ua.edu/law.html](http://eop.ua.edu/law.html)) and in several places throughout the annual Strategic Diversity Report ([for example see the 2012-2013 report at [http://provost.ua.edu/uploads/3/9/7/6/39760652/strategic_diversity_report_2012-2013.pdf](http://provost.ua.edu/uploads/3/9/7/6/39760652/strategic_diversity_report_2012-2013.pdf)].) The Office of Equal Opportunity Programs ([http://www.eop.ua.edu/](http://www.eop.ua.edu/)) also includes a statement of the university’s commitment to diversity on its pages. These statements signal that diversity is a priority at the highest levels of UA’s administration.

Many deans and vice presidents communicate their area’s commitment to diversity in their programming efforts, through student and faculty recruitment initiatives, and by including diversity statements in student recruitment materials and career services materials. For example, a special College of Arts and Sciences website widely publicizes the college’s commitment to diversity as part of its educational mission ([http://diversity.as.ua.edu/mission-statement-and-goals/](http://diversity.as.ua.edu/mission-statement-and-goals/)) and lists diversity-related classes. The Honors College site includes a statement on diversity and asks students to join in the college’s efforts to help diversify its student body and programming ([http://honors.ua.edu/honors-college-assembly/diversity/](http://honors.ua.edu/honors-college-assembly/diversity/)). The College of Communication and Information Sciences publishes its Diversity Plan and its annual Diversity Reports on a special diversity webpage for the college ([http://cis.ua.edu/about/assessment/diversity-plan/](http://cis.ua.edu/about/assessment/diversity-plan/)). Webpages in Student Affairs, as well as many of that division’s printed materials, also highlight the goals inclusivity, non-discrimination and acceptance of differences.

In addition to statements from the University’s top administrators, many UA faculty members affirm the University’s commitment to diversity by including a personal statement about campus inclusivity on their course syllabi. For example, this statement is found on many syllabi in the Department of Journalism: “The University of Alabama and the College of Communication and Information Sciences are intentionally inclusive communities that strive to have faculty, staff, students and course instruction that reflect the diversity of our society. We do not discriminate on the basis of race, class, linguistic background, religion, gender, sexual orientation, ethnicity, age or physical ability.” Instructors who teach the Freshman Composition courses (EN 101 and 102), required of all students, are all asked to include a commitment to diversity statement on their course syllabi.

Throughout Section II of this report ([http://provost.ua.edu/diversity.html](http://provost.ua.edu/diversity.html)) are hundreds of examples of courses, initiatives, publications, research projects, presentations
and workshops spearheaded by UA faculty, staff and students. These efforts bring state, regional and national attention to UA’s commitment to diversity as part of its educational mission. To provide examples, a few of the efforts from 2013-2014 are highlighted here.

- Personnel from the College of Arts and Sciences distributed A&S’s diversity brochure at the following conferences: Compact Conference for Faculty Diversity, Institute for Teaching and Mentoring, October 2013; McKnight Annual Fellows Conference, October 2013; and the Annual Biomedical Research Conference for Minority Students, November 2013; GREX (Graduate Recruiting Expo), an event to recruit prospective graduate students, February 2014.
- The Manderson Graduate School of Business (MGSB) in the Culverhouse College of Commerce and Business Administration sponsored the National Association of Women MBAs, a not-for-profit organization dedicated to supporting and promoting women MBAs. Its 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.
- To demonstrate the College of Communication and Information Sciences’ commitment to diversity to its students, an abbreviated version of the diversity statement is displayed through digital signage at four strategic locations in Phifer Hall and one location in the School of Library and Information Studies, on the fifth floor of Gorgas Library. The locations were selected to maximize student exposure to the message. The digital sign reflects the tenets of diversity as expressed in the College’s diversity statement, “Diversity: Celebrated. Appreciated. Embraced.”
- The College of Education’s 50th Anniversary Committee offered a number of programs that focused on communicating the COE’s commitment to diversity and that offered diversity discourse opportunities to the university community. In September 2013, Dr. Carol Lee presented the COE-sponsored Curtis Lecture, titled Theory of Cultural Modeling. In November 2013, Dr. Joyce King presented the Laible Memorial lecture, titled Staying Human: Black Studies and Liberating Education for the Praxis of Freedom. In February 2014, the COE aired the documentary, called The Stand, which captured the account of the 1960s Birmingham selective buying campaign.
- The Graduate School website includes, under the heading of Recruitment and Outreach, a site titled Opening the School House Door, which uses UA’s historical context as a counterpoint for the concerted quest to make diversity and excellence co-aspirations in graduate education. The Graduate School also hosted a symposium, Opening the (Graduate) Schoolhouse Door, in September 2013 to commemorate the 50th anniversary of the Stand in the Schoolhouse Door. At the session, attendees learned more African-American students received graduate degrees in 2012-2013 (281) than the TOTAL African-American graduate student population (277) as recently as 2001-02.
- The College of Human Environmental Sciences’ 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.

- In the School of Social Work, one of the objectives of both the bachelor’s and master’s degree programs articulates the school’s focus on diversity. This objective states: “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.

- The Capstone International Center’s mission statement is published in each issue of its newsletter, which is mailed throughout Alabama and the Southeast and is listed on its website (http://international.ua.edu/). In addition, UA’s commitment to diversity has been articulated to the community through presentations by the Associate Provost for International Education and CIC staff in conjunction with programming at the Center for Community-Based Partnerships (CCBP) and at meetings with representatives from the Tuscaloosa Industrial Development Authority.

- In the Division of Community Affairs, the Crossroads Community Center 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, International Student Orientation, Week of Welcome (WOW) and multiple interactive presentations for student recruiting programs and freshman introductory courses. Crossroads also communicates the varied opportunities the University makes possible for diverse learning experiences through its website, Facebook pages and Twitter accounts. In 2013, the Center started sending a weekly e-mail with diversity-related news and events to its listserv members. News and events also are highlighted via a feed on the Center’s homepage, and Crossroads launched a YouTube channel in the 2012-2013 academic year.

- The Black Belt 100 Lenses Program, a Center for Community-Based Partnerships initiative, 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. Black Belt 100 Lenses, in conjunction with the Black Belt Community Foundation, has hosted photograph exhibits on the UA campus and in the communities of the Black Belt. During the 2013-2014 year, a new archive (http://apps.lib.ua.edu/omeka/) was launched to preserve the photos and to detail the contributions of program participants. This was a collaborative effort with CCBP, the Black Belt Community Foundation and the Alabama Digital Humanities Center.

- In the Division of Student Affairs, 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 Office of Fraternity and Sorority Life in 2013-2014 added a formal notice of non-discrimination on the homepage of its website. This notice states: “The University of
Alabama complies with all applicable laws prohibiting discrimination, which are outlined in the University's nondiscrimination notice available at http://eop.ua.edu/law.html and in its harassment policy at http://eop.ua.edu/harassment.html. Membership in registered student organizations shall be open to all students of The University of Alabama without regard to race, religion, sex, disability or national origin, except in cases of designated fraternal organizations exempted by federal law from Title IX regulations concerning discrimination on the basis of sex.” The notice is followed by a statement encouraging anyone with concerns about the recruitment process to call the Office of the Vice President of Student Affairs. The site also includes a link to the page outlining student complaint procedures (http://sa.ua.edu/complaints.cfm). All printed recruiting materials distributed to current and prospective students also were revised to contain this information. E-mails to students considering Greek life at UA or who are participating in recruitment also provided links and contact information for students to call with concerns. The Office also worked with local Greek chapters to ensure that this information also was communicated to students and advisors from the chapter levels.

- 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), the student organization that represents this special population.

- The Women’s Resource Center launched its new mission statement at the beginning of 2014. This mission demonstrates Women’s Resource Center’s commitment to diversity as an integral to our work. The mission states: “The University of Alabama Women’s Resource Center, through a focus on gender, fosters a community of social justice, safety, diversity, leadership, and education. This is accomplished by outreach, advocacy, collaboration and support to individuals and communities of all identities.” This mission is further articulated based upon a set of values, one of which is diversity. “Through our programming, we foster an environment that promotes understanding of the differences which enrich our lives and celebrates the contributions of the entire campus community. As we develop our programming and outreach efforts we strive to include the input, needs and interests of women of all racial and ethnic groups, ages, sexual orientations, and religious beliefs; create a welcoming environment that reflects the diversity of our campus community; and celebrate and acknowledge the contributions of all women.”

- 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 other electronic and print media, such as on
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.

Although some universities have offices with diversity in the title, Dr. Bonner has reiterated the view of previous UA presidents that all members of the community share responsibility for promoting a diverse, inclusive and respectful campus environment. Each vice president, dean, department chair, director and manager is charged with ensuring that diversity is a key focus of his or her area. However, in most divisions, there are units and offices with charges that focus in large part on diversity-related initiatives, events and outreach. A few of these are highlighted here.

The Office of the Vice President for Community Affairs, led by the vision statement “engaging communities and changing lives,” continues to focus efforts in the entire division. The Division of Community Affairs, led by the University’s first African-American Vice President, Dr. Samory Pruitt, includes several key initiatives and units that focus on diversity. This office 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 offices and affiliated units under Community Affairs 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. Another unit, The Center for Community-Based Partnerships, promotes faculty and student involvement in programs that address health, economic and educational disparities in rural and underrepresented communities. CCBP also publishes the Journal of Community Engagement and Scholarship (JCES), a nationally recognized research journal whose focus is engagement scholarship. The goal is to conduct

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.
action research with underserved communities to help solve problems the communities have identified. The Minority Business Council, a partnership involving numerous offices in the Financial Affairs Division, is designed to increase the number of qualified minority-owned businesses doing business with UA. Community Affairs also works closely with the Realizing the Dream Committee, which includes representatives from UA, other universities and community organizations. Each year, the Committee organizes a weekend full of activities to celebrate the goals and aspirations of Dr. Martin Luther King. These events include a Distinguished Lecture Series, 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. The January 2014 banquet and lecture were housed in historic Foster Auditorium in conjunction with the 50th Anniversary of the Stand in the Schoolhouse Door.

Several entities in the Office for Academic Affairs focus a large part of their efforts on diversity-related initiatives. The Center for Ethics and Social Responsibility continues to develop creative new service-learning initiatives. These allow 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 Students with Disabilities (ODS) ensures that students with disabilities receive reasonable accommodations to allow them to succeed and thrive at the Capstone. 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 learning, service, global outreach, teaching and research. 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.

Two units in OAA work to ensure that UA community members have a place to turn to report any incidences of discrimination based on any protected status. These offices also provide anti-discrimination and harassment education, training and resources for members of the campus community. 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, which added a full-time investigator in 2013, continues to coordinate with University administration, departments, students, faculty, staff, campus police, media relations and other offices. These two offices provided numerous formal and informal training sessions in 2013-2014. They also worked with the Assistant to the President and Associate VP for University Relations to develop the UAct website (http://www.ua.edu/uact/), launched in 2014. This site states that “The University of Alabama is committed to providing an environment for employees, students and campus visitors that is free from harassment based on race, color, religion, ethnicity, national origin, sex (which includes sexual orientation, gender identity and gender expression), age, disability or veteran status. The University will not tolerate and will take action against individuals who retaliate against individuals who, in good faith, report violations of this policy or participate in investigations related to such policy violations.” The UAct site provides
information on resources, reporting channels and information on Hazing, Title IX issues and harassment.

The Division of Student Affairs also operates several units that focus heavily on diversity and inclusion. 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. 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 Community Service Center’s Crimson for a Cause program orients new students about service and how to be active members of the University’s diverse community. In the 2013-2014 academic year, more than 26,000 UA students completed more than 720,000 hours of community service with more than 120 community partners. In addition, an estimated 8,900 students participated in 136 service-learning courses led by faculty members from every college on campus. University Recreation Center offers a wide variety of classes, programs, sports, leisure activities and programs that are targeted toward patrons of the facilities. The Center sponsors several diversity-related events. For example, in conjunction with Special Olympics North America, Unified Sports and ESPN, during Fall 2013, University Recreation hosted the first unified flag football game with Louisiana State University. This game featured students and athletes from the UA and LSU communities with physical and cognitive disabilities. The Housing and Residential Communities staff provided diversity training sessions for Community Directors, Graduate Assistants, Office Managers, Resident Advisers and Desk Assistants in Fall 2013 and Spring 2014. Training included discussions of campus culture, "hot button" or sensitive issues surrounding diversity as well as continuing Safe Zone training for some staff members.

The Office of Fraternity and Sorority Life took several steps in 2013-2014 to ensure that those interested in Greek life see The University of Alabama as a welcoming and inclusive campus characterized by access and opportunity for all. The Office worked with leaders of sororities and fraternities to communicate to students that they can pursue the Greek experience they want with no barriers preventing that opportunity. To ensure this, steps were taken toward increasing minority membership in Panhellenic sororities and IFC fraternities. The University offered a structured Continuous Open Bidding in Fall 2013 and Spring 2014, and all Panhellenic sororities participated throughout the year. Each of the 16 sororities that participated in the Fall 2013 recruitment developed a Chapter Diversity Plan to detail their efforts aimed at creating an environment of inclusivity and non-discrimination. Spring 2014 census numbers indicated that the number of Panhellenic members who identified themselves as ethnic or racial minorities was 320, a number that included 21 African-American women. For IFC chapters, 163 members identified as ethnic or racial minorities, including 13 African-American men. Working with local chapters and national organizations, the Office developed and implemented plans for the Fall 2014 recruitment period designed to ensure ongoing progress. On March 8, 2014, the four Greek Councils (Alabama Panhellenic Association, United Greek Council, Interfraternity Council and National Pan-Hellenic Council) hosted a combined Greek Preview Weekend for prospective
members. Diversity and non-discrimination programs and policies were highlighted in these sessions.

The Panhellenic Executive Board presented an Ethical Recruitment Workshop to each of the 16 chapters before formal recruitment during Recruitment Work Week, Aug. 4-8, 2014. This was an interactive workshop that included information on ethical recruiting, bid promising, membership selection and non-discrimination policies. Also, every sorority participating in Fall 2014 formal recruitment had a staff member or national volunteer from its international/national headquarters on-site Aug. 9-16, 2014. These 37 representatives worked with local leaders to ensure that the integrity of the chapter’s membership selection process was maintained. Daily update e-mails to participants in the Fall 2014 recruitment period (and their parents) included contact information for the UA officials in case any concerns arose. These efforts resulted in a smooth recruitment process and further progress toward increasing Greek life at UA, as indicated by Fall 2014 census numbers. IFC fraternities’ membership included 218 men who self-identified as ethnic or racial minorities, including 16 as African-American. In the Panhellenic sororities, there were 419 who self-identified as a minority, including 36 African-American women. Continuous Open Bidding was also available in Fall 2014 and will continue to offer another opportunity to recruit and select members that increase chapter diversity. The combined Preview Weekend also is continuing in the 2014-2015 academic year (scheduled for February 28, 2015). Additional efforts from the Office of Fraternity and Sorority Life are highlighted under other Goals below.

In The Division of Financial Affairs, 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. 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 areas. 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.

The Office of the Vice President for Research has several programs aimed at promoting economic development and business growth throughout Alabama. The William R. Bennett Alabama International Trade Center (AITC) provides export research, training and financing services to Alabama's small business community. In Fiscal Year 2014, the Center organized 22 educational workshops around the state with total attendance of 922. The Trade Center worked with the Alabama State Black Chamber of Commerce to conduct an export workshop for its members. In FY 2014, the Center served 42 minority-owned small business clients and offered export training and counseling services to 27 women-owned businesses and 25 veteran-owned businesses. The Alabama Small Business Development Center (ASBDC) Network’s provides services for counseling and training to 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
The University Center for Economic Development (UACED) continues to provide statewide services to civic and elected leaders as well as to the business community. 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 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. Six presentations around the state to were made in 2013-2014 to civil, community and elected leaders. These attracted 367 minority attendees.

In addition to having designated administrators and offices committed to diversity efforts and providing training and resources for the community, Goal Two states that the University will provide 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. Section II of the 2013-2014 Strategic Diversity Report (see full report at http://provost.ua.edu/diversity.html) lists hundreds of such events, presentations, curricular offerings and opportunities for the UA community.

A few of these efforts are highlighted here as sample of the diversity-related programming offered in 2013-2014:

- 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 25th anniversary in 2014. Events included the Realizing the Dream Legacy Awards on Jan. 17, 2014, when former national and foreign news correspondent John Cochran, a UA graduate, spoke at a banquet in Foster Auditorium. On Jan. 19, 2014, John Legend, who has been honored with a string of artistic and humanitarian awards, was the featured speaker and guest artist in the Moody Music Concert Hall. Unity Day activities on Jan. 20 began in at Stillman College, and the Unity Day March followed with a route from Martin Luther King Jr. Elementary School and to Tuscaloosa City Hall.

- The Department of Anthropology hosted a screening of the documentary film *STAND! Untold Stories of the Civil Rights Movement* (2014) followed by a panel discussion with the filmmaker and with two of the activists featured in the film.

- College of Commerce and Business Administration faculty hosted the 2013 Capstone Entrepreneurship Camp, 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. In the 2013-14 academic year, faculty hosted the STEM Entrepreneurship Academy and included engaging students in a year-long process.

- In October 2013, Christine Brennan, a sports columnist for *USA Today* who also contributes to ESPN, ABC, NPR and Fox Sports Radio, presented the lecture, “Sports in the 21st Century: Diversity at the Starting Line.” The lecture was sponsored by the Alabama Program in Sports Communication and the Department of Journalism.
On four consecutive Mondays in Spring 2014, Communication Studies Professor Meredith Bagley sponsored the “A.L. Tour: Honoring the Legacy of Autherine Lucy Foster.” Foster was UA’s first African-American student who showed courage in the face of violent segregationist mobs when she tried to enroll on Monday, Feb. 6, 1956.

The Multicultural Journalism Program (MJP), now in its 30th year, is a 10-day summer workshop provided free of charge and designed to encourage high school students from underrepresented populations or those with an interest in diversity to consider media careers. In Summer 2014, the students covered the 50th anniversary of civil rights events in Tuscaloosa and Birmingham.

The First African-American Male Health Care Summit, sponsored by the 50th Anniversary Committee of the College of Community Health Sciences, was held on Jan. 18, 2014, at the University. The program was attended by about 50 young men from Tuscaloosa City and County schools as well as Sumter, Hale and Jefferson county schools. The boys were recruited using a variety of methods, including African American male fraternity youth clubs, school counselors and staff as well as mass media.

The College of Education in 2013-2014 invited African-American scholar Joyce King to lecture on diversity and giftedness and co-sponsored an event featuring the first broadcast of the 2005 Memoirs Program, which documents the stories of those who helped integrate the University and Tuscaloosa community. The College facilitated the Champions for Change event with Alabama high school students and co-sponsored a dedication ceremony to the work of Archie Wade, the first African-American scholar on faculty at The University of Alabama.

In Fall 2013, the College of Engineering hosted an Alabama Statewide GEM Grad Lab, which attracted 85 students from across Alabama who wanted general information on how to apply to graduate school. Several Engineering faculty members participated on a panel (Drs. Mark Weaver, Marcus Ashford and Viola Acoff). Universities represented included UA, UAB, Auburn University, Tuskegee University and Mississippi State University.

In 2013-14, 39 students (36% African American), 39 peer mentors, and 38 faculty mentors participated in the Graduate School’s Tide Together mentoring program. Since its inception in 2009, the Tide Together program has served 136 students. The Graduate Parent Support program (GPS) served more than 550 student parents this year. Both programs have gained national recognition, resulting in several national presentations at the Council of Graduate Schools annual meetings. In March 2014, the GPS program won the American Council on Education’s 2014 Inclusive Excellence Group State Network Leadership Award for the Advancement of Women in Science, which was presented in San Diego, CA. The GPS program was also lauded in a May 2014 cover story in the American Association of Colleges & Universities News.

The University Fellows Experience students in the Honors College 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. UFE also launched a discussion group to directly discuss and resolve sensitive issues across a diverse range of cultural groups.

- 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 addresses social determinants related to health behaviors and status of various populations within and outside of the United States and was offered for the first time in the Fall 2013 semester.

- The faculty colloquium series in the School of Law often features diversity-themed presentations. In 2013-2014, the faculty colloquium series included Professor Michele Goodwin of the University of Minnesota School of Law, who presented a paper on fetal protection laws. Perhaps most noteworthy, Justice Elena Kagan of the United States Supreme Court delivered this year’s Albritton Lecture.

- The Capstone College of Nursing in 2013-2014 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.


- Working with the Center for Materials for Information Technology (MINT), Professor Yuping Boa’s group in Spring 2014 conducted an outreach activity with Rock Quarry Elementary School. The fourth-graders were learning current and voltage, so the UA team designed an experiment allowing students to build simple electric motor using magnets.

- Expanding on its mission of the delivery of high quality academic support services to all UA undergraduate students, the Center for Academic Success continued its partnership with Alpha Kappa Alpha (AKA) Sorority to provide study hall space to its members during 2013-2014. AKA is the first Greek-lettered sorority established and incorporated by African-American college women.

- Housing and Residential Communities provided support for a dialogue event between members of Mallet Assembly and the Greek community during the Fall 2013 semester. The discussion focused on UA campus climate following issues of race in UA sorority recruitment.

- A priority for the Office of Fraternity and Sorority Life for 2013-2014 was the training and education of students who are part of the Greek membership selection process. Training for leaders was designed to help all involved in the selection process see the importance of access and opportunity to every student, including minority students. Staff members provided several training opportunities to students
throughout 2013-2014 in various formats. Leaders held discussions about diversity at the 2014 Greek Leadership Summit (GLS). Also, the Office offered ongoing training to advisors and Greek Ambassadors on how to address issues related to diversity within the Greek chapters.

- The Office of Fraternity and Sorority Life began collaboration with the Crossroads Community Center to offer a Sustained Dialogue group. Sustained Dialogue is a student engagement model that assists students in understanding perspectives of others, interacting with all kinds of people, building relationships across differences in social identity and communicating in a diverse environment. UA student moderators were trained in January 2014 by national representatives and then started learning dialogues on diversity concerns by February 2014. Leaders in the Greek community also participated in several other training opportunities that stressed diversity on campus and in UA’s student organizations (see next bullet point).

- The Office of Student Leadership developed the first UA Leadership, Education, Action and Diversity Summit (UA L.E.A.D.S.), a one-day conference for students that focuses on leadership development and appreciation for diversity. More than 160 students participated in dialogues and educational breakout sessions that focused on diversity, which included “Transforming White Privilege into Diverse Partnerships: Promoting Diversity and Conversation,” “A Practice of Inquiry: Democratic Dialogue and the Academy,” “Culture and Communication: Why Diversity Matters” and “D.I.V.E.R.S.I.T.Y.: How to Survive Change, Create Culture & Unite the Divide.” The lunch program for all participants was a guided dialogue in collaboration with Crossroads Community Center, which centered on topics of diversity on campus.

- In March 2014, the Sustained Dialogue trained student moderators led dialogues for more than 100 students at BLEND Night. BLEND is a UA diversity-oriented student organization that works collaboratively with Crossroads Community Center to help bring different groups on campus together. BLEND Nights in Fall 2014 also focused on diversity and campus unity during the Week of Welcome and Homecoming. The Office of Fraternity and Sorority Life is working with BLEND to have BLEND delegates institutionalized in each fraternity and sorority chapter. These delegates will serve as resources for other members in regard to diversity and inclusion concerns or questions. They also will host diversity awareness and dialogue events.

- To continue the progress of Sustained Dialogues, a new course (UH 120/NEW 120: Inclusive Leadership through Sustained Dialogue) was offered in Fall 2014 with 46 students enrolled. The smaller groups focusing on different issues were mentored by students in the UH 405: Sustained Dialogue Moderator Development course. Students learned the techniques and principles of the dialogues approach and mentors developed leadership skills in guiding people in this approaches. These classes both included many leaders from UA’s Greek community, and one of the small dialogue groups focused entirely on diversity in Fraternity and Sorority Life.

- The Women’s Resource Center honored Native-American Heritage Month through Native American Women Who Dared month-long poster campaign. In addition to passive/social media programing, the WRC hosted Smoke Signals, a film investigating the complications of gender in current Native American culture. This was the first film that was written, directed and produced by Native Americans.
• 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 continues to administer a Student Event Catering Donation program that provides student groups with the opportunity to apply for free catering services for events.

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.

As of Fall 2013, UA employed 234 minority and international full-time faculty members (18.69%), 76 (6.07%) of whom identified as African American. Among the 50 flagship institutions reporting for Fall 2013, UA ranked third in percentage of African-American full-time faculty. In Fall 2012, UA ranked second in percentage of African-American EEO-1 administrators and sixth in percentage of African-American EEO-3 professional staff among flagship universities. Fall 2013 data indicate continued progress. UA now employs 1,040 minority EEO-3 staff members (23.48%), 926 of whom are African Americans (20.91%). Finally, EEO-1 positions are staffed by 15 minority and international administrators (13.64% of all administrators), including 11 of whom (10.00%) who identified as African American.

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.

Information about current practices: Hiring for faculty and staff positions is now handled through an on-line system, and approvals are not obtained unless established protocols are followed. Information about recruiting resources and anti-discrimination laws is provided on line to hiring managers through various resources at http://hr.ua.edu/staff-recruitment-resources/hiring-manager-resources. In addition, the Equal Opportunity Program’s website offers resources for diversifying pools for faculty and administrative staff searches. The Office for Academic Affairs provides real-time monitoring of all faculty pools and candidates selected for interview, as Dr. Jimmy Williams, Special Assistant to the
Provost, provides weekly updates to the Provost and other OAA staff. Any issues are discussed with the hiring manager in the appropriate college or school so that the pools may be broadened before a search is concluded. 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.

**College-initiated efforts to educate:** Other UA administrators likewise have focused time/resources on educating about best practices in achieving diversity. For example, the faculty in Communication and Information Sciences (C&IS) are continuing to implement their college-wide Diversity Statement and Plan. In the College of Human Environmental Sciences, which has articulated a specific strategic goal related to increasing the diversity of its faculty, search committee members are encouraged to read documents written by JoAnn Moody (NEBHE): Good Practices – Recruiting and Retaining Minority Faculty and Good Practices in Recruiting Non-Majority Faculty. In addition, the Dean of HES reviews with each department chair the commitment to diversity in terms of both faculty and student recruitment. Also, department chairs readily share with each other effective means of promoting diversity. To provide for on-going education in the area of diversity and to stimulate ideas for faculty and student recruitment, the College of Arts and Sciences provides a bi-monthly subscription to Diverse Issues in Higher Education to all department chairs. A&S 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 and the McKnight Fellows Conference in October 2013.

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 Non-discrimination 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.

Full details on hiring and retention practices and examples of efforts to diversify faculty, administrative and staff ranks can be found in the current version of Section II of the annual Strategic Diversity Plan at http://provost.ua.edu/diversity.html.

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.

Overall Student Enrollment: As The University of Alabama freshmen class continues to increase in size, the number of African-American students continues to increase as well.
In 2009, 575 African-American freshmen comprised 11.0% of the 5,207 freshmen; in 2013, that number increased to 682 or 10.5% of the 6,478 freshmen. In addition, the diversity of UA’s total enrollment has also increased. As a complement to the tables (specifically Tables 4-6) at the end of this report, the table below represents the total minority enrollment versus the total enrollment for 2009, 2010, 2011, 2012 and 2013. These changes represent a significant increase in the percentage of minority students, comprising 23.0% of UA’s Fall 2013 enrollment:

In this five-year period, the number of African-American students alone grew by 24.24%. (See more information specifically on African-American enrollment in Section C below). Even more striking was the 73.67% increase in Hispanic students during that time. Asian, Native Hawaiian or Pacific Islander student representation grew by 23.98%, but the percentage of American Indian/Alaskan Native students declined slightly. Other than this one category, minority student enrollment overall has grown along with the University student body. More importantly, the percentage of minority students compared with UA’s overall enrollment has grown strikingly in the same period.

<table>
<thead>
<tr>
<th>Total UA Enrollment</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>3,379</td>
<td>3,741</td>
<td>4,071</td>
<td>4,173</td>
<td>4,198</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>169</td>
<td>163</td>
<td>161</td>
<td>148</td>
<td>152</td>
</tr>
<tr>
<td>Asian, Native Hawaiian or Pacific Islander</td>
<td>367</td>
<td>371</td>
<td>406</td>
<td>427</td>
<td>455</td>
</tr>
<tr>
<td>Hispanic</td>
<td>600</td>
<td>717</td>
<td>789</td>
<td>921</td>
<td>1,042</td>
</tr>
<tr>
<td>Minority Totals</td>
<td>4,515</td>
<td>4,992</td>
<td>5,427</td>
<td>7,609</td>
<td>8,027*</td>
</tr>
<tr>
<td>Total UA Enrollment</td>
<td>28,807</td>
<td>30,232</td>
<td>31,747</td>
<td>33,602</td>
<td>34,852</td>
</tr>
</tbody>
</table>

* includes 2,180 non-resident aliens and multi-racial who identify at least one race as African American or black

Other statistics worth noting related to minority recruitment and retention efforts are UA’s standing among peer institutions. The University of Alabama 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:

- **Doctoral Degrees**: 38th among all institutions in the number of doctoral degrees in all disciplines conferred to African Americans;
- **Master’s Degrees**: 72nd in the number of master’s degrees in all disciplines conferred to African Americans; and
- **Baccalaureate Degrees**: 72nd in the number of baccalaureate degrees in all disciplines conferred to African Americans.

Of note is that the institutions included in this magazine’s report include much larger universities, such as the University of Florida, as well as Historically Black Colleges and Universities. Information on degrees conferred by race/ethnicity and level (undergraduate,
graduate and professional) is presented fully in Tables 1-3 at the end of this report. Also, information comparing UA to other institutions on degrees conferred is below in part C of this Executive Summary.

The numbers above and in the tables are indicative of UA’s long-term successes in implementing effective minority student recruitment and retention 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.

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 12th year in 2014 of providing 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.
The Office of Fraternity and Sorority Life also put an emphasis in 2013-2014 on helping UA recruit a diverse student body by highlighting the Greek experience as open to all in its recruitment materials and efforts. The Office worked with the Office of Admissions to identify and educate incoming students, particularly minority students, about the various opportunities through Greek involvement. Regional recruiters were provided with materials that highlighted opportunities for all students. Throughout the summer prior to Fall 2014 recruitment, several e-mails with specific information about the Greek recruitment process were sent to all incoming female students. Sorority members and advisers were encouraged to use their alumnae networks to identify and encourage minority women to participate in recruitment. The combined Greek Preview Weekends in 2014 and planned for 2015 also help highlight all opportunities for Greek life at UA to prospective students of every racial and ethnic background.

Full details on recruitment and retention practices and scores of examples of efforts to diversify student enrollment can be found in the current version of Section II of the annual Strategic Diversity Plan at [http://provost.ua.edu/diversity.html](http://provost.ua.edu/diversity.html).

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**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.

The University of Alabama’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 Robert 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 under 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. 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. 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. Deans, in turn, evaluate their department chairs, and the same process occurs for other Divisions. All units prepare an Annual College/Unit Strategic Diversity Plan Report at the end of each academic year. To assist this process, OAA provides data on the racial composition of students, faculty, and staff in each area. In finalizing those reports, unit heads review the plans and discuss initiatives with faculty and staff. Those reports come to the Office for Academic Affairs, where staff members in OAA, under the direction of the Associate Provost for Administration, compile the reports to create Section II of the Annual SDR. This document, along with an executive summary, is prepared for review by top University administrators and then shared with the campus community on the Provost’s Diversity webpage (http://provost.ua.edu/diversity.html). The University of Alabama creates a shortened version of the annual SDR to submit to the Chancellor and the UA Board of Trustees, when requested. However, the full annual report is available for system review at any time. This Diversity webpage is designed to be public so that members of The University of Alabama community, as well as the general public, can review these initiatives at any time.

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. When she was serving as Provost, President 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 eight 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. The most recent comparative analyses 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.

In addition to the annual unit-specific Strategic Diversity Reports, many colleges, schools, units and offices have set diversity-specific goals that are reviewed and reported each year through the University’s ongoing assessment efforts. 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 in Section II of the annual SDR (http://provost.ua.edu/diversity.html).
C. Highlights of Progress Made in Increasing African-American Representation in Degrees Conferred, Enrollment and Faculty

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

1. African-American Representation Among UA Degree Recipients

- Second among flagships in undergraduate degrees: Using 2013 data, UA ranks second among the 50 flagship institutions in percentage of undergraduate degrees conferred to African-American students, behind only the University of Mississippi. UA conferred 5,000 undergraduate degrees to African-American students (10.3% of all degrees), which compares to a national median of 3.66% and a national mean of 4.19%.

- First among flagships in graduate/first professional degrees: Using 2013 data, UA ranks first among the 50 state flagship institutions in percentage of graduate/first professional degrees conferred to African-American students. UA conferred 2,190 or 12.2% of its graduate/professional degrees to African-American students. The national median was 2.93% and mean was 3.95%.

- Second among flagships in degrees overall: Using 2013 data, UA ranks second among the 50 flagship institutions in percentage of total degrees conferred to African-American students, behind only the University of Mississippi. UA conferred 7,190 total degrees to African-American students (11.10% of all degrees), which compares to a national median of 3.54% and mean of 4.10%.

- In the 20th percentile among public doctoral-granting institutions for degrees conferred overall: In data comparing 160 public doctoral institutions (excluding HBCUs) for 2013, UA ranks 33rd in percentage of total degrees awarded to African-American students (UA’s 11.1% compares to a 5.1% median and a 6.72% mean nationally). For graduate and professional degrees, UA ranks 15th (12.92% of these degrees awarded at UA went to African American students, compared with a 4.24% median and 5.77% mean nationally). For undergraduate degrees awarded UA ranks 42nd (10.3% of undergraduate degrees awarded, compared with a national median of 5.36% and mean of 7.24%).

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

- Second among flagships overall: For Fall 2013, UA ranks second (11.46%) among the 50 states’ flagship institutions for highest percentage of African-American enrollment overall, with only the University of Mississippi (15.26%) ranking higher.
UA’s overall African-American enrollment is nearly triple the mean and the median for the 50 flagships (3.97% Median, 4.61% Mean).

- Second among flagships in graduate and professional enrollment: For Fall 2013, UA ranks second (12.46%) among the 50 states’ flagship institutions for highest percentage of African-American enrollment in graduate and first professional programs, with only the University of Mississippi (14.6%) ranking higher. UA’s percentage of African-American graduate/professional enrollment is triple the mean and the median for the 50 flagships (3.36% Median, 4.13% Mean).

- Third among flagships in undergraduate enrollment: For Fall 2013, UA ranks third (11.28%) among the 50 states’ flagship institutions for highest percentage of African-American undergraduate, with only the University of Mississippi (15.37%) and the University of Maryland (12.48%) ranking higher. UA’s percentage of African-American undergraduate enrollment is more than double the mean and the median for the 50 flagships (4.16% Median, 4.77% Mean).

- Top 25th percentile among public doctoral in total enrollment: As of Fall 2013, UA is in the top 25% (ranking 41 out of 160) of all public doctoral institutions (excluding HBCUs) in percentage of African-American enrollment. UA’s 11.46% African-American enrollment overall compared with a national 5.65% median and 7.9% mean. For graduate/professional enrollment, UA ranked 18th (12.46% for UA, compared with a national 4.62% median and 6.17% mean. For undergraduate enrollment UA ranked 44th of the 160 (11.28% for UA, compared with a national 6.21% Median and 8.54% Mean).

3. **African-American Representation in UA’s Faculty**

- 3rd among flagships: Among the 50 flagship institutions reporting for Fall 2013, UA ranks third in percentage of African-American full-time faculty with 5.99% (75 of 1,252), not counting UA’s two black non-resident aliens and one multi-racial faculty member who listed Black as a race category. That percentage is significantly higher than the flagship median of 2.87% and mean of 2.9%.

- Top 9th percentile among public doctoral institutions: Among the 160 public doctoral institutions reporting data for Fall 2013 (excluding HBCUs), UA ranks in the top 9th percentile (Ranked 15th) in full-time faculty identifying as African American. UA’s 75 of 1,252 faculty members identifying as African-American accounted for 5.99% of all full-time faculty, a percentage significantly higher than the national median and mean for public doctoral institutions (3.36% and 3.43% respectively).

- 217% increase in black faculty in 22 years: In 1991, UA employed 24 full-time black faculty members out of 918 for 2.61%. For Fall 2013, UA had 76 (6.07%) who self-identified as African American. (This includes one multi-racial faculty who listed African American as a race category but excludes two black non-resident aliens). This marks an increase of 54 (or a 217% increase) in African-American faculty
members. Overall, UA’s faculty grew just 36.38% in the same time period. SREB reports in its most current Factbook (2013) that 5.4% of faculty employed nationally at all public four-year colleges and universities are black.
I. Executive Summary, 2012-2013

Prepared Fall 2013

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 (most recent version available at http://provost.ua.edu/diversity.html) 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 (See Appendix A). 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 Feb. 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.throughthedoo.rs.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 African-American Representation in Student Body, Faculty, EEO-1 and EEO-3 Staff

UA 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 using the most recent data available.

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%).

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• 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.

  - **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 flagships (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:

  - **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).

  - **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.

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

See: [http://provost.ua.edu/diversity.html](http://provost.ua.edu/diversity.html) for most recent version of the full Strategic Diversity Report, including Section II, which comprises roughly 200 pages of efforts and initiatives across all UA offices and units related to these goals.
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 recognition ceremony, dinner and a talk and a mentoring opportunity for students. 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.


- “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.