The University of Alabama

Strategic Diversity Report

2016-2017
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I. Executive Summary

The University of Alabama welcomed a new president, Dr. Stuart R. Bell, in July 2015. Dr. Bell immediately signaled his commitment to making UA a welcoming and inclusive place for all members of our community to learn, work and live. In addition to revising and reaffirming the University’s Equal Opportunity, Non-Discrimination, and Affirmative Action Policy Statement, President Bell also began a strategic planning process that put diversity, inclusion, and equity at its core. President Bell’s executive team of Vice Presidents, Deans and other administrators work with faculty, staff, and students to increase diversity at The Capstone.

Together, these efforts have led to a campus environment in Fall 2016 with:

• conferring completed degrees to 1,450 students who identify as minorities (17.08% of total degrees awarded). Again, these numbers represent the highest totals in the university’s history. Of that group, 916 (10.79% of total degrees awarded) identified as African American and 269 (3.17% of total degrees awarded) identified as Hispanic or Latino. (See Tables 1-4). Nationally, UA ranked fourth among the 50 flagship institutions in the number of undergraduate degrees awarded to African Americans and third among flagships for graduate/professional degrees awarded in 2016. UA ranked 36th nationally among doctoral-granting institutions in graduate/professional degrees awarded and 54th in total degrees awarded to African Americans. (See Tables at http://provost.ua.edu/diversity.html).
• enrollment of 7,353 students who identify as minorities, excluding students who identified as race/ethnicity unknown and nonresident aliens (19.52% of total enrollment). These totals represent the highest enrollment of minority students in the university’s history. Of that group, 4,409 identified as African American (11.71% of total enrollment), followed by 1,583 (4.20% of total enrollment) who identified as Hispanic or Latino (See Tables 5-8). This enrollment includes a freshman class comprised of 9.4% of students who identify as African American and 5.3% who identify as Asian.
• employment of 210 minority full-time faculty members, excluding faculty members who identified as race/ethnicity unknown and nonresident aliens (15.24% of all full-time faculty members), 81 (5.88%) of whom identified as African American (See Table 9).
• employment of 12 minority and international EEO-1 level administrators, excluding faculty members who identified as race/ethnicity unknown and nonresident aliens (10.81% of all EEO-1 administrators), including 10 (9.01%) of whom who identified as African American (See Table 10);
• employment of 1,109 minority staff members, excluding staff members who identified as race/ethnicity unknown and nonresident aliens (23.50% of all staff
members), including 987 (20.91%) of whom identified as African American (See Table 11).
II. Summary of UA’s Strategic Diversity Plan (SDP)

This report details diversity efforts at the University of Alabama between January 1, 2015, and December 31, 2016. Data from Fall 2016 are highlighted in this narrative report, and full data dating back to 2003 are included in the attached tables.

In 2007-2008, the University developed and finalized its Strategic Diversity Plan (SDP). The 2008 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.

The University’s diversity initiatives are not isolated to one division, college, department or course of study. Rather, the efforts described herein (and in the detailed reports found on the Provost’s website) reflect campus-wide endorsement of UA’s commitment to diversity as part of its educational mission. In addition to this university-wide report, many of the units have developed and annually assess their own strategic diversity plans that complement the University’s 2008 plan.

In early Fall 2015, President Stuart R. Bell, in his first academic year at The Capstone, formed the Strategic Planning Council, and he charged the group with developing a new Strategic Plan for the University of Alabama. As part of that initiative, he directed the Council to include the addition of a central diversity officer and the development of a new diversity plan as part of its work. He also charged two senior administrators with assessing UA’s current diversity initiatives. “While we are doing some good things, there is much work to be done to ensure a welcoming and inclusive campus where students from all backgrounds feel they belong and can be successful,” Bell said. “With that goal in mind, I have asked Interim Provost Kevin Whitaker and Vice President for Student Affairs David Grady to review the programs we have in place, make sure they
are immediately accessible to everyone on our campus and properly communicated.” Interim Provost Kevin Whitaker then formed an ad-hoc Subcommittee on Diversity and Inclusion responsible for examining the concept of a chief diversity officer for the University and reviewing and suggesting an update to the University’s 2008 Strategic Diversity plan. The subcommittee, which consisted of more than 20 students, faculty members, staff, and administrators, was tasked with sending its recommendations to the Strategic Planning Council. The Strategic Planning Council was asked to take a comprehensive view of diversity, equity and inclusion in its final report to the president.

In Spring 2016, President Bell announced the four pillars of The University of Alabama’s new strategic plan:

- To provide a premier undergraduate and graduate education that offers a global perspective and is characterized by outstanding teaching, high-quality scholarship and distinctive curricular and co-curricular programs.
- To increase the University’s productivity and innovation in research, scholarship, and creative activities that impact socio-economic development.
- To enrich the learning and work environment by providing an accepting, inclusive community that attracts and supports a diverse faculty, staff, and student body.
- To provide opportunities and resources that promote work-life balance and enhance the recruitment and retention of outstanding faculty and staff.

The Strategic Planning Council then turned its work to fleshing out the objectives of each pillar. In Fall 2016, the Council released the objectives related to the pillar pertaining to attracting and supporting a diversity faculty, staff, and student body. These objectives were as follows:

- Establish a position for an equity, inclusion and diversity officer that is responsible for the organizational oversight and assessment of plans, programs and activities that enhance equity, inclusion and diversity.
- Enhance the recruitment, hiring and retention of diverse faculty, staff and administrators.
- Strengthen the recruitment, matriculation, retention and graduation of diverse students.
- Expand diversity and inclusiveness education and training.
- Provide structural resources, policies, practices and oversight that foster transparency in all campus groups and ensure diverse and inclusive participation.

A nationwide search for a chief diversity officer at the Vice President/Associate Provost level was started in Fall 2016 with the anticipation of having the position filled by August 2017. The search, consisting of students, faculty, administrators, and staff, was assisted by a national recruiting firm that specializes in assisting universities in hiring diversity officials.

In anticipation of the hiring of a chief diversity officer, President Bell and Interim Provost Whitaker approved partnering with an outside firm to conduct a diversity mapping project. Upon the recommendation of key campus groups, UA partnered with Halualani & Associates to conduct a diversity mapping project to catalog all the current diversity, equity, and inclusion efforts, programs, and courses. This project is designed to allow the
university to take stock of what has already been done (and can therefore be leveraged – cost effectively) and what still remains to be done (gaps, empty zones, neglected areas). The mapping project was recommended by a team of faculty and staff members sent by former President Judy Bonner to attend the Diversity Research Institute at UCLA’s Higher Education Research Institute in July 2015. President Bell met with the group in Fall 2015 and approved its recommendation as a way to help gather information to assist a new diversity officer. Formally begun in March 2016, the project is expected to help further shape UA’s Strategic Diversity Plan and other diversity efforts in coming years. The diversity mapping final report is scheduled to be presented on campus in 2017, after the new chief diversity officer is hired.
III. Overview of Major Diversity Initiatives by Goal

The University’s Strategic Diversity Plan is scheduled to be revised in the coming academic years. This report uses the format of the 2008 plan, detailing progress toward each of the five goals. This section includes statistics for the 2016-2017 academic year, when applicable, and provides an overview of the diversity structure for The University of Alabama from July 2016 through June 2017. Detailed reports by unit for the 2016-2017 academic year follow in Section V below. All previous reports are available at http://provost.ua.edu/diversity.html. The unit reports present a thorough listing of diversity-related initiatives, courses, talks, programs and research efforts supportive of the Strategic Diversity Plan as reported by the University’s divisions, colleges, schools, and other administrative units.

This overview of initiatives is designed to give a snapshot of UA’s efforts and outcomes related to each goal for 2016-2017. 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 its students, faculty, staff, partners and its many communities in a variety of ways. The communication efforts are updated consistently and enhanced each year.

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), the Student Handbook’s Policies page (http://www.studenthandbook.ua.edu/policyforstudents.html) and the Equal Opportunity Program’s Policies and Laws page (http://eop.ua.edu/law.html). The Office of Equal Opportunity Programs (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. Further, the President makes an annual statement detailing UA’s commitment to compliance with the gender discrimination protections found in Title IX of the Education Amendments of 1972 (See full statement at https://titleix.ua.edu/policies/harassment-policy/).

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. 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.

Full details of activities related to communicating UA’s commitment to diversity are included in the unit reports in Section V below.

**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 resources for members of the campus community.

The University has entrusted all members of the campus community with shared 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.

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. To coordinate efforts and facilitate discussion among students, faculty, administrators, and staff on campus, the Crossroads Community Center hosts a monthly Inclusive Campus Breakfast, where all campus community members are invited to share ideas, join ad-hoc work groups, and meet potential partners for efforts. These breakfasts attract between 30 and 100 participants each month. Crossroads also publishes a weekly e-newsletter of all diversity-related initiatives and events.
related events on campus. Another Community Affairs unit, The Center for Community-Based Partnerships (CCBP), 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 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.

Several entities in the Office for Academic Affairs (OAA) 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 Disability Services (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. Finally, the Office for Academic Affairs coordinates the Inclusive Campus Workgroup, an ad-hoc group of faculty members, staff, and students who are dedicated to making UA’s classrooms a welcoming and inclusive place for all. That group organized a Spring 2016 Inclusive Classroom Teaching Symposium that brought together students, faculty and administrators to discuss ways to promote classroom inclusivity through: Classroom Preparation (including syllabus, readings, lesson and activities planning) and Classroom Management (including classroom arrangement, group work, facilitating discussion).

Two units in the Office for Academic Affairs 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 2016-2017. They worked 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 and Gender Resource Center maximizes the learning experience of every student and the greater UA community through outreach, services and advocacy to empower women and encourage their active and equal participation. As the center 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. 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. The Housing and Residential Communities staff provided diversity training sessions for Community Directors, Graduate Assistants, Office Managers, Resident Advisers and Desk Assistants in Fall 2016 and Spring 2017. The Office of Fraternity and Sorority Life continued to take steps in 2016-2017 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.

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 accessibility are at a height that are clearly visible to all persons and adding additional accessible parking spaces as needed in areas. Several UA departments and Bama Dining continue to work with the CrossingPoints 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 CrossingPoints 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. The Trade Center worked with the Alabama State Black Chamber of Commerce to conduct an export workshop for its members. The Alabama Small Business Development Center (ASBDC) Network’s provides services for counseling and training to minority small business community in Alabama. 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.

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.

A full listing of activities, events, programs, and initiatives to achieve Goal Two are
included in the unit reports in Section V below.

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 an academic community, our educational mission is enhanced by the robust
exchange of ideas that occurs within a diverse and inclusive learning environment, with a
diverse student body, faculty, and senior-level administrative staff. We are dedicated to the
pursuit of personal and academic excellence, to advancing the ideals of individual worth
and human dignity, and to maintaining a nurturing and respectful learning environment.

It has been and will continue to be the policy of the University to be an equal
opportunity employer. The University is committed to compliance with all applicable laws
regarding nondiscrimination in all aspects of employment practices. The University’s
Nondiscrimination Notice extends to all personnel matters, including hiring, upgrading,
transfer, demotion, recruitment or recruitment advertising, layoff, termination,
compensation, benefits, and University-sponsored training and social and recreational
programs. The University bases employment decisions on objective standards as much as possible to further the principle of equal employment opportunity.

As of Fall 2016, UA employed 210 minority faculty members (15.24% of all faculty), up from 200 (15.06%) in Fall 2015, and the highest percentage in the University’s history. This number excludes 64 (4.64%) who did not list a race or ethnicity and 59 (4.28%) who identified as non-resident aliens (See Table 9). Of note, 81 faculty members (5.88% of all faculty) identified as African American in Fall 2016, up from 77 in Fall 2015 and the highest number in the University’s history.

For EEO-1 level administrators, 12 (10.81%) of the 111 positions were held by people who identified as a minority. This is down slightly from Fall 2015, when 13 minorities were in the top administrative ranks (11.31% of all administrators). The change from 2015 to 2016 was the loss of one Asian administrator. The number of African American (10, 9.01% of the total) and Hispanic/Latino (1, 0.90%) administrators remained unchanged between Fall 2015 and Fall 2016 (See Table 10).

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. Campus-wide efforts and initiatives aimed at achieving Goal Three are discussed below.

The Office of Equal Opportunity Programs supports the University’s efforts to foster a diverse student body and workforce. The office works with University administration, departments, and committees to ensure that University policies and programs comply with applicable nondiscrimination requirements. It provides advice, assistance, and training on issues related to equal opportunity and affirmative action. The Director of the Office of Equal Opportunity Programs serves as University Compliance Officer and as the campus ADA/504 Coordinator. The Director is responsible for designing and effectively implementing the University’s Affirmative Action Program; for working with the University’s outside consultant and Academic and Non-Academic Compliance Officers to annually update its AAP, and for ensuring that the contents of the University’s Affirmative Action Program meets requirements set forth in 41 C.F.R. §60-2.10 et seq. The Director also is responsible for annually updating and disseminating the University’s Non-Discrimination Notice and Diversity Statements.

In the capacity of University Compliance Officer, the Director of the Office of Equal Opportunity Programs is responsible for the operational coordination of the University’s Affirmative Action Program. The University Compliance Officer documents results, systematizes review of programs, makes periodic audits to measure effectiveness, provides advice and assistance to administrative and management personnel, serves as institutional liaison with federal enforcement agencies, and receives inquiries and concerns regarding equal opportunity and affirmative action matters. The University Compliance Officer is assisted by an Academic Compliance Officer and a Non-Academic Compliance Officer. The Academic Compliance Officer is responsible for coordinating the University’s Affirmative Action Program in academic areas. The Non-Academic Compliance Officer is responsible for coordinating the University’s Affirmative Action Program in non-academic
areas. All colleges and other units have an appointed Affirmative Action Coordinator who can assist search committees in developing position announcements and advertising, selecting recruitment sources, using professional registries, and developing search documentation files. Some units have an Affirmative Action Committee that also assists in this role. Affirmative Action Coordinators are provided resources they can share with their areas and are scheduled to undergo annual training each spring so that they have the most up-to-date information on attracting diverse candidate pools for open positions. All administrative levels, especially Vice Presidents, Deans, Directors and Department Heads, are responsible for assuring that the University’s equal opportunity policy is practiced in their administrative areas and for demonstrating personal leadership in initiating and supporting programs and activities aimed at making the University an environment of equal opportunity and increasing diversity in the University community.

Primary responsibility for recruiting new members of the University faculty rests with the colleges, schools, departments, or programs seeking to fill open positions. As such, deans, directors, and chairs, as well as hiring personnel in each area, work to ensure compliance with policies. To reach the broadest pool of applicants, it is expected that all regular faculty position vacancies will be nationally advertised. In many cases, this national advertisement includes listings in The Chronicle of Higher Education, Diverse Issues in Higher Education, and on two specialized job sites paid for by a subscription through the Provost’s office, insidehighered.com and scholarlyhires.com. Most faculty openings also are advertised in professional journals, electronic job sites, and print and electronic newsletters read by those in the particular discipline.

The Office for Academic Affairs lists its open positions on the UA faculty job site (see https://facultyjobs.ua.edu/) so that faculty employment opportunities are electronically accessible worldwide to the entire academic community. At the top of that page is this statement: “The University of Alabama is an Equal Employment/Equal Educational Opportunity Institution. All qualified applicants will receive consideration for employment without regard to race, color, religion, national origin, sex, sexual orientation, age, genetic information, disability, or protected veteran status, and will not be discriminated against because of their protected status. Applicants to and employees of this institution are protected under Federal law from discrimination on several bases. Follow the link below to find out more.”

All faculty search committees are expected to use diverse recruiting methods and to make good faith efforts to seek out women and minority candidates. The Office of Equal Opportunity Program’s website offers resources for diversifying pools for faculty and administrative staff searches. The Office for Academic Affairs distributes copies of Diversifying the Faculty: A Guidebook for Search Committees to dean’s offices to share with their faculty search committees at the start of each academic year. Appropriate outreach recruitment methods vary from one discipline to another. In many cases, departments identify the number of women and minorities that are earning documents in their fields so that they can make targeted recruitment efforts as appropriate. In some cases, national professional associations or minority and women’s caucuses within such groups may be able to provide assistance in identifying minority and women candidates by providing names or rosters of such candidates. Contacting colleagues at other institutions
regarding job openings is an effective way for departments to solicit applications from and/or information about potential women and minority candidates.

Other ways in which units broaden their faculty recruitment efforts include:

- position announcements sent to historically or predominantly minority institutions with request for assistance in identifying potential candidates;
- reaching out to faculty and graduate student groups and associations on the UA campus and on other campuses that represent female or minority scholars;
- attendance at professional conferences to identify and meet women and minorities who might themselves be prospective candidates for position, or who might suggest other women or minorities as potential candidates;
- position advertisements in specialized journals and newsletters oriented to women or minority professionals; and
- letters to departments at institutions where sizable numbers of minorities or women are known to be pursuing educational or professional opportunities.

The Office for Academic Affairs and Equal Opportunity Programs continue to identify resources and means to increase the diversity of applicant pools for faculty positions. First, the University supports Southern Regional Education Board (SREB) Doctoral Scholars. Newly admitted minority graduate students seeking a doctorate and who are planning a career in college teaching can earn up to $20,000 annually and a full tuition scholarship for up to five years of doctoral study. In 2013-2104, UA’s graduate school led the nation with 27 SREB Doctoral Fellows enrolled. Since 1993, 90 SREB scholars have been enrolled at UA and 51 received degrees. Faculty openings are promoted to SREB Doctoral Scholars at UA and other institutions participating in the program. OAA also reminds Vice Presidents and Deans to review the SREB Doctoral Scholars List when it is provided by the Alabama Commission on Higher Education Programs (ACHE). The University also continues to identify minority doctoral students in the pipeline at other institutions for consideration for faculty positions at UA. For example, the Graduate School provides deans, directors, and department chairs with access to the most recent “Online Doctoral Scholars Directory” as a resource for minority faculty recruitment. Further, faculty members and administrators attending national diversity conferences, both for professional and academic organizations, and sharing a list of prospective minority and women faculty members obtained from those conferences.

Hiring for non-faculty administrative and staff positions is handled through the online UA hiring system. Approvals for searches are not obtained for hires unless established protocols are followed as related to diversity and inclusion. Information about recruiting resources and anti-discrimination laws is provided online to hiring managers through various resources at http://hr.ua.edu/staff-recruitment-resources/hiring-manager-resources. The University’s online training library has articles and webinars relevant to conducting effective searches while ensuring diverse pools. Hiring managers and search committee chairs are directed to these resources.

In addition to the processes described above, special recruitment and selection efforts are made for EEO-1 level administrative searches. If recruited, EEO-1 positions must be advertised for a minimum of 30 days before a person may be approved for hire.
Also, the recruitment plan must identify sources of advertisement and special efforts to reach minority and women candidates. Wide distribution should be given to position advertisements/announcements so as to produce as many candidates of varied backgrounds and experiences as reasonably possible. This distribution may include advertisements in predominantly women’s and minority professional journals, listing of the position with relevant special interest groups representing women and minorities, announcement to appropriate officers at academic or other institution where minorities and females are likely to be pursuing educational or professional opportunities, and personal contacts with professional colleagues to solicit names of potential female and minority candidates. Additionally, search committees must have minority representation. Finally, the Provost and Executive Vice President (or a designee such as the Academic Compliance Officer) will review the resumes of individuals selected for interviews before the interviews may begin and approve the list of individuals to be interviewed. This central monitoring of the search process for the highest level administrators provides additional assurance that the University’s affirmative action and nondiscrimination objectives are complied with.

As a check on the processes described above, each year, Human Resources, the Office of Equal Opportunity Programs, and the Office for Academic Affairs collectively review UA’s hiring/employment practices through two analyses. First, the group analyzes the people we have employed in certain job groups compared with U.S. Department of Labor statistics for those groups on factors including race/ethnicity and sex. This allows us to set placement goals for our annual Affirmative Action Plan. In addition, the group analyzes the diversity in the pools as related to those who eventually are hired for the position, looking for any adverse impact in hiring. Any areas in which there appears to be discrepancies are reviewed in depth, and discussions with the appropriate hiring managers are initiated.

In addition to the annual review, Human Resources and the Office for Academic Affairs monitor pools and candidates selected for interviews to provide feedback to hiring managers during the search process. The faculty hiring system, for example, allows OAA to run an EEO report to look at the race and gender of the candidate pool. 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 administrative positions, the University employs a broad range of targeted outreach efforts to encourage a diverse group of applicants for positions and requires diverse search committees (see below for specific college-level efforts. The University of Alabama also uses retention strategies to ensure that minority faculty members, administrators and staff continue their employment at The Capstone. These strategies include mentoring, providing travel and research support for faculty, and providing opportunities for professional growth, such as UA’s Tuition Benefit plan, participation in the Southeastern Conference’s Academic Development Leadership Program for faculty, and the Leadership University for mid-level staff and faculty managers.

Deans and other UA administrators likewise have focused time/resources on educating those in their units 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 and have recently initiated the practice of
having trained diversity advocates meet individually with all search committee chairs (faculty and staff) before the searches begin. 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 faculty hiring. 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*. In that college, each department head must submit a recruiting plan prior to getting approval from the dean to open a search. This plan must give statistics from the *Survey of Earned Doctorates* on the percentage of candidates likely to be from different ethnic and gender identities so that pools can be monitored with those numbers in mind. Finally, the plan must include the enumerated strategies for outreach efforts to reach candidates from underrepresented groups. The College’s goal is the diversity of the pool of applicants, and the means to achieve this include, among other things: the design of ads, the outlets where these ads are placed, and the personal contacts to HBCUs through phone calls and e-mails. The College has also implemented a unique initiative that has been commended by potential recruits, and it is part of the efforts of persuading candidates to ultimately choose UA among competing offers they may get. It is the café@ua (or Creating A Fantastic Experience at UA) initiative, which allows potential recruits to mingle with faculty from departments that are not involved in their corresponding search committees. Feedback from candidates showed that the openhearted atmosphere allowed them to ask questions that they would otherwise refrain from asking to their hiring committees for fear of jeopardizing their possibility of being hired. Advertisements for the faculty positions were publicized at a variety of conferences where a diverse audience is expected. The ads were also posted at the following outlets that specifically aim at making minorities and underrepresented groups aware of these positions: Minority Faculty Applicant Database; the National Registry of Diverse and Strategic Faculty website; the Hispanic Association of Colleges and Universities website; the Diverse: Issues In Higher Education website; the UA Black Faculty and Staff Association listserv.

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. The University Libraries HR Officer meets with all search committees prior to faculty searches to reiterate the University’s commitment to diversity and to encourage the committee to strive for diverse pools from which to select successful candidates.
The Division of Student Affairs has implemented a division-wide Strategic Diversity Plan that complements the University’s plan. Goal Two of that plan is to “enhance the recruitment, retention, and promotion of Student Affairs staff that reflect underrepresented populations such as people of color, women, ethnic minorities, and people with disabilities to a level that is reflective of the community.” Some of the strategies used by the Division to achieve its goal include: 1) “seek to include all University constituencies including people of color, ethnic minorities, women, and members of other underrepresented groups in senior administrative positions;” 2) “seek to increase employee diversity, including women, people of color, ethnic minorities, people with disabilities, and other underrepresented groups in higher level staff positions;” 3) “establish work life enhancement programs to attract and retain outstanding, diverse Student Affairs staff and better compete with peer institutions;” and 4) “create a mentoring program focused on exploring career opportunities in the area of Student Affairs for students of underrepresented populations who are employed within the DSA.” The 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. For example, Crossroads conducts workshops on Practicing Inclusive Excellence (PIE) and on Crucial Conversations for professional staff and administrative leaders.

To ensure currency on best practices for increasing diversity in outreach, recruiting and retaining diverse students/faculty/staff, the University Compliance Officer/Director of the Office of Equal Opportunity Programs and other UA officials charged with monitoring diversity participate in the National Association for Diversity Officers in Higher Education (NADOHE) and the Disability Student Service Officers in Higher Education listservs. UA officials also maintain 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). University of Alabama administrators attend conferences or participate in associations to ensure currency on best practices for increasing diversity in outreach, recruiting, and retaining diverse students/faculty/staff. The Office for Academic Affairs sends a representative to the annual meetings of the Southeastern Conference (SEC) Chief Diversity Officers. UA representatives from across campus unit annually participate in the Comprehensive Diversity Conference sponsored by the Alabama Association of Higher Education Diversity Officers.

Full details on hiring and retention practices and examples of efforts to diversify faculty, administrative, and staff ranks are listed in Section V below for individual units.

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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.

The total African American enrollment increased by 70 students between Fall 2014 and 2015, to 4,429 or 11.94% of all UA students. That number dropped slightly in Fall 2016 to 4,409 (11.71%). Overall minority enrollment, however, increased from 7,134 (19.23%) in Fall 2015 to 7,353 (19.52%) in Fall 2016. This increase was largely attributable to an increase in the number of Hispanic/Latino students, which grew from 1,440 (3.88%) in Fall 2015 to 1,583 (4.20%) in Fall 2016. Full details of student enrollment are found in Tables 5-8 at the end of this report.

The University of Alabama had 1,503 active enrolled international students from 77 countries for the 2015–2016 academic year. This population represented 4.05% of the 37,100 students enrolled at The University of Alabama for Fall 2015. For complete international student and scholar statistics, see: http://is.ua.edu/about-us/enrollment-scholar-data/. As of Fall 2016, International Services served 1,303 active, enrolled international students, of whom 278 were new, first-time students for Fall 2016 (52 new freshmen, 16 new transfer undergraduates, 12 new conditional undergrad and grad students, 40 new ELI students, 79 new doctoral students, 53 new master’s students, one new Education Specialist student, and 25 new visiting/non-degree students). In addition to the 1,303 active, enrolled international students served by International Services, an additional 173 recent graduates remained on The University of Alabama’s visa sponsorship while working on Optional Practical Training (OPT). Counting these two populations together, the total number of international students served by International Services was 1,476. The 1,303 active, enrolled international students come from 78 countries and regions of the world and represent 3.5% of the 37,665 students enrolled at The University of Alabama for fall 2016.

The University of Alabama was recognized in the Diverse Issues in Higher Education (http://diverseeducation.com/top100/) as one of the top 100 higher education institutions in the country (public and private) in the number of degrees awarded to African Americans in the 2015-2016 academic year, with the following rankings:

- **Doctoral Degrees:** 33rd among all institutions in the number of doctoral degrees in all disciplines conferred to African Americans (55th among those who listed two or more races and 89th to all minorities combined).
- **Professional Doctoral Degrees:** 56th in the number of professional doctoral degrees in all disciplines conferred to African Americans.
- **Master’s Degrees:** 95th in the number of master’s degrees in all disciplines conferred to African Americans (70th to Native Americans and 94th to those listing two or more races).
- **All Graduate Degrees:** 76th in the number of combined graduate degrees conferred to African Americans (92nd to Native Americans).
- **Baccalaureate Degrees:** 46th in the number of baccalaureate degrees in all disciplines conferred to African Americans (73rd for all baccalaureate degrees awarded to Native Americans).
For the 2015-2016 degree year, The University of Alabama had specific programs that ranked among the top 100 higher education institutions in degrees awarded to specific minority groups.

- The Family and Consumer Sciences area ranked 2nd among all institutions for African Americans, 12th for all minorities, and 15th for those listing two or more races.
- The Communications and Journalism area ranked 36th among those listing two or more races and 38th among African Americans.
- The Communication Disorders Sciences and Services area ranked 9th among all institutions for African Americans.
- The Education program ranked 17th for African Americans and 42nd for total minorities.
- The Hospitality Administration/Management program ranked 13th for African Americans, 35th for Hispanics, and 77th for all minorities.
- The History major ranked 37th for African Americans.
- The Finance and Financial Management Services areas ranked 3rd for Native American, 33rd for two or more races, and 41st for all minorities.
- The Marketing program ranked 19th for two or more races and 37th for African Americans.
- The Mathematic and Statistics area ranked 27th for African Americans.
- The Business, Management, and Marketing areas ranked 29th in doctoral degrees awarded to all minorities and 42nd in the master’s degrees awarded to Native Americans.
- The Communication Disorders area ranked 41st in master’s degrees awarded to Hispanic/Latinos.
- The English Language and Literature programs ranked 2nd for doctoral degrees awarded to African Americans and 11th in doctoral degrees awarded to all Minorities.
- The Legal Professions programs ranked 16th for African Americans, 20th for all minorities, and 31st for Hispanic/Latinos in master’s degrees awarded.
- The Library Science program ranked 23nd for Hispanic/Latinos and 34th for all minorities in master’s degrees awarded.
- The Physical Sciences area ranked 4th for African Americans and 48th for all minorities combined in professional doctoral degrees awarded.
- The Public Administration and Social Services areas ranked 24th for African Americans and 40th for two or more races in master’s degrees awarded.
• The Visual and Performing Arts areas ranked 27th for all minorities in master’s degrees awarded.

Further, UA ranked highly among the 50 flagship universities and among doctoral granting programs in degrees awarded in 2015-2016 to African Americans and to all minorities combined. Nationally, UA ranked 4th among the 50 flagship institutions in the number of undergraduate degrees awarded to African Americans, 3rd for graduate/professional degrees awarded and 4th in total degrees awarded. UA ranked 36th nationally among doctoral-granting institutions in graduate/professional degrees awarded, 61st among undergraduate degrees awarded, and 54th in total degrees awarded to African Americans. (See Tables at http://provost.ua.edu/diversity.html.)

The data above and in the tables are indicative of The University of Alabama’s long-term successes in implementing effective minority student recruitment and retention programs. Admissions officials continuously look to diversify our incoming freshman class by working with schools in areas with large numbers of students from underrepresented minority groups and by recruiting in diverse populations. 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 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 of 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 other 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. Other programs, including the SREB Fellowship Program, 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. 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 Division of Student Affairs is actively involved with strategies to recruit and retain a diverse study body. Beyond recruitment and retention efforts, programming and services engage students in activities and experiential learning that prepare them to live and work in an ever-expanding global environment. The recent effort toward increased integration of the Greek community exemplifies the intentional effort of Student Affairs in promoting diversity across the UA community. Efforts undertaken to assure equal access of underrepresented groups into traditionally white fraternities and sororities are indicative of the efforts Student Affairs is placing on this critical issue. First, through this process Student Affairs “has reviewed and, where appropriate, revised, applicable Policies as well as related materials (e.g., complaint forms, student and employee handbooks) to assist the University in promptly and appropriately responding to allegations of discrimination against students based on, among other things, race and national origin. To that end, the University has, among other things, drafted any necessary additional or amended Policies to include clear and comprehensive procedures for:

i. Prompt and accurate reporting of complaints to the Dean of Students,

ii. Reporting and responding to formal and informal complaints, anonymous reports, and complaints from witnesses who are not the victims of the discriminatory conduct, in addition to guidance regarding whether and how any such allegations of discrimination or harassment implicate the Policies;

iii. Maintaining and preserving records related to allegations of discrimination and harassment, including notifications of complaints, interview notes, investigation summaries and reports, and documentation of remedial actions;

iv. Promptly and effectively responding to allegations of discrimination and harassment, including protocols for conducting and recording interviews with complainants, victims, alleged perpetrators, and witnesses; obtaining and maintaining necessary documents and other materials; preparing investigation summaries and reports; and identifying potential remedial measures and consequences;

v. Determining and administering consequences for violations of the University’s Policies, such as written warnings, probations, mandatory training classes, restricted privileges, restitution, community service, and, where necessary, exclusionary discipline including suspensions and expulsions, as well as organizational sanctions.”

This systematic process of reviewing policies and procedures, while initiated relative to the Greek system, applies to all student organizations and as a result is a benefit for all students at UA regardless of Greek affiliation. Additionally, other policies have been put in place to the benefit of all students across all student organizations, specifically:

• All student organization Constitutions must contain the following statement: “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, color, age, disability, gender identity or expression, sexual identity, or
veteran status except in cases of designated fraternal organizations exempted by federal law from Title IX regulations concerning discrimination on the basis of sex.”

- All student organizations must be trained annually on University Policies, the discrimination/harassment complaint process (including procedures for the reporting, investigation, and resolution of complaints), as well as appropriate penalties for violations.

In addition to these policy changes that have been put in place for the benefit of all students at UA, additional processes unique to the Greek community have been implemented, including the addition of a Director of Community Development and Outreach position within the Panhellenic leadership structure on UA’s campus.

Full details on all efforts related to Goal Four (recruitment and retention practices) and scores of examples of efforts to diversify student enrollment can be found in the annual Strategic Diversity Reports for each unit in Section V below.

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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 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 and shared on the Provost’s 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.

Full details on assessment 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 each unit’s Strategic Diversity Report in Section V below.

IV. Highlights of Progress Made in Increasing Black Representation in Student Body, Faculty, and EEO-1 Administrators

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

1. African-American Representation Among UA Degree Recipients

- **4th among state flagships:** Using 2016 data, UA ranks *fourth* among the 50 state flagship institutions for percent of total degrees conferred to African American students, *fourth* for percent of undergraduate degrees conferred to black students, and *third* for percent of graduate and first professional degrees conferred to black students.
• 54th among public doctoral: Using 2016 data, UA ranks 54th among the 195 doctoral granting public institutions for percent of total degrees conferred to African American students, 61st for percent of undergraduate degrees conferred to black students, and 36th for percent of graduate and first professional degrees conferred to black students.

• UA’s percent of degrees conferred to African Americans exceeds median and average: UA’s percent black undergraduate (9.93%), graduate and first professional (11.14%), and total (10.23%) degrees conferred places UA significantly ahead of the averages for flagships and public doctorals (the range of averages being 3.93%-11.0%).

• Top 100 rankings from Diverse Issues in Higher Education: UA was recognized in the 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 using data from the 2015-2016 academic year, with the following rankings:
  o **Doctoral Degrees:** 33rd among all institutions in the number of doctoral degrees in all disciplines conferred to African Americans.
  o **Professional Doctoral Degrees:** 56th in the number of professional doctoral degrees in all disciplines conferred to African Americans.
  o **Master’s Degrees:** 95th in the number of master’s degrees in all disciplines conferred to African Americans.
  o **All Graduate Degrees:** 76th in the number of combined graduate degrees conferred to African Americans.
  o **Baccalaureate Degrees:** 46th in the number of baccalaureate degrees in all disciplines conferred to African Americans.

For the 2015-2016 degree year, The University of Alabama had specific programs that ranked among the top 100 higher education institutions in baccalaureate degrees awarded to African Americans. These included:

• The Family and Consumer Sciences area ranked 2nd among all institutions for African Americans.
• The Communications and Journalism area ranked 38th among African Americans.
• The Communication Disorders Sciences and Services area ranked 9th for African Americans.
• The Education program ranked 17th for African Americans.
• The Hospitality Administration/Management program ranked 13th for African Americans.
• The History major ranked 37th for African Americans.
• The Marketing program ranked 37th for African Americans.
• The Mathematic and Statistics area ranked 27th for African Americans.
• The Physical Sciences areas ranked 47th for African Americans.
• The Accounting program ranked 30th for African Americans.
• The Business, Management, and Marketing areas ranked 46th for African Americans.
• The Communication Disorders area ranked 9th for African Americans.

For the graduate degrees awarded in 2015-2016, UA also was recognized for these majors:

• The Area, Ethnic, Cultural, Gender, and Group Studies area ranked 3rd in master’s degrees awarded to for African Americans.
• The English Language and Literature programs ranked 2nd for doctoral degrees awarded to African Americans.
• The Legal Professions programs ranked 16th for master’s degrees awarded to African Americans.
• The Physical Sciences area ranked 4th in professional doctoral degrees awarded to African Americans.
• The Public Administration and Social Services areas ranked 24th in master’s degrees awarded to African Americans.

2. **African-American Representation in UA’s Student Enrollment**
• *4th among flagships:* For Fall 2016, UA ranks *fourth* (10.41%) among the 50 states’ flagship institutions for highest percent black enrollment. UA’s percent black enrollment is more than double the average and the median for the 50 flags.
• *Top 29% among public doctoral:* As of Fall 2016, UA is in the *top 31%* (ranking 61 out of 195) of all public doctoral institutions (excluding HBCUs) in percent black enrollment. UA’s percent black enrollment was 10.77%, which is 4.3 percentage points higher than the median for the public doctoral institutions.

3. **African-American Representation in UA’s Faculty**
• *3rd among flagships and exceeds median and average:* Among the 50 flagship institutions reporting for Fall 2016, UA ranks *third* in percent black full-time faculty with 5.81%. That is significantly higher than the flagship average of 2.93% and the median at 2.94%.
• *Top 18% among public doctorals and exceeds median and average:* Among the 194 public doctoral institutions reporting data for Fall 2016 (excluding HBCUs), UA ranks in the *top 18%* of all institutions in percent black full-time faculty with 5.81%; again higher than the median and average for public doctoral institutions (3.65% and 5.72% respectively).
• *220.8% increase in black faculty in 21 years:* In 1991, UA employed 24 full-time black faculty members out of 918 for 2.61%. For Fall 2016, UA had 80 black faculty members out of 1,378 (5.81), an increase of 56 (or 233.3% increase).

4. **African-American Representation in UA’s EEO-1 Administrators**
• *Seven Additional EEO-1’s since 1991:* In Fall 2016, 10 (9.01%) of UA’s 111 EEO-1 administrators were African Americans. This represents an increase of more than 233% from the three employed in 1991 and a 25% increase from the eight employed in 2003 (See Table 10).
V. Individual Unit Reports  
2016 – 2017

ALABAMA HERITAGE  
ANNUAL COLLEGE/UNIT STRATEGIC DIVERSITY PLAN  
2016 – 2017

Highlight Items:
- Outreach and recruitment efforts demonstrate a continued commitment to diversity by Alabama Heritage and its board of directors during the 2016 - 2017 academic year. In an effort to move the board towards a membership that resembles the diverse population of the State of Alabama, bylaws are being revised to expand the number of board positions available.
- Alabama Heritage has been instrumental in creating and facilitating exciting new initiatives to encourage African American descendants of slaveholders to participate in genealogical research.

Goal 1: Communicate the University of Alabama’s commitment to diversity as part of its educational mission.

   Alabama Heritage maintains its commitment to the recruitment of articles that reflect the diverse history of the state—which is its educational mission—and the training of student interns of diverse backgrounds.

Goal 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.

   As part of its educational mission, Alabama Heritage encourages personal and professional diversity efforts. Though a unit of only five full-time staff, the Alabama Heritage team has been involved this year in service to or participation in the Tuscaloosa Civil Rights Task Force, Tuscaloosa’s “Coming to the Table” initiative, the Alabama Black Heritage Council, Druid City Pride, Auburn’s “Ties that Bind” symposium on African American genealogy and slavery, and the Tuscaloosa Miracle League for children with disabilities.

   With a colleague at Alabama State University, Alabama Heritage’s editor-in-chief cofounded the “The Beyond Kin Project,” a national initiative to encourage the descendants of slaveholders to genealogically document the enslaved populations of their ancestors, facilitating efforts by African Americans to locate and celebrate family heritage. She also attended a summer institute in African American genealogy and preservation. Alabama Heritage cohosted a genealogy conference that included sessions on African American research. Two team members taught genealogy at the Osher Lifelong Learning Institute (OLLI) that included sections on African American and Native American research.
In an effort to move the board towards membership that resembles the diverse population of the State of Alabama, the bylaws of the Alabama Heritage board of directors are being revised to expand the number of board positions available.

**Goal 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.*

Not applicable.

**Goal 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.*

Alabama Heritage “students” are all over the state and beyond – composed of an estimated 25,000 readers of *Alabama Heritage*, along with the on-campus students who work with Alabama Heritage to create and support the magazine. Articles in *Alabama Heritage* magazine regularly draw attention to the contributions of people of all diversities in the building of our state and the development of its culture. During the 2016 - 2017 year, the unit published articles about an African American Masonic Lodge, writer Mary Fenollosa, post–Civil War voter registration, and Native American and enslaved experiences in the period of the Alabama Territorial influx. The team currently has articles in production on the Beyond Kin Project, a civil rights–era judge, slavery relations, and the Alabama Institute for the Deaf and Blind (AIDB).

The Alabama Heritage Facebook site, which reaches a wider demographic, includes regular posts on contributions to Alabama’s history made by those of diverse ethnic heritages. The unit also uses this venue to make the community aware of diverse events statewide.

**Goal 5:** *Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.*

The team keeps a perpetual account of diversity accomplishments in a shared OneNote binder, in a section called “A Stronger Diversity,” along with five other major areas of achievement it seeks to promote: A Stronger Magazine, A Stronger Team, A Stronger UA, A Stronger Community, and a Stronger Business.
Highlight Items:
- In 2016 - 2017, the Capstone International Center’s International Student and Scholar Services worked very closely with the International Student Association (ISA) to revitalize this organization. The ISA was recognized as The David L. Phelps Organization of the Year. In addition, the ISA’s president was recognized as the Will Byington Student Officer of the Year. The ISA (http://isa.ua.edu/about/html) offers diverse, creative, and innovative programs that provide opportunities for interaction with a variety of students from many cultures. A goal of ISA is to foster an understanding of cultural diversity. The group has organized cultural awareness forums at a local high school interested in international relations and languages, held international fund raisers for the Global Fund and sponsored cultural events.
- The Capstone International Center undertook a major initiative this year in support of increasing the diversity of the UA student body and the 2008 SDP action step “to implement, revise, and review strategies to recruit and enroll a diverse student body.” Working with both undergraduate and graduate international admissions, UA has signed contracts with agents to increase the reach and emphasis of its international recruiting efforts. The CIC has also worked with Strategic Communications to revise international marketing and recruitment material and websites, and to develop videos featuring UA international students.

Goal 1: Communicate the University of Alabama’s commitment to diversity as part of its educational mission.

The Capstone International Center’s mission statement (given below) appears on the Center’s webpage (http://international.ua.edu/). In addition, the Center’s International Student and Scholar Services mission statement, also given below, appears on its website (http://is.ua.edu/). Articles and statements that emphasize the Center’s and UA’s commitment to diversity and the promotion of intercultural understanding routinely appear on the website. The mission statement and goals of the English Language Institute (http://www.eli.ua.edu/statichome/mission-statement/) also include a commitment to recruiting and educating international students.

Mission Statement of the Center: The mission of the Capstone International Center is to initiate, promote, and support The University of Alabama's international efforts on campus as well as throughout the state and the world. The Center, comprised of Education Abroad, the English Language Institute and International Services, coordinates the University's international endeavors, facilitates the development of a global perspective campus-wide and supports students, faculty, and staff in learning, teaching, research, service and global outreach.

Mission Statement of the Center’s International Student and Scholar Services unit: The mission of Capstone International Services is to provide essential services and innovative programs for University of Alabama international students, scholars and their
families to enable them to achieve their educational, professional and social goals. International Services seeks to foster diversity and strengthen intercultural relationships throughout the UA campus and community. The commitment of International Services is to promote understanding and respect for the world’s many cultures.

Mission Statement of the English Language Institute (ELI): To provide top quality instruction in English as a Second Language (ESL) to nonnative speakers of English while providing students with orientation to US culture. Through its array of programs, including the Intensive English Program, the International Teaching Assistant Program, the Academic Support Program, and various customized group programs, the ELI seeks to accomplish the following specific goals:

(Edited for brevity)
- To inform students enrolled in ELI programs about options and opportunities for academic study at The University of Alabama and encourage them to consider applying for admission;
- To recruit international students for ELI and UA instructional programs and serve as a gateway for their entry onto the UA campus;
- To facilitate the academic, cultural, and social integration of international students into the UA community, thus providing opportunities and encouragement for cross-cultural encounters and global understanding;
- To encourage ELI students, as citizens of the world, to learn to respect and appreciate countries and cultures different from their own and therefore, play a role in promoting peace and understanding in the world.

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), at the annual Cherry Blossom Festival, and at meetings of the Japan America Society of Alabama and Tuscaloosa Sister Cities International.

Goal 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.

The mission of the Capstone International Center is to initiate, promote, and support The University of Alabama’s international efforts on campus as well as throughout the state and the world. The Center, comprised of Education Abroad, 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, teaching, research, service, and global outreach. More detailed information about the programs and services of the Center can be found on-line at http://international.ua.edu./

Examples of initiatives designed to promote cultural understanding and to create and sustain an inviting and inclusive campus include numerous events offered in partnership with Tuscaloosa’s International Friends, an annual Cultural Retreat in
conjunction with various institutions throughout the state, a Welcome Reception, the President’s Reception, various holiday parties, and events in conjunction with student organizations. Ongoing programming and events associated with the Center, as well as special events/programming developed during 2016 - 2017, included:

- **International Coffee Hour** - a coffee hour event with food and occasional entertainment. Hosted by International Services each week throughout the academic year in B.B. Comer Hall, the event seeks to facilitate the building of friendships between international and domestic students. For more information, see [http://is.ua.edu/programs-activities/international-coffee-hour/](http://is.ua.edu/programs-activities/international-coffee-hour/).

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

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

- **Education Abroad** - seeks to establish faculty-led study abroad initiatives for colleges whose students are typically underrepresented in study abroad. As additional students have study abroad experiences, the number of students with an awareness and appreciation of cultural diversity will increase. These students will also be better prepared for a global society. Based on available race/ethnicity breakdowns, the percentage of minority students participating in study abroad (credit-bearing programs) during the academic year 2016 - 2017 was 11.03%. The percentage participating in credit and non-credit bearing international experiences was 11.28%.

- **Global Café** – collaboration continues between the Capstone International Center, the Center for Community-Based Partnerships (CCBP) and various other campus and community partners to support this initiative. The program brings together international members of the local community, UA’s international students, and domestic community members and students to learn about each other in a comfortable and relaxed setting. Community nights, language learning, and game nights are part of the offerings.

- **International Education Week** - held each November, the Capstone International Center partners with various colleges and units across campus to sponsor a variety of activities concerning international issues and topics.
• **Veterans and Dependents in Study Abroad** - In 2015 - 2016, the Education Abroad Office partnered with the Office of Veteran and Military Affairs on an initiative to focus on the inclusion of veterans and their dependents in study abroad programs. They worked together to coordinate and streamline this rather complicated process and ensure that veterans and their dependents are able to use their VA benefits and participate in study abroad. These efforts are now ongoing.

• **CIP 202: Introduction to Global Studies – Experiential Learning** - introduced during the 2015 - 2016 academic year, CIP 202 was one of UA’s inaugural Certified Experiential Learning Opportunities. The course includes a hands-on active approach to meeting its learning objectives and outcomes of increasing cultural competency and international awareness. Students enrolled in CIP 202 meet regularly with international students enrolled at UA’s English Language Institute. Students in this course hold an Intercultural Experience Showcase at the end of each semester. The course continues to be offered and routinely meets capacity.

• **International Study Hall** - In 2016-17, the CIC partnered with the Crossroads Community Center to initiate the Study Hall, which is open to all students and is designed to bring international and domestic students together to encourage conversation and interaction.

• **Visas 101** - In response to the Executive Order related to travel and entry of certain foreign nationals into the U.S. issued from the White House in January of 2017, CIC developed this resource (a two page brochure that can be found online at [https://teachinghub.as.ua.edu/wp-content/uploads/2017/02/Visas101_final_Feb2017.pdf](https://teachinghub.as.ua.edu/wp-content/uploads/2017/02/Visas101_final_Feb2017.pdf)) to educate the campus and to explain terminology and legal statuses for foreign national students and faculty working for and attending colleges and universities in the U.S.

• **United Way’s Day of Action** – The CIC partnered with the United Way to create an opportunity for international and domestic students and CIC faculty and staff to work together during this event. The partnership was featured in The Tuscaloosa News.

**Goal 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.

International Services (IS) hosts regular training and workshops for UA academic departments and support units regarding recruitment and visa support for new international faculty, research scholars, and staff. These include workshops on H1-B visa hires and on support for faculty/staff in their permanent residency applications. In addition, International Services provides essential services and immigration advice to UA departments and international faculty and staff through its website.
Goal 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.

The Capstone International Center undertook a major initiative this year in support of this goal and the 2008 SDP action step “to implement, revise, and review strategies to recruit and enroll a diverse student body.” Working with both undergraduate and graduate international admissions, UA has signed contracts with agents to increase the reach and emphasis of the CIC’s international recruiting efforts. The CIC also worked with Strategic Communications to revise international marketing and recruitment material and websites, and to develop videos featuring UA international students.

The Capstone International Center provides support for the following groups:

- **International Peer Advisory Council (IPAC)** – a group of UA student mentors who are selected and trained by International Services in cross-cultural communication skills, orientation resources, leadership and the program’s expectations. IPAC mentors assist with international student orientation programs, provide campus tours and introduce new international students to departmental and campus resources to help make the transition from their home country to The University of Alabama as smooth as possible. For more information, see [http://is.ua.edu/programs-activities/ipac/](http://is.ua.edu/programs-activities/ipac/).

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

- **Capstone International Ambassadors** - a group of UA students who have recently returned from a study abroad experience and have an interest in international issues. Student ambassadors have an opportunity to share their own study abroad stories with fellow UA students and are trained by Education Abroad staff to provide information to the UA student population on international opportunities. The Ambassadors also work to develop different cultural activities throughout the academic year that include the UA international student population. The Ambassadors specifically reach out to student groups that may have significant numbers of minority students.

- **First Friends** - a joint initiative between Education Abroad and the Honors College. First Friends partners new international exchange students at UA with fellow undergraduates who can welcome them and show them the basics of student life in Tuscaloosa.

- **International Student Association** - offers diverse, creative, and innovative programs that provide opportunities for interaction with a variety of students from many cultures. A goal of ISA is to foster understanding of cultural diversity. The group has organized cultural awareness forums at a local high school for students interested in international relations and languages, held international fund-raisers for the Global Fund, and sponsored cultural events. **NOTE:** In 2016 - 2017, International Student and
Scholar Services worked very closely with the ISA to revitalize this organization. The ISA was recognized as The David L. Phelps Organization of the Year. In addition, the ISA’s president was recognized as the Will Byington Student Officer of the Year. For additional information, see http://isa.ua.edu/about/html.

- **Association of Chinese Students and Scholars** - Representing the largest group of international students on campus, the group sponsors several events such as New Student Orientation, New Members Enrollment, Mid-Autumn Festival BBQ, and Spring Festival Celebration. These events assist with the integration of Chinese students into the campus community. Many domestic students and faculty participate in the Spring Festival.

The University of Alabama had 1,303 active enrolled international students from 78 countries for the 2016 – 2017 school year. This population represented 3.45% of the 37,665 students enrolled at UA for Fall 2016. For complete international student and scholar statistics, see: [http://is.ua.edu/about-us/enrollment-scholar-data/](http://is.ua.edu/about-us/enrollment-scholar-data/)

Education Abroad partners with over 20 universities in 15 countries worldwide on bilateral international exchange programs. Exchange programs allow students at UA to spend a semester or year at a partner university overseas. In return, a student from the overseas host institution attends UA for a semester or year. In addition, the CIC and ELI actively recruit students for the ELI and partner with both undergraduate and graduate admissions to recruit degree-seeking students.

**Goal 5:** *Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.*

The Capstone International Center and its three units annually review goals and progress toward those goals through the WEAVE/TaskStream online assessment and planning management system. Each director also reports progress to the Associate Provost for International Education regarding specific new initiatives and programs on a monthly basis.
Highlight Items:

- During the 2016 - 2017 academic year, 610 first-year students were exposed to the concepts of diversity through BCE 101 courses. Developed by staff members in the Center for Academic Success, BCE 101 is a two-hour course designed for first-year students that serves as an introduction to higher education and The University of Alabama in particular. Topics covered in the course include time management, learning styles, reading textbooks, taking notes, preparing for tests, getting along with faculty, becoming involved on campus, career planning, communication skills, money management and diversity. The textbook utilized in the course, *UA Fundamentals, 8th edition* was revised in the spring of 2016. The text for the course includes a chapter on diversity titled “Understanding Differences.” This chapter takes a broad look at the topic of diversity and introduces students to such topics as culture, dominant culture, and social identity. An assessment included in the chapter allows students to measure their intercultural sensitivity as they are encouraged to examine their own attitudes towards people from different backgrounds.

- In 2016 – 2017, consistent with the initiatives identified in a review of the 2011 - 2012 report, the staff at the Center for Academic Success made intentional efforts to increase training and professional development opportunities for all levels of staff to increase knowledge and understanding of diversity issues.

- All professional and student staff members in The Center for Academic Success and Student Support Services have participated in and completed Child Protection Policy Training, Sessions I and II, and Mental Health Edu.

- Professional staff members have participated in both the Harbor and Safe Zone Ally Training Programs

- Additional Training Opportunities for student and professional staff members offered during the 2016-2017 academic year included:
  - **Serving Diverse Populations:** CAS Video Series and discussion All CAS employees discussed the CAS training videos on Serving Diverse Populations.
  - **QPR Gatekeeper Training for Suicide Prevention:** Professional and student staff members participated in training offered by the Counseling Center. This two-hour training is designed to heighten awareness of the warning signs for suicide and provide participants with three simple steps to intervene and save the life of someone who is suicidal.
  - **Office of Disability Services:** Professional and CAS student staff were provided with a two hour overview of services offered through the Office of Disability Services to gain a better understanding of ODS offerings and the needs of UA students registered with ODS.
  - **Student Employee Etiquette—Balancing Classes and Campus Employment:** Designed to assist student with making the best use of their time as a successful campus employee, this two hour training focused on time management, customer service, proper dress, how to direct patrons and how to handle difficult situations using CAS protocol.
Women and Gender Resource Center: This one hour session provided student staff members with an overview of services offered by the WGRC as well as information on referring students for assistance and how a student staff member might identify a student who may be in need of services.

Counseling Center-Services and Programs: This session provided student staff with an overview of services and programs available at the Counseling Center. Topics in this session included what to look for when working with students who may be experiencing anxiety/stress and the proper protocol for making referrals to the center.

Learning Styles: This training session is designed to provide student staff members with the historical underpinnings of learning theory and recent research that has changed our understanding of how students learn and begin to master course content. Concepts explored in this session included: Benjamin Bloom’s domains of learning (knowledge, attitudes, skills) metacognition, and learning styles.

Goal 1: Communicate the University of Alabama’s commitment to diversity as part of its educational mission.

Recruitment materials for the programs and services offered by the Center for Academic Success are designed to reflect and represent the diversity that can be found in the UA community.

All job postings for staff and student staff positions at the Center for Academic Success are made available to candidates via the University of Alabama website consistent with established policies and procedures.

Goal 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.

The Center for Academic Success serves as the home of the Student Support Services Trio Program. Designed to assist first generation college students, students with limited incomes and/or students with disabilities, the SSS Trio Program provides individualized support services to undergraduate students to increase student persistence, graduation rates and help students grow personally, academically, and professionally. The program has as a core component student involvement in cultural experiences to enhance and increase student awareness of the diversity in the University and Tuscaloosa communities. Activities offered during the 2016-2017 academic year included:

• African American Heritage Tour: This program presents a concise socio-historical and interactive "walking travelogue" through major sites of African American history, culture, and presence on the campus of The University of Alabama.

• Remembering 4 Little Girls: A Gallery of Creative Expression from the Birmingham Civil Rights Institute. The exhibition is composed of winning entries in a nationwide high school creative expression contest based on Spike Lee’s Oscar (R)
nominated documentary about the 1963 Birmingham, Alabama church bombing that took the lives of four young girls.

- **Capstone Village Retirement Community Visit.** SSS Student Advisory Board members spent an afternoon visiting elderly UA retirees and learning about their lives and families. The students and retirees played games, sang, read, and enjoyed each other’s company.

- **“Service to Man”** Winner of the grand jury prize for best film at the 20th American Black Film Festival, *Service to Man* tells the story of two outsiders from radically different backgrounds who struggle to find common purpose within the pressure cooker of Nashville’s all-black medical school in the 1960’s.

**Program Partnerships**

- In 2016 - 2017, staff members in the Center for Academic Success continued the partnership established in 2012 - 2013 with staff in the UA College of Community Health Sciences, a branch of the University Of Alabama School Of Medicine, to provide academic support for the Rural Health Scholars Program. The Rural Health Scholars live on the UA campus during a 5-week summer program prior to their senior year. Chosen based on academic achievement and interest in rural health care, these outstanding high school juniors from rural areas take two courses for college credit (English and chemistry) and participate in field trips and lectures related to rural health careers.

- The Center for Academic Success maintains a partnership with the Office of Disability Services (ODS), providing individual tutorial sessions and support to accommodate the needs of students.

- In 2016 - 2017 staff members in the Center for Academic Success continued the partnership established in 2012 - 2013 with staff in the Alabama Reach Program. CAS provided academic assistance and workshops to high school foster youth visiting campus as part of their summer program in Summer 2016.

- Staff members in the Center for Academic Success continued the partnership established in 2012 - 2013 with staff members working with Early College. Early College invites participants to campus each summer. Staff members at CAS provided academic support assistance and workshops to high school juniors and seniors who were enrolled in college course work at UA during summer 2016.

- In June 2016, the Center for Academic Success provided assistance to Restoration Academy of Fairfield Alabama. Restoration Academy holds a summer camp that provides underserved high school juniors with information on what it takes to be successful in college. CAS staff provided assistance in the form of ACT test preparation workshops and ACT practice tests.

**Academic Courses for Students**

- During the 2016 - 2017 academic year, 610 first-year students were exposed to the concepts of diversity through BCE 101 courses. Developed by staff members at the Center for Academic Success, BCE 101 is a two-hour course designed for first year students that serves as an introduction to higher education and The University of Alabama in particular. Topics covered in the course include time management, learning
styles, reading textbooks, taking notes, preparing for tests, getting along with faculty, becoming involved on campus, career planning, communication skills, money management and diversity. The textbook utilized in the course, *UA Fundamentals*, 8th edition was revised in the spring of 2016. The text for the course includes a chapter on diversity entitled, *Understanding Differences*. This chapter takes a broad look at the topic of diversity and introduces students to such topics as *culture*, *dominant culture*, and *social identity*. An assessment included in the chapter allows students to measure their intercultural sensitivity as they are encouraged to examine their own attitudes towards people from different backgrounds.

- NEW 122, (169 students enrolled in spring 2017), a course developed by staff members in the Center for Academic Success and taken by many first year students, utilizes the text *Becoming a Master Student* by Dave Ellis. The current 16th edition of the textbook and course content includes a chapter and exercises addressing topics of diversity such as: confronting stereotypes, building relationships across cultures, preventing cyber bullying, dealing with sexism and sexual harassment, and students with disabilities.

*Diversity, Anti-Discrimination and Harassment Training and Training Resources for Staff*

- In 2016-2017, consistent with the initiatives identified in a review of the 2011-2012 report, the staff at the Center for Academic Success made intentional efforts to increase training and professional development opportunities for all levels of staff to increase knowledge and understanding of diversity issues.
- All Professional and student staff members in the Center for Academic Success and Student Support Services have participated in and completed *Child Protection Policy Sessions I and II Training* and *Mental Health Edu*.
- Professional staff members have participated in both the *Harbor* and *Safe Zone Ally* Training Programs.

*Additional Training Opportunities for Student and Professional Staff Members Offered During the 2016 - 2017 Academic Year Included:*

- **Serving Diverse Populations:** CAS Video Series and discussion. All CAS employees discussed the CAS training videos on *Serving Diverse Populations*.
- **QPR Gatekeeper Training for Suicide Prevention:** Professional and student staff members participated in training offered by the Counseling Center. This two-hour training is designed to heighten awareness of the warning signs for suicide and provide participants with three simple steps to intervene and save the life of someone who is suicidal.
- **Office of Disability Services:** Professional and CAS student staff were provided with a two hour overview of services offered through the Office of Disability Services to gain a better understanding of ODS offerings and the needs of UA students registered with ODS.
- **Student Employee Etiquette—Balancing Classes and Campus Employment:** Designed to assist students with making the best use of their time as successful campus employees, this two hour training focused on time management, customer service, proper dress, how to direct patrons and how to handle difficult situations using CAS protocol.
Women and Gender Resource Center: This one hour session provided student staff members with an overview of services offered by the W&GRC as well as information on referring students for assistance and how a student staff member might identify a student who may be in need of services.

Counseling Center- Services and Programs: This session provided student staff with an overview of services and programs available at the Counseling Center. Topics in this session included what to look for when working with students who may be experiencing anxiety/stress and the proper protocol for making referrals to the center.

Learning Styles: This training session is designed to provide student staff members with the historical underpinnings of learning theory and recent research that has changed our understanding of how students learn and begin to master course content. Concepts explored in this session included: Benjamin Bloom’s domains of learning (Knowledge, Attitudes, Skills), metacognition, learning styles.

Goal 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.

All job postings for professional staff and student staff positions at the Center for Academic Success are made available to candidates via the University of Alabama Human Resources website consistent with established policies and procedures.

The staff members of the Center for Academic Success recognize the importance of maintaining an inclusive campus environment. This is reflected in staff members’ efforts to ensure that student staff members who serve as academic leaders on campus are representative of the institution’s population.

Goal 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.

Retention Initiatives

Center for Academic Success

- Each fall and spring, CAS staff interacts with students in the Parker-Adams Freshman Living-Learning Community (LLC). This community attracts a diverse group of students and, in particular, recruits first-generation college students as well as students in the UA-ACTS program (for students with an Autistic Spectrum Disorder diagnosis). CAS Staff members regularly speak to the students on a wide variety of topics (study skills, tutorial services, etc.). Parker-Adams students also frequently use the CAS tutorial services, computer lab facilities and find the center to be a quiet, welcoming area for individual study.
- Expanding on its mission of the delivery of high quality academic support services to all UA undergraduate students as a part of the University’s plan for academic
excellence, the Center for Academic Success continued its partnership with Alpha Kappa Alpha (AKA) Sorority Inc., to provide study hall space to its members during the 2016-2017 academic year. AKA is the first Greek lettered sorority established and incorporated by African American college women. National membership consist of college women of many diverse backgrounds from around the world, including, but not limited to, those of African American, Caucasian, Asian, Native American, Hispanic and Indian descent.

- The Center for Academic Success provides tutorial services to online/distance students in a variety of UA courses. Using Blackboard Collaborate and other technologies, the CAS is able to provide tutorial services and other programs to students from wherever they are located physically.
- In the fall of 2016, the staff at the Center for Academic Success continued the partnership developed in the spring of 2015 working with members of Phi Beta Sigma Fraternity, Inc. to provide study hall space for its members.

**Student Support Services**

- The Student Support Services program manager assesses ethnicity and eligibility throughout the recruiting and program application process each year to ensure the students in the program meet the U.S. Department of Education’s required criteria (66% of all SSS participants must be both first generation and low income students; 33% of students with disabilities must also be low income) and are representative of the diversity of the university community. Since 2010-2011, ethnic diversity of underrepresented participants (Hispanic, Asian, Pacific Islander, and Native American) in the Student Support Services has grown by 6.28%. The program’s African American representation is currently at 64.8%. This increase is the direct result of continued intentional efforts by staff members to increase the diversity of the program.

**Goal 5:** Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.

The Center for Academic Success continues to monitor students’ use and access to programs and services to ensure they are meeting the needs of UA’s growing population. Each semester staff members review demographic and retention data to identify trends and make decisions associated with new initiatives. We will continue to:

- Ensure that training and professional development opportunities for all levels of staff increase knowledge and understanding of diversity issues.
- Ensure that publications are reflective of the cultural diversity of the UA campus.
- Collect and review data to further staff members’ understanding of the student populations who do or do not utilize services and programs.
Highlight Items:

- **Moral Forum** is traditionally organized around the analysis of one controversial “moral” resolution, with the course culminating in a debate tournament. The three week, 11th-Annual Moral Forum Tournament was held at the UA School of Law with the support of 60 volunteer judges, including law students, graduate and undergraduate students, and faculty from across campus. In front of a Ferguson Theatre audience of more than 300, a total of $11,500 in Center for Ethics & Social Responsibility scholarships were distributed on the final night.

- **Tuscaloosa Pre-K Initiative** is a visionary partnership developed by CESR that involves undergraduate and graduate students in providing high quality, comprehensive programming that focuses on the development of academically at-risk pre-kindergarten children and their families. Notably, during the 2016 – 2017 academic year, more than 17 UA students volunteered and worked in Tuscaloosa Pre-K classrooms, and several UA classes partnered with the Tuscaloosa Pre-K Initiative in a service-learning aspect. Over 450 health screenings were performed during the 2016 - 2017 academic year, which included partnerships with the Capstone College of Nursing, the UA Pre-Optometry Society, UA School of Medicine, and the Tuscaloosa Family Medicine Residency program.

**Goal 1:** Not included in this report.

**Goal 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.

The Center for Ethics and Social Responsibility was established in 2005 to assist students in developing a distinctive definition of moral and civic maturity, making the values and skills of citizenship a hallmark of a University of Alabama education. CESR meets this goal by linking curriculum, campus culture, and community service in ways that allow students to both serve and reflect on their obligations toward other citizens. Since its inception, the Center has developed several initiatives that enhance awareness and appreciation of cultural and individual diversity, as well as prepare students for the global society in which they will live and work. Service learning is an important part of many of the programs offered by CESR. Service Learning initiatives promote an awareness of diversity through exposure to community organizations as part of an academic course, which both enhances academic goals and applies scholarly learning to salient community issues. The CESR has undertaken a variety of projects to help better equip faculty members to develop a comprehensive service-learning effort at UA, including the establishment of a UA Service-Learning Course Directory, administration of a web-based course management database (Service Learning Pro), an annual Faculty Fellows in Service-Learning Program, and a magazine highlighting unique service-learning opportunities at UA.
Moral Forum is traditionally organized around the analysis of one controversial “moral” resolution, with the course culminating in a debate tournament. In the Fall of 2016, students researched the following resolution: “In order to be a more moral society, the United States government should permit the sale of human organs, in order to allow monetary compensation for cadaveric organs as well as non-essential organs from living donors.” The three week 11th Annual Moral Forum Tournament was held at the UA School of Law with the support of 60 volunteer judges, including law students, graduate and undergraduate students, and faculty from across campus. In front of a Ferguson Theatre audience of more than 300, a total of $11,500 in Center for Ethics & Social Responsibility scholarships were distributed on the final night.

Documenting Justice is an initiative of the CESR that teaches students to use film to document and analyze the many dimensions of culture and social experience and, in so doing, encourages empathy and awareness of diversity through extensive observation of individuals outside the students’ normal sphere. Working in pairs, students create documentaries focusing on issues of concern in Alabama. The 2016 - 2017 Documenting Justice class produced films exploring how the private probation industry is exploiting Alabama’s poor; a portrait of a young boxer from Birmingham’s Pratt City neighborhood; midwifery (effectively outlawed in Alabama), which offers a choice to women who can’t afford or want to opt out of birthing in a hospital; a family brings three generations of theme park experience to Bessemer, Alabama; an uncovering of the disproportionate representation of women in Alabama politics; and a chorus of voices seeking to lift the shroud surrounding death and burial in a region where funeral traditions and familial celebrations are often slow to erode. The 2017 Documenting Justice screening drew an audience of more than 500, including UA students, faculty and staff, community leaders, friends and family of the filmmakers, and participants in the films.

Tuscaloosa Pre-K Initiative is a visionary partnership developed by CESR that involves undergraduate and graduate students in providing high quality, comprehensive programming that focuses on the development of academically at-risk pre-kindergarten children and their families. Through collaboration with the City of Tuscaloosa, The University of Alabama, and members of the Tuscaloosa business community, the Tuscaloosa Pre-K Initiative engages city school system administrators and educators, as well as UA faculty, staff and students, to offer health and education services. During the 2016 - 2017 academic year, more than 17 UA students volunteered and worked in Tuscaloosa Pre-K classrooms, and several UA classes partnered with the Tuscaloosa Pre-K Initiative in a service-learning aspect. They included: SPE 100: Exceptional Lives in Society, MUS 180: Introduction to Music Therapy and MUS 282: Music Therapy Practicum. Over 450 health screenings were performed during the 2016 - 2017 academic year, which included partnerships with the Capstone College of Nursing, the UA Pre-Optometry Society, UA School of Medicine, and the Tuscaloosa Family Medicine Residency program. Health problems including heart murmurs, high blood pressure, and a possible case of juvenile diabetes have been detected throughout the years of offering health screenings to the Pre-K children.

SaveFirst is a CESR program that provides tax-preparation and financial-literacy training to UA students, who then serve working-class families through free tax preparation and educational seminars. In 2017, more than 129 UA students worked at 16 free tax preparation sites across the state to prepare more than 6,700 returns for working
Alabama families, helping them to secure $12 million in tax refunds and saving them over $2.7 million in commercial preparation fees.

- In the Spring of 2017, 79 UA students enrolled in a CESR service-learning course, *Poverty, Faith and Justice in America*, in which students were introduced to the concepts of justice and obligation in various faith traditions and discussed issues faced by the working poor, perceptions and misperceptions about those living in poverty, and current policies affecting lower-income families and individuals. Further, the course explored the ways faith can affect our response to poverty.

- *SpeakFirst* is a CESR program that aims to invigorate Birmingham city youth by engaging them in a competitive, multidisciplinary debate program enhanced by a comprehensive learning experience that includes standardized test preparation, summer internships, and admissions and scholarship guidance from college counselors across the state. As they sharpen their debating skills, students also improve vocabulary, critical thinking, speaking ability, and language and study skills. Each aspect of the SpeakFirst program responds to critical needs in low-income communities. In the fall of 2007, The University of Alabama announced a new partnership with the SpeakFirst debate team. UA agreed to provide, in perpetuity, Birmingham students completing at least three years of the SpeakFirst Program with full, four-year, academic scholarships, including tuition. These scholarships cover approximately $40,000 of costs for each student over a four-year period.

- *FocusFirst*, a partnership between CESR and Impact Alabama, aims to provide a cost-effective response to vision-care problems of children who live in urban and rural poverty in Alabama. In keeping with this mission, undergraduate and graduate students strive to ensure children ages six months to five years in Head Start programs and lower-income daycare settings are screened for vision problems and receive appropriate diagnoses and follow-up care. UA continues to be the leading participant in statewide screening efforts. Over 38 UA students participated in screenings across eight counties during the 2016 - 2017 academic year, reaching more than 1,700 children. A potential vision problem was detected in approximately 11% of those children.

- *Every Move Counts: A Chess in Education Project* is a CESR service-learning initiative that focuses on improving math, reading, critical thinking, and analytical skills of school-age children through chess. The nationally unique course examines the use of chess in progressive education reform efforts across the country and investigates the academic and social benefits the game holds for children. In addition to class discussions and coursework, students develop lesson plans and spend at least two hours per week teaching children chess in public schools. The program has grown exponentially since Spring 2010, when three UA students taught chess to 12 sixth-graders at Tuscaloosa Magnet Middle School. During the 2016 - 2017 school year, 46 UA students taught chess to approximately 200 second through 12th graders from five Tuscaloosa City Schools in weekly chess classes. UA students planned multiple chess festivals for children who completed a year with Every Move Counts at Tuscaloosa Magnet Schools and The Alberta School of Performing Arts. These events are held annually for children that participate in the program to celebrate their achievements. Approximately 11 students return to the program each semester, serving as lead volunteers or course facilitators who help oversee new students and coordinate the initiative.
CollegeFirst: An Advanced Placement Mentoring Initiative trains college students to implement a Pre-AP summer academic enrichment program for high-school students. The CollegeFirst Summer Academic Institute for Math and Science supports the belief that all willing and academically motivated high-school students deserve an opportunity to succeed in rigorous, college-level experiences and the advantages such experiences bring. This CESR service-learning course partners college students with Pre-AP high-school students for three weeks of tutoring during June. UA students spend an initial week learning how to be instructors/tutors, and examining and discussing issues related to educational disparities and creative education reform initiatives. The following three weeks are spent tutoring high-school students planning to take AP calculus, chemistry or biology in the upcoming school year. Most of these high-school students are minorities attending under-served schools. At the end of the course, college students prepare a written reflection connecting issues raised in the classroom with their experience in the community. In 2016, 33 University of Alabama students working in Tuscaloosa and Birmingham led 127 rising high school sophomores, juniors, and seniors through three weeks of demanding academic curriculum.

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

Goals 3, 4 and 5: Not included in this report.
Highlight Items:

*Creative Campus*, an undergraduate arts and culture internship program serving 35-45 students each year, produced and/or collaborated on a wide range of diversity-oriented projects during the 2016 - 2017 academic year, including events as a part of the University’s African American History month and the Hispanic/Latino Heritage Month. Creative Campus aims for diversity in perspectives and artistic aesthetics and is committed to creating and maintaining a diverse, inclusive, and welcoming environment.

- **LatiNOW** was a night of original storytelling about contemporary Latino life in America. Held in the Ferguson Center Great Hall and told by Natalie Lima, a UA graduate student, Juan Reyes, an instructor in the English Department, and Lila Weaver, community member and author. The speakers concluded the well-attended event with a lively and engaging group discussion. This event was a part of Hispanic/Latino Heritage Month events at UA. The planning process for LatiNOW sparked extensive critical conversations among the students, faculty, and staff planning the event about the pros and cons of “heritage months.”

- **#blkComedy: Comedy in a Handheld World** was a two part series exploring the creative process of making viral videos and developing comedy with experts producing content in new media spaces online, with a particular focus on creators of color. The first event was with special guest Jordan Williams, who shared his tips to comedic success in a social media-based environment on February 22, 2017. This event was included as part of UA’s Black History Month. The second installment of #blkComedy in April 2017 brought two UA alumni to campus, Trey Moe and Xavier Burgin, who are now working and living in Los Angeles and making strides in the entertainment world through involvement with Sundance and new internet-based genres. Trey and Xavier were tapped to share their success stories and discuss how comedy, activism, and diversity intersect on social media platforms.

**Goal 1 - Communicate the University of Alabama’s commitment to diversity as part of its educational mission.**

The Creative Campus Initiative was established in May 2005 to connect diverse communities through creative arts and in the process, use the arts as a tool for economic development in the region. Goals of this initiative include, but are not limited to, recruiting, attracting and retaining the best and brightest students and faculty to the campus with the lure of participation in lively and high-quality arts and cultural programs, building a climate of interactivity on campus and better articulating to the public why culture is valuable. The vision and programs of this unique student-centered effort are outlined at [http://creativecampus.ua.edu](http://creativecampus.ua.edu).

Creative Campus documented past events by archiving them on its website ([http://creativecampus.ua.edu/projects](http://creativecampus.ua.edu/projects)). A review of the website reveals that Creative Campus continues to connect diverse communities through the arts. The events produced by CC interns also demonstrate openness to participation – inclusion of a broad range of
age groups, community as well as university audiences, and students from many different backgrounds.

**Goal 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.**

During the Spring 2017 semester, Creative Campus interviewed and selected 15 undergraduate and graduate students to be Creative Campus Fellows for 2017 - 2018. The organization has been charged by the Provost to reinvent itself for the next decade. In order to better align with the new strategic goals of UA’s leadership, with a focus on research productivity and undergraduate research, an exploratory artistic advisory board was established in the Spring of 2017. As a result of the early stages of this transition, the selected student team is smaller than in years past but the commitment to bringing together a diverse group of students remains. The group of students selected from the interview process included four Arts Research Fellows and 11 Arts Administration and Production Fellows. They represent a diverse set of interests, backgrounds, fields of study, and ethnicities.

The Creative Campus interns become part of a team made up of students from across disciplines with interests, talents, and backgrounds different from their own. They learn how to rely upon each other. This internship gives them an opportunity to explore roles as leaders, innovators, organizers, communicators, and collaborators – all positions that are critical to any organization. Interns learn to work with a diverse group to see a project through from start to finish and what it truly means to multi-task. Through Creative Campus, they become a part of something much bigger than themselves or even the university. As an intern, they have the unique opportunity to become connected to the entire Tuscaloosa community, and to make an impact on a national level also.

Students with Creative Campus are challenged to explore aesthetic diversity and a wide range of perspectives in the arts. For example, during the 2016 – 2017 year, there was an emphasis on exposing students to creative and ground breaking female artists. This exploration included having guest speakers regularly share their work with students in Maxwell Hall. These guests included Jane Cassidy (Art Department), Adrienne Callendar (New College), Rebecca Salzer (Dance Department), and Laura Lineberry (Art Department). Additionally, students participated in weekly professional development meetings covering a wide range of topics, art forms, and speakers including visiting guest artists Gino Robair, a San Francisco Bay Area-based composer/percussionist; Justin Peak, multi-media artist; Vinny Golia, Los Angeles-based composer/woodwind musician; and Marcelo Marales, Cuban poet. Exposure to such aesthetic diversity and varied perspectives resulted in measurable changes in the attitudes of interns. Using surveys to measure the internship experience, students were asked to rate their willingness to listen patiently to a different point of view from their own at the start and end of their internship. At the start of the internship, 60.87% rated themselves either a 4 or 5 out of 5 while at the end of the internship, 78.26% rated themselves either a 4 or 5 out of 5.
Creative Campus students engage in interdisciplinary work and develop skills that allow them to fuse together multiple arts, sciences, cultures, and talents. The insights they gain from interning helps them appreciate the art of collaboration, cultural and individual diversity, and learning how to make things happen both within the walls of Maxwell Hall (home to Creative Campus) and outside of them, across the UA campus, and into the Tuscaloosa community. The experience gives these students the necessary tools to become a voice for the cultural arts and turn ideas into action. While learning how to delegate, balance workload, and sustain an inclusive environment, they enhance valuable skills and become immersed in the process.

Examples of a few of the projects completed during the 2016-17 academic year include:

- **LatiNOW** was a night of original storytelling about contemporary Latino life in America. Held in the Ferguson Center Great Hall and told by Natalie Lima, a UA graduate student, Juan Reyes, an instructor in the English Department, and Lila Weaver, community member and author. The speakers concluded the well-attended event with a lively and engaging group discussion. This event was a part of Hispanic/Latino Heritage Month events at UA. The planning process for LatiNOW sparked extensive critical conversations among the students, faculty, and staff planning the event about the pros and cons of “heritage months.” Weaver is a native of Buenos Aires, Argentina, but grew up in Alabama. She received her Bachelor's degree from The University of Alabama and is the author-illustrator of *Darkroom: A Memoir in Black and White* (University of Alabama Press 2012). This graphic novel explores the connections between immigration and race. Besides writing and creating art, her serious passions are social justice and hunger alleviation. Reyes is originally from Guayaquil, Ecuador. In 2007, he received a PEN Center USA Emerging Voices Rosenthal Fellowship, and his stories, poems and essays have appeared in *Revista Arcadia, Blue Stem, and The Busy Signal*. He previously held a position on the editorial board for the Black Warrior Review. He earned a Mathematics degree from New York University, and teaches creative writing, literature, and composition at UA. He has recently finished work on his first novel, *A Summer’s Lynching*. Lima is a 2016 PEN Center USA Emerging Voices Fellow. She is a first-generation college graduate of Northwestern University, where she received her BA in Radio/Television/Film and International Studies. In the fall of 2016, she began her MFA in Creative Writing at The University of Alabama as a McNair Graduate Fellow. Her writing has been awarded a Voices of Our Nation Arts Foundation (VONA) Fellowship, a UCLA Extension Kirkwood Literary Prize Nomination, and a PEN Center USA Fellowship. Her fiction has been published or is forthcoming in *Word Riot, Reservoir Lit, and Paper Darts Magazine*.

- **#blkComedy: Comedy in a Handheld World** was a two part series exploring the creative process of creating viral videos and developing comedy with experts making content in new media spaces online. The first event was with special guest Jordan Williams who shared his tips to comedic success in a social media-based environment on February 22nd, 2017. This event was included as part of UA’s Black History Month.

- **#blkComedy: Comedy in a Handheld World**’s second installment in April 2017 brought two UA alumni to campus, Trey Moe and Xavier Burgin, who are now working and living in Los Angeles and making strides in the entertainment world through
involvement with Sundance and new internet-based genres. Trey and Xavier were tapped to share their success stories and discuss how comedy, activism, and diversity intersect on social media platforms. The originally-scheduled residency included a meet-and-greet with students and an artist talk open to the UA community. An unforeseen closure of the university due to severe weather caused the cancellation of a public talk, but a video interview was done with the guests discussing their creative process and how comedy and activism intersect in spaces like Black Twitter and Black Facebook. They discussed the portrayal of blacks in the entertainment industry, ways the industry can improve in terms of diversity, and how filmmakers can avoid using blackness and/or diversity as a prop.

- Creative Campus hosted Wiley Cash, the award winning and New York Times bestselling author of the novel *A Land More Kind than Home*, at Maxwell Hall in September 2016. Cash’s book was used as the Honors common book and the Honors College brought him to campus to speak.
- **ArtSpoken** was a podcast from Creative Campus. Artspoken explored and celebrated various mediums of art including storytelling, music composition, poetry, and mixed media in order to inspire creativity within the listeners. Interviews were conducted with a student composer, Jared Tubbs, and UA MFA candidate Natalie Lima. Tubbs recently premiered a composition with *Alabama Repertory Dance Theatre*. His work looked at mental health and suicide. He translated collected stories into morse code and then pitched that code into music. Lima shared her short story, *A Big Girl’s Guide to Love*.
- **A Taste of Alabama** was a showcase of southern foods that explored the significance of local cuisine through favorite recipes, storytelling, and performances. A Taste of Alabama exhibited the connection between Alabama’s collective art and culture. Following the event, there was a tasting of highlighted dishes.
- Creative Campus interns and staff participated in **UA Safe Zone Training** and all staff members are Safe Zone allies. Because this training was informative and beneficial in furthering respect and understanding among our students and staff as well as helpful in the planning of all-inclusive events and activities, Creative Campus intends to repeat this training with students and staff each year.

**Goal 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.**

One of the main endeavors of Creative Campus is to unite organizations across campus to achieve a common purpose of recognizing and celebrating cultural arts and creative innovations. Therefore, Creative Campus emphasizes leadership and diversity through collaboration. Many of these partnerships are interdisciplinary resulting in innovative and unique perspectives. Partnerships arise in a variety of ways. Some collaborators present themselves as a result of a common goal. Others are the outcome of individuals coming to Creative Campus for guidance and support to clarify their objective.

Through building bridges and creative connections, collaborations serve to aid department and organizational programs in idea generation, strategic planning,
implementation, and assessment while bringing diverse groups together, thus furthering understanding and appreciation for what everyone can bring to the table. The projects offer collaborative partnership opportunities for students, faculty, and staff. Creative Campus is always open to new ideas and prospects for collaboration.

Each year Creative Campus staff and students participate in the University Fellows Finalist Weekend. Information is offered about the program as well as insight into how to get involved with the arts, both on-campus and in the Tuscaloosa community.

Creative Campus staff attended the Inclusive Campus Breakfasts at the University of Alabama, sponsored by UA’s Crossroads Center. Attendees are representatives from units across campus who are invested in finding ways to collaborate and communicate about upcoming events and common programming themes. In so doing, representatives work to better establish a network that supports and deepens the breadth of the services already provided by each area, and most importantly, share collaborative strategies for fostering an inclusive campus culture.

Creative Campus staff and students contribute on a national level as well. The Alliance for the Arts in Research Universities (a2ru) shares knowledge, advocacy, and resources that enable universities to integrate arts and design practices, fostering highly adaptive creators and thinkers. The University of Alabama is a member of this organization. Campus Arts Coordinator, Michelle Bordner, is a partner content curator. The Campus Arts Coordinator also participates in conversations on a national level through participation with Arts Administrators in Higher Education (AAHE).

Projects offered collaborative partnership opportunities for students, faculty, and staff. This past year, Creative Campus more than doubled the number of faculty collaborators from the previous year. In 2016-17, the organization worked with over 25 faculty members in various capacities representing 14 unique departments.

Goal 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.

Each year Creative Campus strives to reinvent itself by recruiting interns who bring new perspectives and ideas to the organization. Whether their major is business, engineering, art, or undecided – there’s a place for them as long as they are ready to push boundaries and work hard to take Creative Campus to new heights.

New interns are recruited through many methods including website advertising, Get on Board Day (GOBD), reserving a table in the Ferguson Center, classroom visits, social media, open houses, email blasts, posters, screens around campus and targeted outreach to underrepresented student groups and organizations.

Another way to review CC’s diversity-in-action can be achieved by taking a look at the key events of the prior year that had a significant diversity component. Please reference projects outlined under Goal 2.
Creative Campus students and staff often visit classes to introduce the concept of Creative Campus, share ways that other students can get involved, and engage students in conversations about the arts. The dialogue that these visits produce often draws new students to participate in the organization’s activities and helps students who may not be majoring in the arts to find a way to feel connected to an area of deep interest to them. This year members of the Creative Campus team visited more than 30 classes on the UA campus.

The organization engaged in partnerships with 19 academic departments and campus units, 12 student groups or student artists, 25 faculty, and 11 business and nonprofit organizations. Creative Campus also had more than 2,400 participants and attendees engaged in events and projects.

**Goal 5 - Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.**

Creative Campus staff and interns regularly review and reflect on all aspects of the Creative Campus organization for the purpose of advancing and further developing the depth of the experiences of the students and audiences they are trying to impact as well as to ensure that the activities of the organization are continuing to meet the intended mission and goals. These reviews are done through assessment of audience or participant surveys, intern project evaluations, surveys intended to review the organization as a whole as well as the individual intern experience.

Plans and goals for the following year are set as a result of these reviews with a continued focus on reaching as diverse a population as possible. This diversity is a priority both within the selection of the interns and the intended audiences and participants to be included for the following year’s programs.
Highlight Items:

- The Office of Disability Services played a vital role in the ongoing effort to create and fill a much-needed position for UA. Staff served on the Strategic Diversity Subcommittee and later, on the Search Committee for the newly-created position of Vice President of Diversity, Equity and Inclusion (Chief Diversity Officer) during 2016 – 2017. The Strategic Diversity Subcommittee completed work begun during 2015 - 2016 by defining the parameters of the position and then by making recommendations to the Provost. Shortly thereafter, the search to fill this new and long-awaited position began, and again, an ODS staff member served on the search committee.
- ODS staff served on several University committees and stepped up outreach to other units on campus, resulting in an exchange of knowledge of available services to help students with disabilities thrive and succeed academically at UA.

Goal 1: Communicate the University of Alabama’s commitment to diversity as part of its educational mission.

The mission statement of the Office of Disability Services reaffirms UA’s commitment to disability as diversity.

The University of Alabama is committed to providing physical and programmatic access to otherwise qualified students with disabilities. The Office of Disability Services (ODS) serves as the central contact point for students with disabilities to provide a physically and educationally accessible University environment that ensures an individual is viewed on the basis of ability, not disability. ODS works individually with students to determine appropriate and reasonable academic accommodations, and to ensure that students’ academic performance is evaluated apart from the limiting effects of disability.

ODS is one of the units on campus that is solely dedicated to diversity. The construct of disability is not always one that comes to mind initially when considering the topic of diversity. Membership in the disability community is comprised of people from all backgrounds, including those from underrepresented and underserved minorities. Representatives from majority and minority populations who are part of the disability community share many similar experiences. The Office of Disability Services (ODS) strives to promote full inclusion of students with disabilities into the university community and the community at large.

Communicating the Mission

ODS communicates the University’s commitment to diversity, specifically as it pertains to disability, using the following means:

- Departmental website (www.ods.ua.edu). This site is publicly available to anyone with access to the internet, and it provides information of interest to parents, faculty,
**staff and students (current and prospective).** Details about registration, how to request accommodations in the classroom, policies, rights and responsibilities, and procedures for accessing certain accommodations are provided on the site.

- **Students** who register with ODS communicate their need for accommodations to faculty using a document created in collaboration with their case managers. This document, *Confidential Request for Accommodation*, includes information specific to the individual student as well as procedures for faculty need to follow to ensure the student is properly accommodated.

- During 2016-2017, ODS personnel were represented on the following committees and thus demonstrated the University’s commitment to diversity:
  - Strategic Diversity Subcommittee
  - Search Committee – Chief Diversity Officer
  - Parking and Transportation Committee
  - Emergency Preparedness Advisory Committee
  - Professional Staff Assembly
  - Search Committee – Collegiate Recovery Center
  - Crossroads Community Center’s Inclusive Campus Breakfasts

- ODS made presentations on accommodating students with disabilities to a variety of audiences:
  - Avanti / Parent Ambassador Training (5/26/2016)
  - Sorority Recruitment Training (8/4/2016)
  - Housing and Residential Communities Student Staff Training (8/9/2016)
  - New Faculty Orientation (8/15/2016)
  - Law School Diversity Training (10/27/2016)
  - Academic Affairs Subcommittee, Faculty Senate (2/7/17)
  - Doctoral Social Work Education Course, Dr. Ellen Csikai, instructor (3/20/17)

**Goal 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.*

To meet Goal 2, it is imperative that faculty, staff, and students understand why services are provided to students with disabilities. One need only look at the Mission Statement to find this: “The Office of Disability Services (ODS) serves as the central contact point for students with disabilities to provide a physically and educationally accessible University environment that ensures an individual is viewed on the basis of ability, not disability. ODS works individually with students to determine appropriate and reasonable academic accommodations, and to ensure that students’ academic performance is evaluated apart from the limiting effects of disability.”

The ODS website explains how the department helps to create a respectful and inclusive campus environment:

- “Providing reasonable and appropriate accommodations in the classroom is a collaborative process between the student, the UA faculty, and ODS.”
• “Accommodations are provided to adjust for the limitations presented by a student’s disability, while maintaining the academic integrity of UA programs of study. They do not involve any lowering of standards of performance.” Requiring the same quantity and quality of work from students with disabilities as is required of students who do not have disabilities is the only way to ensure that students with disabilities are ready for the challenges ahead of them in the working world.

• Responsibilities of students (http://ods.ua.edu/responsibilities/) and faculty (http://ods.ua.edu/facultystaff/) are explained on the ODS website.

Outreach Efforts

It is often the case that people are intolerant of that which they do not understand. For that reason, education is the key to helping others first tolerate, then accept, and finally, embrace what they formerly didn’t understand. To create and sustain an inviting, respectful and inclusive campus environment for students with disabilities, ODS seeks to meet and dialogue with potential campus partners. During the 2016 – 2017 time frame covered by this report, ODS personnel engaged in the following outreach meetings in an effort to share information:

• Culverhouse College of Commerce Advising (5/12/16).
• College of Engineering Career Center Satellite Office – ODS assistant director met with personnel there to discuss the role of ODS and services available to Engineering students that might be especially helpful to those registered with ODS (9/29/16).
• Student Care and Well-Being (10/14/16).
• Undergraduate Academic Advising and Student Success / Crimson Edge (10/28/16).
• UA Parent Programs (1/30/17).
• UA First Year Experience and Retention Programs (2/3/17).
• Center for Academic Success (4/7/17).
• UA Career Center (4/12/17).
• UA Writing Center (4/13/17).
• Crossing Points Linkage Action Team Meeting (4/19/17).

Through the note taker accommodation that many students registered with ODS receive, students are recruited by faculty members to become note takers. The note taking system is mutually beneficial to all students involved in the process and at the same time, promotes community, tolerance and understanding. Student note takers gain a sense of providing service to their classmate(s) with disabilities while learning responsibility, since students are depending on them to take and upload notes.

Goal 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.

During the period of time covered by this report, ODS conducted four searches for nonexempt clerical personnel. Each position was advertised on the staffjobs.ua.edu website.
with the appropriate “Equal Employment Opportunity” statements, and the hiring manager reviewed the EEOC Interview Guidelines posted on the UA Human Resources website prior to interviewing candidates.

**Goal 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.

As a support unit, ODS does not recruit students. Any student with a disability who provides the appropriate documentation is encouraged to register with the department, request accommodations and most important, to use the accommodations that have been authorized. Accommodations, properly planned and utilized, help to remediate the limiting effects of disability in the academic arena, thus providing the student with the opportunity to succeed in his/her chosen field of study. Retention is of paramount importance in maintaining and promoting community, both for students with and without disabilities, and will ultimately better prepare students to live and work in an ever-expanding global environment.

**Goal 5:** Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.

ODS performs annual assessment activities that include the following:

- The Office of Institutional Review and Assessment requests data during the fall semester of each year. ODS submits the following data to OIRA:
  - Total students registered with ODS by disability type
  - Total by College or School
  - Number of fully and provisionally registered students
  - Percentage change from the previous year

- Internally, the following items are assessed:
  - Number of students who request accommodation letters (each semester)
  - Number of accommodation letters not picked up by students (each semester)
  - Number of tests with accommodations administered at ODS
  - Number of students using real-time transcription services
  - Number of classes captioned
  - Number of videos captioned
  - Note takers:
    - Number of students using note takers
    - Number of classes in which note takers were requested
    - Total amount paid to note takers

Results of some of these assessments can be found in the included attachments.

Effective planning and subsequent programming should reflect the diversity of the students served. For the 2017 – 2018 academic year, ODS will focus on the following:
• **Utilization of space for testing, especially during final exams.** This involves careful planning and communication with students and faculty. The process helps to increase awareness of the needs of students with disabilities, thereby creating a more inclusive and respectful environment for them (**Goal 2**). More students using ODS services will increase retention and the diversity of the student body (**Goal 4**).

• **Additional disability training for faculty delivered in-person at faculty meetings,** thereby communicating the University’s commitment to diversity (**Goal 1**), creating awareness of student needs and promoting a more respectful atmosphere (**Goal 2**). Awareness and respect creates a community in which students will have more opportunities to succeed. Success breeds retention and an increase in the diversity of the student population (**Goal 4**).

• **Additional support and case management to increase the number of registered ODS students who use their accommodations** (**Goals 2 and 4**).

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**ATTACHMENT 1**

Students Registered With the Office of Disability Services

<table>
<thead>
<tr>
<th>Grouping</th>
<th>2016-17 Fully Registered</th>
<th>2016-17 Provisional*</th>
<th>2015-16 Fully Registered</th>
<th>2015-16 Provisional*</th>
<th>% Change (Fully Registered Only)</th>
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<tr>
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<td>14</td>
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<td>148</td>
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<td>0</td>
<td>6.1</td>
</tr>
<tr>
<td>Commerce and Business Administration</td>
<td>356</td>
<td>3</td>
<td>343</td>
<td>0</td>
<td>3.8</td>
</tr>
<tr>
<td>Communication and Information Sciences</td>
<td>191</td>
<td>4</td>
<td>178</td>
<td>0</td>
<td>7.3</td>
</tr>
<tr>
<td>Education</td>
<td>97</td>
<td>1</td>
<td>97</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Engineering</td>
<td>177</td>
<td>3</td>
<td>191</td>
<td>0</td>
<td>(7.3)</td>
</tr>
<tr>
<td>Graduate</td>
<td>80</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Human Environmental Sciences</td>
<td>209</td>
<td>2</td>
<td>200</td>
<td>0</td>
<td>4.5</td>
</tr>
<tr>
<td>Law</td>
<td>29</td>
<td>0</td>
<td>24</td>
<td>0</td>
<td>20.8</td>
</tr>
<tr>
<td>Nursing</td>
<td>55</td>
<td>2</td>
<td>60</td>
<td>0</td>
<td>(8.3)</td>
</tr>
<tr>
<td>Social Work</td>
<td>11</td>
<td>1</td>
<td>30</td>
<td>0</td>
<td>(63.3)</td>
</tr>
<tr>
<td>Total</td>
<td><strong>1,565</strong></td>
<td><strong>25</strong></td>
<td><strong>1,453</strong></td>
<td><strong>88</strong></td>
<td><strong>7.7</strong></td>
</tr>
</tbody>
</table>

Number of students receiving services from State Vocational Rehabilitation Services: 65
ATTACHMENT 2

Utilization of Specific Services By Students
Registered With the Office of Disability Services

Accommodation Letters

<table>
<thead>
<tr>
<th>Requested &amp; Distributed</th>
<th>Summer 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requested &amp; Distributed</td>
<td>564</td>
<td>1106</td>
<td>1316</td>
</tr>
<tr>
<td>Not picked up</td>
<td>32</td>
<td>105</td>
<td>75</td>
</tr>
</tbody>
</table>

Tests Administered With Accommodations at ODS,
May 2016 – May 2017

7,480 tests

Note Takers

<table>
<thead>
<tr>
<th></th>
<th># Note takers / # Classes *</th>
<th>Amt. Distributed - Stipends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2016</td>
<td>201</td>
<td>$ 20,100.00</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Unavailable at this time</td>
<td>Unavailable at this time</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>363</td>
<td>$ 36,300.00</td>
</tr>
</tbody>
</table>

* 1 note taker per class

Services for Deaf / Hard of Hearing Students

Students utilizing real-time captioning (CART) in the classroom 13
Total number classes captioned 77
Total number of videos captioned for D/HOH students 329
Highlight Items:

- The University Compliance Officer/Director provided leadership and liaison support to the Equal Opportunity Committee (EOC), a university standing committee designed to advise the administration on equal opportunity issues. The Committee identified and is pursuing the following initiatives: (1) inclusion of a required diversity workshop into the Spring Orientation program for new students; (2) including diversity courses as part of the Core Curriculum; and (3) identifying and expanding scholarship opportunities for a more diverse pool of students.
- The University Compliance Officer/Director served as the institutional representative to the Alabama Association of Higher Education Diversity Officers (ALAHEDO). Organized in 2012, ALAHEDO is charged with developing workshops, conferences, and other activities to promote diversity within its member institutions. Additionally, the University Compliance Officer/Director served as a member of the design team to organize the 2016 Annual ALAHEDO diversity conference scheduled for October 27-28, at the University of Alabama in Huntsville (UAH). The goal of the conference was to build and further a vibrant diversity and best practices community by bringing together interested practitioners and researchers who have responsibility or interest in the broad field of diversity.

**Goal 1: Communicate The University of Alabama’s commitment to diversity as part of its educational mission.**

The Office of Equal Opportunity Programs is heavily involved in communicating UA’s commitment to diversity to the UA community and far beyond. EOP facilitated the review and update of President Stuart Bell’s statements on Commitment to Diversity, Equal Opportunity and Nondiscrimination, and the Americans with Disabilities Act. The updated statements were posted on the EOP website (https://eop.ua.edu/). EOP also updated its website to include a link to the revised UAct website, which provides a comprehensive list of available reporting channels through which students, employees and campus visitors can report acts of discrimination, retaliation, harassment, sexual assault or sexual violence. Moreover, EOP reviewed undergraduate and graduate recruiting materials, including applications and handbooks, to ensure that such materials included the university’s most current statement on equal opportunity, nondiscrimination/harassment, and diversity.

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The Office of Equal Opportunity Programs/University Compliance conducted a series of onsite training sessions for the UAPD to familiarize the officers with the function of EOP in the administration of equal opportunity/nondiscrimination, prevention of illegal discrimination/harassment, and affirmative action/diversity at UA.

**Goal 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.

The Office of Equal Opportunity Programs facilitated and participated in webinars, workshops and discussion groups to provide training to the campus on equal opportunity, prevention of illegal discrimination and harassment, and affirmative action/diversity. Training on equal opportunity, nondiscrimination, harassment, disability and diversity included the following sessions:

- **UA Harassment Policy and Reporting Channels**
- **Part 1: Haven Title IX Training - Understanding Sexual Misconduct**
- **Harassment Prevention for Employees - Higher Education Edition**
- **Affirmative Action and Recent Trends within the OFCCP**
- **Getting Started with OFCCP Compliance**
- **OFCCP Affirmative Action Planning**
- **Higher Ed Digital Accessibility Requirements (Websites and More): The Current and Future Landscape**
- **Fifth Annual ALAHEDO Diversity Conference**

The University Compliance Officer/Director served as a member of the Campus Accessibility Team (which includes representatives from University Facilities, the Office of Disability Services, Parking and Transportation, Office of Information Technology, Center for Instructional Technology, Housing and Residential Communities, Athletics and the Office of Counsel) that conducted assessments of campus facilities for ADA compliance and prioritized planned improvements. Activities included reviewing the Campus Accessibility Map for updates on location of accessible buildings, passages, and parking; prioritizing identified campus accessibility projects; and surveying, reviewing and facilitating solutions to accessibility issues on campus.
**Goal 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 experience and, consequently, graduate with a better ability to understand, appreciate, and contribute to a global society.

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 Disabled Student Services in Higher Education (DSSHE) listservs, and maintained membership in the following organizations: American Association for Access, Equity and Diversity (AAAED), Society for Human Resources Management (SHRM), the Alabama Association of Higher Education Diversity Officers (ALAHEDO), and the UA Black Faculty and Staff Association.

**Goal 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.

As campus ADA Coordinator, the EOP director led a team comprised of representatives from Greek Life, Housing and Residential Communities, Facilities, Environmental Health and Safety, and the Office of Disability Services to conduct an annual accessibility walkthrough/survey of sorority houses prior to fall rush. This was to provide training resources/guidelines on effective interactions with individuals with disabilities (IWDs) and to ensure that all sorority houses participating in rush are ADA accessible and free of barriers that would preclude full participation of IWDs in all rush activities.

The University Compliance Officer/Director participated in the Inclusive Campus Culture Workgroup sponsored by UA Crossroads to share collaborative strategies for fostering an inclusive campus culture. The work group included students, faculty, and staff.

**Goal 5:** Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.

- The Office of Equal Opportunity Programs/University Compliance effectively communicated the University’s commitment to diversity by the following means: posting the equal opportunity policies/statements in a variety of venues (websites, direct mail, handbooks, catalogs, recruiting materials) and through discussions with various campus groups and individual faculty/staff/students (Goal 1).
- The education, training, and consultation provided by EOP to promote awareness and understanding of the University’s equal opportunity obligations to prevent discrimination and harassment within the University were effective.
- **Well-attended training sessions** generated salient questions and rich discussion on various diversity, discrimination, and harassment topics. This training targeted college and administrative unit EO coordinators, managers, administrators, and others.
responsible for the implementation of equal opportunity and affirmative action policies.

- Leadership of functional work groups on various accessibility compliance issues has facilitated timely resolution of immediate campus access problems and enhanced strategies for addressing long-term campus accessibility goals (Goal 2).
- The annual update of the University’s Affirmative Action Plan was completed and reviewed by the AAP team. Also, the participation in listserv/discussion groups and in professional organizations by the Compliance Officer/Director added to the knowledge base of best practices for providing equal opportunity, access and accommodation, and increasing diversity among students, faculty and staff (Goal 3).
- The participation of faculty, staff and students in various seminars, workshops, and programs on equal opportunity, access, diversity and inclusiveness provides experiences that foster an enriched learning environment for students and cultivates more informed and open perspectives throughout the university community (Goal 4).
Highlight Items:

- Several transfer student scholarships were either developed or expanded, starting with the Fall 2016 semester, for community college students. This expansion of transfer student scholarships will provide greater access to higher education for underrepresented student populations enrolled in the state’s community colleges, including adult, minority, and low-income students.
- Throughout the 2016-2017 academic year, the Admissions Office hosted in-state and out-of-state guidance counselors at events such as the High School Advisory Board Meetings and the Drive-in/Fly-In programs. Admissions also hosted individual counselors. All of these programs featured information on UA’s efforts to support underrepresented populations with a special focus on minority students and students from lower socio-economic status families.

Goal 1: Communicate the University of Alabama’s commitment to diversity as part of its educational mission.

Undergraduate Admissions maintained a scholarship agreement with Restoration Academy that began during the Fall 2015 semester. UA’s scholarship agreement ensures that underrepresented Birmingham-area students demonstrating the work ethic and commitment to be successful in high school will receive supplemental financial resources to help them be successful at UA.

UA’s partnership with Hobsons, an outside vendor, to assist with the recruitment of African-American students, has continued into its ninth year. UA uses the method of communication that prospective students use – the internet – to recruit and enroll students. UA’s African American outreach on the internet has a key contact component: using Naviance, it targets advertising to prospective African American students who are high school sophomores, juniors, or seniors with at least a 3.0 and who reside in Alabama, Arizona, California, Colorado, Connecticut, Florida, Georgia, Illinois, Indiana, Kentucky, Louisiana, Massachusetts, Maryland, Michigan, Missouri, Mississippi, North Carolina, New Jersey, New York, Ohio, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Utah, Virginia, Washington, Wisconsin, and West Virginia. Naviance offers services to postsecondary institutions to simplify the process of providing up-to-date information to secondary school counselors to support the college admission process. While this is a recruitment initiative, it also communicates the division’s and the University’s commitment to diversity.

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**Goal 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.

Admissions continued to co-host the Black Faculty Staff Association (BFSA) Welcome Reception during the Week of Welcome in August, 2016. The division is committed to ensuring a connection between African American students and BFSA membership to improve the assimilation of first-time freshmen and incoming transfer students. This event serves an equally important second objective, which is to provide a platform for these students to express perspectives on mutual issues and expose them to key faculty and administration who have the potential to advance their educational opportunities. Students also have the chance to develop important relationships with faculty/staff early in their tenure at UA. Admissions also provides scholarship support to this program.

Throughout the 2016 - 2017 academic year, the Admissions Office hosted in-state and out-of-state guidance counselors at events such as the High School Advisory Board Meetings and the Drive-in/Fly-In programs. Admissions also hosted individual counselors. All of these programs featured information on UA’s efforts to support underrepresented populations with a special focus on minority students and students from lower socio-economic families.

Care was taken to ensure that student speaker panels at fall receptions consisted of individuals from diverse backgrounds. This effort will continue during the fall of 2017.

**Goal 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.

With the arrival of the new Associate Vice President for Enrollment Management in December of 2016, a new focus was placed on the recruitment and hiring of minority candidates for positions in the division to increase the racial/ethnic diversity of the division. Directors in the division were charged with doing their best to develop diverse pools for each search to find minority candidates for positions. Since the arrival of the new AVP, offers have been made to several minority candidates for open positions. The hires were not completed for various reasons. However, the focus will continue during the next academic year.

**Goal 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.
The following efforts and initiatives are being implemented to increase diversity within the University’s student body:

- **Increase recruitment efforts to targeted audiences.** While all recruiters are expected to emphasize minority student recruitment, a full-time, in-state recruiter position for East Alabama was created and will be charged with recruiting from high schools and regions of the state with high minority student populations. An on-campus recruiter will focus on high minority schools across the state.

- **Expansion of Community College Recruitment.** Due to the number of community colleges in the state that have a significant number of minority, adult, and lower income students, a second fulltime transfer student recruiter was hired during the Spring of 2017 to assist with increasing the number of transfer students in general and specifically those from underrepresented populations.

- **Partnerships focused on Minority Recruitment.** As mentioned in Goal 1, UA’s partnership with Hobsons, an outside vendor, to assist with the recruitment of African-American students, has continued into its ninth year. UA uses the method of communication that prospective students use – the internet – to recruit and enroll students. UA’s African American outreach on the internet has a key contact component: using Naviance, it targets advertising to prospective African American students who are high school sophomores, juniors, or seniors with at least a 3.0 and who reside in Alabama, Arizona, California, Colorado, Connecticut, Florida, Georgia, Illinois, Indiana, Kentucky, Louisiana, Massachusetts, Maryland, Michigan, Missouri, Mississippi, North Carolina, New Jersey, New York, Ohio, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Utah, Virginia, Washington, Wisconsin, and West Virginia. Naviance offers services to postsecondary institutions to simplify the process of providing up-to-date information to secondary school counselors to support the college admission process. While this is a recruitment initiative, it also communicates the division’s and the University’s commitment to diversity.

- **Major City Fairs.** UA recruiters annually attend National Association for College Admissions Counseling (NACAC) college fairs in major cities across the U.S. that attract a significant number of underrepresented students in order to provide greater awareness of the University to a diverse pool of prospective students.

- **Aerospace STEM Initiative:** AVP of Enrollment Management, Rick Barth, brought Dr. Larry DeLucas of Aerospace Corporation together with Dean Chuck Karr of UA’s College of Engineering to partner in a NASA grant for the creation of a STEM center. The center is designed to encourage minority and female students to pursue careers in space science or aerospace engineering. UA is one of five partner institutions. The grant was submitted during the Spring of 2017.

- **Programming.** UA hosts a number of programs for prospective students and their families. While they are open to everyone, the programs focus on underrepresented populations. They include:
  - Spring Lunches in secondary schools where enrollment of minority students is high.
  - Receptions in cities with high minority student populations such as Memphis, Atlanta, Birmingham, Montgomery, Chicago, New York, Los Angeles, Dallas, and Mobile.
University Financial Aid Nights in cities that include Mobile, Birmingham, and Montgomery.

Campus visit days for selected in-state high schools with high minority student enrollment. The prospective students participate in a campus tour, attend an information session where they learn the steps to applying and more about what UA offers, and they have lunch in one of the campus dining facilities.

**Goal 5:** Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.

Historically, the goal of the Office of Admissions has been to increase enrollment across all student populations. From the Fall semester 2015 to the Fall semester 2016, there was:

- An increase of 12% in new freshmen enrollment for Hispanic students.
- An increase of 12% in new freshmen enrollment for Asian students.
- An increase of 10% in new freshmen enrollment for Native American / Alaskan Native students.
- A decrease of 12% in new freshmen enrollment for African American students.

Note: In order to address the decline in freshmen African-American students, AVP Barth recommends the development and implementation of a Director of Multi-Ethnic Recruitment position. The position should focus on recruitment of African-American students and should be equal in rank to the other directors in the division with a staff of three recruiters (one in-house and two regional).
The Office of Information Technology (OIT) is an administrative unit within the Office of Academic Affairs. Its diversity goals and focus differ slightly than that of a traditional academic department or college. The following demonstrates OIT’s commitment to diversity for the period May 16, 2016 to May 15, 2017.

**Highlight Items**

Not included.

**Goal 1: Communicate the University of Alabama’s commitment to diversity as part of its educational mission.**

OIT’s mission statement, vision, and strategic goals are published at oit.ua.edu/oit/about. While the word “diversity” is not specifically included in these statements, the theme of diversity most certainly is included. OIT is a customer-centric organization that strives to meet the challenges and demands of its customers to the best of its abilities, ensuring all faculty, staff, and students have equal access to technology services. In these statements, attention is drawn to ideas and characteristics befitting a cultural of diversity and inclusion, such as being responsive, enabling customers, enhancing instruction, and being supportive.

**Goal 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.**

OIT leadership stresses the importance and value of University-mandated training initiatives regarding harassment prevention and reporting, Title IX compliance, and child protection. OIT leadership ensures all employees complete the required training.

**Goal 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.**

OIT is committed to the recruitment and retention of qualified staff for the support of academic and administrative functions. All recruitment has complied with University EEOC requirements. All ads placed have included the EEOC statement. Search committees are used for the hiring of professional, exempt staff. Professional development is encouraged and available to all staff.

**Goals 4 and 5: Not included.**
Highlight Items:

- The Office of the University Registrar strives to provide an inclusive campus environment for all members of the University. For example, students are able to align their identity with their university record. Furthermore, students are able to designate a preferred first name (other than their legally assigned first name) and designate their pronoun through the self-service student information system. Students’ designated first name will show in the place of their legal name through all self-service portals and their pronoun is visible on the class and advisee rosters.
- During the past year, the Office of the University Registrar continued to move paper processes to online services (the late drop/add procedure and class cancellation requests). Through updating technology, the OUR is committed to providing accessibility to all services. The Undergraduate Catalog was updated to a new format and exceeds all federal accessibility standards. It is a responsive design and was created with the intention of making it more accessible to students across multiple devices. The OUR website was updated to ensure visibility standards were met and closed captioning was included in all of our instructional videos.

Goal 1: Communicate the University of Alabama’s commitment to diversity as part of its educational mission.

The Office of the University Registrar [OUR] strives to provide a commitment to an inclusive environment where equal opportunity and non-discrimination are core to our mission. This is evident through our commitment to providing inclusive recruiting materials for staff, diverse representation on search committees, and through ensuring the accessibility of our website and technology through the inclusion of closed captioning on all videos and updating our visual standards.

In support of the University, the Office of the University Registrar’s mission is to help students enroll and then succeed by providing world-class customer service to faculty, staff, students, their families, and the public, with a particular emphasis toward processes related to academic records, academic progress, enrollment data, classroom support, degree audit, academic certification, and commencement. OUR accomplishes this mission by striving for excellence in everything it does, challenging itself to be as efficient and effective as possible in work, seeking out new and better ways of doing business for both the internal and external customers it serves, and by creating an environment in the office and on campus which encourages growth, supports academics, respects people and their differences, promotes communication and participation, and cultivates a performance culture. To this end the Office of the University Registrar first published its Strategic Plan in June, 2006 and has updated it each year thereafter. The plan is centered on six goals: [1] satisfy customer needs, [2] enable office personnel to excel, [3] import technology, [4] import continuous process improvement, [5] optimize use of available resources, and [6] operate/sustain a quality workspace environment. In order to accomplish these goals, OUR is committed to six core organizational values: [1] purposeful – committed, in partnership with its constituents, to the educational mission, [2] open – committed to free expression

**Goal 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.

The OUR provides and encourages staff development by delivering opportunities to learn and engage with the diverse campus at the University. Through access to Skillport, employees are expected to engage with and further advance their professional development skills. This past year a staff meeting was devoted to diversity training by the Women and Gender Resource Center (WGRC). Also, completion of diversity trainings and involvement in additional diversity workshops at the University are encouraged. This has increased awareness, appreciation, reflection, and competency in understanding differences between religion, social class, sexual orientation, gender identity and expression, race, ethnicity, and disability. This has also improved interactions between staff, students, and members of the campus community. The OUR will continue its commitment to providing opportunities for diversity training, specifically focusing on continued involvement with Safe Zone and Safe Harbor training, training on student veterans, international students, disability services, and participation in intercultural engagement workshops.

In addition to providing a diverse staff development plan, the OUR strives to provide an inclusive campus environment for all members of the University. For example, students are able to align their identity with their university record. Furthermore, students are able to designate a preferred first name (other than their legally assigned first name) and designate their pronoun through the self-service student information system. Students’ designated first name will show in the place of their legal name through all self-service portals and their pronoun is visible on the class and advisee rosters.

**Goal 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.

The OUR will ensure that its practices related to candidate searches and hiring are sensitive to the recruitment and retention of women and other underrepresented groups, including people with disabilities. OUR adheres to the University's Equal Opportunity and Non-Discrimination policies and is cognizant of the need to create diverse search committees representing a variety of backgrounds and experiences.

The OUR provides the opportunity for diverse representatives from campus departments (college student services departments, financial aid, admissions, Capstone Center for Student Success, Student Account Services, the Graduate School, etc.) to meet
once a month to engage in dialog and provide important information regarding registration, policy, and academic processing procedures.

**Goal 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.

The Office of the University Registrar will create an office environment which is welcoming and supportive of all people. During the past year, the OUR continued to move paper processes to online services (the late drop/add procedure and class cancellation requests). Through updating technology, the OUR is committed to providing accessibility in all its services. The Undergraduate Catalog was updated to a new format and exceeds all federal accessibility standards. It is a responsive design and was created with the intention of making it more accessible to students across multiple devices. The OUR website was updated to ensure visibility standards were met and closed captioning was included in all of our instructional videos.

The Office of the University Registrar will ensure all services provided to students are responsive and inclusive. To monitor progress and ensure inclusive services, the OUR has traditionally maintained a student advisory board, and will work to continue to do so, which provides advice for current practices and makes recommendations for future policy and practices.

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

**Goal 5:** Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.

In the fall of 2009, the OUR asked the Office of Institutional Research and Assessment [OIRA] to conduct a Faculty/Staff Satisfaction Survey and a Student Satisfaction Survey. The survey was repeated in the fall of 2010, 2011, 2012, 2013 and 2014. Through these tools and others such as benchmarking, continuous process improvement, feedback sessions, and planned observations, the management team will identify key performance issues of the organization. These issues are then mapped against efficiency, effectiveness, relevance, and financial sustainability to determine where the organization is now. The team then assesses organizational performance against environment, motivation, and capacity.

In the coming year, the OUR plans to incorporate diversity into our institutional effectiveness plan. All practices and procedures will be reviewed for language and with an intentionality for inclusion. More specifically, this will entail ensuring that the procedures and requirements of OUR do not exclude any population and align with
the University’s non-discrimination policy. Specific attention will be
devoted to reviewing the gender designation requirements to ensure that students’ gender
identity can easily be aligned with their student record.
Highlight Items:

- The Capstone Center for Student Success (CCSS) partnered with the Black Faculty Staff Association (BFSA) and Honors College to host an Honors College Application Night for freshmen who were honors eligible based on Fall 2016 academic performance. The event included presentations from Honors College staff, including Dean Shane Sharpe, a diverse Honors Student Panel and assistance in completing Honors College application materials.
- CCSS advised Crimson Edge conditional admit students during the 2016 - 2017 academic year. The conditional admit student group had an average cumulative ACT score of 19.2, and SAT score of 916, which were both seven [7] year lows. Additionally, the cohort was over sixty-nine percent [69%] non-resident students. Following the 2016 - 2017 academic year, this “at risk” student group attained the highest average credits accrued, average GPA, and percentage over a 3.0 cumulative GPA in seven [7] years. Furthermore, retention of this group increased by .50%. Specifically, retention of African American conditional admits grew from seventy eight percent [78%] to over eighty percent [80%]. African American students who were conditionally admitted to UA for the Fall 2016 semester had the highest retention rate of any other conditionally admitted racial/ethnic group.

Goal 1: Communicate the University of Alabama’s commitment to diversity as part of its educational mission.

The Capstone Center for Student Success does not include diversity in our mission statement. However, our staff epitomizes diversity in racial/ethnic background, gender, age and more. In all materials - website, brochures and other communications such as social media - the Center reflects diversity and inclusion.

Goal 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.

CCSS was established with the hiring of the Director of Undergraduate Academic Advising and Student Success in September of 2015. Since that time, CCSS prides itself in employing a professional and student staff that is representative of the University’s growing diverse student body. Staff diversity and commitment to retaining, persisting and graduating all students goes beyond mission statements, initiatives and programs. The Center is designed to be an inclusive “home” for all students and has taken a proactive approach to be inclusive and to providing opportunities for inclusive education to all students. The Center has attempted to be a model of diversity and inclusion in hiring, student services and retention for the University of Alabama community.

Professional and student staff (graduate assistants, peer advisors, and student assistants) at the Capstone Center for Student Success represent many diverse groups. The
Center reflects the diversity of the UA student body, state, region, and nation. The center advises both conditional admit and undecided freshmen and serves as an “academic support hub” for all undergraduates. As part of the advising curriculum, students are required or choose to take a Compass or First Year Experience (FYE) course during the fall semester. The curriculum for the course includes key diversity components such as the Office of Disability Services, Crossroads and sections on University of Alabama History, Misogyny, Title IX, Harassment, Privilege and Inclusion.

**Goal 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.

The Capstone Center for Student Success has no faculty positions. However, the Center’s staff, 75% of whom are from underrepresented populations, serve as instructors for BCE 101 and NEW 122. Additionally, the center has actively recruited NEW 122 and BCE 101 instructors who are people of color.

**Goal 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.

The Capstone Center for Student Success opened during the 2016 - 2017 academic year. The center’s primary mission is student retention, persistence and graduation. To that end, the students advised by the center represent the entirety of the UA student body.

CCSS advised Crimson Edge conditional admit students during the 2016 - 2017 academic year. The conditional admit student group had an average cumulative ACT score of 19.2, and SAT score of 916, which were both seven [7] year lows. Additionally, the cohort was over sixty-nine percent [69%] non-resident students. Following the 2016 - 2017 academic year, this “at risk” student group attained the highest average credits accrued, average GPA, and percentage over a 3.0 cumulative GPA in seven [7] years. Furthermore, retention of this group increased by .50%, specifically retention of African American conditional admits grew from seventy eight percent [78%] to over eighty percent [80%]. African American students who were conditionally admitted to UA for the Fall 2016 semester had the highest retention rate of any other conditionally admitted racial/ethnic group.

The Capstone Center for Student Success (CCSS) partnered with the Black Faculty Staff Association (BFSA) and Honors College to host an Honors College Application Night for freshmen who were honors eligible based on Fall 2016 academic performance. The event included presentations from Honors College staff, including Dean Shane Sharpe, a diverse Honors Student Panel and assistance in completing Honors College application materials. Thirty-seven percent (37%) of the Crimson Edge Students were Honors eligible after the Fall 2016 semester.
Goal 5: Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.

The trends in Tables 1-3 align with the diverse population advised and served by the Capstone Center for Student Success’ diverse professional and student staff. The center is committed to attracting and retaining a diverse staff to serve our diverse student body. Initial results of our efforts have positively impacted student retention overall. Specifically, the retention rate for African American students advised by CCSS has increased from 78.5% in 2015 - 2016 to 80.1% in 2016 - 2017.

Retention and advising strategies have resulted in some highlights below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Factor</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 - 2016</td>
<td>Students over 3.0 Cum GPA</td>
<td>220/29%</td>
</tr>
<tr>
<td>2016 - 2017</td>
<td></td>
<td>315/43%</td>
</tr>
<tr>
<td>2015 - 2016</td>
<td>Students 1.49 Cum GPA or below</td>
<td>93/13%</td>
</tr>
<tr>
<td>2016 - 2017</td>
<td></td>
<td>71/10%</td>
</tr>
<tr>
<td>2015 - 2016</td>
<td>Students earning 24+ credits</td>
<td>53%</td>
</tr>
<tr>
<td>2016 - 2017</td>
<td></td>
<td>62%</td>
</tr>
<tr>
<td>2015 - 2016</td>
<td>Non-Resident Retention Rate</td>
<td>76.7%</td>
</tr>
<tr>
<td>2016 - 2017</td>
<td></td>
<td>78.6%</td>
</tr>
<tr>
<td>2015 - 2016</td>
<td>African American Student Retention Rate</td>
<td>78.5%</td>
</tr>
<tr>
<td>2016 - 2017</td>
<td></td>
<td>80.1%</td>
</tr>
</tbody>
</table>
Highlight Item:

- The University of Alabama Press (UAP) publishes on a variety of subject areas that demonstrate a commitment to diversity. UAP has published books on African American studies as well as queer studies. UAP has a dedicated series that focuses on various religions, including one on Judaic Studies and a Religion and American Culture series. Some examples of recent books with a diversity focus include:
  - *To Stand Aside or Stand Alone: Southern Reform Rabbis and the Civil Rights Movement*
  - *The Essential Haim Greenberg: Essays and Addresses on Jewish Culture, Socialism, and Zionism*
  - *Keep Your Airspeed Up: The Story of a Tuskegee Airman*
  - *Constance Baker Motley: One Woman's Fight for Civil Rights and Equal Justice under Law*
  - *Richmond’s Priests and Prophets: Race, Religion, and Social Change in the Civil Rights Era*
  - *Doctrine and Race: African American Evangelicals and Fundamentalism between the Wars*
  - *Sissy!: The Effeminate Paradox in Postwar US Literature and Culture*

**Goal 1:** Communicate The University of Alabama’s commitment to diversity as part of its educational mission.

The current mission statement for the University of Alabama Press does not include diversity. However, as the Press plans to conduct strategic planning and review and revise its mission statement, it seems an appropriate time to consider incorporating elements of diversity into the Press’s mission so that the commitment to diversity can be communicated directly to constituents.

While many of the books UAP publishes are intended for a scholarly audience, it also publishes broadly for general audiences, particularly in Alabama and the South. Though the Press doesn’t specifically publish children’s books, it does aim to reach all ages. One way in which it reaches a diverse age group is by coordinating with the College of Continuing Studies to provide a series of classes for CCS’ Osher Lifelong Learning Institute (OLLI). The “Talking About Books” series includes six classes (both fall and spring semesters) in which UAP authors discuss their books and answer audience questions. UAP selects authors and books that will likely interest the OLLI audience, which is composed mostly of senior citizens. UAP also arranges to have books for sale at the OLLI classes and offers a deep discount in order to make the books more affordable to this audience. On the other side of the age spectrum, UAP recently donated some copies of *Darkroom: A Memoir in Black & White* (a graphic novel about the civil rights movement in Alabama) to a local middle school that sought to increase classroom reading. The Press has also recently made significant large sales to school districts for *Darkroom, Alabama:*
The Making of an American State, and Cradle of Freedom: Alabama and the Movement That Changed America. *Darkroom* will also be released in a Spanish version in spring 2018, reaching an even more diverse audience, both domestically and abroad. When the Press publishes books that appeal to broader audiences, it makes a concerted effort to ensure these audiences have access to them.

**Goal 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.

Personnel from the University of Alabama Press attend and exhibit at numerous conferences throughout the year for a variety of subject areas that are of interest to a wide audience base. Some of the academic conferences UAP attends are for such subject areas as Alabama history, southern history, archaeology and anthropology, environmental studies, biology, and science. The Press also maintains a physical presence at regional book festivals that attract members of the general public. At these conferences, UAP staff speak with graduate students, faculty members, and experts on the topic being covered, offering them information both on the books that UAP has published as well as soliciting new book projects from them.

**Goal 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 experience and, consequently, graduate with a better ability to understand, appreciate, and contribute to a global society.

Any position for which UAP recruits is posted as a nationwide search. Aside from the standard outlets used by the university (HR website and LinkedIn page), the Press also posts openings to specific publishing-focused job boards. One of the main methods candidates in the university press industry utilize for job searches is to seek out postings on the Association of American University Presses website. UAP posts jobs on the site and also posts a notice on the Association listserv to alert members of new job openings. The AAUP has increased its efforts in recent years to promote diversity among association members.

**Goal 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.

The UAP’s contact with students is limited; however, the Press regularly solicits and accepts interns for its various departments.

**Goal 5:** Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.

In the acquisition of manuscript projects, UAP routinely considers gender and race balance both in the subject areas in which it publishes as well as in the authors and
contributors that it publishes. When considering a volume that consists of chapters written by various contributors, the Press aims to include perspectives from a diverse set of contributors. When assessing manuscripts, UAP considers whether the content accurately portrays diversity. For example, in one recent manuscript about the founders of the State of Alabama, it was brought to the Press’s attention that women and non-whites were given very little to no attention in the manuscript. After reviewing the available resources and the people who were actually able to be involved in the founding of the state, UAP determined that the subtitle of the book was focused on the political and military leaders who shaped the state. By sheer nature of who was able to wield power and influence at that time in history, the book inevitably focused on white males. However, UAP reflected on this to ensure that it was not overtly excluding other races or women. Since the press has a faculty editorial board that must approve projects before the Press is able to publish them, the board is a second line of assessment for UAP projects. While acquiring editors do their part in considering diversity as initial proposals are received, the editorial board acts as a final arbiter during the discussion and approval process at meetings held throughout the year. The editorial board itself is diverse and includes faculty from a variety of disciplines.
Highlight Items:

- The Division of University Advancement was in a period of transition during the 2016 - 2017 academic year. The new Vice President for Advancement had been on board for about 8 months and the new Assistant Vice President for Planned Giving had been on board since March. A new Associate Vice President for Development was hired in August 2016. One highlight for the division was the effort to include and promote diversity in the recruitment of these key positions.
- Another, and perhaps more significant, highlight was the National Alumni Association's assistance in the reformation and growth of the Black Alumni Association to provide additional voice and attention to this important group. Now that the division is on more solid footing, diversity will be more highly prominent in the strategic thinking and planning of the leadership of Advancement.

**Goal 1: Communicate the University of Alabama’s commitment to diversity as part of its educational mission.**

The Advancement Division includes Development, Planned Giving, Advancement Services and Alumni Affairs. Each of these areas communicates diversity uniquely. Alumni Affairs and the National Alumni Association (NAA) utilize publications such as the *Alabama Alumni* magazine to reach a broad range of University alumni, featuring stories on prominent UA graduates, current programs and initiatives, and opportunities for involvement. The Summer 2017 issue of the *Alabama Alumni* magazine featured UA alumnae who work with NASA, earning top leadership positions in a field traditionally dominated by males. The cover of the Spring 2017 issue of the magazine featured Cameron Ogden, a female African American dance major from Georgia, representing a story about the University's new Performing Arts Academic Center. In addition, The Office of Development publishes *The Giving Effect*, which features gifts from alumni and friends of the University that help shape the next generation. *The Giving Effect 2016* featured Tyrell F. Jordan, a Birmingham attorney who created an endowed scholarship to support students from underrepresented urban communities.

**Goal 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.**

All staff members participate in annual mandatory anti-discrimination and anti-harassment training. Beth Howard, UA's Title IX Coordinator, serves as a resource person for Advancement and, as stated on the Title IX website, “…works with University Administration, departments, students, faculty, staff, campus police, and other support services to ensure that University policies and programs foster a campus community free of illegal gender discrimination and sexual violence (https://titleix.ua.edu/).”
Currently, the National Alumni Association is assisting in the reformation and growth of The University of Alabama Black Alumni Association (BAA). The NAA has promoted and financially supported the BAA’s homecoming reunion as well as an A-Day tailgate, and several members and officers of the BAA who attended the National Alumni Association's alumni council meeting in April 2017. The NAA also maintains a web presence for the BAA with a link to the organization's website on the NAA homepage. The BAA has a slate of nine officers and boasts five committees. Members can join to further involve themselves with the organization. BAA members must also hold a membership with the NAA.

**Goal 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.

Two prominent searches were concluded in 2016 for the Associate Vice President for Development and the Assistant Vice President for Planned Giving. The searches were coordinated by an outside search firm and included an effort to generate a diverse candidate pool. The leadership of the Advancement Division intends to continue emphasizing the importance of a diverse workplace in all future searches.

Also, while not specifically applicable to faculty and administration, the National Alumni Association is led by an executive board of 27 members. Several members of the executive board are from underrepresented populations. The NAA intends to continue promoting diversity in its leadership.

**Goal 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.

The National Alumni Association has nearly a dozen scholarships in honor or in memory of individuals from minority groups. Some of these include:

- The *Shaun Alexander Endowed* and the *Shaun Alexander Family Foundation Endowed*: Alexander is a former All-American football running back and later played for the Seattle Seahawks and Washington Redskins of the National Football League.
- The *Walter Lewis Endowed*: Lewis was the first African American starting quarterback for the Alabama Crimson Tide football team and a candidate for the Heisman Trophy in 1983.
- The *Sylvester Jones Endowed*: The Leadership and Career Resource Center at UA is also named after Jones.
- The *Coach Willie Carl Martin Endowed*: In 2007, Martin joined the University of Alabama football staff as Director of Player Development to help in the personal development of each student-athlete. Martin recently retired.
- The *Marcus Jeremy Smith Memorial Endowed*: Family and friends established this scholarship in association with the Richmond, VA chapter in his memory. He was a
Management Information Systems (MIS) student at UA when he died in the April 27, 2011 tornado that hit Tuscaloosa.

- Most recently established is the **Phenix City Mayor’s Education and Charitable Endowed** in honor of Eddie and Deborah Lowe. Eddie was a transfer student to the University of Alabama, where he played for the 1982 – 1983 football team as a walk-on, and later as a linebacker playing nine seasons in the Canadian Football League. He is the first African American mayor of Phenix City, Alabama.
- The NAA also manages the **African American Alumni Network Endowed**, along with several others.

In addition, the University of Alabama established the following scholarships/endowments supporting, honoring, or in memory of minority individuals during 2016 – 2017:

- The Berk, Cleveland, Rathmell Wealth Strategies Annual Scholarship
- The Health South Corporation Endowed Nursing Scholarship
- The Maynard, Cooper, and Gale Scholarship
- The TFJ Law Firm Endowed Scholarship
- The Robert Milton Young Memorial Lecture in African-American Literacy and Cultural Theory Endowed Support Fund
- The Clara Charmayn Malloy Memorial Endowed Scholarship

**Goal 5:** **Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.**

During the 2016 – 2017 academic year, the Advancement Division went through an organizational analysis conducted by a top-tier, nationally recognized fundraising consultant. This process, and the resulting report and recommendations, will provide a platform for the Advancement Division to further address diversity and inclusion through its fundraising plan in conjunction with, and support of, the University’s strategic plan.
Highlight Items:

- **Realizing the Dream: Sharing Our Commitment to Diversity With Our Community.** The Realizing the Dream Committee — consisting of members from the Tuscaloosa Consortium for Higher Education (Shelton State Community College, Stillman College, and UA) and the Southern Christian Leadership Conference — continues to collaborate to produce quality programming in the West Alabama area. For the 28th consecutive year, The University of Alabama and its Realizing the Dream partners presented a series of events around the holiday that honors the life and achievements of Dr. Martin Luther King, Jr.

- **The University of Alabama Campaign for the United Way.** The United Way brings our diverse community together through its initiatives. The Division of Community Affairs continued its leadership of the annual UA United Way campaign. The Division has implemented a structure that creates opportunities for UA colleges and administrative units to provide leadership of the campaign each year. As a result, UA has seen a steady increase in both the number of employees participating in the campaign and overall contributions. In fact, The University of Alabama again led the SEC in the percentage of employees participating in the United Way campaign and is consistently the largest contributor to the annual United Way of West Alabama’s campaign.

- **Engagement Scholarship Consortium (ESC) Leadership.** Dr. Samory T. Pruitt, vice president for the Division of Community Affairs, serves as president of the Executive Committee of the Board of Directors of the Engagement Scholarship Consortium. Carol Agomo, director of Community and Administrative Affairs in the Division, serves on the ESC conference planning committee and the strategic planning subcommittee for the organization’s Outreach and Engagement Practitioners Network.

- **Fulbright Success.** The University of Alabama was awarded a record 14 Student Fulbright Scholarships for the 2017–2018 academic year, nine English Teaching Assistantship awards and 5 research/study awards. UA received 14 awards from 47 applicants, one of the highest success rates in the nation. These opportunities expand the global skill set of UA students and enhance the international recognition of our University’s excellence.

- **Publication of the Journal of Community Engagement and Scholarship (JCES).** The Engagement Scholarship Consortium, an international organization of 37 major universities, sponsors this journal. The journal advances the scholarship of engagement worldwide and is the leading journal in the field. JCES will celebrate its 10th anniversary in 2017–2018.

- **Other Leadership.** Dr. Samory T. Pruitt, Community Affairs vice president, was appointed to the Board of Trustees for Stillman College. His appointment is effective July 1. He was selected because of his leadership in the field of engagement scholarship and higher education. In becoming a member of the board, Pruitt said: “It is indeed an honor to be asked to serve on this distinguished board. Over the last century and a half, Stillman College has produced outstanding students and has been a model of academic excellence.”
- **Local Outreach.** Outreach initiatives to churches, schools, and nonprofits continued on behalf of UA in 2016–2017. These included the Black Belt Community Foundation, Saving Lives, Swim to the Top, Parent Teacher Leadership Academy, SCOPE (Scholars for Community Outreach Partnership and Engagement), STEM Entrepreneurship Academy, Global Café, Heart Touch, Federally Health Qualified Centers, and the Community Affairs Board of Advisors. Now in its second year, this group supports campus-wide initiatives that increase student success and retention, facilitates student involvement in entrepreneurship and innovative initiatives, and supports the development of thoughtful global and community leaders.

**Goal 1:** Communicate The University of Alabama’s commitment to diversity as part of its educational mission.

**Realizing the Dream: Sharing Our Commitment to Diversity With Our Community.** The Realizing the Dream Committee, composed of members from the Tuscaloosa Consortium for Higher Education — Shelton State Community College, Stillman College, and UA — and the Southern Christian Leadership Conference, continues to produce quality programming for the event in the West Alabama area. For the 28th consecutive year, The University of Alabama and its Realizing the Dream partners presented a series of events around the holiday that honors the life and achievements of Dr. Martin Luther King, Jr. Ties between the University and the communities it serves continued to be strengthened through working together in the planning and implementation of these programs.

- **Realizing the Dream Legacy Awards.** On Friday, January 13, 2017, seven-time Emmy Award winning Mexican-American journalist John Quiñones was the keynote speaker at the Legacy Banquet in the Bryant Conference Center. The honorees were recognized for a variety of achievements in the spirit of Dr. King. They were PhD Social Work student Fan Yang, recipient of the Horizon Award, who created Heart Touch, an international community outreach program; Isabel Rubio, executive director of the Hispanic Interest Coalition of Alabama (¡HICA!), who received the Call to Conscience Award; and Wendell Paris, Sr., recipient of the Mountaintop Award, who serves as director of membership care and visitation with the New Hope Baptist Church in Jackson, Mississippi. Paris was recipient of the Martin Luther King, Jr. Man of the Year Award in 1988.

- **Realizing the Dream Concert.** On Sunday, January 15, the concert featured legendary gospel artist Kirk Franklin. Franklin is the winner of many music awards, including 10 Grammy Awards and 16 Dove Awards. Known as an incomparable artist, speaker, author, businessman and humanitarian, Franklin revolutionized gospel music and bridged the gap between the faith community and mainstream urban music culture. His genius fusion of the gospel message and hip-hop beats has made him a mainstay atop Billboard charts for more than 20 years. Again in 2017, the artwork of students in Tuscaloosa City Schools was displayed in the lobby of Moody Music Concert Hall.

- **SCLC Unity Day Celebration.** Unity Day activities occurred Monday, January 16. Sponsored by the Southern Christian Leadership Conference, Unity Day activities began at the Malone Hood Plaza and continued to Tuscaloosa City Hall on University Boulevard.
**Community Engagement Tours for New Faculty.** The new faculty engagement tour — Exploring New Places, Meeting New People and Engaging New Communities — provided an exciting opportunity to explore firsthand some of the results of our efforts to accomplish the mission of the Division of Community Affairs. Some 45 new faculty, Community Affairs staff, students and UA administrators visited Black Belt landmarks and met with local leaders during the three-day tour in May 2017.

**The University of Alabama Campaign for the United Way.** Each year, the United Way of West Alabama unites our diverse community through its initiatives. The Division of Community Affairs provides leadership for the UA United Way campaign, implementing a structure that creates opportunities for its colleges and administrative units to provide leadership of the campaign each year. As a result, UA has seen a steady increase in both the number of employees participating in the campaign and overall contributions. In fact, The University of Alabama leads the SEC in the percentage of employees participating in the campaign and is consistently the largest contributor to the annual United Way of West Alabama’s campaign. Through this effort, the University presents a united voice in support of the 28 United Way agencies and diverse communities that shape our state. Opportunities have been presented for various college units to lead the faculty and staff efforts in the campaign. Previous host colleges include the College of Arts and Sciences (2009), College of Engineering (2010), College of Communication and Information Sciences (2011), Capstone College of Nursing (2012), College of Education (2013), College of Human Environmental Sciences (2014), the School of Social Work (2015), and the College of Continuing Studies (2016). The campus has consistently raised funds in excess of 110% of the goal for the last six years. In 2016 – 2017, the campaign continued to lead the SEC in the percentage of employee participation, exceeding $400,000 in employee contributions for the second time in school history. Through this effort, our University demonstrates its commitment to the diverse population of our state.

**The Tuscaloosa Consortium for Higher Education.** The Consortium was established in 1997 to encourage collaboration among Shelton State Community College, Stillman College, and The University of Alabama. While each has a distinctive mission, this partnership has enabled faculty, staff, and students of these three institutions to build on their complementary strengths and to develop partnerships that will promote educational opportunity, support economic development, and enhance the quality of life in the Tuscaloosa community. In this way, the University strengthens respectful and supportive relationships with the institutions of higher education in our city and communicates our commitment to diversity within the community.

**Engagement Scholarship Consortium (ESC) International Conference.** As a member of the ESC consortium, UA sends a large delegation of faculty, students, and community partners to the annual conference, many of whom serve as presenters of research papers, research posters, session leaders, and committee participants. A diverse delegation of 31 faculty and student researchers from the University traveled to the University of Nebraska-Omaha to meet their counterparts from around the world and share their work. They presented research papers and posters and/or served as program conveners and moderators. The theme of the conference, Engaging Scholarship: Advancing Rigor,
Elevating Impact, challenged students, faculty and communities to reflect on the international meaning of engaged scholarship across disciplines. ESC is an international consortium of 37 leading institutions of higher education dedicated to the scholarship of engagement. It also provides financial support for the Journal of Community Engagement and Scholarship. ESC is a 501(c)(3) non-profit educational organization composed of higher education member institutions that work collaboratively to build strong university-community partnerships anchored in the rigor of scholarship and designed to help build community capacity. UA was the first non-land grant institution to become a member of this organization. UA has been a leading member of the Consortium since its inception in 1999, hosting its conference in 2012 in Tuscaloosa and sending large delegations to the annual conference.

Saving Lives. Saving Lives is a signature Division of Community Affairs health-care initiative in collaboration with area churches. In this initiative, community members and researchers collaborate to combine knowledge and take action for community health. Together, they have developed and executed a model program designed to increase the health literacy of underserved populations, improve community health and reduce health disparities, and approach the process of building communication, trust and capacity with the overall goal of sustaining healthy lifestyles. A unique aspect of the program is the use of scripture or text from theological doctrine in discussions of health-care information and recommendations coming forward from health-care providers and policymakers. In addition to the expert-led educational workshops that cover the topics of hypertension, diabetes, medication management, healthy eating and active lifestyles for disease maintenance and prevention, participants continue to be screened for blood pressure, cholesterol, blood glucose and body mass index. More than 40 UA medical students and undergraduate pre-professional health students have been engaged in this project and have touched the lives of more than 240 participants. The University of Alabama Division of Community Affairs began this program with three churches and now has more than seven local churches participating. Student participation includes training students to evaluate each participant’s health literacy. Student participation expanded in 2016–2017 to include planning and implementation of effective communication tools to increase health literacy.

Multicultural Journalism Program (MJP). Community Affairs continued its support of MJP, now in its 34th year, in the College of Communication and Information Sciences. The Division provides financial and in some years staff support of one of the premier workshops of its kind in the country. Each summer, up to 30 high school students attend this intensive workshop that covers principles and practice in print, broadcast, Web and social media. This workshop has helped the institution’s diversity evaluations in periodic accreditation reviews. Dr. Ed Mullins, former dean of the College of Communication and Information Sciences and now CCBP director of Research and Communication, co-founded the program and directed or co-directed the MJP’s annual workshop. The program has added substantially to diversity in the news media. Through the MJP, more than 800 high school students interested in media have come to the UA campus for an intensive summer workshop that teaches them to produce news in a multicultural society using multiple platforms.
DIVISION OF COMMUNITY AFFAIRS
UNIT: CENTER FOR COMMUNITY-BASED PARTNERSHIPS
ANNUAL COLLEGE/UNIT STRATEGIC DIVERSITY PLAN REPORT
2016 - 2017

Highlight Items (CCBP):

- **Journal of Community Engagement and Scholarship (JCES).** JCES continues to be recognized as the top peer-reviewed journal for the field of community-engaged scholarship. This academic year, the Division of Community Affairs published two issues of the Journal of Community Engagement and Scholarship (JCES), one of the world’s leading research journals dedicated to the scholarship of engagement. These issues included articles by domestic and international authors on topics involving place, age, race, gender, language, indigenous medicine, emotional context in disaster relief efforts, education for under-represented communities and other matters.

- **Global Café.** This program had an especially active year in carrying out its campus-unifying role in 2017. Created by campus and community partners of the Center for Community-Based Partnerships, Global Café builds an inclusive campus environment by connecting students and faculty with community and sponsoring activities that enable people to share traditions and cultures, learn languages together, access local resources, and meet new friends. This initiative was developed with the cooperation of several community partners, including Tuscaloosa City and County Schools.

- **Grant Acquisition and Sustainability Training Program.** Designed to bring together UA campus scholars and community members in efforts to find external funding to solve community problems, this program was taught by nationally known grant trainer and grants coach, David G. Bauer. A total of 67 individuals participated in the program. Participants have reported submitting grants requesting $248,585,832, with $3,785,731 having already been awarded.

**Goal 1: Communicate The University of Alabama’s commitment to diversity as part of its educational mission.**

The following are among the efforts made in 2016–2017 by CCBP that build community ties and communicate the University’s commitment to diversity as part of its educational mission.

- **ACCESS (Alabama Centralized Community-Engaged Scholarship System).** In January 2017, the Division of Community Affairs contracted with The University of Alabama Center for Advanced Public Safety (CAPS) to develop and implement a secure web portal as a centralized repository for community-related project data. The primary purpose of ACCESS is to serve as a repository for information related to community-engaged scholarship activities in which the University is involved. A key feature of ACCESS is that it will allow for the generation of a map of the data (projects/programs) to be produced in real time and displayed via the UA website or other means. This map will be color-coded based on characteristics of the project (e.g., political district; project type—economic, social services, education, etc.; community partners; University partners). Thus, an ongoing visual display of current and past UA
community engagement projects would be available. The ACCESS project is ongoing, having begun in mid-January 2017. It is currently in the design phase with the building phase beginning in early summer. The testing, implementation and training phases are scheduled for summer 2017. Upon completion, Community Affairs will be able to enter data from its current projects and begin to populate the database with information from past projects.

- **Swim to the Top.** Sponsored by the Division of Community Affairs, “Swim to the Top” is a collaborative initiative with the Benjamin Barnes branch of the YMCA, the Tuscaloosa County Park and Recreation Authority, and The University of Alabama College of Education’s Department of Kinesiology. “Swim to the Top” is a swimming, fitness and enrichment program targeted for youth ages 4–14 located at the Barnes YMCA and adjacent A.L. Freeman Pool. The swimming goal is to provide effective instruction to make children proficient survival swimmers. African-American children drown at a rate nearly three times higher than their Caucasian peers, and this program was developed to reduce the drowning risk of these youth. In 2016, 125 students were enrolled in the program, which included golf instruction, character education, and daily fitness and academic enrichment activities. Skill-related components of the fitness activities included agility, balance, and coordination. Health-related components included cardiorespiratory endurance, muscular strength and endurance, flexibility, and nutrition education. Academic enrichment sessions addressed skills in reading, writing, math, science and leadership.

- **STEM Entrepreneurship Academy (SEA).** The STEM Entrepreneurship Academy is a program designed to expose students to science, technology, engineering, mathematics and entrepreneurship while helping them realize options in these fields as they plan their futures. This program has two parts: the summer camp and the follow-up activities in the schools throughout the year. In previous years, the Capstone Entrepreneurship Camp, through a partnership between CCBP and the Culverhouse College of Commerce and Business Administration, provided rising high school seniors a challenging experience to learn about college life while developing an understanding of entrepreneurship as a career and its role in the economic development of their communities. For the past several summers, the College of Arts and Sciences and the College of Engineering joined the partnership to create a camp introducing high school students in grades 9–12 to STEM entrepreneurship in an effort to help students visualize opportunities in these fields. Students ultimately developed product ideas, created business concepts around the products, and delivered final presentations. Participants in the 2014, 2015, and 2016 camps were exposed to science within the context of a university laboratory. Each day, a practical exercise connected each area of STEM to entrepreneurship. The 2016 SEA camp included 37 participants from five Black Belt counties (Greene, Marengo, Hale, Sumter and Pickens), and two others (Walker and Tuscaloosa). SEA will advance the goals of the summer camp by carrying out the SEA curriculum, working closely with UA faculty, and arranging online support from university graduate students and staff members for each school during the academic year. The curriculum development includes a focus on STEM research and innovation and will provide homework help to high school students, thus providing more opportunities for our UA faculty, staff and students to interact with the high school students from the various regions and diverse backgrounds. The SEA program
 communicates UA’s commitment to improving education in the Black Belt and offers opportunities to its youth and their teachers in preparation for today’s economy.

- **Black Belt Community Foundation (BBCF).** The Black Belt Community Foundation (BBCF) was created to build philanthropy in the low-wealth region of Alabama’s Black Belt. The mission of the BBCF is “to forge a collective stream of giving from the community and other sources so we, the people of the Black Belt, can enhance our continuing efforts to lift ourselves by taking what we have to make what we need.” The founders of the BBCF believe that every member of the community has a vested interest in seeing the vision realized of “a transformed Black Belt where all of our residents contribute to healthy communities and reap the benefits of our shared gifts and a productive regional economy.” (Retrieved from http://blackbeltfound.org/about-us/our-vision/.) The leadership of the Black Belt Community Foundation believes that a strong partnership with The University of Alabama Division of Community Affairs will help in the fight to decrease many of the underlying causes of poverty in the Alabama Black Belt Region. In 2016 – 2017, Christopher H. Spencer, CCBP Director for Community Development, spent a significant amount of time working in partnership with the Foundation to build a community leadership development program. During the past year, Spencer successfully planned the 11th Annual BBCF Retreat focusing on leadership development for grassroots leaders from across the Alabama Black Belt region. His efforts have also landed the Black Belt Community Foundation a $2.8 million Federal Head Start grant in 2017. This grant will provide Head Start Services for 307 underserved children in Choctaw, Dallas, Marengo, and Wilcox Counties. Several research opportunities in human development and early childhood education will be conducted under this project. Grant applications are pending for the $500,000 Robert Wood Johnson Boys and Young Men of Color initiative and the Kellogg Foundation $3.4 million Social Justice opportunity. These projects would provide potential research opportunities for faculty and students at The University of Alabama.

**Goal 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.

Examples of fulfillment of this goal follow:

- **Grant Acquisition and Sustainability Training Program.** Under the leadership of Dr. Jim McLean, executive director of CCBP, this program was designed to bring together UA campus scholars and community members in efforts to find external funding to solve community problems. Ten UA/community teams participated in four days of grant and fundraising seminars together, as well as individual coaching sessions spread over 18 months. Nationally known grant trainer and grants coach, David G. Bauer, taught the program. It concluded on March 7, 2017 with the final coaching sessions and a celebratory dinner. A total of 67 individuals participated in the program, including many from underrepresented groups. There were 15 African-American females, five African-American males, four Asian females, and 18 Caucasian females. Community members included a mayor, a district attorney, school administrators, the
president of the Black Belt Community Foundation, and a hospital administrator. At this point, participants in the program have reported submitting grants requesting $248,585,832, with $3,785,731 having already been awarded. Due to the success of this program, it will be repeated beginning in August 2017.

- **Excellence in Community Engagement Recognition.** At the 11th annual Excellence in Community Engagement Awards program, a diverse group of innovators from the community and the University was recognized for outstanding leadership and commitment to community engagement. CCBP’s annual recognition ceremony honors faculty, staff, students and community partners for their contributions to the scholarship of engagement. Recognition is given to students, faculty and community leaders who have been selected to receive seed funds, travel funds, and fellowships to bolster their research agendas. These projects include services to schools, medical institutions, government, religious groups, and others. In this way, The University of Alabama recognizes outstanding scholarship while strengthening intercultural ties in our community.

- **Parent Teacher Leadership Academy (PTLA).** In partnership with UA’s Colleges of Education and Human Environmental Sciences and four school districts, the Division of Community Affairs created PTLA to build stronger school-community partnerships, to improve student achievement, and to encourage parental participation in schools. The partner school districts included Alabaster City, Tuscaloosa City, Tuscaloosa County, and Lamar County. PTLA offers participants four academies: Teachers (TLA), elementary parents (EPLA), Hispanic parents (HPLA), and Pre-K parents (PKPLA). PTLA participants are diverse teacher and parent leaders at their respective schools and in their communities. The curriculum is intended to maximize the leadership potential of teachers and parents to collaborate as engaged partners for the overarching goal of increasing student success. The program graduated 20 parents in 2008, 40 parents in 2009, 50 in 2010, 43 in 2011, 43 in 2012, and 40 in 2013. In 2014, the combined number of PTLA graduates (parents and teachers) was 65, and in 2015, 85. In 2016, the combined number of PTLA graduates (parents and teachers) was 79. In 2017, the combined number of PTLA graduates was 93. In 2016, the year’s calendar included a combined session between parents and teachers in order to promote active collaboration between parents and teachers in the same school and school districts. However, in 2016, this collaborative session included all district superintendents as guest panelists in order to promote collaborative dialogue among teachers, parents and school teams. In addition, this year marked the first year that both parent and teacher academy teams from each school collaborated to produce a final project proposal that was directly linked to at least one goal of the school’s improvement plan. In 2012, the National School Board Association recognized PTLA as a premier program in the United States. In addition, a paper presentation describing the outcomes of the PTLA was presented at the annual Engagement Scholarship Consortium in 2013. A recent paper assessing the program and its history was accepted by the *Journal of Community Engagement and Higher Education*. Four presentations, highlighting the impact of PTLA and various projects from Tuscaloosa City and Alabaster City schools, have been selected for the September 2017 Engagement Scholarship Consortium. Also in 2017, Dr. Holly Morgan and Dr. Blake Berryhill have been accepted to complete a chapter for the upcoming volume in the *Current Perspectives on School/University/Community Research* focusing on research collaborations in rural places. The chapter will discuss
PTLA and school/university/community partnerships, particularly those in rural schools.

- **Global Café.** Created by campus and community partners of the Center for Community-Based Partnerships, Global Café builds an inclusive campus environment by connecting students and faculty with community and sponsoring activities that enable people to share traditions and cultures, learn languages together, access local resources, and meet new friends. There are two main parts of the Global Café initiative, daytime conversation opportunities and evening community resources programs. In this academic year, approximately 35 American college students from many cultures engaged in English conversation and tutoring with international families at our University. Global Café is also developing new opportunities for language work and cultural understanding among Americans who are planning to travel by introducing them for conversations with international guests. Language tutoring contact hours totaling 1,341 occurred this year (up from 692 last year) as part of the English conversation and practice program. Twelve evening events were presented during this year with a total attendance of 624 people of different cultures (up from nine events last year with a total attendance of 451). Throughout the year, these events were held in our new home in Capital Hall. Through these gatherings Global Café introduced international students and faculty to local community resources and provided opportunities for casual conversation among English language learners. Global Café programs offer students exciting new paths toward leadership in community engagement. This partnership benefits UA students by enhancing intercultural hospitality and understanding on campus and in the community and building a global skill set among UA students. This initiative was developed with the cooperation of several campus and community partners, including the Capstone International Center, the CCBP Student Leadership Team, Graduate Parent Support, Tuscaloosa’s One Place, Shelton State Community College, Stillman College, Tuscaloosa Public Library, Tuscaloosa City and County Schools, UA student groups, and numerous community leaders. A benefit of this cooperative effort is the relationship between local schools and the University. This partnership benefits students by enhancing intercultural hospitality and understanding on campus and in the community.

- **SCOPE (Scholars for Community Outreach, Partnership, and Engagement).** SCOPE is a UA recognized student leader organization supported by the Center for Community-Based Partnerships. The goal of SCOPE is to support both undergraduate and graduate students interested in engaged scholarship. The organization’s motto, “Student to Scholar,” is reflected through biweekly seminars on research-related topics and the pairing of SCOPE students with faculty mentors and community partners. Over the past year, a diverse group of 50 students participated. The four officers were members of underrepresented populations. The year culminated with its annual Showcase of Community-Engaged Scholarship, which included a student panel, a paper session, and a poster session with 11 posters, which was held in conjunction with the Annual Community Affairs Excellence in Community Engagement Awards Luncheon.

- **GearUp Alabama.** GearUp Alabama is a seven-year multimillion-dollar federal grant program with a goal of inspiring a cohort of students who live in the Black Belt of
Alabama (15 counties, 22 school systems) to be career- and college-ready when they graduate from high school. GearUp provides support for these students from eighth grade through their first post-graduate year. The grant is directed out of UAB with a co-principal investigator from the Center for Community-Based Partnerships at UA supporting the program’s activities in Greene, Hale, Pickens, and Perry Counties. This is the third year of the grant. During the past semester, a dozen UA students served as peer tutors to a cohort of students in Hale County Middle School and Aliceville Middle School. Plans are underway to expand this program in fall 2017. In addition, over 90 GearUp Alabama ninth and tenth graders are signed up to attend UA residential academic camps this summer. UA also hosted a GearUp Alabama regional meeting and a GearUp Alabama steering committee meeting this past year. The long-term goal of GearUp Alabama is to prepare underrepresented students for future success.

**Goal 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 experience, and consequently graduate with a better ability to understand, appreciate, and contribute to a global society.

- **Global Café Services to International Faculty.** Global Café offers its resources and those of our community to visiting international scholars and their families, assisting them in cultural adjustment, language acquisition, and community engagement. They participated in hundreds of contact hours of conversation with Global Café language tutors. Through this initiative, CCBP supports the University’s efforts to welcome, attract and retain diverse faculty.

**Goal 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.

- **Service Member to Civilian (S2C).** The second National Summit on Improving Transitions for service members was held in September 2016 and was a great success. Approximately 250 people from across the country attended the conference held September 21-23 at the Winfrey Hotel in Birmingham. The attendees included service members, dependents of service members, students, faculty members, researchers, staff members, community agency leaders, faith-based leaders and business leaders. The summit addressed the current and emerging needs of service members transitioning to civilian life. This summit was successful in bringing service members, veterans, and their families to meet with advocates, researchers, clinicians, educators and policymakers from around the nation to better understand and improve the transition from service to civilian life. S2C was hosted by The University of Alabama and led by the School of Social Work. The summit is endorsed by numerous service-member support organizations from throughout the nation. The second summit ended a two-year project funded by the National Institutes of Health. CCBP’s Christopher H. Spencer continues to work with researchers in the School of Social Work and graduate students across campus with an interest in service member needs and transitions. In this work, Spencer worked closely with Dr. Karl Hamner and Dr. David Albright and their
graduate assistant, who conducted a veterans’ needs assessment in Wilcox, Dallas and Marengo Counties.

- **Record Number of Fulbright Student Awards.** In the past year, The University of Alabama celebrated many Fulbright successes. Fourteen of this year’s 47 applicants won Fulbright awards to serve abroad during 2017–2018 (nine English-teaching assistantship awards and five research/study awards), one of the highest success rates in the nation. This success was the result of the Fulbright Advising Initiative, a joint effort of the Capstone International Center and the Center for Community-Based Partnerships. The commitment of Division of Community Affairs personnel to the Fulbright Advising Initiative has brought an increased number of awards for our students and increased diversity among the cohorts who go forth to represent UA to the world. Fulbright alumna Dr. Beverly Hawk, CCBP director of Global and Community Engagement, is available throughout the year to assist UA applicants in the development of their research, study and teaching applications to the Fulbright Program. Success in the Fulbright Student Award competition is the result of a two-step national review process. The applications that receive a positive review from the U.S. national juries in step one are forwarded to the host countries for final selection. This year’s cohort of 47 students was the largest number of applicants in one year in the history of the University and produced a record number of student winners. Through these awards, UA students receive funding to serve in international community engagement and learn cultural lessons.

- **Black Belt 100 Lenses Digital Archive.** A CCBP initiative to digitally archive the rich collection of photos from the Black Belt 100 Lenses initiative secures this historic collection for the future. The Black Belt 100 Lenses program, a joint endeavor between the Black Belt Community Foundation (BBCF) and CCBP focuses on documenting the culture of the region through photography and discussions with high school students from both the public and private school systems in 12 Black Belt counties. The Black Belt 100 Lenses Program combines a research methodology, photovoice, with video and critical writing, enabling Black Belt junior high and high school students to analyze their communities with an eye toward grassroots improvements. An archive detailing the contributions of program participants has been produced through a collaborative effort between CCBP, the Black Belt Community Foundation, and the Alabama Digital Humanities Center. The archive can be found at http://apps.lib.ua.edu/omeka/. The process of creating the archive was formally presented in two separate sessions on campus. Each presentation drew a diverse audience of faculty, staff and community partners. The archive was completed with the assistance of a diverse group of undergraduate and graduate student interns and research assistants who gained invaluable experience related to the role of digital humanities in supporting issues of diversity and knowledge creation. A structure has been created to continue the work of this initiative and carry its benefits forward for our University and the people of our state.

- **Center for Community-Based Partnerships: Student Employment Opportunities.** The Center for Community-Based Partnerships provides multiple opportunities for employment for both undergraduate and graduate students, in addition to internships and volunteer experiences. Student employees have been recruited and
hired with intentionality, to represent a diverse student demographic. Of the current student employees, 28% are Caucasian and 72% are from various other ethnicities. International students comprise approximately 16% of our student employee workforce. Students are provided opportunities to work in a diverse learning environment and within diverse communities.

- **Project SOAR (Sharing Opinions and Advice on Research).** Ongoing UA efforts to engage community stakeholders and to improve the cultural competency of academic researchers are taking place in two underserved communities in West Alabama. A University of Alabama research team consisting of students, professors and staff members in partnership with community participants from the urban Holt community and a rural county (Sumter) in Alabama has been successful in organizing project advisory committees (PACs) for these communities. These unique PACs advise researchers on the selection of relevant research questions and development of culturally appropriate measures and interventions through true partnership with research personnel. In December 2016, this two-year grant, funded by the PCORI Foundation, officially ended. However, the Project SOAR team continues to work with the PACs. PAC members have been transformed and empowered, and they are great assets for researchers interested in conducting research in rural Sumter County and in the Holt community. Throughout year two of the grant, the faculty, staff and students worked closely with community members and UA researchers. PAC members provided critical feedback to researchers on their research surveys and other tools they are developing. The Sumter County PAC is assisting the local hospital with getting an employee certified as a Diabetes Educator so the local hospital will be able to bill for education services. The Holt Community PAC members implemented a Potted Plant Project that focused on growing healthy food as they study the environment in the Holt Community. The PACs continue to meet every eight weeks in Holt and Sumter Counties. Researchers are sharing their research tools and the community advisers are providing excellent feedback. The Project SOAR team continues to seek funding to build upon the foundations established in Sumter County and the Holt community.

**Goal 5:** Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.

Directors within the Division of Community Affairs meet twice a year to discuss goals and accomplishments related to enhancing diversity within the unit. These meetings focus on supporting a broad-based and consistent effort across the unit and the enactment of goals within specific ongoing projects.
Highlight Items (Crossroads):

- **Practicing Inclusive Engagement (P.I.E.) Workshops.** Crossroads offers P.I.E. workshops for UA students, faculty and staff to help develop important intercultural engagement skills for living and working in diverse communities. This year, Crossroads also began offering P.I.E. workshops for non-UA institutions both in and outside of the state of Alabama.

- **P.I.E. Team.** Crossroads selects a team of enthusiastic student leaders to assist with the facilitation of P.I.E. workshops. This team trains weekly with the Crossroads intercultural engagement coordinator to build leadership skills for cultivating an inclusive mindset in workshop participants.

- **Engage Diversity Weekly Newsletter.** Crossroads provides a weekly digital newsletter to highlight campus events and programming that focus on diversity, equity and multicultural experiences.

- **Inclusive Campus Breakfasts.** Crossroads hosts monthly campus breakfasts to provide a supportive structure that encourages students, faculty and staff to collaborate in fostering a more inclusive campus culture.

- **Community Conversations.** Crossroads invites open, honest and balanced talk about intercultural relationships at UA and in the Tuscaloosa community through programs such as the weekly Tuesday T dialogues and the Monday evening International Study Breaks.

- **Sustained Dialogue.** As a campus chapter of the national Sustained Dialogue Institute Crossroads facilitates a Sustained Dialogue (SD) program at UA to help students engage their differences as strengths. Students learn to use the SD five-stage dialogue-to-action model to tackle important diversity-related issues on campus and in the broader community.

- **Better Together Interfaith Initiative.** Drawing from the work of the national Interfaith Youth Core, Better Together programs at Crossroads promote respect for the diversity of religious and philosophical beliefs, both at UA and in the broader community.

- **Cultural Heritage Celebrations.** Throughout the year, Crossroads coordinates calendars that promote campus-wide programs and events that celebrate the rich diversity of cultural experiences and identities on campus.

- **Heart Touch.** Through the Heart Touch Initiative, Crossroads collaborates with the local non-profit to provide interactional learning experiences about Chinese culture for elementary children in West Alabama.

**Goal 1: Communicate The University of Alabama’s commitment to diversity as part of its educational mission.**

Crossroads communicates the University’s commitment to diversity through its programs and through its materials at Bama Bound, Get-on-Board Day, International
Student Orientation, University Days, Week of Welcome, Engage Diversity weekly newsletters, and through multiple interactive presentations for student recruiting programs and freshman introductory courses. Crossroads also communicates via its website (www.crossroads.ua.edu), Facebook, Twitter, and Instagram accounts the varied opportunities the University makes possible for diverse learning experiences.

- Communication at Bama Bound, Get-on-Board Day, International Student Orientation, University Days, and Week of Welcome. A multicultural team of representatives and the informative Crossroads display and brochures are part of each University Days, Get-on-Board Day, First Generation Student Information Fair, Out-of-State Student Information Fair, International Student Orientation, and Bama Bound during the year (about 50 events). The display has student photos from actual Crossroads events representing the faiths, cultures and identities at the Capstone. Bama Bound (summer new student orientation), University Days (introduction to UA for high school seniors), International Student Orientation, and Get-on-Board Day (introduction to student activities during the first week of school) reach thousands of students and their families with information about life at UA. Through the participation of Crossroads staff in these efforts, the University takes advantage of the opportunity to publicize the specific programs that demonstrate its commitment to diversity. The University’s support for the diversity programs of Crossroads Community Center is underscored by its location at the very heart of the campus on the third floor of the Ferguson Student Center next to UA’s Office of Student Involvement.

- Interactive Presentations for Student Recruiting Programs and Freshman Introductory Courses. Each semester Crossroads is invited to multiple freshman Compass courses and sections of NEW 222 – *Academic Potential* to engage students in introductory P.I.E. activities to increase awareness and appreciation for diversity at UA. In the summer months, Crossroads provides similar experiences for high school students attending recruitment programs through the Honors Academy (http://honors.ua.edu/honorsacademy/), the Culverhouse College of Commerce and Business Administration Majors Awareness Program, and the Accounting Career Awareness Program.

- Communication through Facebook, Twitter, Instagram, Digital Signage on Campus, and the Weekly *Engage Diversity* Newsletter. The Crossroads website maintains current and archival information to communicate the myriad opportunities made possible by the University for engaging in the rich diversity of cultures and perspectives on campus. The website publicizes campus intercultural efforts and, through its wealth of helpful links, connects students, faculty and staff to diversity resources at UA and other nationally recognized diversity-related organizations. Facebook pages, Twitter feeds and Instagram accounts for Crossroads and its signature programs, *Sustained Dialogue, P.I.E.*, and the *Better Together Interfaith Initiative*, are managed by the Crossroads office. The main Crossroads website is linked to the University’s homepage so that individuals who are visiting the University online can quickly learn of its commitment to diversity. In addition, starting in fall of 2014, Crossroads implemented the Engage Diversity newsletter, distributed via email to over 600 interested UA students, faculty and staff every Monday throughout the fall and spring semesters. During the 2016 – 2017 academic year, the newsletter email distribution list grew to 3,052 contacts. Each newsletter features an attractive display of weekly and monthly diversity-related events offered on the UA campus.
and in the Tuscaloosa community. Current and past newsletters are all archived and accessible via the Crossroads website.

**Goal 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.

Crossroads Community Center, created in 2005 to facilitate meaningful intercultural engagement among students, employees and the local community, is a vital presence on campus demonstrating The University of Alabama’s commitment to fostering a welcoming and inclusive campus. Crossroads is a facilitator of crucial community and campus dialogue through its Sustained Dialogue program and its Better Together Interfaith Initiative. Crossroads also enhances awareness and appreciation of cultural and individual diversity by sponsoring interdepartmental collaboration for diverse learning experiences through its Inclusive Campus Breakfasts, Community Conversations, Practicing Inclusive Engagement workshops, Heart Touch, and Cultural Heritage Celebrations. These campus exchanges help UA create and sustain an inclusive campus environment.

- **Sustained Dialogue (SD).** UA is a member of the SD Campus Network (SDCN), a growing international consortium of SD programs at over 46 colleges and universities worldwide. As a SDCN chapter of the internationally influential Sustained Dialogue Institute (SDI) (sustaineddialogue.org), UA’s SD program improves our campus community and enhances the professional and personal lives of its students during and after college. Initiated in 1999 at Princeton University, the SD experience is rooted in the work of Dr. Harold Saunders, a senior U.S. diplomat in the Arab-Israeli peace process after the 1973 Arab-Israeli war. SD’s five-stage dialogue-to-action model helps students understand perspectives of individuals they would not otherwise meet; build relationships across traditional lines of difference on campus; and gain the communication skills necessary for increasingly diverse academic, social, and work environments.

  Through a credit-earning course at UA, Crossroads makes the SD experience available to approximately 120 students each academic year, providing a structure for students to understand their peers and develop intercultural competencies that will prepare them for a life in the global society in which they will live and work. In addition, Crossroads director Lane McLelland works with UA’s Office of Fraternity and Sorority Life to moderate a monthly dialogue for the presidents of the UA chapters of the Alabama Panhellenic Association and a bi-annual dialogue dinner with the executive boards of all four of UA’s Greek councils.

  Beyond the campus community, Crossroads provides expertise on engaging diversity by making dialogue moderators available for local organizations addressing challenging social and cultural issues. For example, in 2016–2017 Crossroads consulted with a local Christian congregation and provided a P.I.E. workshop for its members in
advance of their engagement of issues and concerns related to welcoming the LGBTQ community into their church family.

To support SD efforts on campus during the past year, the Crossroads SD advisor participated in monthly advisory calls with other SDCN chapters nationally. Additionally, in December of 2016, the UA SD course was shared in a national online learning exchange as an innovative model for advancing the work of SD. The UA chapter also gained national recognition for the second year in a row, when, in fall 2016, former Crossroads graduate research assistant Bre Swims received the National Dialogue Award at the Sustained Dialogue Institute’s annual meeting in Washington, D.C.

- **Better Together Interfaith Initiative (BT).** Instead of seeing personal beliefs as differences that divide, the Crossroads Better Together Interfaith Initiative draws on the work of the nationally recognized Interfaith Youth Core (IFYC.org) to advance the view that religious and philosophical traditions can be bridges for cooperation and understanding. Since January 2013, Crossroads has sponsored the attendance each year of an interfaith team of UA students at IFYC’s Interfaith Leadership Institute in Atlanta, where they developed strategies to improve interfaith understanding on campus. As a result of these annual team-building experiences, Crossroads has built a strong collaboration with UA’s Center for Service and Leadership, the Crimson Secular Student Alliance, Muslim Student Association, Hillel House Jewish Student Center and various Christian campus ministries to host DWELL Better Together, EXPLORE Better Together, PLAY Better Together, and SERVE Better Together. In April 2017, the Talk Better Together program was conducted in collaboration with Spectrum and Safe Zone to give students an opportunity to discuss their experiences with the intersections of religion and sexuality.

The fall and spring semester SERVE Better Together events continued to be among the students’ favorite times together. At each event, over 60 students with different religious and philosophical beliefs shared breakfast together and enjoyed introductory activities to get to know one another before participating in community service, and concluding the day together with an interfaith lunch and dialogue about how to foster interfaith relations on campus. By serving the common good together, groups who might normally be divided by religious and philosophical differences left the events with a strong foundation for interfaith understanding.

- **Community Conversations.** Community Conversations hosted by Crossroads take many forms. An exciting new format was launched in the spring of 2016 and continued throughout all of 2016–2017. Named the Tuesday T (the T stands for Talk), this collaboration of Crossroads, the Office of Student Involvement, and the Ferguson Student Center was designed to give members of the campus community the opportunity to gather each Tuesday to talk about issues related to their diverse personal identities and experiences. During these dialogues, student, faculty and staff participants find their voices in the discussion of sensitive topics about inclusion and engage new acquaintances in candid conversations around challenging diversity-related topics. Also launched in spring 2016 and maintained during the full 2016 - 2017 academic year was a collaboration between Crossroads and the International Student Association to host a weekly study break so that international and domestic students could gather on a regular
basis for academic support and social interaction. The *Tuesday T* and the *International Study Break* are indicative of the year-round opportunities Crossroads supports to facilitate the engagement of issues of social identity in our daily lives.

- **Inclusive Campus Breakfasks (ICB).** Crossroads strengthens collaboration among UA’s students, faculty and higher education professionals to address diversity concerns on our campus through its monthly ICB. Through a year-round series of open, monthly meetings for faculty, staff and students, ICB promotes awareness of the diversity resources available on campus. The relationships created through the collaborative planning of the year’s multicultural events form the infrastructure of a positive and inclusive environment on campus. Each month, a Crossroads campus-wide email invitation invites new participation, new ideas and updates from all campus partners about other existing efforts devoted to making UA more inclusive and welcoming.

  From these gatherings have come an *Inclusive Classrooms Teaching Series* for Faculty that included presentations for *Promoting Diversity and Inclusion in UA Classrooms*, held monthly from January – April 2017; *Tuesday Ts* weekly calendar for student dialogues; coordination of African-American history campus tours, February 2017; an organization of a UA Hispanic/Latino Association; plans for a Common Book Experience, and the development of diversity activities on campus through interdisciplinary planning meetings among departments and organizations.

- **Cultural Celebrations.** Throughout the year, Crossroads coordinates calendars that promote campus-wide programs and events that celebrate the rich diversity of cultural experiences and identities on campus. Most prominent among these celebrations are: *African American History Month* and *Hispanic/Latino Heritage Month*. A full calendar of events from 2016 – 2017 for both of these heritage months can be found on the Crossroads website: [http://crossroads.ua.edu/our-programs/](http://crossroads.ua.edu/our-programs/).

  Additionally, Crossroads supports campus partners in promoting their calendars for identity-based programming, e.g., *International Education Week, LGBTQ History Month, Native American Heritage Month*, and *Women’s History Month*. In this way, Crossroads aids individuals in sharing the paths they have traveled to come to UA, enhancing the richness of the student experience.

- **Heart Touch.** Supported by Crossroads, the Critical Language Center, the Center for Community-Based Partnerships, and Tuscaloosa’s One Place, Heart Touch provides multicultural learning experiences for elementary school children by conducting Chinese and Japanese culture lessons, hands-on activities, field trips and pen-pal programs. In January of 2016, Heart Touch also took its innovative approach to international education to schools in Greene County, Alabama. Through Heart Touch, international students are connected with American culture and elementary school children, and university students are engaged in intercultural learning.

- **Practicing Inclusive Engagement (P.I.E.) Workshops.** In 2016–2017, Crossroads supported UA’s commitment to diversity by providing inclusive engagement workshops for students, faculty, staff and local community members in the following organizations:
Throughout the year, Crossroads interns and the student leaders of the P.I.E. Team receive training and practice in intercultural engagement. Inclusive leadership development is further supported by student travel opportunities as noted above in the IFYC’s Interfaith Leadership Institute in Atlanta, Georgia. At this event, UA students collaborated with their counterparts from around the country to design effective programs for their individual campuses.

Through its wide array of programs and P.I.E. workshops, Crossroads serves as a resource for UA to address challenging intercultural issues on campus and in the broader community, preparing its students, faculty and staff for citizenship in a global society.

Goal 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.

- **Professional Development and Institutional Assessment**
  
  In 2016–2017, Lane McLelland, Crossroads director, and intercultural engagement coordinator Paige Bolden participated in or presented at the following conferences, seminars, workshops, panels and professional network conference calls for professional development around best practices for increasing diversity in higher education:
  
  o **Conference Calls.**
    Sustained Dialogue Campus Network (SDCN) Advisors monthly conference calls.
  
  o **Presentations/Panels.**


In addition to her own professional development, McLelland conducted diversity trainings for UA faculty and staff throughout the year to enhance the appreciation for the representation of a variety of backgrounds and experiences in faculty and administration. McLelland is regularly invited to participate in search committees and/or share her multicultural expertise in the evaluation of candidates for professional staff positions at UA. Additionally at UA, McLelland is a standing member of the International Education Committee, the Human Relations Council, the Realizing the Dream Committee, and the Strategic Planning Council’s Subcommittee for Diversity and Inclusion.

Goal 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.

Through its interactive presentations to visiting high school students at the following UA recruitment events, Crossroads introduces UA’s diversity resources and commitment to fostering an inclusive campus environment:

- Honors Academy (http://honors.ua.edu/honorsacademy/);
- Culverhouse Majors Awareness Program (http://mycba.ua.edu/cmap);
- Accounting Career Awareness Program (http://mycba.ua.edu/acap/about-acap);
- College of Arts & Sciences College Fair, and
- UA Days Information Fairs.
- Crossroads presentations at these recruitment programs support efforts to increase diversity on campus.

Potential students attending these events see firsthand the importance UA places on promoting more informed and open perspectives.

Goal 5: Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.

Through its innovative programs, Crossroads coordinated the efforts of faculty, staff and students in the development of a culturally engaged campus community during 2016–2017. Crossroads programs serve as opportunities for students, faculty and staff to comment on campus life and their relationship to it. Ongoing program evaluation and open campus
conversations are used to make the form of the programming offered more effective. Two examples of the assessments done on Crossroads efforts to enhance diversity at UA are summarized below:

- **Annual Assessment of Sustained Dialogue Program**
  Through the Sustained Dialogue course at UA, participants develop a diverse set of leadership skills, including strong personal identity awareness, knowledge of social and cultural concepts, empathy, facilitation, and increased self-efficacy for conflict resolution. Each year, participants in the SD course are asked to complete a pre-, mid-, and post-dialogue survey. The data from their responses are included in the following results of SDI’s national network-wide survey.
  
  - Participating in SD increases interactions with diverse peers significantly more than the college experience itself.
  - According to the National Survey on Student Engagement during their college career, a national sampling of students becomes no more likely to have these discussions.
  - Because of SD participation, students become 9% more likely to have discussions with peers different from them in terms of race or ethnicity.

Without an intentional space for these conversations and a skill set to have the conversations constructively, students are not inclined to engage in conversation across these lines of difference.

As a result of participation in Sustained Dialogue, students increase the following crucial civic and leadership skills that benefit their campus community. Statistically significant results are that participants:

- More frequently think critically about the experience of others.
- More frequently try to better understand someone else’s view.
- Are better able to explain the college climate toward diversity and why some of their peers may not feel welcome on campus.
- More frequently learn something that changes the way they view an issue or concept.
- Are more comfortable talking about their own identities.

Current UA assessments of the SD course remain consistent with the SDI findings and of a more in-depth qualitative analysis conducted in the fall of 2015 by then graduate research assistant Paige Bolden in collaboration with Crossroads. The goal of the research project was to gain a deeper understanding of the ways that the students felt the UA class had an influence on their abilities to communicate across difference and the skills they thought they learned from taking the course. The guiding research questions were:

- RQ 1: In what ways do the participants describe the effect of Sustained Dialogue on their ability to communicate across difference?
- RQ 2: In what ways do the participants describe the effect of Sustained Dialogue on their awareness of other perspectives?
RQ 3: How do the participants perceive changes, if any, in their understanding of dialogue and communication over the course of the semester?

The articulated learning outcomes of UA’s Sustained Dialogue course are that students will be able to: 1) engage diverse perspectives surrounding issues of social identity, 2) articulate the concept of intersectionality as it relates to social identities, and 3) compare and contrast debate, discussion and dialogue as types of civic discourse.

According to Bolden, students in the fall 2015 SD course:

… felt that they had been positively impacted by their participation in the Sustained Dialogue class. Many students highlighted the impact that being in a small group had on their experience, some pointed out the relationships that were formed as a result of the small groups, and others talked specifically about how they would not have met some of these students in their group had it not been for the Sustained Dialogue class. Overall, the pre-, mid-, and post-dialogue assessment responses show that the majority of the students in the Sustained Dialogue course not only felt that they had a positive experience in the class, but also that they learned specific communication-based skills that they perceive will help them in the future.

The following statements from students who participated in the spring 2017 SD course reflect the experiences UA students consistently share in their survey responses:

- “My dialogue group was a diverse group from all over the country. I probably would not have encountered them in my usual day-to-day life. Our conversations introduced me to different perspectives on issues that I might not have otherwise received.”
- “It was helpful for me to learn dialogue techniques without going into debate.”
- “I really enjoyed this class — our moderators were great and the small groups had such a welcoming environment. This class made me think more about what’s happening on campus.”
- “I really enjoyed this class. It never felt like anyone was pushing an agenda. People were just talking to each other. You look at people differently once you get a chance to talk to someone who is different than you.”
- “It was great having a small group. I enjoyed the diversity and I felt comfortable sharing my perspective, even if people disagreed. After having this experience with the small group, I feel more comfortable talking about difficult topics with others.”
- “I felt that this experience was eye-opening, especially given that I had a more narrow-minded perspective on gender in the past. This class helped me see different perspectives on gender and gender identity.”
“One of my favorite aspects of this class was learning about intent vs. impact. I use these concepts in my daily conversations a lot, and I know this will be helpful in my future career in pharmacy. It helps you learn how to talk with people.”

“This course teaches you to be a better person, especially in everyday life. It has increased my awareness on social issues.”

“Our dialogues helped improve my interactions with others by helping me express myself in a respectful manner around people with different perspectives. I really connected with the idea: Don’t listen to respond, listen to understand. This class taught me about topics I need to talk about. In the past I would just avoid such conversations, but now I know I can talk about these topics.”

“I never knew how to talk about religion or race with other people, and this class taught me how to approach these conversations.”

Through UA’s Sustained Dialogue program, we see incredible growth in participants that better prepares them to engage productively in this globalized and diverse world and to do their part to make UA a more welcoming and inclusive campus.

- **Assessment of the Fall 2016 and Spring 2017 Serve Better Together Event**
  Approximately 60 people attended each event, and 34 of these individuals completed the post-event assessment form for fall 2016 and 15 completed the assessment form for spring 2017. The averaged results for the two events are as follows:

  1. 97% of respondents “agreed” or “strongly agreed” with the statement: “I felt welcomed and included throughout this event.”
  2. 74% of respondents “agreed” or “strongly agreed” with the statement: “At this event I learned something new about a religious or philosophical belief different from my own.”
  3. 94% of respondents “agreed” or “strongly agreed” with the statement: “From this event I gained a greater awareness about the benefits of interfaith cooperation.”
  4. 94% of respondents “agreed” or “strongly agreed” with the statement: “The afternoon dialogues provided a comfortable space for learning about other people’s religious or philosophical beliefs.”
  5. 82% of respondents reported a level of likeliness (categorized by “very likely,” “likely,” or “somewhat likely”) in response to the question: “In the future, how likely are you to interact with someone you met at or did not know well before this event?”
  6. 95% of respondents reported a level of likeliness (categorized by “very likely,” “likely,” or “somewhat likely”) in response to the question: “How likely are you to attend an event similar to this one in the future?”
Highlight Items:

- The Financial Affairs Information Technology web team utilized an MIS student project team to identify all Financial Affairs websites that do not meet web accessibility standards. Based upon their findings, a plan has been established for updating all the necessary sites to meet the appropriate standards.

- Security Resources has developed a mentoring program. Promoting diversity and respect, the Assistant Manager pairs talented, experienced, professional employees to serve as mentors for promising, less experienced, employees within the department. Over time, the mentored employees gain skills, knowledge and a better understanding of the department and University. Mentors, in turn, typically gain a new perspective and learn about an area of the department/University with which they were previously unfamiliar.

- The University of Alabama Police Department (UAPD) focuses on community interaction and involvement. This has never been more important than in the current social climate. The University’s community is a diverse one and UAPD’s goal is to support the institution’s commitment to diversity and inclusion. Recruitment materials and engagements visually communicate the diversity within the department and illustrate positive interactions with community members which include diverse groups. The Human Resources Department, Women and Gender Resource Center, and UA Safe Zone provide mandatory diversity training to the officers.

- UAPD partners with the UA Psychology Clinic to have all new officers participate in a voluntary and anonymous program which is designed to detect implicit bias prior to hire. All new candidates have the option of participating in a short examination which is designed to determine if the individual displays a tendency for implicit bias towards minorities. The results are not shared with anyone and the candidate’s name remains anonymous, however, the exam results will help researchers study the impact of implicit bias in the law enforcement profession. Eventually, it may be possible to perfect this method and identify individuals with strong biases against minorities and prevent them from becoming police officers.

- Due to the complex tax rules that apply to foreign nationals, the Tax Office supports the University’s international student population in a variety of ways. The Tax Office works closely with Capstone International Services to provide information to students through orientation packets, emails, and website resources. By participating in events such as the Evenings at Global Café series, the Tax Office is able to bring attention to tax issues frequently encountered by international students, as well as encourage students to utilize the many services offered to them by the Tax Office.

- Financial Affairs Business Activities hosted a Management Retreat on December 8, 2016 to encourage a cohesive and safe environment among an increasingly diverse staff and campus. The retreat included two sessions, “Emotional Intelligence as a Management Strategy” and “Successful Communication,” that specifically dealt with how management should be cognizant of personal differences that can create barriers to communication and understanding.
• Financial Affairs Business Activities created an interdepartmental committee devoted to empowering managers with the tools necessary to conduct more effective recruitments. The Recruitment Resource Committee works closely with the University’s Human Resources Department and the Office of Equal Employment Opportunity Programs and the Office of Disability Services to sponsor trainings and seminars to coach hiring managers on how to conduct thorough searches that lead to a diverse and competitive pool of candidates. A special departmental presentation of *UA Essentials for Management: Recruitment and Selection* was held on May 23, 2017. This was the beginning of a series of targeted trainings for the staff. Future sessions will focus on increasing the scope of departmental searches and utilizing diverse recruitment databases to increase outreach efforts.

• Human Resources Partners, in conjunction with the Office of Academic Affairs, implemented a process to allow job applicants to disclose their veteran or disability status during the application process. Department hiring managers do not have access to the information, but it allows Human Resources to monitor the recruitment of these important minority groups. With the assistance of the Office of Information Technology, Human Resources also implemented an online process for current UA employees to indicate their veteran or disability status. Through this process, Human Resources can monitor whether these minority groups are appropriately represented in the University’s diverse employee population.

• The Office of Health Promotion and Wellness partners with the Capstone College of Nursing to deliver on-campus WellBAMA health screenings to faculty and staff throughout the year. These screenings serve as clinical rotations for fourth year nursing students, allowing them to gain experience in workplace wellness and health coaching. Prior to participation, nursing students receive sensitivity training which emphasizes communication with diverse populations facing multiple issues, including but not limited to: obesity, gender preferences, religious barriers, psychological diagnoses, and drug abuse. The students are taught to understand and appreciate the importance of cultural awareness and individual diversity as they begin their medical careers.

• Construction Administration continues to identify, encourage, and provide opportunities to support diversity both internally and externally. Internally, recent employee hires represent a diverse mix in their respective fields and are providing outstanding leadership. Externally, Construction Administration actively searches for qualified Minority and Women Business Enterprises (MWBE)/Disadvantaged Business Enterprises (DBE). To that end, the Assistant Vice President for Construction Administration attended the Greater Birmingham Area Government Business Matchmaker event held at the Sheraton Birmingham on March 22, 2017. The event allowed Construction Administration to meet with more than 18 small business contractors and suppliers.
  o Other examples of the University’s collaboration with DBE include:
    • Global Electrical Contractors, Inc. has been successful in obtaining several University electrical projects.
    • Thomas Land Clearing Company was awarded a contract to perform demolition at the Peter Bryce Campus. This is the company’s first contract and the UA team is working with them to make it successful.
- T.R.I Architecture and Interiors and Studio H2 Design, Inc. are continuing to be active participants on UA projects.

**Goal 1:** Communicate the University of Alabama’s commitment to diversity as part of its educational mission.

**Ongoing / Continuing Activities**

The office of Business Administration for Construction and Physical Plant supports the efforts of Facilities, Grounds, Planning and Construction Administration by initiating all purchase requisitions for work orders and construction projects that are related to The Americans with Disabilities Act (ADA).

**Facilities and Grounds**

The University of Alabama Facilities and Grounds shops collaborate with several campus offices and programs to increase and encourage disadvantaged and minority students’ participation in the completion of campus grounds landscape and facilities/grounds permit projects. As a result of its emphasis and commitment to diversity, employees within the various shops of the Facilities and Grounds Department represent a cross-section of diverse cultures and backgrounds. The Facilities and Grounds Department promotes diversity by providing support for the following initiatives:

- Provision of Game Day restroom trailers that meet ADA standards.
- Implementation of an Emergency Lane that stretches from the East side of the Quad and spans across to the West side of the Quad making it possible for Emergency Vehicles to have access on and off the Quad on Game Days.
- To support the diverse needs of Game Day Tailgating population, the Office of Grounds Use Permits works in conjunction with the UA Game Day Department on the new alternative tailgating area on campus that provides a “family friendly” atmosphere, free from alcohol consumption, where children of all ages and their parents can enjoy the UA Game day experience. Wholesome and age appropriate entertainment is being provided along with restroom facilities, eateries and space to relax and enjoy a quieter and slower paced tailgate experience to be enjoyed by children, seniors and families.
- Provides ADA-compliant access for a green space nature trail project.
- The Facilities and Grounds Department and the Office of Grounds Use Permits provides support to Title IX Athletic functions, competitions and events including Women’s Basketball, Volleyball, Golf, Gymnastics, Tennis, Rowing, Soccer, Softball and Track.

**Action Card Office**

- The Action Card Office’s online photo submission process for Action Cards continues to expand the program to additional groups on campus such as ELI and new Law Students. This process is more user-friendly and more accessible for all users, especially those with disabilities.
- The Action Card distribution point within the University Supply Store provides expanded aisles to allow sufficient access for students with disabilities.
The Action Card Office continues to highlight images on its websites, presentations, and videos and publications that represent the diversity of UA’s student population.

Parking and Transportation Services
- Transportation Services and the UA Parking and Transportation Committee worked with both the University’s Office of Veteran Affairs and the United States Marine Corps to establish the Purple Heart Parking Space Initiative. This established a parking space in a prominent location for Purple Heart recipients.
- Parking Services partnered with CrossingPoints (a collaboration between the University and local city and county schools to serve students with intellectual disabilities). One of the CrossingPoints students participated in a Parking Services pilot program. As a result of this pilot program, a part-time position was created within the department for the student.
- Transportation Services continues to meet and exceed ADA specifications to ensure that all signs related to disability accessibility are at a height that are clearly visible to all persons and by adding additional spaces for people with disabilities as needed in various areas.
- Transportation Services has taken extra measures when planning for campus events to ensure that transit, signage and parking are as accommodating as possible for people with disabilities. This includes, but is not limited to, reserving additional space for people with disabilities and providing temporary access aisles for those patrons using vehicle lifts or mobility devices.
- University and Event Staff employees are trained in ADA parking guidelines to assist in reserving additional space for access aisles. Transportation Services also has an array of portable ADA event signage to provide patrons with directions to these areas.
- Transportation Services and Action Card’s front offices in the Campus Drive deck are ADA compliant. The ADA front counter window is helpful to those students, employees and other customers with disabilities. Features such as door access, customer counters, and restroom facilities were installed with compliance issues in mind.
- The Crimson Ride Transit system has demonstrated a commitment to people with disabilities by providing transportation that is fully accessible. Each year, four hours of TSI (Transit Safety and Security) training for assisting elderly and disabled passengers is conducted with Crimson Ride operators, as well as one hour of wheelchair securement training. Additionally, training materials are provided to educate operators on how and when to offer assistance to elderly and disabled passengers.
- Crimson Ride provides a shopping shuttle that is accessible and widely used by the international student population.
- Crimson Ride has engaged Passio Technologies Inc. to install ADA-compliant Voice and Visual stop notifications.

Fleet Services
- Fleet Services is providing long-term assistance to Capstone Village by sharing its accessible van for shuttle service for residents’ doctor visits.
- Fleet Services stages handicap accessible vans at the Campus Drive Parking Deck for 348-RIDE to utilize during the overnight hours.
UA Automotive Services
- UA Automotive Services recently partnered with Capstone Village administration and Procurement Services to procure a new bus for Capstone Village. The vehicle was equipped with an OS-2B accessibility package and a lower pullout step for ease of passenger entry.

Financial Affairs Information Technology
- Financial Affairs Information Technology develops routine reports to allow departments, such as the Office of Health Promotion and Wellness, to receive important demographics regarding benefit eligible employees including totals by gender, race and a banded breakdown by age.
- Financial Affairs Information Technology ensures time clocks are installed in accordance with ADA requirements applicable to height.

Bama Dining
- Bama Dining hosted a special cooking class for Japanese students from Chiba University during the Fall 2016 semester. This class allowed the visiting students to work with Bama Dining chefs, practice their English, and learn how to cook traditional southern dishes such as fried chicken, biscuits and turnip greens.
- Bama Dining has worked with the Office of Disability Services, Risk Management and the Office of Counsel to enhance the food allergy accommodation training, policy, and process. This interactive process allows Bama Dining to create modified dining plans that are integrated and appropriate for students with dietary restrictions. The training policy now includes a focus on recognizing the signs and symptoms of a customer who has ingested a food to which they are allergic and is a response to the increased campus population with anaphylactic reactions to some foods. Additionally, all management is reviewing how to administer epinephrine to someone having an anaphylactic reaction.
- The University Dining Service’s registered dietitian attended the Food Allergy Research & Education (FARE) National Food Allergy Conference in April 2017. This was an opportunity to learn from the leading food allergy experts about the latest research, tips, tools, and most importantly, develop a network of colleagues with whom to collaborate and communicate.

The University Supply Store
- The University Supply Store routinely communicates with the Office of Disability Services about different course material options, including accessible response pad technology, in order to meet ADA specifications.
- The University Supply Store is a member of the Technology and Learning Committee (TLC), which allows ongoing discussion regarding course material accessibility points so all students have the same learning experience.
- The University Supply Store utilizes accessibility software for its website in order to meet ADA specifications.

Campus Mail Service
- Campus Mail Service demonstrates its commitment to people with disabilities by providing mailboxes that are fully accessible at the Ferguson Mail Center, an accessible
package center at Tutwiler Hall and an accessible pedestrian ramp at the mail facility at Kirkbride Lane.
- At Ferguson, an area with mailboxes in close proximity to the 24-hour entrance ramp is reserved for students, faculty and/or staff in need of such services.
- Campus Mail Service transitioned from combination locks to keyed locks for mailboxes for students with visual impairment.
- Campus Mail Service provides a customer service counter at the Ferguson Mail Center and in the Fingerprinting and Passport Acceptance Facility that meets ADA requirements.
- Campus Mail Service works with the Capstone International Academic Program to provide informational materials about mail service for incoming exchange students.

University Printing
- University Printing provides a variety of print media and signage to numerous departments that help effectively communicate the University’s commitment to diversity.
- University Printing serves as the source for ADA compliant signage for buildings, way finding and many of the University’s construction projects.

UAPD
- The University of Alabama Police Department focuses on community interaction and involvement. This has never been more important than in the current social climate. The University’s community is a diverse one and the department’s goal is to support the institution’s commitment to diversity and inclusion.
- Recruitment materials and engagements visually communicate the diversity within the department and illustrate positive interactions with community members, including diverse groups.
- Human Resources, Women and Gender Resource Center, and UA Safe Zone provide mandatory diversity training to officers.

The Office of Health Promotion and Wellness
The Office of Health Promotion & Wellness (OHPW) supports the commitment to diversity through the following initiatives:
- Website Content: Continuously update OHPW website, http://wellness.ua.edu/, throughout the year to include diverse resources and health information that aide in support for individuals wanting to achieve goals for a healthier life.
- Available Resources and Communications for Diverse Populations: OHPW website, http://wellness.ua.edu/tip-sheets/ includes a variety of tip sheets and resource materials attentive to specific focus areas targeting the demographic needs of the population, including: men’s health, maternity health for pregnant women, high blood pressure, diabetes, men’s targeted breast cancer awareness.
- Group Education Sessions: In 2016, OHPW began to provide assorted health educational sessions on campus promoting a diverse and welcoming environment for faculty and staff, although open to anyone on campus. Inclusive to all age, race, disability, and gender groups, these educational sessions rotate a variety of topics related to population wellness needs to provide health without barriers. Education session topics included the following:
Financial Affairs Business Activities
- Financial Affairs Business Activities supports the efforts of Capstone Village by providing business services that allow the staff at Capstone Village to address healthcare, facility, dining and administrative issues.
- Financial Affairs Business Activities supports the efforts of Capstone Village by facilitating approval for work order and construction projects that are related to ADA.

Human Resources
- The Human Resources department ensures that all individuals have equal access to all personnel matters, including hiring, upgrading, transfer, demotion, recruitment, layoff, termination, compensation, benefits, and University-sponsored training.
- HR Staff Recruitment participates in several career and job fairs each year that target various diverse audiences. Information is distributed at these fairs that express UA’s commitment to diversity.
- The staff recruitment http://www.careers.ua.edu website provides a variety of valuable resources on UA and the City of Tuscaloosa. Information on the website communicates the diverse environment of Tuscaloosa and UA.

Planning and Design
- Planning and Design continues to review the Campus Master Plan on a daily basis to ensure its commitment to diversity. The Campus Master Plan Committee is made up of faculty, staff and students and each member represents various departments and/or colleges.

Land Management
- Land Management continues to work with all departments regarding Off Campus Leases to meet the needs of the University’s educational programs, students, staff and faculty.
- Additionally, Land Management works with UAPD to comply with the Clery Act.

Construction Administration
- Construction Administration addresses diversity and accommodation needs as a key consideration on all design projects and drawing reviews. The department is committed to complying with the latest adopted 2010 ADA standards and guidelines on all design projects.
- The Project Initiation Request (PIR) form includes a reminder to the requester that any alterations that affect or could affect the usability of or access to an area of a facility
that contains a primary function shall ensure that the path of travel to the altered area must be readily accessible to and usable by individuals with disabilities up to a maximum of 20% of the cost of the alteration to the primary area.

- Unisex accessible restrooms will be constructed on all new construction projects and all major renovation projects.
- In the 2016 - 2017 academic year, 8 projects, either designed and/or in construction phase, addressed disability accessibility initiatives.
- Construction Administration continually strives to encourage participation of minority and women-owned business enterprises (MWBE) and disadvantaged business enterprises (DBE) in design and construction projects. In the past year, 10 construction projects directly involved MWBE/DBE contractor businesses. Additionally, numerous opportunities were awarded for construction work funded by Purchase Orders. The list of potential bidders, architects and consultants has remained stable and the department is seeing stable participation by MWBE/DBE firms.
- Two design firms have been engaged during this period, T.R.I. Architecture and Interiors and Studio H2 Design, Inc. These are two smaller firms that will help provide services on the projects that the UA Design Staff cannot complete.
- Project managers are encouraged to solicit quotes from MWBE/DBE businesses on all projects.
- Construction Administration supported diversity by designing and constructing the following major capital project initiatives related to ADA compliance:
  - Moody Music Renovation Phase II - fully ADA-compliant
  - Little Hall Renovation – fully ADA-compliant
  - Pi Beta Psi – new building - fully ADA-compliant
  - Russell Hall 3rd Floor Renovation – partial renovation, ADA-compliant
  - Capital Hall 3rd Floor Renovation – partial renovation, ADA-compliant
  - University Blvd Enhancements Phase II – fully ADA-compliant
  - Procurement Bldg. – fully ADA-compliant
  - Outdoor Pool ADA Pool Lift – fully ADA-compliant
  - Fire Alarm Upgrades – various locations

New Activities

UAPD

- The University of Alabama Police Department partners with the UA Psychology Clinic for new officers to be given a battery of psychological evaluations to determine the candidate’s ability to perform the stressful job of a police officer. The Clinic asked UAPD to allow new candidates to participate in a voluntary and anonymous program designed to detect implicit bias. All new candidates have the option of participating in a short examination that is designed to determine if the individual displays a tendency for implicit bias towards minorities. The results are not shared with anyone and the candidate’s name remains anonymous; however, the exam results help study the impact of implicit bias in the law enforcement profession. Eventually, it may be possible to perfect this method and prevent individuals with strong biases against minorities from ever becoming police officers.
Parking and Transportation Services
- Parking and Transportation Services has established open communication with the “Zebras,” a student disability group, and works with them regarding parking and transit needs.
- A new emergency notification system was implemented that added online students and connects to a UA Safety App.

Planning and Design
- In order to further educate and include students, faculty and staff in the University’s planning process, the Campus Master Plan Committee held two “town hall” meetings in April 2016, which were open to the public and advertised in The Crimson White and the Dialogue. The Committee plans to continue with these type meetings as changes and additions to the Campus Master Plan take place.
- Effort is underway to construct a new campus visitor center. This facility will help to further the University’s efforts to recruit students from all races and ethnic backgrounds.

Procurement
- Procurement Staff meets with vendors regularly to enhance the University’s supplier diversity. Currently, UA Procurement works with over 350 minority vendors for the procurement of goods and services.
- Procurement Staff developed a new search engine for UA Approved Contracts that identifies diversity suppliers that are on contract and available for use by campus.
- Procurement Staff, partnering with Construction Administration, maintains and makes available to General Contractors bidding on projects at UA a list of Diverse Suppliers available for use.
- Procurement Staff participate annually in the Greater Birmingham Area Government Business Matchmaker event that allows a diverse set of vendors to meet with the Procurement Staff to learn about business opportunities at the University. Vendors schedule appointments throughout the day and meet one-on-one with the University’s Procurement Staff.
- Procurement Staff participated in and presented at the Supplier Institute hosted by UAB focusing on Supplier Diversity.

Goal 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.

Ongoing/Continuing Activities
- All employees take “Harassment Prevention for Employees - Higher Education Edition” and “UA Harassment Policy and Reporting Channels” annually. The training provides guidance on the University’s workplace harassment policies, provides a roadmap for supervisors/managers to address incidents and complaints of workplace harassment, describes the negative effects that harassment and discrimination have on the workforce, and addresses diversity and inclusion, providing awareness of differences and encouraging employees to learn how to value and manage diversity in the workplace.
Certain employees take “Child Protection Policy Sessions I and II” (annual training for employees supporting summer camps). All newly hired employees also complete this training.

Building Maintenance
- Building Maintenance continues its laborer rotation program in which minority employees get exposure to diverse trades thereby increasing worker knowledge and chances of promotion.
- The Building Maintenance Shop continues to improve the learning and working environment for faculty, staff, and students by updating building common areas through the utilization of deferred maintenance funds.
- The Building Maintenance Shop is focusing ongoing efforts to remedy trip hazards at sidewalks on Campus by concrete grinding. This method effectively and efficiently eliminates trip hazards and is a more cost effective solution than replacement.
- The Building Maintenance Shop completed 125 work orders identified as Americans with Disabilities Act (ADA) in nature. These work orders range in variety from repairing accessible automatic doors to making a reasonable accommodation for a faculty or staff member to more effectively perform his/her job.

Facilities and Grounds
- The Facilities and Grounds Department works diligently to increase the beauty and appeal of The University of Alabama campus grounds and environment to help make it feel welcoming and inclusive to all faculty, staff, students and visitors.
- Numerous upgrades were made to the landscape (sod, plants, and trees) and irrigation (adding new systems and upgrading old systems) around the University of Alabama. These projects were all accomplished in house by the Grounds Shop irrigation and landscape teams, have saved the University over $150K in cost, and have greatly enhanced the overall beauty of the campus.
- Facilities and Grounds continues to support Historic Foster Auditorium and Plaza in memory of the historic “Stand in the School House Door.” The Office of Grounds Use Permits coordinated the annual event at Foster Auditorium.
- Facilities and Grounds makes an ongoing concerted effort to promptly respond to all insensitive and offensive graffiti and vandalism.
- The Facilities and Grounds Department continues to promote educational and training environments in the areas of diversity awareness, anti-discrimination, and anti-harassment. Examples include:
  o Continuance of Facilities and Grounds quarterly newsletter to make employees aware of issues that are pertinent to their jobs, benefits, and opportunities that impact them directly
  o Support of Health and Wellness programs and encouraging employees to stay fit and healthy by providing meeting space and time from their schedules to attend Weight Loss and Smoking Cessation programs provided by UA Facilities and Grounds.
  o Collaborates with Health and Wellness in the implementation of Weekly Health Huts placed in strategic places on campus in an effort to reach out to the student, faculty and staff body with timely information on health issues.
Promotes and participates in Strive for Five, WellBama, Summer Slim Down, Health Spring Training and the Annual Health Fair, providing multiple avenues for Facilities and Grounds staff to receive assistance with exercise, health issues and other concerns.

- The Senior Director of Facilities Operations works with Human Resources to implement a plan to make multiple immunizations available to employees.
- The Facilities and Grounds Department is involved in planning meetings to support the efforts to make UA a smoke-free campus. In cooperation with Health and Wellness and the School of Medicine, the Custodial Shop and the Grounds Shop assist in placement of signage denoting status as a “Smoke Free Campus.”
- The Facilities Custodial Services Shop’s Career Ladder Training includes classes on Diversity, Teamwork, Conflict Resolution, Communication Skills and Group Dynamics.
- The Facilities and Grounds Executive Director addresses harassment and discrimination policies twice a year in scheduled meetings.

**Energy Management Office**

- The Energy Management Office and Electrical Maintenance Shop continued installation of new lighting and repaired existing outside lighting to create a safe learning and working environment for all faculty/staff and students. This includes preferred walking areas at night for the safety of everyone on campus.

**Elevator Maintenance**

- In a continuing effort to make campus elevator equipment safer, more efficient and also to meet the A17.3 Elevator Safety Code for Existing Elevators and Escalators, Elevator Maintenance provided the following services:
- As part of deferred maintenance, safety equipment, rope brakes, and safety governors were installed on designated elevators.
- Upgraded the elevator monitoring system to improve both the Elevator Maintenance Shop’s and customer access and use.

**University Lands, Planning, Design, and Management**

- The office of University Lands, Planning, Design, and Management provides long-range planning and management of all university lands. The department maintains and updates the Campus Master Plan, which provides design guidelines and concepts for the consistent, long-range growth of the campus and to ensure that all efforts are being made to create an inclusive campus environment for all faculty, staff and students.
- Land Management’s Department Manager is a UA Safe Zone Ally. UA Safe Zone Allies have been educated about the LGBTQ campus community, the issues the community faces, campus resources and the appropriate channels for reporting incidents of harassment. As a result of regular attendance at Safe Zone meetings and participation in Safe Zone exercises, this information is shared with the rest of the employees at department staff meetings.

**Enterprise Operations**

- Enterprise Operations has seven members on the Professional Staff Assembly (PSA) that supports community service and outreach programs.
- An Enterprise Operations employee is a member of the Office, Clerical, and Technical Staff Assembly (OCTSA). This organization is involved in community service programs.

**Logistics and Support Services**
- Logistics and Support Services works with the Office of Disability Services to serve students who may experience challenges when receiving mail/packages or who may have the need for a more appropriate classroom desk.

**Public Safety**
- Public Safety continues to provide educational programs that focus on safety and security to all members of the community. Last fall, Public Safety reached out to over 575 community members to familiarize them with Public Safety. During the “Week of Welcome” Public Safety interacted with over 1,840 people.

**UAPD**
- The University of Alabama Police Department conducts training for all new sworn police officers on cultural diversity awareness and sensitivity.
- UAPD ensures that individual rights are protected and all members of the community are treated fairly and respectfully.
- UAPD continues to provide educational programs that focus on safety and security to all members of the community.

**Access Control and Security Resources**
- Access Control and Security Resources conducts training for all new team members on cultural diversity and sensitivity, creating a welcoming, polite, positive, proficient, polished and professional atmosphere that seeks to enhance the individual and the institution. The trainings, both formal and informal, are designed to create an open, transparent atmosphere where people can feel comfortable. The department actively seeks out training with other departments to enhance team members’ abilities and knowledge. Feedback from within both departments has been positive.

**Bama Dining**
- Bama Dining continues to collaborate with the SGA to host several international events serving authentic foods at Lakeside Dining.
- Bama Dining maintains a partnership with the SGA and Parents’ Association to create a meal donation program, *Got Meals?*, which provides meals to students in hardship to meet immediate needs. Students can donate or request meals throughout the year. Donated meals are given out on an as-needed basis.

**University Supply Store**
- The University Supply Store staff continues to participate in diversity training conducted by Human Resources.
- The University Supply Store highlights images on its websites and publications that represent the diversity of the student population.
Crimson Ride / Transportation
- Crimson Ride/Transit partnered with the University’s International Services to provide transportation information for the campus international community and offers a shopping shuttle that allows them to travel to off-campus shopping establishments.

Action Card
- Action Card developed a process, with UA’s Office of Counsel, to address Action Card name change requests from transgender students. This is an evolving card industry and remains a process under continued evaluation.
- Recently, a policy recommendation by Action Card regarding use of a preferred name has been reviewed and approved by the Office of Counsel and UA Administration. The implementation phase has not yet begun.

Office of the Assistant Vice President for Financial Affairs
- The Office of the AVP Financial Affairs Business Activities continues to work with Capstone Village administrators and other partners to transition the medical records from a paper-based process to an electronic one. This change has helped to increase accuracy and efficiency in the health care area.
- The Office of the AVP Financial Affairs Business Activities has taken a leading role in working with Capstone Village administrators and other partners to integrate (and manage subsequent upgrades to) the point of sale system with the existing Answers on Demand Long Term Care software. The new point of sale environment allows for more efficient business operations that enhance service to a retirement age community.

Financial Affairs Business Activities
- Financial Affairs Business Activities provides educational and training opportunities to staff in order to enhance awareness and appreciation of cultural and individual diversity including training sessions offered through Human Resources Development.
- A retreat was held on December 8, 2016. Sessions included “Emotional Intelligence as a Management Strategy” and “Successful Communication.” These topics specifically dealt with how management should be cognizant of personal differences that can create barriers to communication and understanding. Upcoming training will include employees from all departments within the area and will focus on team building and diversity issues.
- Several Financial Affairs Business Activities staff members attended various training sessions offered through Human Resources Development including:
  o Experiencing Customer Service
  o UA Essentials for Management: Communicating Expectations
  o Understanding Personality Styles
  o Building Awareness: Sensitivity and Human Relations
- The Financial Affairs Information Technology web team utilized an MIS student project team to identify all Financial Affairs websites that do not meet web accessibility standards. Based upon their findings, a plan has been established for updating all the necessary sites to meet the appropriate standards.
The Office of Health Promotion and Wellness

- The Office of Health Promotion & Wellness partners with the Capstone College of Nursing throughout the year to deliver WellBAMA health screenings to faculty and staff on campus.
  - These health screenings serve as clinical rotations for fourth year nursing students, allowing them to gain experience in workplace wellness and health coaching. By interactively assessing levels of health and health coaching individuals, students are then able to identify goals, and provide necessary programs and resources needed to achieve those goals.
  - Prior to participating in the health screening events, nursing students are educated on the importance of discretion and confidentiality through sensitivity training. Communicating proper and professional methods of respect to potentially diverse populations (including, but not limited to, diverse populations where individuals and minority groups may struggle with or be impacted by obesity, gender preferences, religious barriers, mental health problems, and drug abuse), students are able to appreciate and understand the importance of cultural awareness and individual diversity as they begin their careers in the medical industry.

Benefits Office

The Benefits Office contributes to diversity in the following ways:

- Ensures the individuals pictured in Benefits brochures, communication pieces, and on the website reflect the diverse nature of the UA faculty and staff.
- Works with employees seeking disability accommodations as part of the University’s Americans with Disabilities Act program. During the academic year 2016 - 2017, 32 accommodations were requested and 22 were granted.
- Provides bi-monthly training on the Americans with Disabilities Act. Training includes important definitions, as well as supervisor and employee responsibilities.
  - In March 2017, the training was updated to provide a separate class for employees and supervisors: Know Your Rights - The Basics of ADA and FML for Employees, and Know Your Responsibilities- What Every Supervisor Needs to Know About ADA and the Family Medical Leave Act (FMLA).
- Increased access to on-campus individual retirement counseling sessions to enable the campus’ multi-generational workforce to address their respective needs pertaining to retirement savings, budget planning and elimination of debt.
- Updated the medical Summary Plan Description (SPD) and Summary of Benefits and Coverage (SBC) to maintain compliance by incorporating the language assistance services taglines.

Human Resources

- HR provides campus-wide training course communication:
  - Online Registration provides accessible registration for courses, as well as an additional location posting campus-wide course offerings.
  - A listing of diversity-related topics, as well as other offerings open to the campus, is distributed monthly via Human Resources Learning and Development’s listserv, posted on the UA Events Calendar, HRLD website, in the Dialog Extra/weekly electronic newsletter, and by the HR Partners.
• Topic categories include: Legal Issues, Teamwork, Disability, Generational Issues/Age, Cultural Awareness, and Harassment.

Training and education offered through Human Resources during the 2016 - 2017 academic year covering diversity topics were provided using several formats:

• New Employee Orientation
  o Harassment training resources are provided.
  o Harassment Policy is distributed and key points are referenced.
  o Website for Preventing Sexual Harassment online tutorial is provided and the site is accessed regularly.
  o Letters from the President addressing Reaffirmation of Equal Opportunity Policy and Nondiscrimination Notice, Compliance with the Americans with Disabilities Act, and UA Statement on Diversity are distributed.
  o Websites for the Staff Handbook, HR Policy Manual, HR Development course offerings, and Equal Opportunity Programs are provided.

• New Management Orientation
  o Training is made available to new and current managers and supervisors. It addresses how to better understand and achieve University expectations, responsibilities for compliance with key University requirements, and key departments/functions that may be a resource for management.
    • ManageElite online resources covering topics of Diversity, Harassment, Bias, and Retaliation are discussed in this course.

• Leadership U
  o This is an intense, two-year course of study that encompasses personal skills, strategies for increasing productivity, methods for increasing both communication and leadership effectiveness, and mastering legal, ethical and strategic issues.

Professional Training Series:
  o UA Essentials for Management, a standard three-day supervisor training program offered monthly, covers diversity topics and employment-related laws and policies.
  o The Professional Development Series, a 5-day training series designed for Office Professionals each semester, addresses diversity, teamwork, and legal matters.

• HRLD, in partnership with Facilities, provides a monthly Facilities Leadership Forum and monthly offerings for employees processing through the Career Ladder programs housed in Facilities. These offerings include, but are not limited to, harassment and diversity topics.

Training Outreach:
• HR partners with the Office of Counsel, Equal Opportunity Programs, Risk Management and various areas on campus to provide training on such topics as harassment, sexual orientation, and retaliation.
Learning and Development regularly provides customized training requested by departments for full-time and student employees that includes teamwork, harassment, diversity, sensitivity, adjusting to change and personality types.

Customized training is provided for the Student Athletic Host/Hostesses on the topics of harassment and ethical/legal workplace resources.

Provides harassment training for Aerospace Engineering Senior Seminar students.

Advises Lambda Sigma Sophomore Honorary to work with members to enhance recruitment communications and create a more diverse applicant pool.

Partners with Psychology/Social Work to deliver and host training for members of their WOW (Working On Womanhood) employee team. This includes on-site training at the Tuscaloosa County Juvenile Detention Center.

Presents diversity topics at local and regional conferences.

Co-sponsors Safe Harbor training with the Women’s Resource Center.

HR offers a series of courses presented by internal and external training professionals for University Police. Topics include:

- Enhancing Relations in a Diverse Community.
- Professionalism and the Campus Community Module covering:
  - Dimensions of Diversity Professionalism and Accountability.
  - Communicating Assertively.
  - Safe Zone Training.
  - Tips and Tools for Managing Your Emotions.
- Provides access to online resources through ManageElite. Online topics that can be accessed by all employees include:
  - Diversity
  - Harassment
  - Bias
  - Retaliation

Competency Initiative

- The Course Competency Mapping initiative continues. HRLD provides employees with a specific list of courses that reinforce competencies such as Diversity, Sensitivity, Ethics and Integrity, and Teamwork.

Human Resources Continuing Activities

- Through consultation with administrators, HR identifies areas or individuals that could benefit from training in management, diversity, and harassment.
- Investigates and makes recommendations to resolve reports of alleged discrimination, harassment, and/or unfair management practices.
- Advises administrators, supervisors and managers on progressive discipline, corrective counseling procedures and management techniques/tools to maintain consistency in the application of policies.
- Ensures consistent application of university policy, practices and procedures as well as federal and state regulations.
- Reviews HR policies and procedures periodically to ensure they are aligned with federal and state regulations.
- Consults with departments, supervisors and HR staff on the administration of and compliance with ADA accommodation requests that involve non-routine employee relation issues.
  - Participates in the Affirmative Action Plan Committee to look for additional ways to become more diverse in recruitment and training.

**Payroll Services Department**

Payroll Services actively promotes diversity through their hiring practices, both where staff and student workers are concerned.

**Human Resources Recruitment**

The HR recruiters work with hiring departments to ensure that hiring committees include diverse representation. The recruitment system makes available to hiring departments reports that break down EEO information on applicant pools. All staff recruitment sites display the most recent nondiscrimination notice issued by the Office of Equal Opportunity Programs.

- The recruiters partnered with CrossingPoints to assist in mock interviews for students with disabilities who are entering the workforce.
- HR Recruitment contracted with LinkedIn to publish job opportunities through their professional social media network.
- HR Recruitment provides employee race and gender statistics for annual Affirmative Action Plan reporting. On request, Recruitment also provides applicant race and gender statistics for specific recruitment requisitions to verify diversity of the applicant pool.
- Representatives from the staff recruitment area participate in numerous activities throughout the year with the purpose of broadening the diversity of applicant pools for staff recruitments. These efforts include participating in career fairs and posting staff job announcements on social media sites targeting diverse groups.
- Staff Recruitment personnel attended Career Fairs such as Shelton State Community College, West Alabama Education and Job Fair, and the Veterans Job Fair sponsored by the Tuscaloosa VA.
- Job postings are also placed on social media sites such as Facebook, Twitter, LinkedIn, US Military Pipeline, Inside Higher Ed, and Scholarly Hires.
- Staff recruitment partners with the UA Veteran and Military Affairs Office and campus College Veterans Association to announce available staff job opportunities.

**The Office of Student Employment**

- The Office of Student Employment participates in numerous student centered events throughout the year marketing the student employment website to enhance the diversity of applicant pools.
- Events include Bama Bound Orientations; Get on Board Day, Graduate Parent Fair, and other student activities.
- Staff recruitment partners with the UA Veteran and Military Affairs Office and campus College Veterans Association to announce available staff job opportunities.

The objective of broad marketing is to attract a diverse student applicant pool and increase opportunities for all interested students to locate employment.
HR Recruitment continues to contribute in the following ways:

- Attend Career Center Career Fairs for graduating seniors and alumni (Business, Technology, Communications, and Social Work/Nursing) twice per year as well as the Veterans Career Fair to gain a diversified applicant pool.
- Attend events to gain a diversified student applicant pool, including Get on Board Day (fall/spring), Student Involvement and Leadership Week, and Bama Bound Orientation Sessions.
- Train student supervisors on how to use the student job site to help them gain a diverse student applicant pool.
- Provide Behavioral Interview training and Creating Effective Recruitment Strategies training to educate hiring managers on how to reach a more diverse applicant pool.
- Review search committee memberships for exempt staff recruitments to ensure search committees are diverse.
- Advertise exempt staff recruitments in venues that will attract a diverse pool of qualified applicants to include print publications, listservs, letters of announcement and meetings.
- Require a diverse search committee for all EEO 1 recruitments. Actively outreach to attract female and minority candidates for all EEO 1 staff positions.

Construction Administration; Design

- Senior Staff in Construction Administration are encouraged to actively participate in industry events and organizations that support cultural and individual diversity. Some examples of the organizations that support these ideals include the Association of Building Contractors of Alabama, the Alabama Subcontractors Association and the Alabama Utility Contractors Association.
- The University’s Architect conducts reviews of projects to ensure the 2010 ADA Guidelines are incorporated into the projects. Construction Administration’s goal is to include all required elements into design and construction considerations.
- The Design Staff strive to continually stay abreast of current ADA-compliance issues.

New Activities

Facilities and Grounds

The Facilities and Grounds Department promoted educational and training environments in the areas of diversity awareness, anti-discrimination, and anti-harassment. New examples include:

- All employees completed the online training module entitled “Haven for Faculty and Staff” to enable employees to better assist individuals in the campus community who are impacted by sexual misconduct. All newly hired employees will also complete this training.
- New training requirements were implemented for employees performing maintenance at Bryce Adult Psychiatric Hospital and at the Mary Starke Harper Geriatric Psychiatric Facility (aka “Harper Center”) consisting of one-time initial instructor-led training and annual online refresher training.
• Distressed student recognition training requirements were implemented for all employees consisting of initial video-based training and annual online refresher training.
• The Facilities and Grounds Department participated in the Spring Intramural Softball League in an effort to support the Office of Health Promotion and Wellness and to provide an opportunity for healthy exercise and activity for employees.

Enterprise Operations
• The department is relocating to ADA-compliant offices on the second floor of the Fresh Food Company.
• Enterprise Operations has seven employees who are members of the Professional Staff Assembly (PSA). The Professional Staff Assembly (PSA) held a special program called, Confronting Ourselves: Promoting Diversity, Cultural Competence, and Inclusive Excellence in September 2016. This program featured Dr. Derek Greenfield. In this increasingly diverse global world, individuals and organizations must adopt policies and practices that appreciate the power of culture in building relationships and maximizing human potential. This powerful participatory session challenges people to examine their own biases and work together to learn how to achieve inclusive excellence.
• Bama Dining launched the e-learning training program for all employees, Respect in the Workplace.
Public Safety

- An emergency plan was developed for Moundville to help protect its patrons and employees.
- As a part of Public Safety’s continuing commitment to complying with the Federal Clery Act, a compliance officer was hired who has expanded and improved the training UAPD provides to all Campus Security Authorities. This training includes how to report Hate Crimes (crimes based upon discrimination where the crime occurs within UA’s defined Clery geography). Improving awareness as well as the reporting process will maximize the opportunity for hate crimes to be reported.
- Security Resources began a mentoring program. Promoting diversity and respect, the Assistant Manager pairs talented, experienced, professional employees to serve as mentors for promising, less experienced employees, within the department. Over time, the mentee gains skills, knowledge and a better understanding of the department and University. The mentor, in turn, typically gains a new perspective and learns about an area of the department/University that was previously unknown. The mentor focuses on the mentee’s total development – coaching the mentee and teaching specific skills, but also sharing resources and network contacts, challenging the mentee and creating a safe learning environment that encourages the mentee to take risks and share vulnerabilities. This exchange helps impact those intangibles that are so critical to personal success – self-confidence, communication skills, and realistic self-assessment. In a successful diverse mentoring relationship – a majority-minority match – these qualities can be developed to an even greater degree.
- This year’s winner of the Officer of the Year award for the University of Alabama Police Department was believed to be the first Hispanic officer to be given this award. He was nominated by supervision, voted by his peers, and made official by UAPD Senior Leadership.

University Lands, Planning, Design, and Management

- Land Management’s department manager has begun attending the Inclusive Campus Breakfast meeting hosted by UA Crossroads. During these meetings, new ideas and updates are discussed regarding efforts to make the University a more inclusive campus.

Financial Affairs Business Activities

- Financial Affairs Business Activities identified and introduced new webinar offerings, including: Unconscious Bias: The Hidden Barrier, and The Culture Map.
Human Resources

- **Haven Title IX Sexual Misconduct Training** for all faculty, staff, and graduate employees was announced, implemented, tracked, and promoted on an ongoing basis by HRLD. New requirement was added to information presented during New Employee Orientation.
- HR partnered with Crossroads to host a Practicing Inclusive Engagement workshop.
- HR and Diversity hosted the webinar, *The Why and How of Architecting a Diversity and Inclusion Strategy*.
- HR developed, designed, and introduced a new customer service series, *Experience Customer Service from A to Z*, in direct response to Goal 3 to create a more welcoming and inclusive work environment. The academic year series offers six courses and targets creating a workplace culture that provides a welcoming and inclusive experience for all customers.
- Added more specific Title IX information to New Employee Orientation to include Title IX coordinator and Title IX office location in preparation for the roll out of the new Title IX training requirement.

HR partnered with the Office of Academic Affairs to roll out a new series – *Promoting Diversity and Inclusion in UA Classrooms*, a four-series event covering these topics:
- *Thinking Intersectionally with Disability*
- *Sneaking Diversity into the Classroom*
- *Notions on Identity*
- *The Other Side of the Lectern – Students on Diversity and Inclusion*

HR Partners participated in many diversity-related professional development areas:
- *Safe Zone Training*
- *How to Communicate to a Diverse Workforce* webinar
- *Millennials Are Changing the Workforce: How to Survive, Adapt and Thrive* webinar
- *Principles of Inclusivity* webinar
- *Creating a Rich Tapestry: Diversity and Inclusion in the Workplace*

The Office of Student Employment sponsors the Student Employee of the Year celebration each year recognizing the diverse group of student employees working at the University.

**Goal 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.

**Ongoing/Continuing Activities**
• The Facilities and Grounds Department hires students from a cross-section of
diverse cultures and backgrounds, including students who meet low socioeconomic
status criteria to assist with our clerical work.
• Construction Administration interviewed a diverse group of potential candidates for
numerous job openings. Several individuals from underrepresented populations were
• The Custodial Services Shop demonstrates a commitment to diversity through the
staff selection process and has developed a workforce representing varying ethnicities,
ages and lifestyles.
• Custodial Services continues to facilitate the development of a diverse workplace
through the Career Ladder training program. In this program, all members of the
department participate in classes designed to teach the skills necessary to support a
diverse workplace, such as communication skills and conflict resolution.
• The Campus Master Plan ensures that all efforts are being made to create an
inclusive campus environment that will attract faculty and senior level administration
from all backgrounds and experiences to the campus.
• Search committees must contain at least one employee from an underrepresented
population.
• Hiring managers are aware of the expectation that a reasonable number (based on
the size of the applicant pool) of qualified, diverse candidates must be interviewed and
that all departments must employ diverse staff in rank and file and management
positions.
• Hiring managers have the authority to expand searches that they feel have not
yielded sufficient or sufficiently qualified diverse candidates.
• The University demonstrates its support of working parents in many ways, including
accommodations for new mothers who wish to continue nursing their children when
they return to work.
  o Human Resources continued its efforts to provide lactation space for nursing
mothers, adding new locations at Cyber Hall, Facilities Administration Building
and North Lawn Hall. These dedicated lactation spaces are available for the use
of all faculty, staff and students.
• HR works with employees with disabilities, making accommodations for those
employees to remain employed and performing their jobs. During 2016 - 2017, 22
employees received accommodations.

New Activities

• During the past year, the Custodial Services department hired a total of twenty-four
(24) new employees. A large percentage of these new hires were female and/or
minorities.
• The Contract Administrator from Enterprise Operations is a UA Safe Zone Ally. UA
Safe Zone Allies have been educated about the LGBT campus community, the issues
this community may face, LGBT campus resources, and the appropriate channels for
reporting incidents of harassment.
  o This staff member is also a member of the Inclusive Campus Breakfast
meetings hosted by UA Crossroads. During these meetings, new ideas are
discussed and updates from all campus partners are given about efforts to make UA more inclusive and welcoming.
  o In addition, the staff member was invited to join the P.I.E. (Practicing Inclusive Engagement) Team and presented on “The Lack of Black Faculty in Higher Education” to the AHE 680 Readings in Higher Education class. The students shared their feelings about how the lack of a diverse faculty has had an effect on their education.

- The Financial Affairs Business Activities office created an interdepartmental committee devoted to empowering managers with the tools necessary to conduct more effective recruitments.
- The Recruitment Resource Committee works closely with the University’s Human Resources department and the Office of Equal Employment Opportunity Programs and the Office of Disability Services to sponsor trainings and seminars to coach hiring managers on how to conduct thorough searches that lead to a diverse and competitive pool of candidates.
- A special departmental presentation of UA Essentials for Management: Recruitment and Selection was held on May 23, 2017. This was the beginning of a series of targeted trainings for the staff. Future sessions will focus on increasing the scope of departmental searches and utilizing diverse recruitment databases to increase outreach efforts.
- Emergency awareness messaging for severe weather has been improved through a new notification system and protocol enhancements. A means was created to send UA Alerts and UAPD advisory information to the newly developed UA App. This is especially helpful to people on campus that are not a part of the University’s emergency notification system.

**Goal 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.*

**Ongoing/Continuing Activities**

The Facilities and Grounds Department and the Office of Grounds Use Permits continued to work with student organizations to coordinate programs such as:
- Study Abroad
- Campus Veterans Association
- UA Exchange Students
- Students for Life
- Suicide Awareness
- Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ)
- 2016 Transgender Day of Remembrance
- Reading Awareness Programs
- Boys and Girls State
- Various Summer Camps – Camp 1831
- Women’s Resource Center Programs
- Take Back the Night – Sexual Assault Awareness
- Homeless Plight
Human Rights Week
Martin Luther King Jr (MLK) Vigil Walk to Foster Auditorium
Continued Coordination of events with the UA Black American Alumni Association
Continued coordination of events with many philanthropic organizations including:
- Amyotrophic Lateral Sclerosis (ALS)
- Cystic Fibrosis
- Red Cross
- Easter Seals
- Epilepsy Foundation
- Breast Cancer Awareness
- Saint Jude Children’s Hospital
- Muscular Dystrophy
- Multiple Sclerosis Foundations
- Life South Blood Bank
- Arthritis
- Mental Health Awareness Week

Coordination of events for numerous religious organizations
  - Baptist Campus Ministries
  - Gideon’s Bible Distribution
  - Tide for Christ
  - Hillel and Temple Emanu-El Jewish Feast of Tabernacles
  - Turkish Student Organization – Ramadan Event
Wounded Warriors
Memorials for Deceased Students/Faculty and Staff
Reserve Officer Training Corps (ROTC) and Campus Veteran’s Programs
Hot 100 – Fundraiser for mental health
9/11 Day of Service
Police Brutality and Change
Walk a Mile in Her Shoes
Paces for Prevention
Posters of Kindness
Beat Auburn, Beat Hunger Fundraiser
Beat Auburn, Beat Hunger 5k
Alcohol Awareness Week
A Night in Pink
Crimson Couch to 5K
Campus Veterans 5k
World Diabetes Day
Veteran’s Week
Brain Aneurysm Walk
Breast Cancer Awareness - Pink Night
UA for St. Jude Awareness Week
Pi Beta Phi Reading Run
Shamrock Run – Prevention of Child Abuse
- Run for Roses 5K – Arthritis Awareness
- Interfaith Vigil for Peace
- UA Remembrance Walk
- Cemetery of the Innocents
- International Woman’s Week
- March of Dimes
- Life Week- Planned Parenthood, Social Justice, Adoption
- UA Remembrance Walk – Suicide Prevention Awareness
- UA Cultural Campus Tour
- Retiree Association Senior Day Picnic
- Programs for the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) community and their allies
- Women’s Resource Center Programs: Shut Out Trafficking

The University Supply Store continues to work with the CrossingPoints program to help train people with disabilities to work in a retail setting. As a result of participation in this program, the Supply Store hired a CrossingPoints graduate to work in the store on a part-time regular basis.

The University Supply Store continues to support a student organization with their “Textbooks for Military Troops” donation drives all year long. This student group places boxes in Supply Store locations and utilizes Supply Store space for storing supplies and for boxing and shipping the books.

The University Supply Store continues to be involved with SGA and other student organizations that have various community service projects, events and activities. This support continues to enhance and promote diversity efforts.

Bama Dining continues to employ CrossingPoints participants and also partners with The ARC, Easter Seals, Tuscaloosa’s One Place, Workforce Readiness, The Jobs Program, and The Veteran’s Administration to provide employment opportunities for people with disabilities and other needs.

Crimson Ride continues to provide buses to the RISE Center and Child Development Center to give students with disabilities the opportunity to learn how to get on and off buses, as well as taking them on short field trips.

Crimson Ride provides transportation and supports the CrossingPoints program of instruction.

Transportation Services now provides a class for the Osher Lifelong Learning Institute program participants in the “behind the scenes” of how, what, where, why and when its services are utilized on campus.

The Action Card office continues to work with the SOURCE within Student Affairs to provide readers for diverse student groups.

The Campus Master Plan is reviewed and updated every five (5) years to accommodate campus growth and to meet the needs of all students, faculty and staff. It is the goal of the 2017 Campus Master Plan to maintain and protect the academic core of the campus.

The Financial Affairs Business Activities Office uses the student recruitment resources in Human Resources to employ student workers of diverse backgrounds and to provide learning opportunities in a dynamic working environment. In an effort to enhance the growth and development of these students, they are placed with mentors.
from whom they can learn and elicit support. These students serve as a liaison between the area and other students seeking employment opportunities, thereby increasing the possibility of future diverse recruitments.

- The payroll department has a rotation of student/work study employees of various ethnic and cultural backgrounds. These student employees are exposed to the diverse makeup of the department’s regular, full-time staff which helps prepare them for real-life work environments.
- Construction Administration’s Project Manager is an active participant in mentoring University students.

New Activities

- Bama Dining was named “Employer of the Year” by the ARC of Tuscaloosa for its long-standing commitment to hiring individuals with intellectual and developmental disabilities.
- The Department of Enterprise Operations had guest speaker, Zoe Winston, Peer Education Program Coordinator of the Women’s Resource Center, speak at its staff meeting on November 3, 2016. Zoe is a UA campus partner who specializes in increasing awareness of diversity on campus.
- Enterprise Operations partners with the Women’s Resource Center to provide diversity awareness and training to its directors.
- Cellular and wireless activity on campus will be strengthened by the installation of additional “small cells” on campus which will help to enrich the campus learning environment and allow increased connectivity between the students, faculty and staff.
- The Tax Office supports the University’s international student population in a variety of ways.
  - Due to the complex tax rules that apply to foreign nationals, the Tax Office provides individual tax analysis and assistance with the necessary tax withholding forms. By administering tax treaty benefits, the Tax Office enables these students to maximize their financial resources while here at UA.
  - The Tax Office administers tax preparation software provided by the University to enable international students to file the nonresident federal tax return with the IRS. Individual assistance is given as needed.
  - The Tax Office also coordinates seminars with representatives from the Alabama Department of Revenue (ADOR) to aid international students with preparation of the state nonresident tax return.
  - Throughout the year, the Tax Office assists international students in communicating with the IRS and ADOR about any tax notices they receive. The Tax Office maintains an open-door policy and provides personalized attention to meet a variety of needs for this diverse population.
  - The Tax Office works closely with Capstone International Services to provide tax information to students through orientation packets, emails, website resources, and participation in events such as the Evenings at Global Café series. The Tax Office strives to bring attention to tax issues frequently encountered by international students, and encourages these students to utilize the many services offered by the Tax Office.
Goal 5: Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.

Ongoing/Continuing Activities

- The University of Alabama Police Department annually conducts an analysis of data to identify any indications of a deviation from acceptable departmental performance that could be described as biased. The department registers and investigates all complaints against its officers and if deemed appropriate will take disciplinary or corrective action to prevent further issues with the community. This review includes all Use of Force incidents as well. Currently, the Support Division Commander monitors diversity within UAPD.
- The departments within Financial Affairs Business Activities annually assess diversity activities in recruitment by evaluating the distribution of staff across several factors. Management is encouraged to include diverse candidates in each search.
- HR reviews online application and recruitment system information, updating them and bringing them into compliance based on the Americans with Disabilities Act/Vietnam Era Veteran’s Readjustment Assistance Act. The department also ensures that all appropriate language is included and that the system is available to people with hearing and/or vision impairments.
- HR ensures all physical demands and language included in position descriptions are accurate/necessary in order to capture a diverse applicant pool.
- HR updated the EEO statement on the recruitment site to include protected veterans and individuals with disabilities per recent Office of Federal Contract Compliance Program regulatory changes.
- HR added two voluntary self-disclosure forms to the application process to allow applicants to declare veteran or disability status.
- HR provides applicant and staff data to its consultant for production of the annual Affirmative Action Plan. HR makes changes to data collection and to processes in order to provide more accurate and reliable data.
- HR verifies the staff recruitment system remains in compliance with the Americans with Disabilities Act.

During the 2016 – 2017 academic year, the Office of Health Promotion & Wellness (OHPW) participated in the following initiatives:

- Program Assessment: When reviewing annual health care costs and participation in wellness events, OHPW assesses the diversity and concerns of participants in the wellness program, indicating specific areas of need in the population. These assessments of events and programs are indicators of health and progress, allowing OHPW to provide continuous course and education review to determine if content delivered is incorporated appropriately to accommodate for diverse needs of the population.
- Education Events and Programs: these include, but are not limited to, Blue Cross Blue Shield Alabama Baby Yourself program for expectant mothers, free work-site yoga classes throughout the year to demonstrate exercise activities for individuals of any age and/or those that experience a variety of health limitations and challenges, and diabetes education.
Construction Administration encourages diversity among the student staff. The pool of candidates for the student assistant positions was a diverse group and the department interviewed a diverse cross-section of applicants.

Construction Administration reviews the Minority and Women Business list on an annual basis to ensure businesses listed are still active.

New Activities

- Enterprise Operations held a retreat in January 2017 so that its senior administrators could develop a new strategic plan. A seven-member task force continued to work on this plan throughout the spring semester. One of three goals established directly relates to diversity: “Foster a climate of synergy and teamwork for professional growth, wellness, and to embrace diversity.”
- The Community Oriented Policing Program increased its diversity and size at the beginning of last year in an effort to provide better service, communication and outreach for students, faculty, and staff. UAPD has received numerous compliments and acclaim regarding the community efforts produced by this division. This group, along with the Community Services Division, has reviewed the educational programs and made changes to increase relevancy and effectiveness.
- Financial Affairs Business Activities is dedicated to increasing diversity efforts and assessment of these efforts through recruitment packets and formation of the Recruitment Resource Committee.
- In conjunction with Office of Academic Affairs, HR implemented a process that allows all applicants to disclose their veteran or disability status when they apply for a position. Hiring managers do not have access to the information, but it does allow HR to monitor if the recruitment of these minority groups is at an acceptable level. In addition, HR with assistance from OIT implemented an online process for current UA employees to disclose their veteran or disability status. HR is therefore able to monitor whether those numbers are represented appropriately in the University’s employee population.
- To demonstrate diversity efforts related to the millennial workforce, HR’s four (4) Benefits Specialists (millennials) are provided opportunities to lead projects and demonstrate creativity by recommending/suggesting better business methods. This is done to help prepare these employees for supervisory and managerial opportunities.
- The Office of Emerging Technology and Accessibility conducted an accessibility review of HR’s staff recruitment system. The review resulted in an overall score of 78%. Corrections have been and will continue to be made to improve usability of the system by people with disabilities.
INTERCOLLEGIATE ATHLETICS
ANNUAL COLLEGE/UNIT STRATEGIC DIVERSITY PLAN REPORT
2016 - 2017

Highlight Items:
- The Department of Intercollegiate Athletics’ 2016 - 2017 efforts with respect to fostering diversity and respect for all individuals within the University community were evident through the various programs available to both student-athletes and staff. In particular, the April 2017 espnW Campus Conversations program for female student-athletes and invited professional women in the University and Tuscaloosa communities was a collaborative event that equipped female student-athletes with the skills to personally and professionally transition to life after graduation. The program focused on the specific topics of growth, empowerment and maturation.
- Approximately 58 student-athletes participated in a Habitat for Humanity event in September 2016 to help rebuild homes in low-income areas of Tuscaloosa.
- The Student-Athlete Advisory Committee (SAAC) joined with the UA Center for Service and Leadership in a campaign to raise awareness about the social injustice of human trafficking that continues to occur worldwide, including within the state of Alabama. The Shut Out Human Trafficking campaign was in partnership with the U.S. Fund for UNICEF and the National Consortium of Academic and Sport (NCAS).

Goal 1: Communicate the University of Alabama’s commitment to diversity as part of its educational mission.

The mission statement of The Department of Intercollegiate Athletics contains six core values. One of these 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 core values are visible at the entrances of various athletics facilities, including the Mal Moore Athletic Facility, Coleman Coliseum and Foster Auditorium. The Department’s mission statement is also published in various electronic and print media, including www.rolltide.com, in each sport’s media guide, in the Student-Athlete Handbook and in the Department’s Policies & Procedures Manual.

The following University policies are annually included in the Student-Athlete Handbook and the Department’s Policies & Procedures Manual: UA Statement on Diversity, UA Nondiscrimination Notice, UA Sexual Harassment Policy, and UA Hazing Policy. Moreover, the Handbook includes a link to the UAct website, which provides a comprehensive list of channels and resources available for reporting instances of discrimination, retaliation, harassment, sexual assault or violence, hazing or other violations of University policies.

Goal 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.
As the Department’s staff and student-athletes pursue excellence in all of their endeavors, they do so with respect for others regardless of gender, race, national origin, religion, sexual preference or identity, or disability. Toward this objective, the Department of Intercollegiate Athletics periodically sponsors/conducts programs for student-athletes and/or staff that are designed to enhance understanding of and appreciation for diversity and respect for others. Examples of programming aimed at addressing these and other objectives, which were conducted during the 2016-17 academic year, are:

- All-Sports Speaker: Dr. Derek Greenfield – September 2016
- Confronting Ourselves Program: Promoting Diversity, Cultural Competency, and Inclusive Excellence to Student-Athletes.
- Motivation for Success Program: Right Now… Starts the Rest and Best of Your Life! A presentation made to athletic department staff that incorporated components of diversity & inclusion.
- Habitat for Humanity – September 2016
  o Approximately 58 student-athletes helped to rebuild homes in lower socioeconomic areas of the Tuscaloosa community.
- Project Angel Tree: Fellowship of Prison Ministries – December 2016
  o Student-athletes and athletic department staff raised $4,390 to provide holiday gifts for 40 Tuscaloosa area children whose parent(s) are incarcerated, and hosted the children on campus for a holiday party in conjunction with a women’s basketball game.
- All-Sports Speaker: Tyrone White – February 2017
  o Raised awareness of sexual responsibility and the mental, emotional, and physical consequences perpetrators and victims endure from sexual assault utilizing the recent Vanderbilt case as a learning platform.
- Support of the UA Chapter of Special Olympics – Spring 2017
  o Student-Athlete Advisory Committee (SAAC) members engaged with and cheered for athletes participating in Special Olympics competitions on campus.
- Human Trafficking Awareness Campaign
  o Along with the UA Center for Service & Leadership, SAAC raised awareness about the social injustice of human trafficking that continues to occur worldwide, including within the state of Alabama. The Shut Out Human Trafficking campaign was in partnership with the U.S. Fund for UNICEF and the National Consortium of Academic and Sport (NCAS).
- Emerging Tide Leaders Program – 2016 - 2017 Academic Year
  o Leadership development program designed to increase student-athletes’ leadership skill sets and encourage application of such to positively affect the environment around them. Some of the content covered included a personalized DiSC Assessment, conflict management, cultural differences, communication and body language, and emotional intelligence.

While some of these programs don’t directly relate to creating and sustaining an inviting, respectful and inclusive campus, they do indirectly provide students and staff with an appreciation for cultural and individual differences so everyone can be more respectful of others’ circumstances. They most certainly prepare students for the global society in which they will live and work.
**Goal 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.

As head coaching and senior level administration positions become vacant, the Department of Intercollegiate Athletics initiates contact with the National Association for Coaching Equity and Development, as well as other professional organizations and colleagues for recommendations on qualified minority candidates.

Beginning with the 2008 - 2009 academic year, the Department of Intercollegiate Athletics established a Minority/Female Graduate Assistant program that aims to hire one or two graduate students, preferably former student-athletes who are from underrepresented minorities and who desire to pursue a career in athletics administration. The department partially funds scholarship assistance for these positions and gives each student hands-on work experience within the department. The goal of these assistantships is to mentor female and minority students and provide them with work experience in intercollegiate athletics so they will be better positioned to attain an entry level position within the field of intercollegiate athletics and/or another sport management profession. The Department will continue to seek additional ways to communicate this opportunity to student-athletes (e.g., through the Vice President and Associate Provost for Diversity, Equity and Inclusion) so that a solid applicant pool is available from which to select motivated students to fill these positions.

In October 2016, two department staff members attended the Women Leaders in College Sports (formally NACWAA) National Convention, which is the premier leadership development conference for women in intercollegiate athletics.

**Goal 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.

Consistent with UA’s non-discrimination policies, coaches of all sports recruit prospective student athletes regardless of race, religion, national origin or sexual preference who are academically qualified to enroll at UA and can participate in intercollegiate athletics at a championship Division I level. The Department also backs the University’s efforts to recruit a diverse student population by supporting coaches’ needs to recruit international prospective student-athletes.

The Department of Intercollegiate Athletics continually evaluates and improves its retention efforts with a focus on support programming that will aid student-athletes’ academic and athletic success. Incoming student-athletes determined to be at-risk take part in preliminary testing to identify classes and support programming that would best assist each individual student.
Incoming student-athletes are enrolled in a freshman transition course (HES 100) during their first semester at UA. The course is designed to enhance early academic success and therefore, retention of freshman student athletes by covering topics such as time management, quality study habits, student conduct, faculty/student relationships, financial literacy, sound nutritional practices, and career exploration.

Other initiatives to aid in the retention of student-athletes include leadership development opportunities offered through an undergraduate course, as well as the Emerging Tide Leaders program within the Student-Athlete Enhancement Department. Select sophomore student-athletes are enrolled in a life calling and leadership discovery course (HES 275) in which students develop skills that will promote their leadership potential throughout their collegiate career. Speakers are incorporated within the content of the course to share various experiences and viewpoints. Select juniors and seniors from each team also participate in additional leadership development programs designed to enhance their leadership skill sets and encourage application of such to positively affect their student peers.

Through funds available from the NCAA, the Department maintains the Student Assistance Fund for student-athletes, which is used to assist student-athletes in meeting financial needs that arise and are not covered by their respective scholarships. Uses include expenses related to family emergencies, medical needs not covered by their sport, course supplies, necessary clothing and other permissible expenses. While the fund is available to support all student athletes, it has a significant impact directly benefitting students with fewer financial resources, thereby enhancing the likelihood that these students will continue their enrollment and graduate.

**Goal 5: Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.**

The Department of Intercollegiate Athletics continues to annually evaluate and assess the results of student athlete exit interviews. The interviews are used to identify areas where services to and support of all student athletes can be improved. These interviews include questions to assess student athlete perceptions of the University’s and the Athletics Department’s support for minority students.

Athletics administrators also solicit feedback from coaches, staff and student athletes after programming events such as those described under Goal 2 to ensure that the events are meeting intended objectives.

The department will continue to solicit feedback from current student-athletes so as to repeatedly assess and evaluate gender and ethnic equality among the target population.
OFFICE OF THE VICE PRESIDENT FOR RESEARCH AND ECONOMIC DEVELOPMENT (OVPRED)
ANNUAL COLLEGE/UNIT STRATEGIC DIVERSITY PLAN REPORT
2016 - 2017

OVPRED Units:
Alabama Innovation and Mentoring of Entrepreneurs Center (AIME)
Alabama Life Research Institute (ALRI)
Alabama Transportation Institute (ATI)
Alabama Water Institute (AWI)
Contract & Grants Accounting
Research Compliance (ORC)
Sponsored Programs (OSP)
Technology Transfer (OTT)
UA Cyber Institute (UACI)
UA Economic Development Academy
Water Policy and Law Institute (WPLI)
Central Analytical Facility (CAF)

1. Enrollment trend data – not applicable
2. Degrees conferred data – not applicable
3. Faculty trend data – not applicable
4. Narrative report on goals

Highlight Items:
- The Office of the Vice President for Research and Economic Development is dedicated to excellence in teaching, research, and service. OVPRED embraces the idea that teaching and service inform and are informed by research and we thereby create a synergism that nurtures our students, supports our faculty and has a positive transformational effect on individuals, our communities, and the environment. The Office of the Vice President for Research and Economic Development is committed to ensuring inclusion on an international scale of diverse ideas, disciplines, and individuals in research activities.
- The University of Alabama Economic Development Academy brings the vast resources of the Capstone of Higher Education in partnership with various efforts to have prepared economic development professionals, supportive and knowledgeable elected officials, and robust communities. Key to the success of the Academy’s goals is inclusiveness and diversity of participants and communities. The University of Alabama Economic Development Academy has provided sessions for elected officials, economic development volunteers, and Chamber leaders to help shape a unified community approach to job creation. Through a cooperative effort with the Chamber of Commerce Association of Alabama, UA is building that unique foundation from the community level that is necessary for today’s competitive environment. Sessions are designed to equip community leaders with the necessary skills to support competitive economic development.
• In February of 2017, The University of Alabama Board of Trustees approved
creation of three new institutes: the Alabama Life Research Institute (ALRI), Alabama
Transportation Institute (ATI), and Alabama Water Institute (AWI). These programs
were identified as key federal and statewide priorities and with the University of
Alabama Cyber Institute (UACI), represent the four umbrella institutes.
They incorporate existing institutional strengths with targeted missions across all
colleges and schools.

Goal 1: Communicate The University of Alabama’s commitment to diversity as part of its
educational mission.

The University Research Compliance Officer/Director served as a representative for
the Alabama Association of Higher Education Diversity Officers (ALAHEDO).
ALAHEDO is charged with developing workshops, conferences, and other activities to
promote diversity within its member institutions. This involvement assists with identifying,
developing and implementing effective and sustainable diversity best practices within
research.

Goal 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.

Two members of the Office of Vice President for Research and Economic
Development team served as Equal Opportunity coordinators and participated in the
webinars, workshops and discussion groups for training to the campus on equal
opportunity, prevention of illegal discrimination and harassment, and affirmative
action/diversity.

Goal 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 experience and, consequently, graduate with a better ability to
understand, appreciate, and contribute to a global society.

The OVPRED maintains a racially diverse workforce and actively recruits for
diversity by employing several diversity recruitment strategies when seeking candidates for
leadership positions. The recruitment strategy includes seeking qualified underrepresented
minorities and women.

Goal 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.

The University Research Compliance Officer/Director served as the ADA/504
Coordinator to facilitate and assist with any disability matters in the division. In support of
the University’s commitment to diversity, the OVPRED provided special training sessions
related to Human Subject Research to the staff and students affiliated with the Women’s Resource Center.

**Goal 5:** Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.

- The Office of the Vice President effectively communicated the University’s commitment to diversity as part of its educational mission for Research and Economic Development by active participation in discussions with various campus groups and individual faculty/staff on the topic of diversity. *(Goal 1)*
- The training in human subject research for researchers (including faculty, staff, and students responsible for conducting research) provided insight into the importance of diversity in research subject recruitment and inclusion as identified in the basic ethical principles of the Belmont Report. *(Goal 2)*
- Participation in listserv and training provided by professional organizations and hosted by the Office for Equal Opportunity added to the knowledge base of best practices for providing equal opportunity, access/accommodation, and increasing diversity among staff. *(Goal 3)*
- The participation of staff in various training, seminars, and workshops on equal opportunity, access, and diversity/inclusiveness provides experiences that foster an enriched learning environment for students and cultivates more informed and open perspectives. *(Goal 4)*
Highlight Items:

- National UA branding campaign launched
- International student inclusivity campaign features videos
- Videos highlight engagement programs for students of color

The Division of Strategic Communications defines diversity in a broad and inclusive way, to encompass all underrepresented groups, including but not limited to those based on race, gender identity, veteran status, and disability, among others.

Strategic Communications is committed to supporting the University’s efforts to enhance diversity, equity and inclusion across the campus and broader university community. The division’s efforts prioritize programs and projects that address the four pillars of UA’s strategic plan, including Goal #3, to enrich UA’s learning and work environment by providing an accepting, inclusive community that attracts and supports a diverse faculty, staff and student body.

Strategic Communication’s goals – to increase awareness of the University’s positive impact across the nation, to strengthen the sense of community between UA and its stakeholders, to increase the value stakeholders place on the way UA fulfills its mission, and to enhance UA’s ability to attract and sustain resources – drive those efforts as indicated in the areas listed below.

**Goal 1: Communicate the University of Alabama’s commitment to diversity as part of its educational mission.**

The role of Strategic Communications is to represent the University through images, storytelling, videos and stewarding the University brand. The division supports the communication of the University’s goals and commitments, including its commitment to diversity, equity and inclusion. Thus, **Strategic Communications addresses all five of the UA diversity goals** by publicizing the activities of the many offices, divisions, units and programs across campus.

Strategic Communications ensures diversity is included in its division-specific objectives primarily by aligning the day-to-day activities of its operating units with the University’s strategic plan and advancing the UA brand nationally.

- The division’s organizational structure was reconfigured in 2016 to put equal emphasis on communications and marketing/brand strategy. The reorganization allows the division to dedicate emphasis on promoting the University worldwide, and to collaboratively develop content that supports the strategic plan pillars.
- The *Where Legends Are Made* national marketing campaign was developed to support the effort to expand the UA brand nationally. The television commercial alone
was aired 92 times between Sept. 3, 2016, and May 14, 2017, with an audience reach of almost 111 million viewers.

- UA’s national branding campaign includes a representation of students depicting gender and racial diversity in a variety of programs on campus.
  
  https://www.ua.edu/news/2016/09/where-legends-are-made-branding-campaign-launched/

Strategic Communications also communicates the University’s commitment to diversity through the various written and visual communication methods it controls and the channels it manages, including the UA.edu website, social media, print publications and videos.

- Strategic Communications designs and manages content for the UA web homepage and immediate first layer of sites and sub-menus. Photos and images portrayed on the sites maintained by Strategic Communications provide an accurate representation of diversity and inclusion on the UA campus. Communication channels are used to demonstrate how the campus benefits from diversity through an engaged community that comprises the UA family: https://www.ua.edu/

- Strategic Communications also provides evidence of the University’s commitment to diversity through posts on the University’s official social media accounts. Most recently, posts have included information about UA’s global studies programs, children with disabilities served by the RISE program, UA’s adapted athletics program, the wheelchair basketball camp, and a number of photos representing race and gender diversity.

- Strategic Communications designs print publications for a variety of offices and programs. The selection of photos and written content are made with diversity and inclusion in mind. Samples are available at https://alabama.box.com/s/aav6xuwsu5l42vvyssw1g44g569raued and include:
  
  o **International Recruiting Brochure**
    
    This brochure promotes The University of Alabama to prospective students outside of the United States. The messaging and imagery strategically cater to international audiences. Photos show a broad representation of race, cultural and gender differences.

  o **Student Involvement Card**
    
    This card promotes all student organizations but is designed specifically for the audience of female students who are not interested in joining sororities. The messaging focuses on student groups appealing to a wide variety of interests, including academics, religion, social activities and more. Photos depict engagement and inclusiveness.

  o **Capstone Family Booklet**
    
    This booklet is specifically designed to feature the many departments and organizations on campus that provide opportunities and resources for underrepresented groups.

  o **Campus Religious Groups Postcard**
    
    This postcard directs prospective students to the variety of organizations on campus that provide a religious home to students from every faith.
Video projects produced by the Strategic Communications division also represent the broad diversity of students across campus and demonstrate the University’s commitment to their success. Examples include:

- **International Student Profiles**
  These videos showcase inclusivity of students of different nationalities and cultures across the UA campus.
  - Baheya Jabor (West Bank)
    [https://vimeo.com/225008362/e68aece3d7](https://vimeo.com/225008362/e68aece3d7)
  - Pablo Ramirez (Spain)
    [https://vimeo.com/225008452/4cce1b9f02](https://vimeo.com/225008452/4cce1b9f02)
  - Yilin Wang (China)
    [https://vimeo.com/225008541/36e5b2ecbb](https://vimeo.com/225008541/36e5b2ecbb)

- **ONYX 2016** - This high-energy event included exhibitions and performances from NPHC Greek Organizations, on-campus dance organizations, as well as table information from minority focused student organizations. [https://vimeo.com/180778064](https://vimeo.com/180778064)

- **Kente Robing Ceremony** – This video highlights the Black Faculty/Staff Association’s ceremony for graduating students of color. [https://vimeo.com/178076112](https://vimeo.com/178076112)

- **Crossing Points Summer Bridge program** - A UA college pipeline program for students with intellectual disabilities ages 18+ who are interested in pursuing postsecondary education. [https://vimeo.com/180111390](https://vimeo.com/180111390)

**Goals 2, 3, 4 and 5: Not included.**
Highlight Items

- During the 2016 – 2017 academic year, the Division of Student Life continued its purposeful strategic plan to study diversity, equity, and inclusion at UA. New strategic priorities were established with diversity as the top priority for the Division:
  1. Promote diversity, equity, and inclusion throughout the Division of Student Life.
  2. Contribute to retention and student success through high impact practices and intentional programs, services, and initiatives.
  3. Provide a comprehensive and holistic approach to student well-being.
  4. Ensure suitable resources to provide excellent programs and services to UA students.

- In line with this strategic priority is the implementation of recommendations from the 2015 - 2016 Staff Diversity, Equity, and Inclusion (DEI) study addressing professional staff recruitment and hiring processes, onboarding, professional development, job descriptions and feedback, and staff self-awareness. Intentional strategies to address these five areas include:
  1. Adoption of a division diversity statement that is included in job postings and recruitment of new professional staff.
  2. Use of the New Professional Institute as an onboarding mechanism for new professionals in the division.
  3. Inclusion of divisional diversity expectations in all job descriptions.
  4. Staff professional development day that utilized a conference structure with breakout sessions addressing the division’s strategic priorities.

While these strategies are all less than a year old, the implementation of these recommendations correlates with an increase in the number of underrepresented minorities within the division’s professional staff. Overall, the division implemented the DEI strategies outlined in the 2015 - 2016 diversity report and has seen positive trends in 2016 - 2017.

- The Division of Student Life continued its strategic approach to addressing diversity, equity, and inclusion through a study of the student campus climate. The Student DEI study sponsored 14 focus groups, hearing from nearly 90 students. This study utilized qualitative research methodology to generate hypotheses about the student experience at UA. Three major themes emerged from this study:
  1. Macro campus issues that impact perceived access to institutional opportunities.
  2. Involvement and accessing campus resources.
  3. Community or belonging on campus.

During the 2017 - 2018 academic year, insights gained about students’ experiences on campus will be utilized to make changes to divisional
**Goal 1**: Communicate the University of Alabama’s commitment to diversity as part of its educational mission.

In late summer 2016, the Division of Student Life set out new strategic priorities to guide the next three to five years:

1. Promote diversity, equity, and inclusion throughout the Division of Student Life.
2. Contribute to retention and student success through high impact practices and intentional programs, services, and initiatives.
3. Provide a comprehensive and holistic approach to student well-being.
4. Ensure suitable resources to provide excellent programs and services to UA students.

These strategic priorities have been broadly communicated to divisional staff and been incorporated into divisional professional development provided to staff. The Division of Student Life has undertaken a systematic review of diversity, equity, and inclusion at The University of Alabama over the past two academic years (2015 – 2016 and 2016 – 2017).

During the 2015 - 2016 academic year, the Division of Student Life convened an internal working group on issues of diversity, equity, and inclusion, specifically looking at divisional professional student staff. Through a multistage process over five months this committee evaluated issues of diversity, equity, and inclusion and established several key recommendations for the Division. This report will provide an update on the implementation of recommendations from the Staff DEI report.

Additionally, during the 2016 - 2017 academic year, the Division of Student Life convened a similar internal working group on issues of diversity, equity, and inclusion, specifically looking at students. This Student DEI group utilized focus groups and qualitative research methodology to study and understand student diversity, equity, and inclusion and campus climate. Through a systematic, qualitative analysis process, themes of how students experience challenges and struggles with diversity, equity, and inclusion have been identified. Based on these themes, recommendations for the division have been made for the 2017 – 2018 academic year. This report will provide information about The Student DEI report along with initial recommendations.

Based on the Staff DEI report, two objectives were identified that address Goal #1. The first objective concerns the communication of diversity, equity, and inclusion as a divisional priority to professional staff. Findings concluded that professional staff did not feel the division had clearly articulated expectations around diversity, equity, and inclusion. Secondly, the communication of diversity, equity, and inclusion must be a divisional priority in the recruitment and hiring of future professional staff. Again, this second objective is based on recommendations from the Staff DEI report.

To accomplish these objectives, the division has implemented a series of practices and programs, as recommended, over the 2016 - 2017 academic year. For professional staff, all job descriptions have been amended to include DEI competencies as part of the
official HR description. Standard language has been used across the division in this process based on the diversity statement developed by the Staff DEI committee. As a result of this change in official job descriptions, staff members are evaluated on DEI competencies annually as part of their performance review. Along with this requirement, professional staff are required to include a DEI professional development goal for the coming academic year. Beyond these policy changes, division administration executed a divisional professional development day in May of 2016. All four strategic priorities were highlighted as part of this professional development day with a large portion of the scheduled opportunities dedicated to diversity, equity, and inclusion. Based on the feedback of this professional development day, aspects of this experience are being adapted to improve standing divisional meetings that currently take place monthly.

Each of these processes have been undertaken to clearly communicate the divisional commitment to diversity, equity, and inclusion and divisional expectations around these ideals for professional staff. Having begun the process of communicating the Division of Student Life’s expectations for professional staff toward DEI, a similar process for understanding student DEI challenges was undertaken during the 2016 - 2017 academic year. Through an exhaustive qualitative research methods approach, a committee of professional staff engaged in a series of focus groups with a diverse representation of students to gain insight on concerns or challenges surrounding diversity, equity, and inclusion at UA. This study identified divisions on UA’s campus that students perceive as having the most significant impact on their social and academic experience. From these findings, the Division of Student Life will craft messaging to communicate with students its expectations for a diverse, equitable, and inclusive student community.

Currently, communication outlining divisional expectations for students focuses on the Capstone Creed and the addition of the “promote equity and inclusion” statement. As part of this effort to emphasize the Capstone Creed, recent branding efforts in the Ferguson Student Center have placed the Capstone Creed in prominent locations (see Appendix A). Additionally, the Division spearheaded Capstone Creed week in March, 2017. This week was structured around the various elements of the Capstone Creed with several events dedicated to a diverse and inclusive campus.

Promote Equity and Inclusion

• Recognize that your personal experience is not universal – Your UA experience is not necessarily the same as anyone else, and it can be valuable to listen to and learn from your peers.
• When you’re in a difficult conversation, challenge yourself to listen with a goal of understanding a different perspective, rather than immediately thinking of what you are going to say next. (Dr. Grady’s Capstone Creed Week Email Message, March 2017)

This excerpt was part of a message sent to all students by Dr. Grady last March as part of the “Live the Creed” awareness campaign. The full message is included in Appendix B. It is anticipated that divisional communication and programing, including the 2018 Capstone Creed week, will be influenced through the understanding gained from the Student DEI report.
Beyond these efforts to communicate the Division’s commitment to diversity, several departments within the Division have taken similar measures. For example, Housing and Residential Communities has incorporated mandatory diversity training into both professional and student staff training schedules. For instance, on top of University-provided trainings (i.e., Practicing Inclusive Excellence; Safe Zone) student staff training for Fall 2017 incorporated Heritage Panel. This program empowers diverse student leaders to create inclusive and welcoming environments that discourage bullying and harassing behavior through immersive discussion groups moderated by trained educators on topics such as cliques, race, gender, cultural backgrounds, and exclusion. This training is reinforced throughout the year by bringing the groups back together for further discussion.

The Office of Fraternity and Sorority Life has maintained a webpage dedicated to the inclusion efforts of its Interfraternity Council fraternities and National Pan-Hellenic Council sororities. It is the belief of the Division of Student Life that UA is the only institution in the country that shares its Greek community’s racial demographic information publicly. In addition to this unprecedented transparency in racial demographics, a majority of Greek chapters, both fraternity and sorority, participated in a large number of trainings related to diversity and inclusion. One of the notable trainings was through a partnership with UA Crossroads Practicing Inclusive Excellence (PIE) training and UA’s Women and Gender Resource Center (WGRC) sexual assault prevention and bystander intervention. Greek student organizations along with all other student organizations were required to include a statement on diversity in their student organization constitution registered in the SOURCE. This approach was used by Student Involvement to communicate the Division’s commitment to diversity. There are a number of other departments that have engaged in similar efforts to communicate the division’s commitment to diversity. Some of these examples will be shared in other areas of this report where they are most applicable.

Goal 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.

The Division of Student Life actively participates in creating an inviting, respectful, and inclusive campus environment. This active process is done through a combination of physical space, programming, and services for students, faculty, and staff. Two physical spaces are particularly important in creating a campus environment that is inviting, respectful, and inclusive. First, an effort is being made to make the Ferguson Center Student Union the “living room” of campus. It serves as a central location for cultural, educational, social, and recreational programming. The Intercultural Diversity Center collaboration between the Ferguson Student Center and Housing and Residential Communities documented in the 2015 – 2016 Diversity Report that began in February 2016 has been maintained during the 2016 - 2017 academic year. In this collaborative effort, the Ferguson Center provides staff, while Housing and Residential communities provides the physical space for the Intercultural Diversity Center. This space was created to provide a physical location for diverse student populations to gather and spend time together and was created in response to the requests of student leaders made through a series of protests. Through this collaboration between Housing and Residential Communities and the Ferguson Student
Center, a space was opened and staffed beginning in February 2016. This space saw steady increase in utilization throughout the spring 2016 semester. Looking at attendance patterns, this space was overwhelmingly used by students who are under-represented at UA.

University Recreation is responsible for three facilities across campus including the main Recreation Center, the recreation facility at the Robert E. Witt Presidential Campus, and the Aquatic Center. During the 2015 - 2016 academic year, students, faculty, and staff utilized these facilities nearly 920,000 times with nearly two-thirds of the utilization coming from students. University Recreation strives to be an inclusive environment that all segments of the campus population can utilize. For example, group exercise class instruction has been provided in the native language of international graduate students on evenings when this population most often utilizes the recreation facilities. UREC leadership also considers the needs of students and other patrons with physical disabilities. Adaptive exercise equipment has been provided along with space for adaptive sports. In seeking to provide the best space for students with disabilities, UREC has embarked on the construction of a 27,060 square foot build at a cost of $10 million for athletes participating in adaptive sports, including space for competition. This renovation began during the Summer of 2016 with an anticipated completion date sometime during the Winter of 2017. Once completed, this facility will be a state of the art complex dedicated to the health and wellness needs of a population that has often been excluded from physical fitness facilities. The new facility will include

- full-length basketball court in an arena with seating for 499 spectators
- athletic training room
- workout facility
- locker rooms
- coaches offices
- various meeting spaces

While physical facilities run by the Ferguson Student Center and University Recreation are used as examples of how the Division of Student Life is creating and sustaining an inviting, respectful, and inclusive environment, other campus partners responsible for physical space, such as Housing and Residential Communities and the Office of Fraternity and Sorority Life are making similar accommodations to ensure welcoming and inclusive environments for all students.

Recognizing that to a large degree, students interact in the virtual world with the campus and the Division of Student Life, the Department of External Relations has undertaken a thorough review of all departmental websites to test for accessibility. This review has involved an educational component, during divisional meetings and training during the divisional professional development day, to bring awareness of critical areas of website design and implementation. Critical issues addressed in this review include the naming conventions of photographs and how this impacts screen reader utilization for those who have vision impairments. Making the Division of Student Life inclusive for all students is a priority both in the physical and virtual worlds students are required to navigate.
Beyond physical space, the Division of Student Life engages the student body through programming and services that are focused on fostering an inviting, respectful and inclusive campus environment. While every department is part of a divisional effort toward diversity two specific areas will be used as examples of the intentional effort to foster an inviting, respectful, and inclusive campus. The Women and Gender Resource Center (WGRC) has a mission of “fostering a safe, equitable, inclusive experience for all members of our community.” It is important to highlight that the work of this department is nearly all done with various campus partners.

The WGRC serves as a resource for campus partners and lists over 30 different programs or services it provides through partnership with groups external to the Division of Student Life. All of the WGRC programming is directed toward creating and sustaining an inviting, respectful and inclusive campus environment that enhances awareness and appreciation of cultural and individual diversity, promoting community and tolerance, and preparing students for the global society in which they will live and work. WGRC accomplishes this goal through collaboration.

<table>
<thead>
<tr>
<th>Program</th>
<th>Collaborative Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breast Cancer Awareness</td>
<td>Student Health Center, Student Recreation Center, Dept. of Health and Wellness, Ferguson Center, Bama Dining</td>
</tr>
<tr>
<td>African American Heritage Month</td>
<td>Student Government Association, Student Leadership Council, Department of English</td>
</tr>
<tr>
<td>Women’s History Month</td>
<td>HRC (Parham Residence Hall), UA Feminist Caucus, AASRJ, AAUW</td>
</tr>
<tr>
<td>Lunafest</td>
<td>College of Arts &amp; Sciences, College of Communication &amp; Information Sciences, Alabama Panhellenic Association, Capstone College of Nursing, the Graduate School, New College, Housing and Residential Communities, Alpha Chi Omega,</td>
</tr>
<tr>
<td>Native American Heritage Month</td>
<td>University Programs, Iota Iota Iota, College of Communication &amp; Information Sciences</td>
</tr>
<tr>
<td>Hispanic/Latino Heritage Month</td>
<td>Alabama Athletics (UA Women’s Soccer), Graduate Parent Programs, Gender and Race Studies</td>
</tr>
<tr>
<td>Interpersonal Violence Awareness Months</td>
<td>UA Feminist Caucus, Alabama Alliance of Sexual and Reproductive Justice, Dept. of Gender and Race Studies, Housing and Residential Communities, Blackburn, Student Affairs, Student Government Association</td>
</tr>
<tr>
<td>LGBT History Month/Family Matters</td>
<td>Capstone Alliance, Spectrum, Ferguson Center, Magic City Acceptance Center</td>
</tr>
<tr>
<td>Pay Equity Week</td>
<td>Housing and Residential Communities and Career Center</td>
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<tr>
<td>White Ribbon Campaign</td>
<td>SGA</td>
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<tr>
<td>Bead for Life</td>
<td>Housing &amp; Residential Communities</td>
</tr>
<tr>
<td>Momentum</td>
<td>Women’s Dissertation and Thesis Support Group Division of Community Affairs, Individual Advisory Board Members from Academic and Student Affairs</td>
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<tr>
<td>Unscripted Peer Education/Leaders</td>
<td>New College; Dept. of Gender and Race Studies</td>
</tr>
<tr>
<td>Elect Her</td>
<td>UA AAUW, Project Empowerment, Student Leadership Council</td>
</tr>
<tr>
<td>SLC</td>
<td>UA Feminist Caucus</td>
</tr>
<tr>
<td>Direct Client Services</td>
<td>UAPD/local law enforcement, Title IX, The Office of Student Conduct, The Domestic Violence Law Clinic, The Office of Student Care and Well Being, Fraternity and Sorority Life, The Counseling Center, The Student Health Center, The Office of Disability Services, Betty Shirley Clinic, and Housing and Residential Communities, Alabama Dept of Economic and Community Affairs.</td>
</tr>
<tr>
<td>UA Acts with Courage Bystander Intervention Training</td>
<td>Office of Fraternity and Sorority Life, Ferguson Center, Student Government Association, Center for Service and Leadership</td>
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<tr>
<td>Harbor Training</td>
<td>Human Resources</td>
</tr>
<tr>
<td>GAMMA Safe Sisters</td>
<td>GAMMA Peer Educators (Dept. of Health Promotion and Wellness); Alabama Panhellenic Association</td>
</tr>
<tr>
<td>Social Justice Series</td>
<td>Student Affairs Professional Development Committee, Career Center, Counseling Center,</td>
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<tr>
<td>College of Communication &amp; Information Sciences, Housing and Residential Communities, Center for Service and Leadership, Bloom Hillel Student Center, Dept. of Religious Studies, Ferguson Center</td>
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<tr>
<td>Take Our Daughters &amp; Sons To Work Day</td>
<td>Graduate Parent Support Programs, External Affairs, Ferguson Center, Theatre Tuscaloosa, Gorgas Library, Academic Affairs, College of Arts &amp; Sciences, College of Engineering, Counseling Center, Dept. of Theatre and Dance, West Alabama Quilter’s Guild, Museum of Natural History, Digital Media Center, Dept. of Kinesiology, and Dept. of Human Development and Family Studies</td>
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<tr>
<td>Pack a Purse</td>
<td>Aid to Inmate Mothers, School of Social Work, New College, Dept. of Gender and Race Studies, Iota Iota Iota,</td>
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<tr>
<td>Body Appreciation Week</td>
<td>Dept. of Health Promotion and Wellness and Crossroads</td>
</tr>
<tr>
<td>Start Smart</td>
<td>University Women</td>
</tr>
<tr>
<td>Work Study Supervision</td>
<td>Office of Student Financial Aid</td>
</tr>
<tr>
<td>Direct Client Interns</td>
<td>College of Education (Counselor Education), Human Development and Family Studies (Marriage and Family Therapy), School of Social Work</td>
</tr>
</tbody>
</table>

The chart above is used to provide context for the range of activities WGRC provides, and the volume of collaboration that takes place to accomplish the WGRC mission. Moving from the macro of a department’s breadth of activities, specific programs are also having a broad impact on UA’s campus diversity. For example, Safe
Zone is a targeted program that is reaching across the UA campus.

Safe Zone is a GLBTQ+ training program designed to foster safe environments for students who are otherwise isolated based on their sexual orientation or gender identity. This program is operated out of the Department of Student Involvement in Student Life. Safe Zone is utilized across campus and was mentioned in the 2014 - 2015 Strategic diversity report 16 times by most colleges and divisions on campus. Student Life is proud to know that its campus partners use Safe Zone as an example of how units are fostering diversity at UA. Student Life is proud of the fact that nearly every unit on campus has recognized the benefit and value of this training and incorporated it as part of diversity training efforts. Over the past year, Safe Zone trainings have increased, resulting in an additional 544 individuals trained at full-length Safe Zone Ally trainings. This has yielded 333 new Safe Zone Allies across campus, bringing the total number of UA campus allies to 2,064. Recognition of the campus communities’ incorporation of this program as part of their diversity efforts is an important contribution to creating and sustaining an inviting and respectful campus environment.

It is through collaboration, as exemplified by the WGRC and Safe Zone, that the Division of Student Life is fostering an inviting, respectful, and inclusive campus. The WGRC as a department and Safe Zone as a program are used as examples of how the Division of Student Life partners with the campus community to accomplish this goal. A similar collaboration that has been proliferating recently is sponsored by the office of Veteran and Military Affairs (VMA), which hosts Bama Boot Camp for the University’s faculty and staff. The program informs attendees about the unique transitional needs of veterans, service members, survivors, and dependents from a military culture to an academic environment. This is incredibly important since this student population has increased since Fall 2013 by 54.48%, and is showing patterns of continual increase into the future.

This past year, Housing and Residential Communities (HRC) has undertaken an effort to improve the Resident Advisor and Freshman Advisor (RA/FA) selection process. Recognizing that 94% of all first-time, full-time students live in the UA residence halls, assuring these areas are a welcoming environment free from hostility and bias has resulted in changes to the HRC employee evaluation and hiring process. During the recruitment and selection cycle for HRC, candidates for RA/FA positions were evaluated via an inclusivity activity to ensure new student staff were capable of reinforcing the University’s diversity, equity, and inclusivity mission. This “select-a-staff” activity utilized small groups of candidates with a short list of hypothetical candidates. Hypothetical candidates were characterized by demographics, as well as involvements, university standing, interactions with conduct, and 1:1 interviewer comments. Candidates were then asked to rank the list of hypothetical staff based on most to least hireable, and then discussed their decisions within their group. External evaluators observed this discussion to ensure candidates expressing extreme bias toward certain hypothetical candidates based on demographics or difference in lifestyle were marked as a hiring concern. This process has been put in place to provide a caring and hospitable environment in line with the Division’s expectations.
The Intercultural Diversity Center collaboration has provided a space for racially underrepresented groups on campus to gather as requested during the Fall 2015 semester. UREC has broken ground on a state of the art facility to provide students with physical disabilities access to recreation and fitness areas. WGRC is just an example of the range of resources and programming used to provide equal access to the educational environment regardless of gender, gender identity, or gender expression. The Division is considering special populations such as military veterans and how their experiences translate to an academic environment. HRC is actively adjusting its hiring processes for RAs/FAs, recognizing that these student employees are important points of interaction between freshman students and university resources. External Relations is facilitating divisional efforts to create an accessible virtual world for students. Finally, the Division provides Safe Zone training, which is recognized as critical for the institution and provided as a key example of how colleges, academic departments, and other divisions are creating an inviting, respectful, and inclusive campus.

**Goal 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.**

In the 2015 - 2016 Diversity Report, the Division of Student Life summarized the findings from the Staff Diversity, Equity, and Inclusion report. In this report, specific areas of Division strength were identified, as were areas for Division growth. In response to these findings and recommendations, three strategic priorities were implemented with the aim of recruiting, developing, and retaining qualified diverse professional staff representative of the Division of Student Life’s commitment to diversity, equity, and inclusion.

First, in recruitment and hiring, the Division’s diversity statement has been included in all job postings. Second, new professionals in the Division have been provided onboarding courses. Third, in partnership with Human Resources, job descriptions have been rewritten to include divisional diversity expectations. Each of these strategic initiatives was accomplished in the 2016 - 2017 academic year. Implementation of these strategic initiatives addressed 10 of the 17 recommendations in the Staff DEI report applicable to these areas. Implementing strategies to address the majority of recommendations from the Staff DEI report appears to have had an impact in professional staff diversity numbers for the 2016 - 2017 year.

When comparing professional staff racial and ethnic diversity metrics from 2015 - 2016 to 2016 – 2017, the Division of Student Life has seen a 3% growth in racial and ethnic groups that are traditionally underrepresented in higher education professional staff. The Division’s leadership at the director level and above closely mirrors the Division’s overall racial demographics.

While there is no process in place to assess if the intentional efforts of the Division this past year, including the comprehensive Staff DEI review, have been a cause in the observed increase of underrepresented racial minorities employed in the Division, this
increased representation does correlate with these intentional efforts. Of note is that Division professional staff and Division leadership have greater racial diversity than the campus student population.

Despite this success, divisional efforts continue to evolve to address needs and deficiencies that have been observed and documented in 2016 - 2017. Foremost in this area is a better alignment of the onboarding process to meet the needs of all new employees within the Division. This past year, the existing New Professional Institute (NPI) was adapted to provide onboarding training for new professionals in the Division. This institute was successful in providing new professionals with skills for their new roles and communicating divisional DEI expectations. However, upon assessing the impact of this program, it was determined that it did not capture all new employees within the division, specifically new employees who were not new professionals within student affairs. As a result of this gap, experienced professionals who joined the Division during this time frame did not receive instruction on DEI expectations and other divisional priorities.

Based on this program’s internal assessment, a parallel program for all new divisional employees centered around lunch meetings is being planned for the 2017 - 2018 academic year. The NPI will continue to communicate divisional expectations as part of its curriculum for new student affairs professionals. The lunch presentations will augment this program capturing all new division employees regardless of career stage.

Overall, the Division of Student Life has been intentional in its approach to accomplishing the stated objective of Goal #3. Through a systematic review in 2015 – 2016, lessons learned about professional staff and senior level administrators were acted upon during the 2016 - 2017 academic year. The initiatives adopted during the 2016 - 2017 academic year were intended to recruit and retain a diverse pool of professional staff that will be a resource for students. In terms of raw numbers, improvement was observed when compared to 2015-16 academic year. Lessons learned over the course of this year are being applied and new strategies are being developed to continue to provide students with a diverse pool of professional staff.

**Goal 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.

The Division of Student Life is actively involved with strategies to recruit and retain a diverse study body. Beyond recruitment and retention efforts, programming and services aim to engage students in activities and experiential learning that prepare them to live and work in an ever-expanding global environment. As part of the division’s intentional planning for diversity, equity, and inclusion, a Student DEI study was conducted during the 2016 - 2017 academic year. This study was a follow up to the Staff DEI study and part of the Greek integration efforts.

Again, there are examples of diversity efforts across the 23 different departments that have been pursued; however, the recent effort toward increased integration of the Greek community exemplifies the intentional effort of Student Life in promoting diversity across the UA community. As discussed in the 2015 - 2016 diversity report, a series of steps were
taken as part of this integration effort. Primary among these efforts is the training of student leaders within these fraternal organizations on issues of diversity, equity, and inclusion (Appendix 3). Beginning in August of 2016, the Office of Fraternity and Sorority Life coordinated a series of trainings in collaboration with numerous campus partners. Prominent campus partners who were part of this collaboration include UA Crossroads Community Center and the Women and Gender Resource Center. Prominently featured in these trainings are the Practicing Inclusive Excellence (PIE) workshops hosted by UA Crossroads. Over the course of the 2016 - 2017 academic year, five trainings took place. The WGRC provided over 36 hours of training directed toward sexual assault prevention and bystander intervention. OFSL is intentional in its presentations to include diversity and inclusivity at University recruiting events, along with Bama Bound, the University of Alabama’s summer orientation program. These presentations are in connection to the 309 fraternity and sorority life tours provided to nearly 2,000 prospective students, parents, and guests in the 2016 - 2017 academic year. These tours are provided as a supplement to general campus tours prospective students and their families take when showing interest in UA. The impact of these tours is difficult to determine, as prospective students are not given any unique identifying number to track if they ultimately apply or matriculate.

However, despite these challenges, the growth in the Greek community from Fall 2011 (27% of Undergraduates) to Fall 2016 (33% of undergraduates) suggests students are considering this opportunity when choosing UA. This 52% increase in Greek membership has taken place over a period in time when overall campus enrollment has grown by 24%. This difference in growth over the same time frame suggests that Greek life at UA is a factor in student decisions.

Over this same time frame, the Greek population has become more racially diverse (Appendix D). The African American population in the traditionally White Panhellenic Sororities and in the IFC Fraternities has grown. As an overall ratio, the non-white population for these groups is still smaller than the overall campus population; however, it does appear that in terms of raw numbers, the concerted effort of the OFSL and other campus partners in this area have yielded results.

After further review of the data, it was determined that it is important to look beyond interest or membership, but also into the leadership of the Greek community. The data reveals that 10% of student leaders reported being non-white or of two or more races, which is at a rate of 6% higher than the overall Greek population. The racial makeup of leaders in the APA and IFC communities is consistent with the membership ratio, but the UGC community reports that 20% of student leaders are non-white or of two or more races. In addition, the APA community currently has several non-white or those of two or more races in leadership positions. While there continues to be work for UA in the future, progress in interest, participation and leadership for non-white students in UA’s Greek community, particularly in the APA and IFC communities, is encouraging. The Division will continue to track these areas in the future to better understand actions that can be taken to advance inclusivity throughout the Greek community.

Using information from UA’s Veteran and Military Affairs office Fall 2016 membership record, racial identities were compared using a 2-sample Z test for difference in proportions. The proportion of military-affiliated students tracked during the Fall 2016 semester was statistically greater for Black/African American and Hispanic/LatinX students.
compared to the overall enrolled population (Appendix E). Conversely, there were significantly fewer Asian/Asian American and White/Caucasian military-affiliated students compared to the overall enrolled population. Additionally, first generation student status was compared using a 2-sample Z test for difference in proportions. The proportion of first generation military-affiliated students tracked during the Fall 2016 semester was statistically greater compared to the overall enrolled population (Appendix E). Overall, military-affiliated students are present in the majority of Greek chapters on campus (4.47% of entire Greek membership) with the NPHC Greek Council containing, on average, the greatest proportion of military-affiliated students (24.49% of members), followed by UGC (8.20%), APA (4.25%), and IFC (3.63%).

Utilizing a standardized procedure for examining diversity of a student population, UA has seen an insubstantial decrease from 2011 to 2016 (Appendix F). This standardized procedure captures the racial and ethnic diversity of a population with a single number produced by an equation that estimates the probability that any two students chosen at random will have different racial or ethnic backgrounds. The slight decrease in diversity index since 2011 might be a result of declines in the Black/African American and Asian populations, while the dominant racial group (White/Caucasian) continues to increase over time. However, the university is successfully recruiting higher proportions of Hispanic/LatinX and Multiracial students. As part of the Division’s strategic plan, a systemic approach for understanding diversity, equity, and inclusion at UA in the 2016-2017 academic year, a Student DEI study was conducted as part of a follow-up to the 2015-2016 Staff DEI study. The next section will provide details of this study along with some initial findings.

In February 2017, the Student Life Office of Assessment and Planning facilitated 14 focus groups. In collaboration with a broadly represented group of professional staff across the Division of Student Life, these focus groups were divided into different racial, cultural, or social designations specific to the UA campus. In total, 87 students participated, resulting in an average group of six students for each discussion. A systematic approach was taken to identify appropriate student populations for gaining insight about many different segments of the campus community. Each Greek council, APA, IFC, NPHC, and the UGC, had a focus group dedicated to hearing from its members. In addition to the four Greek councils, racial minority students unaffiliated with a Greek chapter were similarly given specific attention. Beyond these Greek and unaffiliated divisions, other groups of interest included transfer students, internationals, students who are from a low socioeconomic status (SES), and LGBTQ+ students.

As part of the data collection process, each focus group participant was asked to provide a yes or no response to some basic demographic questions about their identity with the majority campus population in areas such as race, religion, sexual orientation, and veteran status. In addition, a majority of students provided their student identification number for tracking purposes. This information allows a look beyond the narrow scope of the specific focus group criteria to look for patterns in responses among those students who identify as a member of a minority group across all focus groups.

While analysis is ongoing, three key areas have been identified by the Division of Student Life Diversity, Equity, and Inclusion committee advising the Assessment and Planning office. The three major themes are: 1) Macro campus issues that are impacting...
perceived access to institutional opportunities, 2) Involvement and accessing campus resources, and 3) Community or belonging on campus.

Students addressed many of the social and cultural divisions that exist on campus.

While they agree there is a divide between “white” and “black” students, other social divisions were discussed as having an important impact on the UA community. Primarily, students talked about how Greek affiliation impacts campus interactions, such as access to certain involvement and leadership opportunities. However, the Greek designation was not as settled as Greek and unaffiliated. The divisions discussed included a perception that members of UGC organizations were not respected the same as APA or IFC organizations. Additionally, NPHC affiliation for some resulted in division within the broader African American community. Another distinction that surfaced in the focus groups is the difference between students from southern states as compared to students that were from outside of the southern region. Lastly, to a lesser extent, students discussed how students from low socioeconomic status (SES) backgrounds and international students have a different experience than other students.

The next step in this process is to report the information to senior leadership. Secondly, the information must be disseminated to divisional leaders as appropriate for their departments’ scope. Finally, study findings need to be turned into an instrument to assess the broader campus climate using a design that tests the findings from this qualitative study. The last element of this plan will be dependent upon the University’s new Vice President of Diversity, Equity and Inclusion and her plans for a campus climate study.

Additional updates from the 2015 - 2016 diversity report include the expansion of the photo reflection project undertaken by the office of Service and Leadership. Photo reflection requests were sent to over 60 students participating in six different cultural exploration service trips. Extension of this process beyond the pilot study reported in 2015 - 2016 confirms that these international trips are accomplishing the department’s mission of making students aware of:

- Challenges impacting the UA community
- Student roles in providing solutions to these issues
- Lessons learned about people with different background and perspectives
- Students’ level of civic engagement,
- Student perspectives on poverty

Additional updates pertaining to the implementation of reported plans in the 2015 - 2016 report are bulleted below.

- Policy changes that were discussed in the 2015 - 2016 report concerning the reporting of complaints to the Dean of Students office were implemented. Further, review of the reporting process and reporting infrastructure has been assessed during the year and adjustments are being planned for the 2017 - 2018 academic year based on that evaluation.
- Student organizations’ constitutions were all required to include the diversity message in 2016 - 2017 that was outlined in the 2015 - 2016 report.
**Goal 5:** Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.

The Division of Student Life has made positive gains towards enhancing diversity at UA through a strategic process begun in 2015 - 2016 and implemented in 2016 - 2017. This strategic process looked at professional staff diversity, equity, and inclusion in 2015 - 2016 with the findings and recommendations used to inform decisions on deliberate changes throughout the 2016 - 2017 academic year. A continuation of this systematic review of diversity, equity, and inclusion at UA took place with a similar study of students. The Student DEI study has identified aspects of the student experience at UA that the Division of Student Life will examine to design knowledge-based intervention strategies in the 2017 - 2018 academic year and beyond.

Six areas were identified in the Staff DEI study as areas of strategic importance to assure a continuation of positive diversity elements and to address opportunities for improvement within the divisions:

- Recruitment and hiring process
- Onboarding
- Professional development
- Job descriptions and feedback
- Environment
- Staff self-awareness

Recruiting and hiring, onboarding, and job descriptions and feedback have been addressed at length under Goal 3 of this report. While in most cases, the various interventions have been in place less than a year, there is a correlation with an increased ratio of diversity when looking at macro staffing numbers. Similar improvement is seen when looking at senior leadership positions in the division.

Professional Development and Staff Self-Awareness

The 2015 - 2016 Staff DEI report has been used to guide staff professional development during the 2016 - 2017 academic year. Utilizing the Staff DEI report as a framework, structural change to divisional monthly meetings have been made to align professional development practices with professional development goals.

The Division of Student Life hosted a Professional Development Day in May 2017 for all Student Life staff. Proposals were solicited from Division staff (and from campus partners) for sessions that would focus on the four strategic priorities set by the Division during Summer 2016. The day-long professional development event was effectively an “internal conference” that allowed staff to self-select sessions to attend. Additionally, it provided current staff an outlet for presenting their own expertise or previously-presented conference presentations to their Student Life colleagues.

The Student Life Professional Development Committee assessed this approach and received positive feedback about the break-out session format. Staff felt the sessions were relevant, interesting, and engaging, and provided them with the opportunity to learn and grow related to all 4 of the Division’s strategic priorities.
Based on this feedback the format of the monthly Division-wide staff meetings will be adjusted for the 2017 - 2018 academic year. In the past, the Division has met as one large group and with one speaker generally invited per meeting. In 2017 - 2018, based on the feedback that followed the May Professional Development Day, a new meeting format will be launched: Breakfast will be served at 8:00 a.m., and meeting content will begin at 8:20 a.m. A full division meeting in the ballroom will be held from 8:20-8:50. At 8:50, the group will split into 4 self-selected groups for sessions related to the Division’s four strategic priorities. Breakout sessions will run from 9:00-9:40, ending in time for staff to return to their offices for 10:00 a.m. appointments. Following the initial August 2017 meeting, staff will have the opportunity to submit proposals and nominate other staff/topics for future breakout session content. Each month through this process, staff will have professional development opportunities aligned with the divisional strategic goals.

DEI-specific sessions that were available for staff to choose during this professional development day were:

- Partnerships that Help College Women Start Smart
- Hallowed Grounds: Race, Slavery, and the University (Historic Tour)
- Creating a Trans-Inclusive Campus Environment At UA
- Safe Zone Ally Training
- 10 Ways We Can Make UA More Accessible
- Practicing Inclusive Engagement with UA Crossroads
- What Are Pronouns and How Do We Use Them?
- An Introduction to Harbor Training

Feedback on these presentations indicated they were well received and similar presentations will be made available monthly during the 2017 - 2018 academic year.

Overall, a review of the 2015 - 2016 diversity report shows that The Division of Student Affairs accomplished the majority of goals that were set out in that report during the 2016 - 2017 academic year. A divisional diversity statement was drafted. This diversity statement has been included in job announcements and job descriptions. Diversity competencies and requirements have been incorporated into hiring processes, professional staff performance evaluations, and professional staff development goals.

One area for improvement in 2017 - 2018 is the onboarding process for new employees. While the process and changes made in 2016 - 2017 were an improvement from previous years, gaps were identified in the utilization of the New Professional Institute. This institute was successful in providing an on-boarding experience for new student affairs professionals, however, professionals with years in the profession who recently joined the division did not receive onboarding through this process, including communication of divisional DEI expectations. Acknowledging the shortcoming of this process, new strategies to capture and communicate division DEI expectations through an onboarding process are being planned for 2017 - 2018. It is important to note that new professionals who participated in the NPI did accomplish the stated goals of the course. As a result, this institute will continue and changes will be made to augment, not replace, this program.
The second component of divisional initiatives to enhance UA diversity focuses on understanding student DEI. As outlined in Goal 4 of this report, a continuation of the Staff DEI report in 2015 - 2016 took place in 2016 - 2017. While the analysis of data collected through this process is ongoing, the division has completed this action step of understanding student diversity, equity, and inclusion within the current campus climate. Two goals have been laid out for this project during the 2017 - 2018 academic year. First, information will be disseminated to appropriate areas. While portions of the campus environment certainly are within the domain of Student Life, other aspects, such as advising and faculty interaction, are beyond the Division’s scope. In these areas, the Division will seek to communicate with applicable campus partners and provide information in a constructive way. In areas relevant to the Division’s own departments, sharing of information along with strategic planning will take place throughout the 2017 - 2018 academic year.

Second, the results of the Student DEI study will be tested through a methodologically sound campus climate survey. Recognizing that the Student DEI study is a qualitative approach to generating hypotheses about the UA student experiences, the results cannot be generalized to the entire student body. The next step of this process will be to test the hypothesis generated from this qualitative data in a widely-distributed campus climate instrument. The advantages of this approach over the utilization of an off-the-shelf campus climate instrument is that the topics and questions can be tailored to the unique aspects of UA’s campus and student body. The development of this instrument will take place during the Fall 2017 semester and will be administered during the Spring 2018 semester.

Overall, the Division of Student Life has taken a proactive and intentional look at its efforts around diversity, equity, and inclusion during the 2016 - 2017 academic cycle. Through this process, the Division has identified a number of strengths that need to be celebrated. The Division has also identified areas of opportunity to grow and improve to meet the needs of its diverse staff, and ultimately, the diverse student body served by the Division.

Appendix A: Ferguson Center Capstone Creed Branding
CAPSTONE CREED

AS A MEMBER OF THE UNIVERSITY OF ALABAMA COMMUNITY,
I WILL PURSUE KNOWLEDGE; ACT WITH FAIRNESS, INTEGRITY,
AND RESPECT; PROMOTE EQUITY AND INCLUSION; FOSTER
INDIVIDUAL AND CIVIC RESPONSIBILITY; AND STRIVE FOR
EXCELLENCE IN ALL I DO.
Appendix B: Dr. Grady Capstone Creed Week Email Message

Dear Students,

This week The University of Alabama will celebrate #BamaCreed Week, a week full of events that will help us focus on the values expressed in the Capstone Creed: “As a member of The University of Alabama community, I will pursue knowledge, act with fairness, integrity and respect; promote equity and inclusion; foster individual and civic responsibility; and strive for excellence in all I do.” The goal of #BamaCreed Week is to help the UA community consider what it means to LIVE THE CREED in our everyday interactions, both in person and on social media.

Living the Capstone Creed means recognizing and respecting diverse opinions and experiences. It means working together to make The University of Alabama a place that is welcoming to all by providing an accepting and inclusive community. It means considering the values that are embedded in the Creed as we go about our daily lives:

**Pursue Knowledge**

- Remember that your words matter. Think about the intent and impact of what you say.
- Know the reporting channels and report threatening or harassing speech.

**Act with Fairness, Integrity and Respect**

- If you see or hear something harmful to a member of our community, speak up!
- Learn how to disagree respectfully. We don’t have to agree on everything, but we do need to learn how to disagree with respect and to listen and learn from others.

**Promote Equity and Inclusion**

- Recognize that your personal experience is not universal – Your UA experience is not necessarily the same as anyone else, and it can be valuable to listen to and learn from your peers.
- When you’re in a difficult conversation, challenge yourself to listen with a goal of understanding a different perspective, rather than immediately thinking of what you are going to say next.

**Foster Individual and Civic Responsibility**

- Offer education, encourage others to grow, and allow them to learn from their mistakes.
- Know when to step back and disengage: you don’t have to get dragged into every conversation.
Strive for Excellence in All I Do

- Remember that your college education takes place both in and out of the classroom, so commit to personal growth and excellence in your campus organizations, volunteer activities, and interactions outside of class.
- Realize that what you say on social media is a continuation of you – our campus space extends into conversations we have online.

Today’s #BamaCreed kick-off event takes place from 11:00-1:00 in the plaza outside of the Ferguson Student Center. I hope you will join us there and focus this week on ways that you can live the Capstone Creed and truly be part of The University of Alabama experience.

Sincerely,

David L. Grady, Ph.D.

Vice President of Student Life
## Appendix C: 2016-17 Academic Year DEI training schedule

<table>
<thead>
<tr>
<th>Initial Date</th>
<th>Topic of Training or Outreach</th>
<th>Duration</th>
<th>Length of Time per Section</th>
<th>Participant(s)</th>
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<tbody>
<tr>
<td>22-Sep-16</td>
<td>OFSL Fraternity Life Info Session - Greek Ambassador Tour</td>
<td>11 / week</td>
<td>1 - hour</td>
<td>Freshman students and their parents/guardians</td>
</tr>
<tr>
<td>23-Sep-16</td>
<td>OFSL Sorority Life Info Session - Greek Ambassador Tour</td>
<td>16 / week</td>
<td>2 - hour</td>
<td>Freshman students and their parents/guardians</td>
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<tr>
<td>1-Aug-16</td>
<td>Practicing Inclusive Excellence Workshop - led by UA Crossroads</td>
<td>1 time</td>
<td>2 - hour</td>
<td>Panhellenic presidents, recruitment chair, new member educators</td>
</tr>
<tr>
<td>2-Aug-16</td>
<td>Practicing Inclusive Excellence Workshop - led by UA Crossroads</td>
<td>1 time</td>
<td>2 - hour</td>
<td>Panhellenic presidents, recruitment chair, new member educators</td>
</tr>
<tr>
<td>4-Aug-16</td>
<td>Panhellenic Presidents Sustained Dialogue</td>
<td>1 / month</td>
<td>2 - hour</td>
<td>Panhellenic presidents, Panhellenic Enne Board, OFSL staff</td>
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<td>Panhellenic Recruitment Training Workshop</td>
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<td>Chapter officers and members</td>
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<td>UA House Director Conference/Training</td>
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<td>Recruitment Training Meeting - Campus Director, Recruitment Coordinator, New Member Education</td>
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<td>Source Officer Academy (SOA) - Afternoon Session</td>
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<td>Source Officer Academy (SOA) - Morning Session</td>
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<td>2-Aug-16</td>
<td>OFSL Sorority Life Info Session - Greek Ambassador Tour</td>
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<td>9-Oct-06</td>
<td>Panhellenic Presidents Sustained Dialogue</td>
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<td>15-Nov-16</td>
<td>Executive Council’s Intercouncil Dialogues</td>
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<td>University Days Greek Life Presentation</td>
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<td>21-Feb-17</td>
<td>Greek Ambassador - Diversity &amp; Open Dialogue Skills</td>
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<td>IFC Practicing Inclusive Excellence Workshop</td>
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<td>IFC Pledge Class Presidents (1 hour) and Greek Leadership Summit small group leaders</td>
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<td>OFSL assistant director, to develop intercultural engagement facilitation skills for Greek Leadership Summit small group leaders</td>
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<td>&quot;Dialogue ACTS: Strong Questions to Promote Understanding Diverse Perspectives&quot; led by UA Crossroads</td>
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<td>1 - hour</td>
<td>Greek leaders attending GLS - Presidents, Greek Council Officers, Greek Ambassador Officer, and Greek Programming Board Officer</td>
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<td>Panhellenic Presidents Sustained Dialogue and Practicing Inclusive Excellence Workshop</td>
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<td>Greek Excellence Awards - 3rd Annual Diversity Awards</td>
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<td>Mar-17</td>
<td>Practicing Inclusive Excellence Workshop - led by UA Crossroads</td>
<td>1 time</td>
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<td>Recruitment Chair and New Member Education</td>
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The University of Alabama

Greek Student Council Membership by Race/Ethnicity
Fall Term 2011-12 to 2016-17

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Greek Total

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Unaffiliated Undergraduate Total

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<tr>
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<tr>
<td>Hawaiian or other Pacific Islander</td>
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<tr>
<td>Nonresident Alien</td>
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<td></td>
</tr>
<tr>
<td>Race/Ethnicity unknown</td>
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<td>3</td>
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<td>113</td>
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</tr>
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<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
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</tr>
<tr>
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<td>4</td>
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</tr>
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<tr>
<td>Native American/American Indian or Native Alaska or Native</td>
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<td>Race/Ethnicity unknown</td>
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<tr>
<td>White</td>
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<td>1</td>
<td>7</td>
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<td>224</td>
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<td>10</td>
<td>106</td>
<td>165</td>
<td>272</td>
<td>336</td>
</tr>
</tbody>
</table>

*Greek members (including pledges) were identified by the Office of Fraternity and Sorority Life. Student enrollment reported by Office of Institutional Research and Assessment. Students who are members of both the coed fraternity/phi sigma phi and another fraternity/sorority are only counted once (in the non-coed fraternity/sorority, there were 9 such students in Fall 2015).

**NOTE: 126 students identified as Greek members have been excluded from this report, as they were not captured in enrollment counts during the Fall term in which they were identified as Greek. 93 omitted Fall 2011, 4 omitted Fall 2012, 10 omitted Fall 2013, 5 omitted Fall 2014, 14 omitted Fall 2015. Two duplicate records were deleted from the Fall 2011 data.

**Distribution will add to more than total enrollment due to new students declaring more than one race and/or ethnicity. Only Greek total membership data is official. Total Undergraduate enrollment and Unaffiliated Undergraduate total enrollment are not official. Office of Institutional Research & Assessment numbers and are provided for reference purposes only. For official total Undergraduate enrollment numbers visit eira.ua.edu
Appendix E:

VMA Table 1: Proportion of military-affiliated students broken out by racial membership.

<table>
<thead>
<tr>
<th>Racial/Ethnic Group</th>
<th>Military-affiliated students</th>
<th>Overall enrolled students</th>
<th>N</th>
<th>% of Total</th>
<th>Chi-Squared</th>
<th>df</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian American/Asian</td>
<td>20</td>
<td>700</td>
<td>20</td>
<td>0.66</td>
<td>37.656</td>
<td>1</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Black/African American</td>
<td>835</td>
<td>2865</td>
<td>835</td>
<td>27.65</td>
<td>858.09</td>
<td>1</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Hispanic/LatinX</td>
<td>173</td>
<td>231</td>
<td>173</td>
<td>5.73</td>
<td>539.45</td>
<td>1</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>8</td>
<td>115</td>
<td>8</td>
<td>0.26</td>
<td>1.1914</td>
<td>1</td>
<td>0.375</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>1762</td>
<td>24266</td>
<td>1762</td>
<td>58.34</td>
<td>1072.2</td>
<td>1</td>
<td>&lt;0.0001</td>
</tr>
</tbody>
</table>

Note: Statistic based on one tailed 2-sample Z test for difference in proportions with unequal sample size. Significance set at an alpha of 0.05

VMA Table 2: Proportion of military-affiliated students who are first generation students.

<table>
<thead>
<tr>
<th>Military-affiliated students</th>
<th>Overall enrolled students</th>
<th>N</th>
<th>% First Generation</th>
<th>Chi-Squared</th>
<th>df</th>
<th>P-value</th>
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<tbody>
<tr>
<td>557</td>
<td>4008</td>
<td>557</td>
<td>18.44</td>
<td>50.366</td>
<td>1</td>
<td>&lt;0.0001</td>
</tr>
</tbody>
</table>

Note: Statistic based on one tailed 2-sample Z test for difference in proportions with unequal sample size. Test looked for a [military students] > [enrolled population] Significance set at an alpha of 0.05
VMA Figure 1: Percent of military-affiliated students within each Greek Council, as well as within the overall Greek community.
Appendix F: UA diversity Index Figure

\[ Diversity \ Index = 1 - [(W^2 + B^2 + I^2 + A^2 + P^2 + M^2) \times (H^2 + NH^2)] \]

Where \( W \) is the proportion of White/Caucasian students, \( B \) is the proportion of Black/African American students, \( I \) is the proportion of American Indian/Alaska Native students, \( A \) is the proportion of Asian students, \( P \) is the proportion of Native Hawaiian/Pacific Islander students, and \( M \) is the proportion of students who selected more than one racial identity. Ethnicity was also included where \( H \) is the proportion of Hispanic/LatinX students, and \( NH \) is the proportion of Non-Hispanic students.
Highlight items:
- The College of Arts and Sciences developed a comprehensive five-year Strategic Diversity Plan. The plan is to be implemented during the years 2017 – 2021, with annual reviews and discussions at its Deans and Chairs retreats.
- The College of Arts and Sciences presented the Freedom? exhibit at the Paul R. Jones Gallery to showcase artworks selected to explore the black freedom struggle in the U.S. This was the culmination of a two-year long effort that successfully completed with the publication of a highly acclaimed commemorative booklet of the artworks represented in the exhibition together with descriptive texts contributed by faculty and living artists.

**Goal 1:** Communicate the University of Alabama’s commitment to diversity as part of its educational mission.

A key production this year was the College's five-year Strategic Diversity Plan. This is a multi-faceted plan that encompasses faculty, students, and the community, with a variety of goals pertaining to recruitment, retention, mentoring, grantmanship, coordination, outreach, hosting of guests/events, and more. The plan also anticipated a liaison with the new Vice President of Diversity, Equity and Inclusion and Associate Provost that UA was seeking to appoint. The plan can be accessed at: https://www.as.ua.edu/wp-content/uploads/2017/01/AS-Strategic-Diversity-Plan-Final.pdf.

From January 23 through April 28, 2017, the College presented a special faculty-curated exhibition entitled Freedom? Selections from the Paul R. Jones Collection. The gallery went through an exquisite makeover to mark the opening of this exhibition, including a complete refitting to LED lighting that can be rotated and angled to give a brighter, clearer view of individual art pieces. The College published a commemorative booklet with the art pieces represented in the exhibition adorned with commentary texts from faculty and living artists. This was the culmination of a two-year long project by faculty and staff.

Freedom? was a collaborative curatorial project led by members of UA’s Black Faculty and Staff Association. The group envisioned Freedom? as a broad theme designed to examine the Paul R. Jones Collection of American Art through an interdisciplinary lens. From this vantage point, the exhibition gathered works of art that reflect on the tragedies of slavery, celebrate the victories of civil rights, and herald the creativity of black artists. By positing Freedom? as a question, the exhibition insists on the tenuous and unfinished struggle for social justice in the United States.

Dean Olin commissioned Dr. Dalila Scruggs, a Harvard graduate from Brooklyn, NY to provide her expertise as consulting curator for the exhibition along with the assistance of faculty and staff in the College. Feedback showed that students, faculty, and members of the Tuscaloosa community raved about the success of the exhibition.
The College of Arts and Sciences has instituted and retained a Diversity Committee since the Spring 2001 semester. The stated mission of the Diversity Committee is to promote and celebrate mutual understanding, dignity, respect, and cooperation among all ethnic, racial, religious, and social groups at the University, and to actively discourage and prevent discriminatory practices toward any group. The Diversity Committee is endowed with a budget, thus having the means to actually execute initiatives deemed worthwhile.

During the past academic year, the College of Arts and Sciences conducted 35 faculty searches that all followed the College’s intensive diversity recruitment process. Recruiting is a department-wide effort and represents an effective channel from which to communicate the College’s commitment to diversity to all involved. The College’s goal is diversity of the pool of applicants, and the means to achieve this includes, among other things, the design of ads, the outlets where these ads are placed, and personal contacts made to Historically Black Colleges and Universities (HBCUs). The College has also implemented a unique initiative that has been commended by potential recruits, and it is part of the effort to persuade candidates to ultimately choose UA among competing offers they may receive. This initiative, dubbed café@ua (Creating A Fantastic Experience at UA), allows potential recruits to mingle with faculty from departments that are not involved in their corresponding search committees. Feedback from candidates showed that the openhearted atmosphere allowed them to ask questions they would not otherwise ask of their hiring committees for fear of jeopardizing their chances of being hired.

Advertisements for faculty positions were publicized at a variety of conferences where a diverse audience was expected. The ads were also posted at the following outlets that specifically aim at making minorities and underrepresented groups aware of these positions:

- Minority Faculty Applicant Database
- National Registry of Diverse and Strategic Faculty website
- Hispanic Association of Colleges and Universities website
- Diverse: Issues In Higher Education website
- Ads for faculty positions are also sent to UA BFSA (Black Faculty and Staff Association).

On the student side, the College remains active in supporting initiatives aimed at affirming diversity and inclusion within the student body at the graduate and undergraduate levels. A flagship activity that highlights the College’s commitment to this is its annual Graduate Recruiting Expo (GREX -- formerly Bama Grad Expo) focused on recruiting women and minorities into STEM programs. There have been 39 graduate students who enrolled at UA from those who attended in the last 4 years.

The Associate Dean for Multicultural Affairs or a representative attended the following conferences to distribute the Diversity Brochure and/or communicate the College’s commitment to diversity:

- McKnight Annual Fellows Conference, November 11–13, 2016
- Compact Conference for Faculty Diversity, Institute for Teaching and Mentoring, October 27–30, 2016
- Annual Biomedical Research Conference for Minority Students (ABRCMS), November 9-12, 2016
• The diversity brochure was also distributed at GREX (Graduate Recruiting Expo), February 23-25, 2017.

Goal 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.

The College of Arts and Sciences instituted a Diversity Committee during the Spring 2001 semester, and hired an Associate Dean for Multicultural Affairs in June 2003. Dr. Roger Sidje has held the position of Associate Dean for Multicultural Affairs in the College since Fall 2013. His predecessor, Dr. Jimmy Williams, served in the position for ten years. This high-ranking and long-standing position demonstrates and affirms the importance of diversity within the College. It plays a central role in promoting the College’s diversity and inclusion efforts, as well as in channeling the vision and recommendations of the Dean as appropriate. In particular, the position serves as the Dean’s liaison to the A&S Diversity Committee.

The A&S Diversity Committee consists of approximately 15 A&S faculty members rotated every three years. The membership is drawn from all of the divisions/departments within the College and is itself diverse, with new faculty members routinely invited to become involved with the activities of the Diversity Committee. As a result, the culture of diversity envisioned by the Dean is instilled and rooted early, when new faculty members join the University.

Every year the Diversity Committee organizes a “Capstone Recruitment Day” to reach out to high school students from Tuscaloosa County and the surrounding black belt. These students are brought to campus to get information about applying to UA and succeeding in college. The event this year was held on March 29, 2017, with approximately 125 students from Central High School (Tuscaloosa) attending various sessions, including:

• How to Win at Getting In
• The Way to Pay and Afford to Stay at UA
• Having a Blast Outside of Class
• UA the Gateway to OMG Jobs

As part of the partnership with Central High School, the Diversity Committee agreed to sponsor the enrollment of five students in UAEC 200 - College Readiness. The students subsequently enrolled in the four-week course on June 23, 2017. UAEC 200 is the prerequisite to take Early College courses, which are courses offered by departments. UAEC 200 also includes an advising component. For each of the five students who successfully complete UAEC 200, the Diversity Committee has agreed to support their enrollment in one additional Early College course during the Fall 2017 semester.
The College is continuing the Paul R. Jones K-12 Fellows Program, an initiative launched two years ago that revolves around the University of Alabama Paul R. Jones Collection of American Art and the Paul R. Jones Gallery. The program pairs local teachers with UA students to bring this important collection of African American art to community children.

Several initiatives were sponsored or co-sponsored, either directly by the College or the Associate Dean for Multicultural Affairs, or indirectly through the Diversity Committee, including the following prominent ones:

- **Desegregation Symposium** – an event focused on efforts of faculty and students at UA to end segregation at the University. It included a panel discussion with guests who were trailblazers during the Civil Rights movement. They shared their personal experiences as active participants in the marches, rallies, and overall desegregation movement at UA. The symposium was hosted by Dr. Sheila Black (Department of Psychology).
- **Lecture Series** - *Gender and Race in Politics and Democracy* with guest speakers Dr. Chris Lebron (Yale University), “The Sense of Justice and James Baldwin’s Democratic Love”, and Dr. David Owen (University of Southampton, UK), “Epistemic Dignity and Racial Justice.” The series was hosted by the Department of Gender and Race Studies.
- **Pure Product Lecture Series** featuring Botswana scholar T.J. Dema. Dr. Cajetan Iheka from the Department of English was the series host.
- **LGBTQ Symposium** with guest speaker Jeffery McCane.
- **African Students Association’s African Cultural Night** is an educational event through which students, faculty, and anyone else who is interested in attending will be able to learn about various African cultures through a variety of programs.
- **Spring meeting of the Historic Black Towns and Settlements Alliance (HBTSA)** hosted by Dr. Michelle Robinson, Department of English.
- **African Students Association’s participation at the 5th Annual Tuscaloosa African Film Festival** at the Bama Theater.
- **Twenty-second Annual Graduate Student Symposium in Art History** by The University of Alabama and The University of Alabama at Birmingham Joint Program for the M.A. in Art History.
- **Black Student Union’s “Civil Rights Trail Tour”** on the UA campus to educate students about African American History in Tuscaloosa, including the Civil Rights activists of the era and historical events that occurred in Alabama.
- **LGBTQ+ History Month Art** (Hosted by UA Safe Zone).
- **Cuba photo exhibit** accompanied by a lecture on living and working as an American in Cuba by Dr. David LaFevor, Assistant Professor of Latin American History and Digital Humanities at The University of Texas at Arlington.
- **2nd Annual UA Dance Festival** hosted by Dr. Cornelius Carter (Department of Theatre and Dance).
- **2017 Holi - Indian Festival of Colors** hosted by UA International Student Association.
- **Sexual Assault Awareness Month** (Criminal Justice Student Association).
- **Druid City Media Camp** organized by Dr. Barbara Brickman (New College).
Goal 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.

The College of Arts and Sciences continued its recruiting and retention efforts of underrepresented and minority faculty. Search committees for all positions in the College were each given a copy of Diversifying the Faculty: A Guidebook for Search Committees, and were required to develop a hiring plan with strong and verifiable diversity components aimed at diversifying applicant pools.

The College recruited prospective minority faculty at the Compact Conference for Faculty Diversity and the McKnight Fellows Conference. Advertisements were posted on the Minority Faculty Applicant Database, and on the websites of the National Registry of Diverse and Strategic Faculty, the Hispanic Association of Colleges and Universities, and of the journal Diverse: Issues In Higher Education.

Demonstrating its commitment to retention, the College financially supported the professional development of its minority faculty and provided travel support to faculty who attended diversity-related conferences. Examples of financial support provided by the College included:

- Travel support for Dr. Nicholas Kerr to attend the African Studies Association (ASA) conference in Washington DC, December 1-3, 2016.
- Travel support for Dr. Cajetan Iheka, Department of English, to do archival research at the Harry Ransom Center of the University of Texas, and to present his research at a symposium held at Texas A & M.
- Travel support for Dr. Michelle Robinson, Department of English, to attend the Communities Conference and the CCCC Conference.
- Professional development support for Dr. Cassander Smith, Department of English.
- Travel support for Dr. Jennifer Purvis, Department of Gender and Race Studies, to attend the Southeastern Women's Studies Association (SEWSA) conference.
- Travel support for Dr. Catherine Roach, New College, to meet with the Fulbright office in Athens, Greece, to work toward extending UA's partnership with Aristotle University of Thessaloniki and using her Fulbright Specialist Roster position to set up a more extensive visit in the future.
- Contribution toward the final production costs of the book manuscript of Dr. Stefanie Fishel, Department of Gender and Race Studies.
- Artist residency support for Dr. Sharony Green, Department of History.

Goal 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.
The College continued its recruiting and retention efforts of underrepresented and minority students. As a flagship event, the College organized the Graduate Recruiting Expo (GREX -- formerly Bama Grad Expo) to bring prospective graduate students to campus to meet with A&S faculty and current graduate students, learn first-hand from the Graduate School about academic resources, research opportunities and financial assistance available in UA graduate programs, and how a graduate degree from the University of Alabama can launch students towards their career goals. Though open to a wider audience, the target for 2016 - 2017 was women and minorities in STEM. Out of 21 who attended, 10 chose to enroll at UA.

The Associate Dean for Multicultural Affairs maintained a recruiting booth at the annual Compact for Faculty Diversity’s Institute on Teaching and Mentoring, which is organized by the Southern Regional Education Board (SREB)’s Doctoral Scholars Program. This Institute is the largest gathering of minority doctoral scholars in the country, and the College of Arts and Sciences has had a continuing presence at the conference for more than 10 consecutive years. For this consistent effort, UA was recognized last year for 10 years of commitment to recruiting for faculty diversity at the Compact for Faculty Diversity Institute.

The Associate Dean for Multicultural Affairs attended the Annual Biomedical Research Conference for Minority Students (ABRCMS). With 3,300 attendees, this is the largest, professional conference designed to encourage underrepresented minority students to pursue advanced training in science, technology, engineering and mathematics (STEM). The College joined ABRCMS in the exhibitors program to share information about UA’s graduate school and research opportunities.

Through its Diversity Committee, the College of Arts and Sciences organized “Meet the Capstone,” an event to recruit high school students from Tuscaloosa County and the surrounding Black Belt. High school students were invited to visit UA for a day to experience campus life in hopes that they will consider pursuing a college degree rather than dropping out of school.

The College continued to sponsor the Dean’s Diversity Merit Awards. The A&S Dean’s Diversity Award is specifically designed to help attract underrepresented graduate students. Each award is worth $6,000 per year add-on to any other type of financial support (GTA, GRA, or other fellowships) and is renewable for up to 3 years based on satisfactory academic progress.

The Associate Dean for Multicultural Affairs attended the 2017 Diversity, Learning, and Student Success: Voices Leading Change conference (March 16 - 18 in Jacksonville, Florida), organized by the highly reputed Association of American Colleges and Universities (AAC&U). This year’s meeting was designed to engage participants in exploring how the individual and collective voices of students, faculty, staff, and community partners can be catalysts for transformative campus and social change.

As part of its recruitment and retention efforts, the College of Arts and Sciences continued to provide financial support to underrepresented groups and students. Examples include UA grad school application fees that were paid for some minority applicants, travel support for students to
attend academic conferences, funding for student research projects, hardship assistance for students experiencing crises of a personal nature, and payment of tuition for UAEC 200 for high school students from underrepresented populations.

**Goal 5:** Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.

The College of Arts and Sciences developed a comprehensive five-year Strategic Diversity Plan. The plan is to be implemented during the years 2017 – 2021, with annual reviews and discussions to take place at its Deans and Chairs retreats. Departments of the College are expected to include a Diversity section in their annual reports.
Highlight Items:

- The Culverhouse College of Commerce appointed Dr. Peter M. Johnson as the Director of Diversity and Inclusion Initiatives. Dr. Johnson is an Associate Professor in the Culverhouse School of Accountancy with the responsibility of working with the Diversity and Inclusion Council to develop and continually review a comprehensive diversity, equity, and inclusion plan for the College and oversee its implementation. Dr. Johnson will also be an ex-officio member of the College Diversity and Inclusion Council.

- The Culverhouse College of Commerce formed the Culverhouse Diversity and Inclusion Council in 2017. The mission of the council is to advise and support the College in its efforts to enhance diversity, promote inclusiveness, and develop leadership as the College cultivates an inclusive community. The Council consists of faculty, staff, and students with Keely Latopolski, Culverhouse Academic Advisor, serving as chairperson of the council. Presently, the council is working with the Director of Diversity and Inclusion Initiatives to investigate and recommend specific courses of action to enhance diversity and promote inclusiveness.

- The annual Culverhouse Leadership Diversity Case Competition was held January 26 – 28, 2017. Nine teams of undergraduate, underrepresented minorities from seven universities participated in the case study competition. The purpose of the case competition is to enhance diversity, promote inclusiveness, and develop the leadership skills of highly qualified students. Additionally, the case competition is an opportunity to promote the Culverhouse brand to other colleges and universities and encourage underrepresented minorities to pursue graduate degrees in business from the University of Alabama. The three-day event was supported and coordinated by faculty, staff, and graduate students of the College. Corporate partners from FedEx, Regions, Procter and Gamble, Hutton Construction, and EY served as judges for the competition.

- The Manderson Graduate School of Business was among the first to collaborate with the National Black MBA Association (NBMBAA) Collegiate Partnership Program. The purpose of this program is to provide scholarships and recruit students identifying as African-Americans with a desire to pursue graduate degrees in business. The NBMBAA is dedicated to helping its members pursue education at the undergraduate and graduate levels. In service of that mission, Culverhouse has collaborated with the NBMBAA and top colleges and universities around the country to provide opportunities in the form of knowledge, resources, scholarships, and the recruitment of underrepresented minorities into graduate business programs in the Manderson Graduate School of Business.

- The Culverhouse LIFT program is a faculty- and student-initiated program designed to reach out to the Tuscaloosa and West Alabama residents to improve job skills and provide support to local entrepreneurs and the small business community. Lisa McKinney, Clinical Faculty, has been instrumental in growing the program each year since its inception in 2014. The program had 350 student-volunteers and over 550 community participants each semester for the 2016 – 2017 academic year.
LIFT is the largest experiential learning activity within the College. UA students provided 40 courses to community members per semester in the rural communities of Greensboro, Fayette, Eutaw, Centreville, and Carrollton. The LIFT program is also working with Hispanic teens at Central High School. LIFT provides students an opportunity to work with a diverse cross-section of the community to provide community members with job skills training and professional development. The program partners with various agencies to provide career fairs to further assist in securing jobs for community participants.

**Goal 1:** Communicate the University of Alabama’s commitment to diversity as part of its educational mission.

The Culverhouse College of Commerce is an inclusive community engaged in innovative research, service and rigorous learning - *with a personal touch* - that develops highly respected business leaders who solve challenges of the global society.

In 2016 - 2017, the College revised its strategic plan. As part of that process, the College adopted a specific goal: “cultivate an inclusive community where respect for individual accomplishments is a core value, enacted by all.” To help accomplish this goal, The College appointed a Director of Diversity and Inclusion Initiatives and formed the Culverhouse Diversity and Inclusion Council. The Director will work in collaboration with the Council to develop programs that support the College’s diversity efforts.

In the summer of 2017, the Director of Diversity and Inclusion Initiatives attended four summer conferences sponsored by the PhD Project. The PhD Project was developed to mentor, educate, and recruit underrepresented minority PhD students into academia. The summer conferences are held for underrepresented minority faculty and doctoral students at various stages of their academic careers. During these conferences, the Director of Diversity and Inclusion Initiatives made presentations to participants to foster relationships and to encourage members of the PhD Project to apply for the various tenure-track faculty positions available within the Culverhouse College of Commerce.

The College makes a special effort to advertise open positions in locations that will be visible to minority faculty. Student recruitment materials feature a diversity of students as an indication of the College’s interest in a diverse student body.

Culverhouse faculty continue to contribute broadly to the academic understanding of diversity and communication of important research findings about diversity. In 2016 - 2017, Dr. Marilyn Whitman published a paper in the peer-reviewed journal *Equality, Diversity, and Inclusion*. Drs. Shane Stinson and Marcus Doxey received grant funding and published research concerning retirement decisions. Dr. Maura Mills published research concerning culturally-sensitive motivation techniques and continues her stream of research pertaining to issues with work, family, and gender. Dr. James King published a study concerning religious expression in the *Journal of Management, Spirituality, and Religion.*
**Goal 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.

The Culverhouse LIFT program, as described in the highlights, has made a significant impact on the community and allows Culverhouse students to develop leadership skills, enhance their awareness of diversity, and build community.

The College has a program called Culverhouse Connections, which is a part of the Career Center at Culverhouse. The purpose of this program is to provide business students with the opportunity to expand their professional horizons and career opportunities through a three-component enrichment program that includes mentoring, corporate visits, and professional development. The mission of Culverhouse Connections is to enhance the professional skills of Culverhouse students and provide alumni and friends of the College an avenue for investing in the quality of these students, furthering the College’s mission. In the 2016 – 2017 academic year, Culverhouse Connections awarded four scholarships as a part of their *Women of Culverhouse Connections* initiative. These scholarships were awarded to female mentees based on service learning participation, financial need, and academic performance.

The College sponsored a chapter of the National Association of Black Accountants (NABA). The purpose of this organization is to encourage and assist minority students entering the accounting profession and to represent the interests of current and prospective minority accounting professionals. This is the 11th year the chapter has been on campus. The National Association of Black Accountants aims to:

- Promote and develop the professional skills of its members
- Encourage and assist minority students entering the accounting profession
- Provide opportunities for its members to fulfill their civic responsibilities

In the 2016 – 2017 academic year, NABA students attended the NABA Southern Regional Conference and the Alabama Society of CPAs’ Annual Diversity Conference. Eight or more students attended each event. These conferences exposed students to recruiters and to educational programs related to diversity and inclusion.

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

ACAP’s goals are to:
- Increase the number of high school students from underrepresented minority groups who attend college and major in accounting
- Increase college enrollment of underrepresented minorities overall
- Provide a pipeline program for directing these students to the accounting profession

This is the 8th year of the program, which has worked directly with over 300 students. As in the past, students competed in a case competition for a $1,000 scholarship. Students created their own companies with professional presentations to National Accounting firms. Other scholarship funds are specifically dedicated to students that participate in this program and attend the University of Alabama.

The Culverhouse Majors Awareness Program (CMAP) is a diversity program for underrepresented minority high school students. The purpose of this program is to recruit talented students to the College and highlight the opportunities in the business school. Numerous faculty were involved in presentations to CMAP participants.

CMAP gave students the opportunity to hear from unique speakers such as Alton Sizemore, formerly of the FBI, who talked with the group about forensic accounting as an emerging career option. The group also took a trip to a Vulcan Materials facility.

**Goal 3:** Increase diversity within the University’s faculty and senior level administration to ensure 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.

Culverhouse continues to strengthen efforts to recruit a more diverse faculty. In an effort to recruit minority faculty, the College advertises all faculty positions through the PhD Project and several other outlets that reach potential applicants from underrepresented groups. Dr. Peter Johnson, Director of Diversity and Inclusion Initiatives, made presentations at the PhD Project summer conferences to foster relationships and encourage minority faculty and doctoral students to apply for positions in the College. Lists of potential applicants were provided to department chairs and follow up communications were made to encourage applicants to apply.

The faculty of the College approved revised policies regarding the appointment and review of endowed positions in ways that should increase faculty holding those positions. As a specific example, all fellowships in the College are now appointed for five years, after which they are open to all eligible faculty in the College. Previously, renewals of these positions were nearly automatic, making it difficult to align the diversity of College faculty holding endowed positions with the diversity of the College faculty overall.

All faculty search committees in Culverhouse include at least one faculty member from an underrepresented ethnic population and one female faculty member.

Dr. Uzma Raja is the Chair of the University Equal Opportunity Committee (EOC) and has been working on a number of initiatives to enhance diversity related activities for faculty, staff and
students. Additionally, Dr. Raja recruited Teagen Nabity, a female African-American MIS doctoral student and member of the PhD Project. Teagen was recently appointed to the executive committee of the PhD Project Information Systems Doctoral Student Association and serves on the College’s Diversity and Inclusion Council.

Dr. Burcu Keskin serves as an advisor for the National Association of Women MBAs (NAW MBA) Chapter. They held various activities throughout the year to promote diversity and inclusion. They held the Diverse Reverse panel with Dean Kay Palan and female executives from UNUM, BBVA, and Left Hand Soap Company. This panel targeted females and underrepresented minorities in an effort to recruit students into business programs.

Dr. David Hale serves on the Black Belt Action Commission’s executive board of directors and as chairperson of its State of Alabama’s Communication Committee. The Black Belt Action Commission promotes private-public partnerships to improve Alabama’s Black Belt region. The communication committee’s mission is to improve broadband access and usage in the region. Over the past year, the committee worked on projects to improve broadband access for education, public safety, and health care. MIS and Honors College students participated in these projects.

To increase retention, the College developed a mentorship program for new faculty. Further, the College developed a program for professional development to support the advancement of underrepresented faculty members into administrative roles.

In the 2016 – 2017 academic year, the College appointed four new department chairs. Of the four appointed, two are women - (Economics, Finance, and Legal Studies) and (Marketing)— and one is African-American—James King (Management).

Goal 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.

Students from underrepresented populations are encouraged to apply for other College-wide scholarships and scholarships offered within their chosen majors. The College awarded 158 scholarships to minority students totaling $680,699 and awarded 366 scholarships to women totaling $1,174,770. The College and the university awarded scholarships to 460 minority students totaling $5,193,939 for the 2016 – 2017 academic year. With the support of the university, 1,433 women in the College received scholarship support totaling $17,575,052.

Culverhouse has developed a plan for focused recruiting efforts of minority students in Alabama high schools and will be meeting with high school counselors at the five schools graduating the largest number of minority students who qualify for UA’s Honors College.

Total enrollment among underrepresented minorities increased from Spring 2015 to Spring 2016 by 57 students. Additionally, minority students enrolled in the College (including women, African-American, Native-American, and Hispanic-American) exceed 50 percent of total student enrollment in the College.
Culverhouse’s Sales Specialization in the Marketing Department emphasizes diversity by requesting invited companies provide information related to their corporate diversity efforts. This past academic year, Mamie Scott of Motion Industries and representatives from PepsiCo made presentations. The goal is to enhance diversity among students in the sales specialization.

In the Fall 2016 semester, the Culverhouse School of Accountancy offered three sections of GBA 145 for students indicating interest in accounting as a major. This helped Culverhouse identify members of underrepresented populations who are interested in accounting.

Culverhouse’s capstone undergraduate business course, GBA 490, changed the way it selected teams for a semester-long project in order to increase diversity in team composition.

The ISM department has two student organizations focused on supporting female students: Women in IT (WIT) and Women in Operations Management.

The ISM department also has one student organization focused on supporting minority students: Capstone Mentoring Information System Students (CMISS).

Members of the Culverhouse faculty, along with minority doctoral students, attend KPMG’s annual PhD Project (http://www.phdproject.org) conference in November to recruit minority doctoral students. For major PhD granting universities in the United States, the PhD Project conference is the premier recruiting and networking event to reach potential minority PhD candidates considering business disciplines. These faculty members return to the College and share information with other PhD program coordinators. This year, Dr. Peter Johnson attended the conference with three doctoral students enrolled in our programs: Rainier Robinson (Accounting), Teagen Nabity (MIS), and Michael Pimentel (Marketing).

PhD program coordinators utilize the PhD Project and participate by:
• Reviewing applications to the program.
• Writing personal letters to each candidate who meets admission criteria, asking him or her to speak with us at the conference.
• Searching out and meeting with candidates while attending conference events.
• Following up after the conference to gauge a candidate’s interest and, if appropriate, invite the candidate to campus for an interview.

**Goal 5:** Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.

The trend in the diversity of student enrollment at the Culverhouse College of Commerce has been generally stable over the past five years. The College is making a concerted effort to increase the enrollment of minority students at all levels. Dr. Peter Johnson, with the support of the Culverhouse Diversity and Inclusion Council, is in the process of initiating several activities designed to provide recommendations for recruiting and retaining faculty, staff, and students, as well as educating these stakeholders on the importance of diversity and inclusion. Dr. Johnson and the Council have already been involved in several key areas to support the College mission:
• Dr. Johnson attended four summer conferences to encourage potential faculty from underrepresented groups to apply for open faculty positions.
• Dr. Johnson, with the support of the Council, is in the planning stages of Culverhouse Days. The purpose of this event is to encourage underrepresented minorities to consider majoring in Accounting. The target group is freshmen and sophomores already attending the University of Alabama. The program will be evaluated upon its conclusion for possible expansion to other majors in the College.

Action Goals for 2017 – 2018
1. The Diversity and Inclusion Council will develop a strategic diversity and inclusion plan for the College and work with the Dean’s Office to begin implementation of the plan.
2. Dr. Johnson will work with UA Crossroads to encourage faculty, staff, and students to participate in the Practicing Inclusive Engagement (P.I.E.) seminar and SAFE Zone Training, including offering training on site in the college.
3. Dr. Johnson will develop workshops and activities to bring the student organizations in Culverhouse together for diversity training.
4. The College will continue its efforts to recruit underrepresented minority faculty by enhancing the partnership between the College and the PhD Project. The PhD Project provides access to its database, which includes underrepresented minority faculty and doctoral students. This database will allow the College to identify faculty to recruit.
5. The College will continue its efforts to recruit underrepresented minority students with continued summer programs, such as CMAP and ACAP. Additionally, the College will collaborate with Dr. George Daniels, Assistant Dean of Administration in the College of Communication and Information Science, who works with the program Gear-Up, which targets underrepresented minorities in middle and high schools to prepare them for college studies. This program will be used to recruit students into the ACAP and CMAP programs.
Highlight Items:

- The Plank Center for Leadership in Public Relations, in partnership with General Motors, The Dover Foundation, and Heyman Associates sponsored Challenge for Emerging Leaders, a two-day leadership workshop for high-achieving and diverse seniors majoring in public relations from five universities in the Southeast.
- The Plank Center for Leadership in Public Relations co-hosted two webinars—Promoting Diversity & Inclusion Excellence and Hidden Figures in Public Relations: Putting a long-Overdue Spotlight on African-American PR Pioneers with the Public Relations Student Society of America (PRSSA)
- The School of Library and Information Studies (SLIS) awarded a record $22,641 in new, free books to elementary, middle, and high school libraries in Alabama through the SLIS Book Bonanza for the Black Belt & Beyond Program.
- Alabama Public Radio and WVUA23-TV, in partnership with Assistant Dean Dr. George Daniels, worked with the International Center for Journalism (ICJ) in hosting Ousmane Sagara, a journalist from Mali.
- Alabama Program in Sports Communication sponsored Dr. Marie Hardin for a lecture entitled, “The Paralympics and the Future of Spectator Sport”
- Kennedy Studdard and Ashley Palmeno received The American Advertising Federation's Top 50 Most Promising Minority Students Award. The AAF’s Most Promising Multicultural Students program connects the advertising industry with the nation’s top minority college seniors.
- Dr. Meredith Bagley was honored as part of Safe Zone Resource Center with the inaugural Judy Bonner Presidential Medallion, an endowed award valued at $56,400, for improving campus and helping UA reach its goals of excellence and inclusivity.

Goal 1: Communicate the University of Alabama’s commitment to diversity as part of its strategic goal to enhance the learning environment to attract and retain excellent students.

As a result of its Strategic Planning Process in 2015 - 2016, the College of Communication and Information Sciences identified the following as one of its strategic priorities: “Provide a Learning Environment that Promotes Diversity, Equity, Leadership and Service.”

2016 - 2017 was Year One of the College’s new Strategic Plan, which states the following: “Diversity of ethnicity, gender, sexual orientation, life experience, political perspective and economic condition promotes a rich academic experience for students. Ensuring equitable access reinforces this commitment to diversity. Leadership and service by students, faculty, and staff supports intellectual, professional and personal development and contributes to the development of leaders, critical thinkers and problem solvers. C&IS will provide an environment that encourages and celebrates diversity, equity, leadership and service among every member of the community.”
In addition to the Strategic Plan, the College’s Vision and Values make explicit reference to “Diversity and appreciation for differences” as one of its values. Among the College’s themes is the fact that “Diversity strengthens our community.”

To demonstrate the College’s commitment to diversity to its students, an abbreviated version of the diversity statement is displayed through digital signage at four strategic locations in Reese Phifer Hall and one location in the School of Library and Information Studies, located 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 elements of diversity surround the words: Physical abilities, political views, ethnicity, age, gender, religious beliefs and spirituality, sexuality, national origin, race, and socioeconomic or geographic background. We believe that such a display reinforces the College’s commitment to diversity and contributes to the educational mission of the College and the University.

**Goal 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.

In 2016 - 2017, the College established a Strategic Fund to support proposed programs by faculty or student teams that align with the College’s strategic priorities. Among those programs that the Strategic Fund Committee allocated funds to support was a screening and discussion of *Honor and Duty: The Mississippi Delta Chinese*. The funds will support a visit by the film’s producer, Samantha Cheng.

A second College-wide fund specifically for student organizations, the Student Executive Council Fund, awarded funds for two diversity efforts: 1) Founding of an International Communication Club and 2) Hispanic/Latino Festival during Hispanic Latino Heritage Month.

The College’s Assistant Dean for Administration provides leadership for diversity activities across all units. This includes coordinating College-wide, diversity-related events for campus-wide observances such as Hispanic Latino Heritage Month and African American History Month. The assistant dean works closely with committees such as the Human Resources Committee, which oversees the implementation of the College’s Diversity Plan and meets regularly with members of The Diversity Forum, a group of C&IS faculty who teach and/or conduct research in areas of diversity.

In 2016 - 2017, the assistant dean worked closely with the University’s Crossroads Community Center to identify C&IS faculty to serve as presenters in “Promoting Diversity and Inclusion” Teaching Workshop series.

Additionally, the assistant dean worked with the School of Library and Information Studies to sponsor a public lecture by SLIS alumna Makiba Foster, *Documenting Dissenting Voices: Libraries and Social Justice* (March 22, 2017). Ms. Foster serves as Assistant Chief Librarian for the Jean Blackwell Hutson Research and Reference Division at the Schomburg Center for Research
in Black Culture. Prior to her role at the Schomburg, she led collaborations at the Washington University in St. Louis libraries focusing on community archives and social justice work. During her visit to UA on March 22, Ms. Foster joined SLIS faculty and students for informal discussions, including her role as community archivist for the #Black Lives Matter movement.

Likewise during March, the College’s eighth annual Discerning Diverse Voices Symposium featured a keynote address by Dr. Clara Chu, director of the Mortensen Center for International Library Programs at the University of Illinois, Urbana-Champaign. Dr. Chu’s address was entitled Un/conscious Diversity: Point of Departure and Paradigm Shifts in Research. SLIS faculty members of the College Diversity Forum were responsible for inviting Dr. Chu and hosting her visit.

Diversity was a prominent theme in the Fifth Annual Sports Symposium sponsored by the College’s Alabama Program in Sports Communication (APSC). Kevin Blackistone of ESPN gave the keynote address, College’s Working Class: Black Athletes as Pawns in the University System. Before his keynote address, Blackistone was among the panelists for a wide-ranging discussion on The Colin Kaepernick Effect: Examining Athletes and Social Activism through Teaching and Research.

During the Fall Semester, the Alabama Program in Sports Communication also tackled an important topic of disability and athletes with a lecture by the dean of Penn State’s Donald P. Bellisario College of Communication, Marie Hardin. Her lecture was entitled The Paralympics and the Future of Spectator Sport.

Communication Studies Professor Meredith Bagley offered Atherine Lucy: Forgotten Hero, campus tours on the University of Alabama campus, focusing on experiences of Atherine Lucy, UA’s first Black student, in winter 1956. As tour guide, Bagley showed visitors key sites, discussed key events before and after Lucy’s enrollment, through erection of public memory sites today and student activism about those sites (or lack thereof).

As co-founder and assistant director of Druid City Pride-Tuscaloosa/West Alabama, Dr. Bagley organized the group’s major community events, including PrideFest in the fall, as well as fundraisers and community events all year.

Meanwhile, beginning in February 2017, Dr. Adam Brooks led The African American Heritage Tour, a one-hour tour focusing on African American memory sites presented for The University of Alabama as well as Crossroads Community Center, and the Intercultural Diversity Center. More than 70 participants took the tour over the course of five consecutive Thursdays.

The College hosted 13 students for the Multicultural Journalism Workshop (June 10-19, 2016), an annual residential camp on the UA campus. The workshop gives high school students, especially those from underserved populations, intensive training in journalism and encourages them to consider careers in writing, reporting, editing, layout and photography for newspaper, online publications or broadcast media. By working one-on-one with Alabama
professional journalists, students learned the importance of journalism and its public service mission. In addition, the program encourages diversity in the state’s newsrooms by actively recruiting people from groups that have been underrepresented in the media workplace.

Alabama Public Radio and WVUA23, in partnership with Dr. George Daniels, worked with the International Center for Journalism (ICJ) in hosting Ousmane Sagara, a journalist from Mali. With support from the Knight Foundation, the ICJ places journalists from around the world in U.S. newsrooms to seed new ideas and services that expand the capacity and delivery of news organizations in developing countries. During his tenure at the DMC, Ousmane traveled with DMC reporters throughout the region covering stories for broadcast and online distribution, and met with DMC students for both formal and informal exchanges. It is hoped that there will be continued collaboration with the ICJ.

On August 6, 2016, WVUA 23 and The Tuscaloosa News co-sponsored a community forum at First African Baptist Church in Tuscaloosa to help open the lines of communication between residents and law enforcement. Moderated by University of Alabama School of Law Professor Bryan Fair, the event included local law enforcement and community leaders and more than 300 community members for frank, civil discussion regarding race and law enforcement.

Alabama Public Radio produced a multi-part series and documentary special regarding Alabama’s efforts to reform its prison system. The project received the national Sigma Delta Chi Award from the Society of Professional Journalists and four Edward R. Murrow Awards.

With partners General Motors, The Dover Foundation, and Heyman Associates, the Plank Center for Leadership in Public Relations developed the Challenge for Emerging Leaders. The participants of this intensive two-day leadership workshop were highly engaged, high-achieving and diverse seniors majoring in public relations selected from five universities in the southeast. This experience culminated in the students’ presentation of a diversity case study. More information about this workshop is provided in the attached brochure and can also be found using this link http://plankcenter.ua.edu/program-events/challenge-for-emerging-leaders/ The Plank Center also created webinars that garnered participation from industry professionals and students. Two of these webinars are shown below.

Promoting Diversity & Inclusion Excellence

The Plank Center co-hosted “Promoting Diversity & Inclusion Excellence” with PRSSA. The webinar featured experts such as Pat Ford, Worldwide Vice Chair, Chief Client Officer, Burson Marstellar and Dr. Nilanjana Bardhan, Professor, Southern Illinois University, who discussed their diversity and inclusion research, observations, and experience.

Another Plank Center webinar was, Hidden Figures in Public Relations: Putting a Long-Overdue Spotlight on African American PR Pioneers. The webinar provides deeper insight and understanding of the history of the profession. It was led by industry professionals Denise Hill, assistant professor, Elon University, and Alicia Thompson, managing director, Porter Novelli, and
introduced by Jada Culver, past-president of the Public Relations Student Society of America, The University of Alabama.

Examples of Other Diversity-Related Programming and Awards

- Dr. Jamie Naidoo was recognized as an Achievement in Library Diversity Research Honoree at the American Library Association (ALA) Conference on June 26, 2016, at the Orange County Convention Center in Orlando, Florida.

- For his research project “More Rainbow Families in Children’s Literature,” Dr. Jamie Naidoo received the first Arne Nixon Center Research Fellowship in Children’s Literature ($2,000) from California State University in Fresno to continue his critical examination of LGBTQ children’s literature publishing around the world.

- The Capstone Association of Black Journalists continues to work with Westlawn Middle School to mentor students there. Meredith Cummings serves as faculty sponsor.

- One of Alabama Scholastic Press Association's Board Members, Barbara Bateman from Mobile, was named this year’s Journalism Education Association Diversity Award winner. ASPA is housed in JCM.

- Andrew Grace worked with a faculty member in Modern Languages to produce a podcast on the Latino community in Tuscaloosa. He spoke to her classes and helped facilitate the production.

- National Latino Children’s Literature Conference (March 23-25, 2017) was co-sponsored by The University of Alabama and the University of Texas at San Antonio and held in San Antonio. SLIS faculty member Dr. Jamie Naidoo directs the National Latino Children’s Literature Conference, which he developed as a way to help educators and librarians learn how to meet the informational, reading, and cultural literacy needs of Latino children, young adults, and their families.

- Students in the PRSSA Chapter developed the programming shown below.

Diversity Research and Creative Activity

In 2016 - 2017, faculty in the College of Communication and Information Sciences continued to make strong contributions to scholarship and creative activity in the area of diversity and inclusion. At least five book projects were started or published and 32 articles in peer reviewed and professional journals were published. Four book chapters authored by C&IS faculty addressed issues of diversity. The following is a listing of those publications:


Xu, Q., Billings, A.C., & Fan, M. (2018, in press). When women fail to ‘hold up more than half the sky’: Gendered frames of CCTV’s coverage of gymnastics at the 2016 Summer Olympics. Communication & Sport.


Conference Presentations

In addition to the above publications, C&IS was well represented at conferences and professional meetings sharing diversity-related research and creative activity. More than 45 diversity-related conference presentations were made in 2016-2017, as detailed below.


Bonnici, L. (2017, January 17). “Is the public library in the Blue Zone? Socially responsible nudging to promote community engagement in planned community health initiatives.” Refereed co-presentation and poster presentation at the Association for Library and Information Education Conference, Atlanta, GA.


Gower, K. (2016). Recruitment, retention, & managing millennials. Presented to the American Community College System Public Relations Association, Orange Beach, AL.

Griffin, D (2017). A guest lecture about disability, deaf culture, and issues/opportunities for managers. Presented to APR 582, University of Alabama, Tuscaloosa, AL.

Griffin, D (2016) “Avoiding Scriptocentrism: Archiving Deaf languages and cultures.” SLIS - Archival Week, University of Alabama, Tuscaloosa, AL.


Meares, M. “Using Personal Experience to Teach Intercultural Theory.” Presented at the annual convention of the Southern States Communication Association, 6-10 April 2016.


Naidoo, J. (2016, September 15-17). “Serving ALL families in your library: Inclusive library collections and programs for LGBTQ families and children.” Refereed co-presentation at the Association for Library Service to Children National Institute, online and Charlotte, NC.

Naidoo, J. (2016, October 12). “Exploring the world of LGBTQA+ children’s books and library services.” Invited presentation at the UA LGBTQI+ Symposium sponsored by the University of Alabama College of Arts and Sciences, Tuscaloosa, AL.

Naidoo, J. (2017, January 20). “Serving ALL families in your library: Library services, collections, and programs for Rainbow Families.” Refereed co-presentation at the Association for Library Services to Children Mini-Institute, American Library Association Midwinter Meeting, Atlanta, GA.


Naidoo, J. (2017, February). “Exploring more rainbow families in children’s literature: From the Arne Nixon Center to the corners of the world.” Invited presentation at the Safe Zone and Arne Nixon Center Research, Fresno State University, Fresno, CA.


Sutherland, T. (2017, January 17). “Documenting diverse history in Atlanta.” Invited presentation at Association for Library and Information Science Education Conference, Atlanta, GA.


Sutherland, T. (2016, July 7). “Poplar trees, paved roads, and pixels: Dead black bodies and the digital afterlife.” Invited presentation at the Archival Education and Research Institute, Kent State University, Kent, Ohio


Graduate Student Work in Diversity

Dissertations

- Doctoral student Murray Lee is working with Dr. Karla Gower on his dissertation entitled, Organizing for greater effectiveness: Intra-denominational coalition collaboration in a time of religious decline.

- Doctoral student Scott Morton worked with Drs. Caryl Cooper, Karla Gower and Meg Lamme on his dissertation entitled, The real and imaginary power of the queens of wartime radio: An analysis of the American media coverage of five legendary female propaganda broadcasters.


- Shabaan-Magana, Ella (committee member, Dr. Meredith Bagley). Dissertation: “We the People: The Discourses of Civility Campaigns in Higher Education Institutions.”
**M.A. Theses**

- A+PR graduate student Kylie McLeod worked with Dr. Caryl Cooper on her thesis, *Equality, y'all: First wave feminism through newspapers in the American South.*

- A+PR graduate student Monsurat Olubukola Olugbode worked with Drs. Meg Lamme and Caryl Cooper on her thesis entitled, *Expanding the beauty spectrum: A case study of Lupita Nyong'o as the brand ambassador for Lancome Cosmetics.*

- Lee, Kalyn (with Dr. Meredith Bagley). M.A. Thesis: "Black Bodies in the Schoolhouse Door: Material Rhetoric and Student Activism at The University of Alabama"


- **LS 599 Thesis.** Dr. Robert Riter. SLIS student Jeff Hirshy completed his thesis, “Constructing and deconstructing archival memory in Birmingham, Alabama: The role of local collection institutions in facilitating social justice,” which investigated the role of collecting institutions in documenting the Civil Rights Movement in Birmingham (Summer 2016)

- Morales, Fernando (with Dr. Adam Brooks & Dr. Sim Butler). M.A. Thesis: “Invisible Bodies, Invisible Labor: A Rhetorical Analysis of Ramiro Gomez’s cut-outs”

- Murray, Kaleb (committee member, Dr. Adam Brooks). M.A. Thesis: “Assessing Diversity Interventions on College Campuses.”

- Olugbode, Monsurat (committee member, Dr. Robin Boylorn). APR M.A. Thesis: “Expanding the Beauty Spectrum: A Case Study of Lupita Nyong’o as the Brand Ambassador for Lancôme Cosmetics.”

- Pettway, Morgan (committee member, Dr. Adam Brooks). M.A. Thesis: “Framing Caitlyn Jenner.”

- A+PR graduate student Morgan Pettway is working with Dr. Caryl Cooper on her thesis entitled, "Call Me Cait: A framing analysis of Caitlyn Jenner in the media."

**Other Research with Students**

Upshaw, Allison (with Dr. Robin Boylorn). Interdisciplinary graduate research project, “For Colored Girls Shifting Through the PTSDs Theatre Workshop.”

Waters, Maxine (with Dr. Robin Boylorn). Undergraduate project. “Emerging Scholars Program Research Project on Black Women and Hair.”
Curricular Efforts Related to Diversity

- Glenda Cantrell developed a new curriculum plan for the African Music Institute in Gabon, Africa. She created a program for two separate Master’s tracks (media production and media management) including specific curriculum, assessment measures, and career options. This curriculum program is a first for Gabon, and was commissioned by the federal government there.
- JCM revised its entire curriculum as part of the merger of the departments of Journalism and Telecommunication and Film. One of the key factors of that merger was how to add diversity in news content. Students now have access to more diverse classes—and content—as part of their course schedule. TCF had significantly more classes that look at diversity and women and race in films than the prior journalism department course schedule. Now all JCM students have that option.
- The two-semester course “Anatomy of a Trial” focuses on race and inequality in the Alabama justice system, as it profiles an inmate each year and their specific story. The course outcome is specific to students engaging with difficult subjects and issues.
- “Social Justice and Inclusivity” is among the areas of emphasis listed in the SLIS Self-Study prepared in 2016-2017 as part of the School’s continued accreditation process. Related information is also included on the SLIS website. This focus, as described on the website, does the following:

  …expands upon the…[information profession’s] core values of social responsibility and diversity in professional practice…that can be applied broadly to all dimensions of library and information science as well as across institutional contexts….Within LIS, social justice and inclusivity as an area of emphasis signals the active recognition and incorporation of diverse perspectives and experiences into professional practice and scholarship.

The following is a list of other courses and their diversity activities in 2016 - 2017:

**APR 582** APR Management: Dr. Darrin Griffin spoke about deaf culture and implications for management

**APR 426** International PR: Matt Wisla spoke about conducting PR in China—from the perspective of a U.S. PR firm, American brands, and the American Chamber of Commerce operating there.

**APR 221** Introduction to Advertising: Dr. Joseph Phelps incorporated multiple discussions sensitizing students to the need to understand the multicultural world in which they live and the specific audiences for which they will be creating advertising messages. For instance, students should understand how an individual’s beliefs and values influence consumption behavior and the reactions to specific messages. They should also understand the influence of culture and societal norms.

**APR 231** Introduction to Public Relations: Dr. William Gonzenbach assigned readings and lead discussions relating to age, gender, race and ethnic issues in reaching target markets.
APR 270 Strategic Thinking: Jay Waters divided the course into modules. Each of the three modules featured a comparison of two companies in the same industry, one U.S. and one international. For instance, the module on the airline industry focused on Delta and Emirates airlines, and talked how Emirates embraces diversity among its flight crews – but also how Emirates’ hiring practices might run afoul of U.S. discrimination laws. The module on streaming media contrasted the business models of Spotify and Pandora, one of which is available globally and the other only in the U.S., UK and New Zealand. The module on the grocery industry compared California-based Trader Joe’s with the German-owned Aldi – and how Aldi’s German post-war heritage helped define its business model, and how different that approach is to the typical American grocery store. The final case in the class involved Community Blood Bank of North Carolina, which touched on a variety of blood supply and demand issues, including the prevalence of sickle cell among African-Americans and the issues of driving blood donations from African-Americans in a city, Charlotte, with a significant African-American population. 

APR 280 Investigations and Insights: In a class designed to help students think beyond their own experiences to understand customers different than them, Jay Waters has created in-class exercises that give students an observation about a population – such as the data that Hispanic households are 30% less likely to have a checking account – and to think about the kinds of questions needed to explore why that might be the case, and in particular, how to go beyond the stereotypes that they might try to use to answer the questions to get at the real human reasons. 

APR 300 Visual Communication: Mike Little gives his students the opportunity to design infographics and travel/informational brochures pieces with heavy cultural influences (Asian, African, South American, etc.). Topics researched for some projects include country histories, the chosen country’s place in the modern world, traditional garments, festivals, landmarks, foods, flora and fauna, iconography and culture. 

APR 332 Public Relations Writing: Tracy Sims discusses diversity in strategic communication staffs, diversity in sources of information and diversity in target audiences. As part of the service-learning component of the course, she partners the class with nonprofit organizations (e.g., Autism Society of Alabama and the Sassafras Center for Arts and Environment) whose clientele enable the students to consider diverse audiences as they developed class assignments for the organizations. 

APR 415 Online Magazine Writing: Tracy Sims helps students explore topics of diversity in public relations in their Platform Magazine articles and blog posts. The first couple of weeks of class are devoted to discussions of ethical leadership and best practices in public relations and incorporating diverse perspectives in article and blog topics and sources (primary and secondary). For example, the fall 2016 and spring 2017 issues contained articles and blog posts on the meanings of diversity from the perspectives of young professionals in the public relations field; diversity and inclusion in the PR industry in big cities such as Atlanta and Los Angeles; PR women who changed history; and diversity initiatives within NASCAR. 

APR 419 PR Concepting and Implementation: Susan Daria brought in representatives of the Secret Meals For Hungry Children program to discuss with her students the importance of understanding differences in socioeconomic circumstances and how that can influence recipients of this program.
Students tend to believe that children go hungry because of parental neglect and that hunger is a third-world problem that happens far away, when in fact, most cases of child hunger exist in our community within households who have loving parents who struggle to make ends meet.

**APR 422 Channel Planning:** The course includes diversity in two key ways. First, in discussion about types of media, Jay Waters leads a discussion of the range of ethnic media available in the U.S.—from Russian-language radio in New York, national and local Spanish-language media, Chinese and Korean news sites, and African-American radio, magazine and newspaper opportunities. Second, the class addresses how to incorporate/consider diverse audiences when developing a target audience definition for their media plan—in particular, how to react to situations when there is a strong skew for a product or service with a minority audience, but that audience is not large enough on its own to be the primary target for the campaign.

**APR 423 Management:** Jay Waters developed class exercises and leads discussions addressing anti-discrimination laws, including age, race and the presence of children. In one exercise, students are asked to play the role of a manager, and to assign portions of the overall bonus pool to four employees, after reading a brief summary of each employee’s personal life and professional performance, with discussion about the need to focus the reward on the employee’s job performance, not elements of their personal life.

**APR 423/432 Management:** Dr. Eyun-Jung Ki covered the topic of “Culture, diversity, and globalization” and incorporated multiple discussions sensitizing students to the need to understand the topic to keep up with the rapid changes of target audiences in the field. Students are encouraged to participate in an in-class exercise creating strategies to improve diversity in an organization.

**APR 424 Advertising Campaigns:** Dr. Hyoungkoo Khang helps students to understand diversity of culture in order to implement their campaign strategies in a global context. Further, to make their persuasive strategies more effective and efficient, students have to understand the significance and impact of mass communication.

**APR 424 Advertising Campaigns:** Mike Little’s students work with real clients to communicate to certain audiences and markets. Audiences have varied over the years concerning gender, race, language, location, etc. For example, one client, a bank looking to advertise its bilingual services, asked the class to connect to the Hispanic population in certain counties in Georgia.

**APR 426 International PR:** Dr. Meg Lamme designed this course to encompass advocacy and outreach initiatives of governments, nonprofits, NGOs, activist groups, PR firms, and multinational corporations that operate or seek to extend beyond their own geographic borders and/or cultural borders within a single geographic space to engage new groups of stakeholders for their own and/or their clients’ interests. Students were asked to critically evaluate and compare embassy and global organization websites and to conduct group case studies of FIFA/Qatar2022; South China Sea Islands; South Sudan (newest country on the planet, 2011); Brexit; Panama Canal.

**APR 432 Public Relations Management:** Dr. Meg Lamme designed this course around fundamental aspects of management, including leadership, stakeholder relations, and organization and global cultures—all of which focus specifically on aspects of inclusion. Two of the major projects required students to drill down to aspects of recruitment, retention, and engagement with a diverse range of internal and external stakeholder communities.
APR 432 Public Relations Management: Dr. Kenon Brown leads discussions devoted to targeting diverse audiences, and students apply what they have learned in a request for proposals (RFP) project where students must respond to a RFP by creating a campaign targeting a specific audience(s).

APR 433 Public Relations Campaigns: Dr. Kenon Brown encourages students to choose diverse audiences to target for a campaign created for an actual client.

APR 433 PR Campaigns: Dr. Eyun-Jung Ki worked with the Tuscaloosa Police Department as a client in order to improve the tarnished image and reputation due to the media spotlight of the recent violent police officer cases. Student groups targeted low income or under-privileged students in various grades.

APR 522 Advertising Media: Dr. Caryl Cooper requires that students research specific minority target audiences and give a presentation in class. Students are tested on the material. Products or services selected for the media plan are based on minority consumption data so that students must consider whether minority audiences will be a part of the media strategies they must develop for the plan.

APR 570 Contemporary Trends in Ad/PR: Dr. Meg Lamme focused on principles of community, engagement, and storytelling in the Ad/PR space, with particular attention to social media and the demands for inclusion, transparency, and authenticity. Subjects include community, diversity, and social capital with examples such as Ushahidi, Zappos, and Hofstede’s cultural dimensions.

APR 582 Management: Following through on APR 570 (which all enrolled A+PR MA students had taken), Dr. Meg Lamme incorporated challenges and opportunities related to diversity and inclusion and how organizational behavior can affect the bottom line via course units on CSR/culture and globalization, emotional intelligence, crisis/conflict, and stakeholder relations. Classes included clips from panels at the WEF in Davos, and Ted Talks, including those by Mellody Hobson and Sheryl Sandberg. Additionally, students presented case studies that highlighted cross-cultural communications; branding vs. racism; shareholders vs. stakeholders; and B2B relations.

CIS 100 Introduction to C&IS: (4 sections) The class utilized the Practicing Inclusive Engagement (PIE) workshops through Crossroads Community Center with a focus on building intercultural engagement. The class also involved small group activities intended for students to experience campus life with a group outside of their comfort zone with the intent of opening their minds to different perspectives and experiences.

COM 195 Interpersonal Resilience and Transformational Mentoring: Darrin Griffin and Caroline Parsons offered two new courses, as a two-semester sequence, for the UA Systems office. It was designed to train students to mentor others about resiliency and to help them reflect on such topics as empathy, compassion, volunteering, conflict management, work-life balance, positivity, resilience, and success through adversity.
COM 465 Intercultural Communication: Josh Pederson developed and implemented an experiential learning component for the course in the fall of 2016. Students were assigned an international student with whom they partnered throughout the semester to learn about each other's home cultures. Students met with their partners at least 6 times during the semester and wrote reflection and analysis for each meeting. The final paper involved pulling together reflection and analysis from their experiences during the semester.

The following new courses were taught or developed this past year:

COM 495/595 Authentication of Rhetorical Discourse (Robert N. Gaines): This course offers an introduction to theoretical criticism and historical explanation of rhetorical discourse. The corpus of texts treated in the course concerns civil rights discourse by and about African Americans during the period 1865-1920.

COM 495/595 Communication and Power (Peter Jensen): This course is designed to provide a broad overview of power in communication research. It includes such main topic areas as corporate colonization, subaltern studies, structural oppression and intervention, feminism and power, and feminist approaches to communication and power.

COM 395 Language, Communication, & Culture of Deaf (Darrin Griffin): This intercultural communication course is designed to introduce all students to the rich history of deafness in the U.S. Students learn about the basics of American Sign Language, about cultural-linguistic portrayals to dispel myths about the deaf, and about the controversies about educating deaf children.

COM 295 Intercultural Communication – Deaf Perspectives: Darrin Griffin.

Existing Courses with significant units dealing with diversity offered this year:

- COM 560 Group Leadership (Jensen)
- COM 513 Communication & Diversity (Boylorn)
- COM 469 Communication & Gender (Boylorn)
- COM 463 Relational Communication (Pederson)
- COM 460 Group Leadership (Jensen)
- COM 413 Communication & Diversity (Harris)
- COM 340 Rhetoric & Popular Culture (Brooks)
- COM 250 Nonverbal Communication (Imbody)
- COM 220 Interpersonal Communication (Griffin)
- COM 195 Interpersonal Resilience (Griffin)
- COM 101 Principles of Human Communication (Billings)

In the School of Library and Information Studies, Eight courses are recommended to students with an interest in social justice and inclusivity, and two faculty whose work is closely related to this area of emphasis are identified under SLIS Areas of Emphasis, should students wish further information.
**JN 200** Introduction to Journalism, a core curriculum course taught by Professor Meredith Cummings, includes a section on the early black press, and the class reads an article about the first African-American member of the White House Press Corps. Other diversity-themed lessons include readings on black journalists leaving mainstream media to go to historically black publications and President Obama’s policies of giving the minority press access and hiring a staff person to work with members of the minority media.

**JN 311** Jennifer Hoewe’s class attended and reported on the *Discerning Diverse Voices Symposium on Diversity* (Spring 2017). Four of those seven publications deal with issues of diversity.

**JN 491** Gaming Journalism: Brett Sherrick incorporates class discussions on how online harassment often hampers diverse perspectives, particularly in the gaming community.

**JN 492/590** International Media Production (Kim Bissell): The course produces the Alpine Living travel magazine. The class gives students exposure to other cultures and media systems, while giving them hands-on experience in producing a 112-page print magazine product, as well as interactive online maps, blogs, social media and online photo stories. This year the student editorial team journeyed to New Zealand.

**LS 544** Cultural Diversity in Programming (Dr. Jamie Naidoo): In this review of cultural programming in diverse settings and with different groups, evaluation and selection of multicultural literature were followed by comprehensive assignments that challenged students to design culturally competent programs. Students were unanimous in reporting that the course was a valuable learning experience.

**LS 580** Outreach to Diverse Populations (Dr. Jamie Naidoo): Students worked in collaborative groups to compare and contrast public library services to specific cultural groups in various areas of the region. One student offered the following description of the course:

> [I] thoroughly enjoyed the interaction and instruction offered from this course. Diversity is such a complex issue, and we learned so much, but most of all we learned empathy, the attempt to understand and respect one another’s differences. Also by taking this class you must acknowledge your own biases, and this in turn raises your diversity consciousness.

**LS 581** Universal Access (Dr. Laurie Bonnici): The focus of this course is to promote understanding of how technology enables people with different abilities to access information. Students assess and evaluate a range of Information Communication Technologies (ICT) to better serve clients whose access to information is challenged.

**LS 502** Research Methods (Dr. Tonia Sutherland): The theme of this required course included developing an LIS outreach partnership and engagement with the States of Incarceration project (statesofincarceration.org), which originated with Humanities Action Lab, “a coalition of universities led by The New School working with issue organizations and public spaces to create traveling public projects on the past, present, and future of pressing social issues.”
MC 401 Mass Comm Law (Dr. Matt Bunker): This course included its typical robust diversity emphasis, including sections on philosophical justifications of free speech and how that affects diversity, discussions of hate speech, discussions of the actionability of accusations that someone is gay, discussions of media reporting on the identity of sexual assault victims, and other topics.

MC 409 Mass Communication History (Mike Little): This course dealt with gender, race, and politics in modern comics.

MC 409 Mass Communication History: (Dr. Meg Lamme): This course is grounded in critical thinking and inclusion regarding U.S. Mass Comm history. Subjects include the immigrant press; The Chicago Defender, Robert S. Abbott; Ida B. Wells-Barnett, anti-lynching campaign; Tuskegee Institute, science, and education outreach to black communities. Required readings include histories of: magazine images of American Indian women; sports coverage and race; advertising and race and women; public relations and gay rights and women. Student-selected research paper topics included examinations of: Black Lives Matter/LA Riots; comparing “Dad” characters in “black” and “white” sitcoms; French/Italian film; women’s movements; “Black is Beautiful” and the beauty industry; Oscar Micheaux (black filmmaker in 1920s/30s); women in ads; women and WWII; race, gender, and comics; women’s reproductive rights; and women as news.

MC 426 Race Gender and Media (Cory Armstrong): Taught in the spring, one of the key outcomes of the course was an increased awareness on gender and race topics. Students were asked to discuss topical issues on diversity each week.

TCF 434/435 Anatomy of a Crime (Chip Brantley and Andy Grace): The project in the course this year highlighted environmental racism and economic exploitation in the Black Belt town of Uniontown, putting students in direct, repeated contact with community members there.

**Goal 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.

**Faculty and Administrative Staff**

The number of full-time faculty from underrepresented populations has been fairly stable for the last five years, up to 9% in 2016.

**Other Staff**

As an important part of the College, the Center for Public Television and Radio (CPT&R) and WVUA-23 continue their commitment to staff diversity. At CPT&R, women comprise 51 percent of the professional and student staff and 38 percent of the senior management team; 20 percent of the professional and student staff are members of underrepresented populations. At WVUA-TV, women comprise 47 percent of the professional and student staff and 25 percent of the
senior management team; 14 percent of the professional and student staff are from minority populations.

**Goal 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 work in an ever-expanding global environment.

**Undergraduate and Graduate Students:**

In depth, College-specific demographic information, though gathered, is not reported here. It is carefully analyzed by the College’s executive administration to find trends, determine programming, and to make changes as needed.

The CPT&R and WVUA-TV work with College faculty in recruiting and training a diverse group of students in all phases of television and radio production, from program development to production to broadcasting technology to administrative support. With an eye on diversity, 34% of DMC student interns were people of color and 67% were female.

**Recruitment and Retention Efforts:**

In effort to increase transfer student recruitment to C&IS, C&IS Academic Advisors attended the Shelton State Community College recruitment fair, participated in the Transfer Day recruitment event, and were available to meet specifically with incoming transfer students.

Susan Daria regularly works to educate A+PR students who identify as multicultural individuals. She informs them about specific opportunities that are available to multicultural students. She often becomes their faculty sponsor and writes recommendation and nomination letters for them. These letters are to help them acquire everything from scholarships to internships to awards and even job placement. This year Daria wrote recommendations for two students who received The American Advertising Federation's Top 50 Most Promising Minority Students Award. The AAF’s Most Promising Multicultural Students program connects the advertising industry with the nation’s top minority college seniors.

Two students were also accepted into the nationally competitive 4A's Multicultural Advertising Intern Program (MAIP; maip.aaaa.org/). By combining real-world work experience, training and development, and networking opportunities within the industry, MAIP participants gain a valuable professional credential to better position themselves in the marketplace. In addition to a full-time paid internship, MAIP fellows participate in a series of agency sponsored professional development workshops and seminars, which provide a deeper dive into the various advertising and media disciplines.

Teri Henley’s students developed a communication campaign for the Campus Veterans Association (CVA). The campaign was designed to attract membership in the CVA and to help in the retention of veterans on campus. This campaign earned first place in the national Bateman Case Study Competition in 2016. In 2017, our Bateman Team partnered with the Campaign to Change Direction whose mission is to change the culture of mental health through promoting mental health
and raising awareness of the signs of emotional suffering. The 2017 team was again a national finalist, earning second place in the U.S.

The UA chapter of PRSSA appointed a diversity and inclusion chair, Yilin Wang, this year to help the chapter to diversify its membership and outreach on campus. Wang and other chapter leaders planned and implemented the first annual Dare to Diversify event on April 13, 2017. For this diversity challenge, the students sought to explore various meanings of diversity and inclusion, not limited only to racial context. They invited speakers from the public relations industry, advertising industry and UA’s international services office to offer three different backgrounds and experiences. To help facilitate the conversation, the event not only featured three panel speakers but also an interactive session led by one of the units in Community Affairs, UA Crossroads. The partnership with Capstone International Center (CIC) gave UA PRSSA members a perspective of foreign exchange students coming to The University of Alabama, as Jeff Capili, the recruitment and admissions coordinator of CIC showed in lively examples. Dr. Meg Lamme, as an experienced PR professional and now a public relations professor within the UA College of Communication and Information Sciences, provided a unique perspective of how diversity could be naturally blended into groups and environments. O2ideas’ account executive Yvonne Taunton talked about her firsthand experience of diversity in the agency world as a young professional and also as a PR major now working in advertising. Paige Bolden, the coordinator of intercultural engagement at UA Crossroads, explained the Practicing Inclusive Engagement (PIE) interactive training process and all of the diversity and inclusion resources offered on campus.

The SLIS assistant director coordinates recruitment for the School and represents SLIS at numerous events locally, regionally, and nationally. Opportunities for doctoral student recruiting allow for collaboration with Dr. William (Bill) Evans, associate dean of the College’s Graduate Studies program. During this reporting period, visits included the following:

2016

Alabama School Library Association Conference
Corner High School, Dora, AL
June 6: Drs. Ann Bourne and Steven Yates

Alabama Educational Technology Conference
Birmingham–Jefferson Convention Complex (BJCC), Birmingham, AL
June 7-9: Drs. Jamie Naidoo and Steven Yates, Beth Riggs

MLIS Fair
Oglethorpe University, Atlanta, GA
June 18: Beth Riggs, Brandi Robertson King (SLIS alumna)

ALISE/Library and Information Studies Shared Booth
American Library Association (ALA) Conference, Orlando, FL
Leaders Wanted: Doctoral Options Fair  
American Library Association (ALA) Conference, Orlando, FL  
June 25: Drs. Ann Bourne and John Burgess, Beth Riggs

UA Graduate School Preview Day  
Ferguson Center, Tuscaloosa, AL  
September 15: Beth Riggs with Dr. James (Jim) Bailey and Dr. William (Bill) Evans

Alabama Connection  
Stillman College, Tuscaloosa, AL  
October 4: Beth Riggs

Georgia Library Association/Southeastern Library Association (SELA) Conference  
University of Georgia, Athens, GA  
October 5-7: Beth Riggs

Kentuck Festival of the Arts  
Northport, AL  
October 15-16: Prof. Anna Embree

UA Public History Seminar  
History Department, Tuscaloosa, AL  
November 11: Dr. Robert Riter

UA McNair Scholars Day  
North Engineering Research Center, Tuscaloosa, AL  
November 15: Beth Riggs and Dr. Robert Riter

UA MFA Print-Making Workshop with Prof. Katie Baldwin’s UAH Undergraduate Printing-Making Class  
SLIS MFA Type Lab, Tuscaloosa, AL  
November 15: Prof. Sarah Bryant

2017

Alabama Library Association (ALLA) Convention  
Montgomery, AL  
April 18-21: Drs. Ann Bourne and Steven Yates (MLIS); Profs. Sarah Bryant and Anna Embree (MFA in the Book Arts)
Student Leadership:

- When recruiting for student leader positions, marketing efforts are targeted to reach diverse C&IS student organizations (e.g., National Association of Hispanic Journalists, Professional Women in Communication and Business, Capstone Association of Black Journalists). Faculty are also involved in the marketing efforts, assisting in identifying diverse students that represent the entire C&IS population.

- When selecting a C&IS student leader team, staff are intentional in selecting students that most accurately represent the C&IS student population and students from diverse backgrounds. In 2016-2017, the three primary leadership groups for the college include the following ethnic minority membership:
  - C&IS Ambassadors: 26% ethnic minority membership
  - Student Executive Council: 23% ethnic minority membership
  - Academic Honor Council: 11% ethnic minority membership

- C&IS student leader training includes activities and team builders that provide students the opportunity to learn about the diversity of their team and develop an appreciation for the “big picture.” For example, students participate in activities such as “Team Resumes” where they developed individual resumes showcasing their involvements, leadership skills, and stories. Individual resumes were combined to build a group resume, and students reflected on how they can rely on their teammates in the future based on their diverse identities, talents, backgrounds, and resumes. The “Social Barometer” is another activity student participation activity. They are asked to stand on a spectrum based upon how much they agree or disagree with a statement about a social issue. Team members then discuss their viewpoints and listen to those who are standing on the opposite side of the spectrum. Students have a chance to hear and process a diversity of opinions that might have differed from their own.

Goal 5: Annually review goals and assess effectiveness of action steps and initiatives in effectuating diversity within our educational mission and achieving our strategic goal of enhancing the learning environment to attract and retain excellent students by continuing progress in achieving diversity among faculty, staff, students and administration.

The following goal was carried over from the 2013 - 2014 academic year:

Goal 6: The College will revisit and update its Diversity Plan. The College’s Diversity Plan should be periodically reviewed. The Human Resources Committee will be charged with leading this effort over the next year.

Status: Completed

Assessment: After reconvening in the spring of 2015, the College’s Human Resources Committee met during the 2015 - 2016 academic year and completed a draft revision of the College’s Diversity Plan. As noted earlier, the plan revisions followed a Diversity Plan Town Hall that drew more than two-dozen C&IS faculty and staff members. A revised plan is now complete and should be ready for a vote by College faculty sometime in the spring of 2018.
In addition to working toward achieving the goal of revising and updating the College's Diversity Plan, the following two additional action items were established for the 2014 - 2015 academic year.

**Goal: Intensify College's Outreach to Hispanic students.**
For the first time, the College was represented at the National Association of Hispanic Journalists (NAHJ) 30th Anniversary Convention in San Antonio, Texas in August 2014. Following that convention, efforts were made to establish the first NAHJ chapter in the state of Alabama and in the Southeastern Conference.

**Status:** Ongoing

**Assessment:** The National Association of Hispanic Journalists (NAHJ) was inactive in 2016 - 2017. A new president and vice president are now in place for 2017 - 2018.

**Goal: Successful Launch of C&IS Distinction in Communication Diversity.** With the goal of having the first students graduating with a new C&IS diversity distinction award in May 2015, efforts will be made to coordinate promotion of this option to undergraduate students who would need to strategically select nine hours of elective courses and complete the required three-hour diversity internship or practical experience.

**Status:** On-hold

**Assessment:** The proposed C&IS Distinction is on-hold as the University considers revising the Core Curriculum.

**Goal: Hold at least two data analysis sessions with College Academic Leadership using diversity data gathered previously and additional information available from UA Career Services.** Following an initial discussion of data on the College's diversity in its student body during the Spring 2015 semester, UA Career Services has some additional information on job placement and has made plans to offer a Reverse/Diverse Job Fair in late fall 2015 or early spring 2016. These efforts will influence College programming in the recruitment, retention and placement of students from underrepresented populations.

**Status:** Ongoing

**Assessment:** While students from the National Association of Hispanic Journalists participated in the Reverse/Diverse Job Fair in the Fall of 2015, the data sessions have not yet taken place. Another Reverse/Diverse Job Fair is planned for September 2016. Additionally, the new director of the Career Center has been in communication about data sources with the Assistant Dean for Undergraduate Studies and External Relations, Sara Hartley.
Highlight items:

- The College of Community Health Sciences Institute for Rural Health Research held its 18th Annual Rural Health Conference in 2017. Each year, the conference revolves around health care issues relevant to rural communities. The theme for the 2017 conference was *Empowering Women in Health: Bridging the Gap Between Clinic and Community*. The conference provides a platform for health care professionals, community leaders, researchers, government officials, and representatives of faith-based organizations who come together to hear from prominent speakers, and to share critical information and knowledge about the health disparities that impact rural Alabama. The 2017 conference covered topics such as health care disparities among minority populations and the utilization of gender-related outreach, advocacy, and support to address gender inequities in health care.

- The University of Alabama-Pickens County Partnership began its second year, selecting five new fellows, all recent UA graduates, as well as one second-year fellow, and funding 13 pilot grant projects led by UA faculty and Pickens County community organizations. The partnership continues to provide sustainable health resources for the rural county. Recent UA graduates with backgrounds in medicine, nursing, social work, nutrition, psychology, health education, and other disciplines gain real world training and experience working with diverse, rural, and underserved populations in Pickens County while providing the county with additional health resources.

- The College of Community Health Sciences Institute for Rural Health Research hosted a workshop entitled *Promoting Health Equity: Addressing Implicit Bias, Racial Anxiety, and Stereotype Threat*. The workshop was open to the entire University and interested community members to address issues of racial polarization and racial paradoxes and to provide evidence-based strategies to prevent and override implicit bias, racial anxiety, and stereotype threat. Strategies offered included interventions at the interpersonal and institutional level.

**Goal 1: Communicate The University of Alabama’s commitment to diversity as part of its educational mission.**

The College of Community Health (CCHS) is dedicated to improving and promoting the health of individuals and communities in Alabama and the region through leadership in medical education and primary care; the provision of high quality, accessible health care; and scholarship. CCHS accomplishes this mission by:

- Shaping globally capable, locally relevant, and culturally competent physicians through learner-centered, community-based medical education and mentoring.

- Addressing the physician workforce needs of Alabama and the region with a focus on comprehensive Family Medicine Residency training.

- Engaging communities as partners, particularly in rural and underserved areas, in efforts that improve the health of Alabama’s citizens.

- Providing high quality, patient-centered, efficient clinical services.
• Fostering scholarship in relevant and innovative community-oriented research to influence population health and support community providers.

The College’s core values are: social accountability, patient-centeredness, integrity, transparency, learning, innovation, and inter-professional collaboration.

The CCHS mission statement and core values speak to the College’s commitment to diversity and they are shared with audiences both internal and external to the College. Internally, the mission and core values are prominently displayed throughout CCHS and the College’s clinics for employees, patients, and members of the public to see. The College’s clinics include the multi-specialty University Medical Center on the UA campus, UMC-Northport, and UMC-Demopolis.

The mission and core values are also incorporated into printed materials, including CCHS and UMC brochures and magazines; CCHS and UMC websites; monthly electronic newsletters that include a standing section, Mission Moment, that describes initiatives, activities, and programs that demonstrate the mission and core values; news releases and media interviews; and marketing and advertising endeavors.

During the Spring of 2016, the CCHS Communications Department made a special effort to communicate the College’s core values to its various audiences and constituent groups through an issue of the College’s semi-annual magazine, On Rounds. The 72-page issue featured a package of articles about the College’s core values and the employees who exemplify them, and the College’s ongoing work to meet its mission of improving health in Alabama and the region. The issue received a 2016 Award of Excellence from the Council for Advancement and Support of Education (CASE), earning recognition as one of the best university magazines in the Southeast. On Rounds is a key component of the College’s communications efforts. CASE is an international professional association serving educational institutions and the professionals who work on their behalf in communications, alumni relations, development, marketing and advertising, and related areas.

All content and communication materials produced by CCHS utilizes inclusive language and incorporates photos that reflect CCHS’s diverse team of faculty, staff, and clinical workers, as well as the diverse population the College serves.

The CCHS Communications Department works closely with University Medical Center’s Patient/Family Advisory Council and incorporates input from council members into ideas, designs, materials, and communication strategies. Per a suggestion from the Council, the CCHS Communications Department will be updating materials to inform UMC patients of on-site equipment available to assist patients with physical disabilities during visits with their physicians, including special exam tables and weighing machines for those who use wheelchairs for mobility.

The Rural Minority Health Scholars Program (RMHSP), and The Rural Health Scholars Program (RHSP)—housed within the CCHS Rural Scholars Pipeline (RSP) program—specifies its commitment to “prepare recent high school graduates from Alabama’s rural minority communities to enter pre-health professional curriculums with intention of becoming rural health
professionals for Alabama who are leaders in developing healthy communities,” and “to encourage [rural] high school students to consider careers in medicine and health professions.”

These programs distribute brochures, pamphlets, flyers, and other materials that contain this mission statement to diverse audiences. These same materials, as well as other Rural Program materials, are created with a particular emphasis on representing and attracting the diverse rural population.

**Goal 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.

The College of Community Health Sciences (CCHS) offers a community-based curriculum that introduces students to diverse communities across Alabama. Students have commended these opportunities, recognizing how a community-based curriculum better prepares them to serve the global society in which they will live and work.

Within each discipline, medical student clinical curricula provide learning sessions that cover diversity awareness and cultural competency. CCHS also offers an elective course on cultural competency in health care and a discussion session for students on the intersection of religion, ethnicity, and healthcare.

The annual Rural Health Conference, hosted by the Institute for Rural Health Research, centers around health care issues relevant to rural communities and provides a platform for health care professionals, community leaders, researchers, government officials, and representatives of faith-based organizations who come together to hear from prominent speakers and to share critical information and knowledge about the health disparities that impact rural Alabama. The 2017 conference, *Empowering Women in Health: Bridging the Gap Between Clinic and Community*, covered topics such as health care disparities among minority populations and the utilization of gender-related outreach, advocacy, and support to address gender inequities in health care.

Additionally, Dr. Pamela Payne-Foster teaches a Cultural Competency and Health Disparities course as an intensive short one-week course for first and second year medical students. Diversity is a key focus of the CCHS Family Medicine Residency Program, where cultural awareness and an atmosphere of inclusivity are especially important when caring for patients and their families. CCHS uses a biopsychosocial model to teach residents and medical students. This model addresses the biological, psychological, and social factors that affect an identified patient. Issues of diversity are of particular relevance for the psychological and social aspects of this model. The residents are introduced to the biopsychosocial model within their first year and are expected to use it throughout their time with CCHS.

**Community Initiatives**

Dr. Karen Burgess, Chair of the CCHS Pediatric Department, serves as the Medical Director for **MedNet West**. This organization is a private, non-profit Health Care Management
organization contracted with Primary Care Providers and in partnerships with hospitals, pharmacies, social service agencies, behavioral health, and county health departments. They are charged with improving the health outcomes and reducing the cost of care through the Patient First Health Home eligible populations in Bibb, Fayette, Greene, Hale, Lamar, Pickens, Sumter, and Tuscaloosa Counties.

John C. Higginbotham, PhD, MPH, serves as the leader of Project UNITED, a community-based participatory research project aimed at decreasing obesity in the Alabama Black Belt. Eleven community advocates from the Black Belt Community Foundation were selected to be Community Scholars in the project. They represent African American leaders from seven counties in the Black Belt (Greene, Sumter, Macon, Marengo, Choctaw, Pickens, and Wilcox).

The CCHS Institute for Rural Health Research hosted a workshop open to the entire University and interested community members to address issues of racial polarization and racial paradoxes and provide evidence-based strategies to prevent and override implicit bias, racial anxiety, and stereotype threat. These included interventions at the interpersonal and institutional level. The workshop was entitled, Promoting Health Equity: Addressing Implicit Bias, Racial Anxiety, and Stereotype Threat.

The Rural Medicine Acting Ambulatory Internship/Leadership in Community and Population Medicine is a community-based learning opportunity for third year medical students. It has broadened its scope to include a more intensive approach to addressing cultural competency, racism in medicine, social determinants of health, and treating diverse populations including LGBTQ individuals and minority groups.

A key part of the CCHS mission statement is to improve the health of individuals and communities in rural Alabama. Because the rural areas are often unable to attract the needed physicians and specialists to their communities and have limited resources, residents may face difficulties traveling to the nearest available physician. In an effort to overcome these deficits, the College utilizes Telemedicine to provide telepsychiatry and diabetes education services to a number of rural communities across the state.

The CCHS telemedicine program received a $15,000 gift from Blue Cross Blue Shield, which allowed CCHS to expand the program. Dr. Karen Burgess, Chair and Associate Professor of Pediatrics, and Beth Smith, a nurse practitioner, led the School-Based Asthma Education Program in DeKalb County, Alabama, to address the disparities in asthma education and access to care for low-income and minority populations. The program provides education about asthma and management recommendations to school nurses, teachers, cafeteria workers, school administrators, and parents. As a result of this program, students should have fewer exacerbations and missed school days, as well as fewer missed parent workdays, due to child asthma-related illness.

CCHS sponsors the annual Tuscaloosa African American Film Festival in conjunction with the Edward A. Ulzen Memorial Foundation (EAUMF). The festival revolves around a different health-related theme each year. Past themes have included HIV, substance abuse, LGBT issues, and sexual abuse. The most recent festival had approximately 150 people in attendance, a significant increase from the year before.
The Tuscaloosa Longitudinal Community Curriculum (TLC²) is an innovative medical education program that promotes deeper student connections with patients through an immersive, community-based curriculum. The TLC² program has incorporated several minority physicians working in communities across the state. Through TLC², students are able to establish more meaningful relationships with their patients, learning to practice with patient-centered attitudes. Students see patients of all ages with medical needs across the spectrum of traditional and subspecialty disciplines. As part of the TLC² program, students worked as advocates for individuals in Montgomery, Alabama, living with HIV/AIDS. TCL² students also collaborated with CCHS faculty and Horseshoe Farms to organize a health fair in Greensboro, Alabama. The Horseshoe Farms organization focuses on service and support programs aimed to improve the quality of life of older adults living with mental illness and at-risk children in the Greensboro area.

The University of Alabama-Pickens County Partnership began its second year in 2016 - 2017, selecting five new fellows (all recent UA graduates) as well as one second-year fellow and funding 13 pilot grant projects, led by UA faculty and Pickens County community organizations. The partnership provides recent UA graduates with backgrounds in medicine, nursing, social work, nutrition, psychology, health education, and other disciplines practice and experience in Pickens County, while the county receives additional health resources.

Rural communities like Pickens County face significant challenges to sustainability and growth. Along with education and jobs, health care is essential to sustaining rural communities. Population characteristics of rural communities, where people are generally older, sicker, and poorer than those in non-rural areas, predict the need for greater availability of health care services. This is intensified in Alabama where 41 percent of the population lives in rural areas, compared to 19 percent nationwide. Pickens County is regarded as 100 percent rural and, at 41st in health outcomes among Alabama’s 67 counties, one of the least healthy counties in the state.

The UA-Pickens County Partnership seeks to establish a “Health Care Teaching County” relationship that immerses UA health professions students into Pickens County, linking them with providers and exposing them to patients and their needs as an extension of the county’s health care resources. The partnership was recognized for “Outstanding Community Partner-Initiated Engagement Effort” at the 10th Annual Excellence in Community Engagement Awards ceremony, held by The University of Alabama Center for Community Based Partnerships.

In addition to this achievement, the partnership also:
- Completed a comprehensive community needs assessment.
- Conducted health screenings in every Pickens County elementary school.
- Screened 90 Pickens County preschool children for risk factors of cardiovascular disease and Type 2 Diabetes.
- Provided professional development training for 32 Pickens County teachers and administrators.
Enrolled 15 patients in Cardiac Rehabilitation Services, an achievement made possible through efforts to increase availability of and access to equipment at the Cardiac Rehab Unit.

Developed and distributed over 500 copies of a comprehensive community resource guide, made available throughout the community and online.

The following UA-Pickens County Partnership pilot grant projects were selected for funding during the 2016-2017 academic year and completed the following milestones:

- **Disseminating the Power PATH Mental Health Preventive Intervention to Pickens County Community Action Head Start Program**
  UA Partners: Dr. Caroline Boxmeyer, Associate Professor of Psychiatry and Behavioral Medicine (CCHS); Dr. Ansley Gilpin, Assistant Professor of Psychology; Dr. Jason DeCaro, Associate Professor of Anthropology.
  Pickens County Partner: Pickens County Community Action Head Start Program.
  
  **Milestone:** The Preschool PATHS® Social Emotional Program curriculum was instituted in all six Head Start programs, reaching 120 students. Community partners have been trained to implement the parent program.

- **TelePlay: Connecting Physicians, Families and Autism Professionals to Increase Early Autism Identification in Pickens County**
  UA Partners: Dr. Lea Yerby, Assistant Professor of Community and Rural Medicine (CCHS); Dr. Angela Barber, Assistant Professor of Communicative Disorders and Clinical Research Director of Autism Spectrum Disorders Clinic.
  Pickens County Partner: Dr. Julia Boothe, family medicine physician in Pickens County.

  **Milestone:** Teleplay system has been implemented on the appropriate computer server. A Computer Based Honors Student has been identified to work on the project starting during the Spring 2017 semester.

- **Improving Pickens County Residents’ Knowledge of Risk Factors for Cardiovascular Disease and Type 2 Diabetes**
  UA Partners: Dr. Michele Montgomery, Assistant Professor of Nursing; Dr. Paige Johnson, Assistant Professor of Nursing.
  Pickens County Partners: Pickens County Community Action Committee & CDC Inc., Pickens County Board of Education, Pickens County Head Start, Diabetes Coalition

  **Milestone:** Developed a cardiac rehabilitation program with 15 patients currently enrolled in the program.

- **Development of a Rural Family Medicine Residency in Pickens County**
  UA Partner: Dr. Richard Friend, Director and Associate Professor of the CCHS Family Medicine Residency.
  Pickens County Partners: Jim Marshall, CEO of Pickens County Medical Center; Deborah Tucker, CEO of Whatley Health Services.
Milestone: Leaders from the Pickens County Hospital and UA traveled to a model residency program in Louisiana to research needs for program implementation at Pickens County Medical Center.

- **Pickens County Medical-Legal Partnership for the elderly**
  UA Partner: Gaines B. Brake, staff attorney UA School of Law Elder Law Clinic.
  Pickens County Partner: Jim Marshall, CEO of Pickens County Medical Center.

  **Milestone:** Approximately 23 clients have been served and the project director has met with numerous groups in the county including health care providers with the goal of promoting, training and educating these professionals to identify and refer elderly patients with potentially health-harming legal issues.

- **Improving Access to Cardiac Rehabilitation Services in Pickens County**
  UA Partners: Dr. Avani Shah, Assistant Professor of Social Work; Dr. Jonathan Wingo, Associate Professor of Kinesiology; Sharon Crawford Wester, RRT.
  Pickens County Partner: Rehab Pickens County Medical Center.

  **Milestone:** Developed a cardiac rehabilitation program with 15 patients currently enrolled in the program.

- **Alabama Literacy Project**
  UA Partner: Dr. Carol Donovan, Professor of Special Education and Multiple Abilities. Pickens County Partner: Jamie Chapman, Superintendent of Pickens County schools.

  **Milestone:** Participated in Carrollton Fall Festival. Met with community members and gave away over 150 books. Provided professional development for 32 teachers and administrators on three occasions. Eleven hours of professional development and 192 books have been distributed. More than 30 hours of professional development has been completed or scheduled.

- **Bringing Healthy Food Options and Ease of Preparation Home to Senior Adults**
  UA Partners: Jennifer Anderson, Director of Osher Lifelong Learning Institute; Suzanne Henson, RD, LD, Dietitian and Assistant Professor of Family Medicine (CCHS)
  Pickens County Partners: Anne Jones, Pickens County Family Center; Joe Lancaster, Mayor of Carrollton, Alabama.

  **Milestone:** Partners conducted healthy cooking sessions at Gordo and Reform Senior Centers and led healthy food samplings at two Pickens County grocery stores. They conducted a similar program at the Federal Correctional Institution in Aliceville, Alabama.
Initiatives Within the College

The main campus of The University of Alabama School of Medicine in Birmingham’s Office of Diversity and Multicultural Affairs offers programs and events to educate medical students on all medical school campuses about the diverse populations they will serve, including those assigned to the Tuscaloosa regional campus.

The University Medical Center (UMC) practice provides patient care through over 75,000 patient visits a year to a diverse population, including a large percentage of economically disadvantaged individuals.

The UMC employs several Spanish-speaking interpreters whose presence is crucial to serving the Latino population. The UMC also partners with a telephonic interpretation company to provide interpretation of over 150 languages to patients who speak or understand languages other than English.

The University Medical Center Patient/Family Advisory Council is a diverse group of patients who serve as an advisory resource to the UMC on improvements and enhancements needed in the practice. This resource promotes improved relationships and communication between faculty, residents, staff, and patients and their families. Each year, efforts are made to ensure that this body appropriately reflects the diverse populations it represents.

The Council meets regularly and invites patients to discuss issues relating to healthcare and services provided by the University Medical Center and frequently reviews print and digital materials given to patients to evaluate the relevance and accessibility of their content to patients. Based on recommendations made by the Council this year, the CCHS Communications Department updated materials to inform University Medical Center patients of on-site equipment to assist patients with physical disabilities during their doctor visits, including special exam tables and weighing machines for those who use wheelchairs for mobility.

Diversity Related Outreach Efforts, Awards, and Special Recognitions

- Dr. Pamela Payne-Foster was awarded a 2017 Dean’s Award from UAB for her project, Development of a Culturally Competent Training Program for Medical Students and Residents at the Tuscaloosa Regional Campus, which sought to increase awareness of new topics around cultural competency in medicine and health care for medical and resident learners.

- Drs. Jennifer Clem and Pamela Payne-Foster continue to assist undergraduate and graduate students in their endeavors to start a student-run community health project. The West End Health Project targets adults in an underserved minority community in Tuscaloosa focusing on three illnesses: diabetes, hypertension and obesity.

- CCHS partners with the Good Samaritan Clinic, which is an interdenominational Christian ministry that provides free primary health and dental care, medication, health information, and spiritual support to people of every race, creed and gender who do not have health insurance. The clinic serves patients who reside in the Alabama counties of Tuscaloosa, Greene, Hale,
Bibb, Pickens, Sumter, and Fayette. Many of the clinic’s patients are employed full or part-time and do not receive health insurance through their employers, and cannot afford to purchase it. Through this partnership, CCHS Family Medicine residents and faculty have expanded the capacity of Good Samaritan Clinic by creating a new clinic session each week, giving residents the opportunity to experience firsthand training opportunities while also engaging with a diverse community, expanding clinical capacity of the clinic, and helping prepare residents for the communities in which they will one day serve.

**Goal 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.

As well as adhering to the University’s standard for Equal Opportunity, CCHS faculty assist in informal recruitment efforts to ensure a diverse faculty population. CCHS makes specific efforts to advertise open faculty positions in journals and outlets with diverse readerships such as the Chronicle of Higher Education and the Journal of the National Medical Association. Recruitment efforts have led to a significant increase in diversity among faculty population within the last year. Senior faculty support and mentor minority faculty within the College, training them and encouraging their advancement to higher ranks. As faculty members move on to new endeavors, CCHS administration ensures representation from a variety of backgrounds, so that students graduate with tools necessary to understand, appreciate, and contribute to a global society. Minority faculty members are active in service to our college as representatives on various committees within our college, as well as the University. Faculty search committees are asked to review the UA guidelines for addressing diversity in the searches. Additionally, College administration requests that each search committee include at least one minority member.

All faculty members are encouraged to participate in statewide and national medical conferences and leadership development workshops.

**Goal 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.

The College of Community Health Sciences functions as the Tuscaloosa Regional Campus for the University of Alabama School of Medicine, headquartered in Birmingham, Alabama. CCHS provides clinical training for a cohort of third- and fourth-year medical students.

The main campus of the University of Alabama School of Medicine at UAB approaches diversity recruitment and empowerment with intentionality. The University of Alabama School of Medicine Executive Committee adopted a strategic plan to promote a more diverse presence of highly qualified trainees and faculty.
CCHS minority faculty holds informal social events on a regular basis, bringing minority students and residents together with faculty and minority healthcare providers from the community. These gatherings offer a means of support and mentorship for minority students and residents.

The CCHS Office of Medical Student Affairs maintains an environment of inclusiveness for all CCHS students, making particular efforts to foster an atmosphere of openness and support for students from underrepresented groups. Office staff members have undergone UA Safe Zone training and have the UA Safe Zone emblem prominently displayed on their doorways. An atmosphere of inclusiveness is maintained by office staff, who serve as resources for guidance and counseling.

The Office of Medical Student Affairs hosts discussion sessions for third- and fourth-year students to provide an environment conducive to culturally inclusive, patient-centered professional development. These weekly lunchtime gatherings, called Relate, are for students, invited guests, the Director of the Medical Student Affairs Office, and the CCHS Dean. Relate sessions foster the development of a community of learners and provide mentoring and encouragement to reflect on and make sense of life experiences in a relaxed space.

Students are encouraged to converse and reflect on an array of topics selected for their potential to challenge preconceived notions and to explore other points of view. Broadly, topics fall into three categories: culture of inclusion, professional roles and development, and student success. Topics tap into students’ capacity for conceptual creativity, tolerance for ambiguity and personal insight in ways that move beyond traditional clinical education. The discussion sessions aim to raise students’ social and cultural awareness by encouraging them to critically evaluate the multifaceted health care issues they face as students and will continue to face as practicing physicians.

Efforts continue with the Rural Health Leaders Pipeline, a series of programs that recruit and support rural Alabama students who want to pursue careers as healthcare professionals in rural and underserved communities. Students from rural communities are targeted for recruitment into medicine due to the underrepresentation of health services and physicians in rural communities.

**Goal 5:** Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.

CCHS continues to successfully enhance diversity among the student body population by increasing the number of minority students within the college. Minority faculty population remains consistent. Students learn from faculty with a variety of backgrounds within the medical field, learning through community-based medical education and mentoring, ensuring they are shaped to be globally capable, culturally competent physicians.

The Dean of CCHS and members of the senior leadership team review the state of diversity within the College on an annual basis, at minimum. This team meets more frequently with regard to the selection of the Rural Medical Scholars, medical students, and family medicine residents, all of which are reviewed under the auspices of continuous improvement.
Highlight Items:

- Through its academic and non-credit programs, the College of Continuing Studies (CCS) employs a strategy to develop beneficial and meaningful partnerships with fellow colleagues on campus as well as with individuals off-campus in nonprofits, business, and the community. A few of these important partnership initiatives include Murphy University Center, Adapted Athletics, Stillman Chapter of OLLI@UA, Bama Link, Conservation Awareness, and National Water Center.
- Through the Murphy University Center partnership, 150 students who qualify for a free/reduced lunch have attended college courses from their high school earning a cumulative UA GPA of 3.44.
- CCS and the College of Education partnered to increase awareness of the Adapted Athletics program, and to foster support for the student athletes as well as other students with disabilities living and learning at UA. Through the partnership, Adapted Athletics receives assistance from CCS in planning, hosting, supporting, marketing, and promoting events.

Goal 1: Communicate the University of Alabama’s commitment to diversity as part of its educational mission.

While all programs of the College of Continuing Studies are educational in nature, they are organized as either academic or non-credit activities. Both academic and non-credit activities communicate the University’s commitment to diversity as part of its educational mission.

- The Academic Outreach Program Development and Marketing team receives a report each year that provides student demographic information by distance degree program. This information is shared with academic departments and discussions are held to determine if there is a particular group that should be targeted in future marketing/recruitment efforts. In addition, this information is used by the team to ensure that all marketing initiatives present a diversity of images with regard to both gender and ethnicity.
- By offering online degree programs, UA provides single parents, working adults, and others who cannot be on campus full time the opportunity to earn a college degree.
- The Corporate Engagement team’s focus is on offering on campus, on-site, and online training to aid in further developing the workforce in the State of Alabama. The Corporate Engagement group incorporated diversity topics into workshops offered such as Leadership Strategies, Strategic Human Resource Trends, and Professionally Speaking.
- CCS College Relations and Corporate Engagement employees served as sponsors and/or panelists at the West Alabama Diversity Summit. Furthermore, the Corporate Engagement team is developing relationships with the State of Alabama Department of Labor Commissioner as well as the State of Alabama Governor’s Committee on Diversity.
The Community Engagement group consists of the Bryant Conference Center (BCC), Conference Services, Registration Services, Osher Lifelong Learning Institute (OLLI), the UA Gadsden Center, and the Paul W. Bryant Museum.

The Conference Services team provides UA with critical outreach capability. The Conference Services team supports community events and priorities such as United Way, Minority Business Council, and Engaged Scholarship Consortium conference. A sampling of the conferences offered to residents of the State of Alabama and those beyond our state are the Attention Deficit Hyperactive Disorder (ADHD) Conference, the Alabama Autism Conference, and Human Services Summit.

The Conference Services team continued to provide administrative and logistical support to the Delta Leadership Institute, a regional leadership program of the Delta Regional Authority. The Delta Regional Authority is a federal economic development agency targeting rural and disadvantaged communities. The team will continue to provide administrative and logistical support in the coming year.

In addition to other professional events like Advanced Placement Summer Institutes, the International Rural Nursing Conference, the ADHD Conference, and the Autism Conference, the Conference Services team will support the conference of the Historically Black Towns and Settlements Association and the Southern Association for Women Historians Triennial Conference.

The Bryant Museum continues to promote diversity through its outreach materials.

The Stillman Chapter of OLLI@UA (Osher Lifelong Learning Institute) strives to create and offer lifelong learning inclusive of the African-American community in and around the Tuscaloosa area.

The mission of the Paul W. Bryant Museum is to collect, preserve and exhibit items, and to disseminate information relating to the sports history of the University of Alabama.

Conservation awareness is being promoted through a partnership with Doug Phillips and Discovering Alabama with programs offered on Alabama Private Forests, Alabama State Capitals Bicentennial series, and development of a program with the nonprofit Whooping Crane Foundation. The endangered Whooping Crane is the tallest North American bird.

CCS and the National Water Center partnership offers events, trainings, forums, and conferences regarding water quality, sustainability, and water’s overall importance to the State of Alabama.

Goal 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.
• CCS and the College of Education partnered to increase awareness of the Adapted Athletics program, and to foster support for the student athletes as well as other students with disabilities living and learning at UA. Through the partnership, Adapted Athletics receives assistance from CCS in planning, hosting, supporting, marketing, and promoting events.

• Academic Outreach strives to ensure accessibility of its website for those with disabilities and uses a variety of resources to maintain accessibility standards. These resources include, for example, the following: the site’s content management system, OUCampus, which is equipped with an accessibility checker that reviews each web page prior to publication and highlights potential areas of concern; SiteImprove, which checks live pages for any issues that may not be flagged by OUCampus; AMP, the University Accessibility Management Platform that allows for the evaluation of websites; and WAVE, a browser extension for Chrome and Firefox that allows for a quick website accessibility check within those browsers.

• The online degrees comply with the Americans with Disabilities Act (ADA) by providing accessible features for people with disabilities. Efforts taken by ITAS staff related to online course development include but are not limited to providing text alternatives for non-text content, providing captions for multimedia content, creating content that can be presented through assistive technologies without losing meaning, creating content that can be adapted to different learners, making it easy for users to see and hear content, providing functionality through use of a keyboard, giving users enough time to read and use content, avoiding designs that may cause seizures, using consistent design to help users navigate and find content, making sure text can be read by a screen reader tool, making content appear and operate in predictable ways, and choosing tools and applications that are accessible to all students.

• UASafeState offers free, onsite safety and health consultations to employers, with particular focus on construction trades and other industries with strong linkages to the Hispanic communities in Alabama. Since 2013, the number of construction-related safety and health consultations has increased from 17 per year to an expected 160 in 2015 - 2016.

• Through our OSHA Training Institute-Education Center, we conduct OSHA-approved courses for diverse audiences. One of the goals of the Training Center is to authorize a diverse group of Outreach Trainers in construction, general industry and maritime topics. Those trainers, in return, conduct OSHA 10 and 30 hour courses to a vastly diversified audience including Hispanics, African Americans, women and low income individuals all over the country.

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

• Each year, over one hundred thousand guests attend academic, business, or social functions at the Bryant Conference Center. The conference center offers individually climate-controlled meeting rooms featuring integrated audiovisual equipment, comfortable seating, and
multiple lighting options. The BCC has classrooms, boardrooms, and event space perfect for training, meetings, and conferences.

- The BCC will continue to host a robotics competition organized by a computer science professor to promote STEM education at the 8 to 12th grade levels. Additionally, the center will aggressively continue to seek events from a diverse market of clients. Returning events include the Black Farmers Agriculture Association, Women in STEM experience (WiSE), Alabama Student Council Association, AASBO, fraternity/sorority scholarship fundraising banquets, and community events.

- The OLLI program provides mature adults with opportunities to learn new things, make friends, travel and embrace life. Courses are taught by volunteers who share their knowledge and passions. The UA OLLI chapter is one of an extensive network of chapters in higher education institutions around the United States established by the Osher Foundation. OLLI at UA has approximately 1,650 members. During the past year, OLLI promoted senior citizen contributions to the community through 40 OLLI members having their art on display at the Dinah Washington Cultural Arts Center in Tuscaloosa. OLLI members continued to contribute to the community by hosting a sendoff for the UA Adapted Athletics wheelchair basketball teams bound for national championship competition, and participated in research projects conducted by UA doctoral students. OLLI will also continue to support the Stillman Chapter of OLLI@UA, creating and offering lifelong learning activities to the African-American community in and around the Tuscaloosa area, but more specifically, the Stillman area. OLLI at UA continues to reach small and rural communities. In addition to Gadsden, Greensboro, and Pickens County, the OLLI staff and board are making plans to reach Anniston and Oxford in Northeast Alabama.

- The UA Gadsden Center has provided student services support to degree-seeking students in Etowah County and surrounding counties. As degree-granting programs move online, the Gadsden Center is transforming to a new role of community development, originating programs to build capacity in communities in the region.

- The Gadsden Center continues to host a subchapter of the UA Osher Lifelong Learning Institute (OLLI), approximately 180 senior citizen members and volunteer instructors. The center provides facility support to the members and volunteer instructors. OLLI provides lifelong learning opportunities like courses, workshops, and field trips to senior citizens in the area.

- The Gadsden Center will begin hosting SaveFirst, a UA service-learning initiative that works to engage college students in meaningful direct service: free tax preparation for low-income families.

**Goal 3: Not included.**

**Goal 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.**

- Early College is a program offered by CCS that allows high school students to earn up to 30 hours of college credit by taking classes online or on campus. Murphy University Center Partnership, LEAP (Leaders Exploring Academic Possibilities) Program, and Central High
School Cohort are three examples of how Early College provides students with the opportunity to pursue college credit while in high school.

- A partnership between Murphy High School in Mobile, Alabama, and the UA Early College program began in April 2015. Selected eleventh-grade high school students from Murphy High School take two college courses per academic semester through the UA Early College program. The students’ tuition is paid by the Mobile County School System; therefore, students are not responsible for individual tuition costs. All students selected for the Murphy University Center qualify for free/reduced lunch. UA Early College guidelines outline a registration fee waiver for students who qualify for free/reduced lunch. To date, 150 students have participated in the Murphy University Center partnership earning a cumulative UA GPA of 3.44.

- LEAP (Leaders Exploring Academic Possibilities) consists of a five-day academic, leadership, and service exploration for rising ninth-grade students from the Tuscaloosa area. Students participate in team-building exercises, University of Alabama campus experiences, and Tuscaloosa community-service activities. To assist students with a financial need, a scholarship is available to cover the cost to attend. All five students who applied for the LEAP scholarship received it.

- In June 2017, five rising tenth-grade students from Central High School in Tuscaloosa, Alabama were awarded The University of Alabama Arts & Sciences Diversity Grant, which will cover the full cost of their UA tuition and books for one course per academic semester during their junior and senior years in high school. Although many Central High School students expressed an interest in UA Early College, they were unable to afford the cost of tuition prior to this Diversity Grant.

- Bama Link is a partnership with community colleges surrounding transfer initiatives aimed at assisting not only students but administration in understanding and navigating the transfer process.

**Goal 5: Not included.**
Highlight Items:
- Over the past two years, Dr. Karen Spector and doctoral student Briana Kidd have co-directed SORRA (Students on Race Relations Assemblage) at Hillcrest Middle School. Twenty-two 7th and 8th graders (Black, White, Hispanic) meet once per week in an after school program that focuses upon arts-based, justice-oriented reading, writing, discussion, and activity. An 8th grade SORRA member co-wrote a paper with Briana Kidd and Karen Spector and presented with them at the National Council of Teachers of English conference in Atlanta, GA. The paper was about racism diffused in the ordinary aspects of school life and how the student began to confront it through SORRA. Two other presentations were also made at national conferences about SORRA.
- The College houses the Alabama Wheelchair Athletics program, which includes a women’s basketball team, a men’s basketball team, a rowing team, and a tennis team. Team members are elite athletes. The Adapted Athletics program has succeeded in raising awareness about physical disabilities. Of particular note for raising disability awareness is the new Adapted Athletics building, the Stran-Hardin Arena, opening later this year.

**Goal 1:** Communicate the University of Alabama’s commitment to diversity as part of its educational mission.

The College
1. The strategic plan of the College places diversity concerns at the center of its mission and vision. A new strategic plan was inaugurated in the fall of 2015 that offers a strong position on diversity in both the conceptual framework of the teacher education program and in the general strategic goals of the College.
2. The College holds itself accountable to all accreditation standards that address diversity issues. See [http://education.ua.edu/about/ncate/standard-4-diversity](http://education.ua.edu/about/ncate/standard-4-diversity).
3. The administrative leadership of the College is committed to promoting diversity in all of its interactions, including in public presentations to alumni and supporters of the College, in staff and faculty hiring and recruitment practices, in appointments to committees, and in the application of the College’s standing policies on diversity.
4. Departmental policies and procedures in the College convey a commitment to equal opportunity and shared respect, regardless of culture, race, color, socioeconomic background, religion, sexual or gender orientation, national origin, sex, age, disability, citizenship or veteran status. Several departments state their teaching missions in terms that openly engage and honor differences and that promote social justice. The Social and Cultural Studies program, for instance, promotes a learning experience particularly concerned with, in the words of its mission statement, “analyzing diversity and social inequities generated by factors such as race, gender, social class, culture, ethnicity, language, and sexual orientation.”
5. All position advertisements in the College reflect a statement of commitment to diversity. The College shares the University of Alabama’s diversity mission in its student orientation and recruitment sessions. All student recruitment and promotional materials developed in the
College are attentive to and reflective of the demographic nature of the population in Alabama.

6. The College has been active in offering diversity discourse opportunities to the university community. Each year it sponsors the Laible lecture, which is dedicated to anti-racist scholarship, education and social activism. The 2015 lecturer was Patricia Hill Collins, an African-American scholar and Distinguished University Professor at the University of Maryland. The title of her talk was *Sharpening Intersectionality’s Critical Edge*. This year’s lecturer, Jerry Rosiek (now at the University of Oregon), will deliver a lecture titled, *Reintegration as Curriculum: What the New Segregation in U.S. Schools is Teaching Children*.

7. The College has a standing Diversity Council, which deals with emerging issues and which has an active role in the interviewing process for all new faculty hires. Recruitment of diverse students continues through such mechanisms as the McNair programs and recruiting visits to schools and school systems with large numbers of teachers and administrators of color.

The Department of Music Education

8. The University of Alabama Honor Choir, Honor Band, and Crimson Music Camp are hosted by the Department of Music Education and are managed, to a large extent, by University of Alabama Music Education students. They bring highly qualified high school students, grades 9 through 12, to the University campus for a three-day event each fall. The Department advertises to high schools and makes specific efforts to recruit highly qualified minority students for participation in this event.

9. Each year the University of Alabama publishes information regarding auditions for the school and scholarship assistance. In addition to these designated days, special appointments are made that afford all interested students the opportunity to audition for entrance into the school. Minority graduates of the College who are currently teaching in the field are encouraged to provide the names of highly qualified minority students. These potential students are then targeted for contact by College faculty and students. Also, in the music education program, the importance of diversity and respect for different cultures is regularly reinforced by studying and performing a broad variety of music, which requires students to understand the historical context and respect the social norms, performance practices, and cultural differences embedded within every composition. Finally, all members of the department belong to The National Association for Music Education (NAfME), which has a long history of overtly supporting inclusivity and diversity. It is the Association’s position that "a well-rounded and comprehensive music education program, as envisioned in the 2014 National Music Standards, should exist in every American public school and must include awareness of and responsiveness to the variety and diversity of cultures and music-making within the school’s student body and surrounding community."

The Office of International Programs

10. The operations of the Office of International Programs demonstrate a strong commitment to diversity by collaborating with four universities in China and two off-site programs (one in Bogota, Colombia and one in Mexico City, Mexico). The Office actively recruits minority students to the College’s graduate program, works to increase both the
number of COE faculty on the Fulbright roster and to increase the number of visiting scholars to the College.

The Department of Curriculum and Instruction

11. Within the Department of Curriculum and Instruction, the commitment to diversity is communicated through the Department’s newsletters (published twice a semester), and through articles found in the College of Education publication Educator. In addition, the Department’s website is updated to provide clearer and more up to date information about each program within the department. Faculty are involved in various recruitment activities, and faculty also promote the department and the College when attending national conferences (through job flyers, informal conversations, and within presentations).

- UAct statement is included in syllabi.
- Diverse learners and their needs are addressed in specifically chosen and assigned course readings.
- Discussions related to diverse needs of early childhood education students are planned and students are mandated to participate.
- The foundational early childhood course engages students in a major case study assignment specifically designed to have students assess, plan, and instruct diverse learners in early childhood education.
- CEE 366 and CEE 560 – Elementary Social Studies Education Methods. February 2017, Co-sponsored (with C & I Department and College of Education). Coordinated Black History Month Family Night at University Place Elementary School. The guest speaker was from the Birmingham Civil Rights Institute. Faculty worked with the Holmes Scholar on this project over a two-year period to provide African American inspired music. Each year since 2011, this community service activity has involved all social studies methods teacher candidates in creating and implementing Black History Month learning centers for Pre-Kindergarten – 5th grade students at University Place Elementary School. Centers for parents and guardians as well as Spanish speakers have also been part of this event. The Family Night attracts hundreds of University Place students and community members and involves approximately 100 elementary teacher candidates each year.
- CEE 304, Elementary Science Methods, engaged its students in a family science night at Woodland Forrest Elementary School, a school that serves a highly diverse population of students and their families. Over 400 family members participated in learning centers designed by UA students. Family members and elementary school students began activities in the Centers that they could then take home and continue with their children.

Secondary Curriculum, Teaching and Learning (SCTL, secondary education) programs are committed to providing rigorous and engaging educational opportunities across diverse persons and contexts, including diverse races, ethnicities, cultures, classes, sexual orientations, gender identifications, religious/non-religious statuses, and disabilities. Over the 2016 - 2017 academic year, SCTL engaged in practices/activities within the programs at the University of Alabama, within the local community, and within the country and the world.

- The first course in SCTL’s Teacher Education Program (TEP) is CSE 390, a course that begins with reading, discussing, and writing about diversity in ways that reflect the
historical, contextual, contingent, theoretical, and practical insights from scholarship. Students write essays affirming their understandings of and dispositions toward inclusivity, including equitable educational practices across all communities. On the basis of student performance on these writing assessments, they are either admitted or not admitted to SCTL programs.

- Admission to SCTL TEP requires passing an interview with disciplinary faculty during which students’ dispositions toward fairness, equity, and diverse populations and communities are assessed. Based upon their performance during the interview, students are either admitted or not admitted to our programs.
- One key aim over the initial SCTL TEP process is to ensure that all students who plan to graduate from the programs must uphold, in dispositions and actions, that all children can learn and that it is their responsibility as professionals to turn their pedagogies around to meet the needs of the students they teach.
- In CSE 489/592, at midpoint in their program, all students in SCTL meet for a series of seminars at the beginning of the semester and then move out into city and county, middle and high schools for practicum experiences. Over the past four years, key events that touch upon the College’s commitment to diversity have occurred just prior to these seminars and placements: Michael Brown was shot by Darren Wilson (2014), same-sex marriage became a right (2015), and six state officials were criminally charged in connection with the Flint, MI water crisis which disproportionately affected poor and minority residents (2016). Such issues are addressed in the course’s seminars, and students in the course are taught how to discuss them with secondary students. SCTL is committed to the ongoing importance of diversity in a country that still struggles with racism, classism, homophobia, and white supremacy.
- At the end of program internship, both elementary and secondary education students complete the edTPA assessment, which in part assesses their ability to meet the learning needs of all students, and specifically asks them to write about how their diverse students learned from the experiences that they made available. The intention of this assessment is to ascertain how well students can analyze, reflect upon, and change their future practices to meet the needs of diverse students.

- Through a series of federally funded grants under the leadership of Dr. Dennis Sunal, over the past five years, the Secondary Science program has held summer institutes for freshmen and sophomore STEM students. Recruited from across the state, the purpose of the program is to increase the diversity of entering students in science teaching certification programs in SCTL. Over 80 students, with 40% coming from rural and urban community colleges, have participated in this annual four week program. Successful recruiting efforts have resulted in the enrollment of a group of over 30 diverse graduate students focused on science teacher leadership in Alabama and the U.S.

- Secondary science has held STEM Exploration institutes for students in grades 9-12. Costs for the institutes are covered with federal grant funds and serve a very diverse set of students.
Over the past five years, Dr. Latrise Johnson has been the Professor in Residence at Central High School, which from 2003 through 2016 included fewer than 1% Whites, Asians, or non-Black minorities and greater than 99% Black students. Most were eligible for free/reduced lunch, a proxy for poverty. The diversity mission of UA, the College of Education, and SCTL is reflected in her activities at Central High School, which include:

- Collaborates with faculty at Central to improve the school-wide writing program.
- English Methods classes meet at the high school so that UA preservice teachers can work hand-in-hand with Central teachers and students.
- Coaches the Central Color Guard.
- Directs the Writing@Central after school club, which has attracted a cohort of LGBT youth and others who are interested in writing to change the world.
- Teaches a Creative Writing course at the high school.

Over the past two years, Dr. Karen Spector and doctoral student Briana Kidd have co-directed SORRA (Students on Race Relations Assemblage) at Hillcrest Middle School. Hillcrest is an integrated school with about 47% White, 48% Black, and less than 5% other minorities. About half of the students participate in the free/reduced lunch program. Twenty-two 7th and 8th graders (Black, White, Hispanic) meet once per week in an after school program that focuses upon arts-based, justice-oriented reading, writing, discussion, and activity. Key events in 2016 - 2017 included:

- An 8th grade SORRA member co-wrote a paper with Briana Kidd and Karen Spector and presented with them at the National Council of Teachers of English conference in Atlanta, GA. The paper was about racism diffused in the ordinary aspects of school life and how the student began to confront it through SORRA. Two other presentations were also made at national conferences about SORRA.
- SORRA and an interracial group from Rochester, NY were part of civil rights tour in Alabama that included Open Mic performances from both groups, a Civil Rights tour of UA, including the President’s Mansion slave quarters, Foster Auditorium, Nott Hall, the monument to the Confederacy in front of Gorgas, and Graves and Morgan Halls.
- Three secondary preservice English teachers worked with SORRA for a total of 150 service learning hours.

### Alabama Positive Behavior Support Office

12. The College also supports the Alabama Positive Behavior Support Office (APBSO), a statewide technical assistance and research agency that focuses on preventing challenging behavior, improving school climate and student outcomes, and supporting students at-risk for and with disabilities. This Office provides technical assistance through (1) initial and booster training in school-wide positive behavior interventions and supports (PBIS), (2) Tier 2 PBIS training, (3) Tier 3 PBIS training, (4) three-tiered coaching and ongoing support, and (5) PBIS, discipline, and school climate data collection and analysis. Additionally, the Office participates in research-based projects and grant writing activities concerning improving evidence-
based, culturally responsive discipline, PBIS, and school climate practices for K-12 students. The Alabama Positive Behavior Support Office offers technical assistance and participation in research projects to all Alabama public and private K-12 schools, school districts, and to the Alabama State Department of Education. The Office is also affiliated with the Alabama PBIS Network of teachers, counselors, school psychologists, administrators, family members, and researchers. The APBSO is committed to increasing and supporting diversity in schools, districts, and APBSO staff. Specifically, PBIS is used to decrease racially disproportionate discipline and to provide culturally responsive school climates in Alabama. APBSO recruitment and retention efforts provide experiences for underrepresented and international groups and individuals with disabilities.

**Goal 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.

The College

1. The College actively pursues degree programs in coordination with schools that enroll large numbers of students from underrepresented populations. For instance, the master’s degree in Educational Leadership has begun recruitment in the City and County of Tuscaloosa school systems; meetings held this spring on location at sites in both systems have resulted in several African American applicants. Similarly, students in the Multiple Abilities Program [MAP] cohort participated in learning experiences with diverse students in Alabama’s Black Belt Region. The Belser-Parton Center is also active in assisting mostly minority children who struggle with reading in both the Birmingham and the Greensboro areas.

The Adapted Athletics Program

2. The College houses the Alabama Wheelchair Athletics program, which includes a women’s basketball team, a men’s basketball team, a rowing team, and a tennis team. Team members are elite athletes. Program faculty write and present frequently on topics related to inclusion of individuals with physical and intellectual disabilities. Furthermore, numerous opportunities (e.g., internships and courses) are available for students to work and interact with athletes from the adapted athletics program. Understanding disability is a cross-curricular theme throughout the undergraduate Physical Education Teacher Education program.

The Department of Kinesiology

3. Efforts to highlight diversity and diversity-related issues are made in courses in Kinesiology undergraduate and graduate programs (e.g., *KIN 464, KIN 562,* and *KIN 500*). In *KIN 604*, doctoral students read works by critically-oriented scholars who focus on performing critical research aimed at improving social injustice and rectifying inequality. In *KIN 491*, students examine issues of race, class, gender, and equality in general. During the summer, the *Swim to the Top* program provides outreach mainly to disadvantaged minority youth.
CrossingPoints

4. The College is also the home of the CrossingPoints program that teaches adult life skills to young adults with significant disabilities. This partnership with the Tuscaloosa City and County school systems provides transition services to students as they move from high school to adulthood. CrossingPoints participants interact with a multitude of UA students via practicum and volunteer experiences. In the process, these students gain a greater appreciation for people coping with intellectual disabilities.

The Department of Curriculum and Instruction

5. In the Department of Curriculum and Instruction, the formal collection of measures in the students’ professional growth includes one dedicated to the disposition of diversity. Similarly, graduate syllabi in the department were rewritten to include information on dispositions to include diversity. The Elementary Education practicum courses and classroom management courses in the department include instruction and assessments relating to diversity, and the comprehensive exams for Masters students, Educational Specialist students, and TEP Writing exam for undergraduates were all rewritten with greater emphasis on the dispositions, of which diversity is a key component. In the same way, the Elementary Education alternative certification Master’s degree program in the Department of C&I was rewritten to increase interest among new diverse populations.

Faculty members in C&I continue to demonstrate diversity outreach in their varied service commitments to the schools.

- Dr. Latrise Johnson, teaches methods classes in her professional development classroom at Central High School, a high poverty school serving nearly 100% African American children.
- Drs. Dennis Sunal, Jeremy Zelkowski, and Cynthia Sunal received external funding to support 23 freshmen and sophomore students currently enrolled in community college. These students are from populations that are underrepresented in STEM fields and in education. The students spent 3-5 weeks in paid summer campus internships and may qualify for large scholarships in upper division teacher education coursework at UA.
- Drs. Dennis and Cynthia Sunal received external funding to provide institutes for physical science teachers, many of whom enter UA graduate programs. The institutes work with content and inquiry pedagogy to strengthen teaching of physical science throughout the state with a focus on federally identified high-needs schools.
- Dr. Dennis Sunal worked with 77 physics teachers across the state to enhance physics teaching to frequently underrepresented student populations.

Furthermore, in the C&I Department,

- Students are placed in diverse practicum settings working with teachers and students of varied backgrounds.
- Practicum opportunities allow for exposure, interaction, and acceptance of the community members they will encounter as they teach in an ever-diversifying world.
• Early childhood and elementary education students are encouraged to attend various community and parent involvement activities provided by their local elementary school placements.
• Every semester, an inclusion classroom teacher/guest speaker assists students in CEE 366 and CEE 560 - Elementary Social Studies Education Methods Courses to write accommodations and modifications for students with disabilities and temporary stressors in their practicum III local school placements. Teacher candidates are required to write and implement accommodations and modifications within social studies curricular units.
• CEE 366 and CEE 560 – Elementary Social Studies Education Methods Teacher Candidates create and maintain bulletin boards in Bibb Graves Hall that reflect, articulate, and display our commitment to the College of Education Mission:
  o UNITE with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners.
  o ACT to develop the full potential of all learners to be excellent professionals in their field.
  o LEAD through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.
• CIE 605 (Spring 2015 and Summer 2016) - Teachers and Teaching Practices Across the World. Guest speakers from Turkey, England, Thailand, Japan, China, and Canada lead informative discussions about teaching practices in other countries and how they compare to those in the U.S.
• CEE 401: Managing Effective Classrooms II: Diversity Focus. Invited speakers discuss education of diverse students and community volunteer opportunities:
  (1) Heart Touch representatives from China, (2) Crossing Points representatives talk about International connections, (3) LGBTQ community representative, (4) Individuals with disabilities representative, (5) English as Second Language/Linguistics professor. This 1.5 credit hour course requires Pre-K - 6 pre-service teachers to engage in 10 clock hours of cross-culture interaction on/or off campus and then report various experiences to all CEE 401 pre-service teachers. Working themes for this course include: Educational Equity, Defining Diversity and Culture, Acceptance, Expanding Teacher Self Knowledge, and Culturally Responsive Teaching.
• CEE 401 - Managing Effective Classrooms IV: Differentiation Focus. This course instructs Pre-K - 6 teacher interns about how to create differentiated instruction activities and lessons for students with special needs, various learning styles, interests, and multiple intelligences.
• Three elementary education faculty members taught in China this summer, with more teaching opportunities planned for future summers. Chinese students will also come to the University of Alabama to continue coursework begun in China. Each semester, professors in selected classes familiarize faculty from China with American methods of instruction, and share ideas about materials, standards, and issues to consider.
• **CRD 369**, a foundational literacy/reading course, contains instruction focusing on teaching students less able to read, and methods of literacy instruction for ELL students.

• **CEE 370/570** has an assignment that requires students to work with a less able reader for the semester in the teacher candidate’s placement. Students identify reading interferences, designing instruction to address each issue, and assess the effectiveness of the semester’s work at the end of the teacher candidate’s placement.

**The Office of Recruitment and Alternative Certification**

6. Under the leadership of Dr. Carlton McHargh, Director of the Office of Recruitment and Alternative Certification, the Office of Student Services and Certification has been active in engaging in programs and activities that promote diversity awareness. These include supporting a diverse student ambassador team; sponsoring the annual Future Teacher’s Day, which places a special emphasis on bringing high school students to campus from rural and high minority settings; visiting Bishop State and Shelton State Community Colleges, each designated as Historically Black Colleges, for recruitment purposes; attending the NACAC Recruitment Fair in Birmingham, AL, which a significant number of African Americans attend; programming special bulletin boards for African American and Women’s History Months in Graves Hall; and advising Alternative Certification Master Students, many of whom are African American students. The Teacher Cadet Program provides entering freshmen with an opportunity to volunteer in a local educational setting under the guidance of an experienced and certified classroom teacher. The Cadet Program links UA students with the community in meaningful and important ways. The director also provides advisory support to the inaugural university-wide Kente Robing Graduation Ceremony and Academic Honors Day Programs of the Black Faculty and Staff Association. The Kente Robing ceremony is a new initiative that celebrates graduation with families and the community. The director also developed and instructs a class called Black Lives Kinda Matter, which involves students from around the campus and allows for the exploration of Black lives and in-depth intercultural exchange and learning.

**The Department of Music Education**

7. Each year, the Department of Music Education has some involvement with the School of Music to sponsor a wide variety of concert series featuring a diverse range of musical styles. Particular attention is given to the scheduling of artists and concert presentations that will appeal to a broad and diverse demographic throughout the community and region. Active attempts are made to attract and establish a diverse base among patrons and regular concert attendees. Specific examples of this can be seen in recent programming for the University's premier concert series, *The Celebrity Series*. Among the annual concert offerings in the School of Music is the Martin Luther King Celebration Birthday Concert. This concert by definition attracts a highly diverse and representative minority audience and affords the University of Alabama community close interaction with substantial numbers of representatives from the local minority community.

8. Students in music education take courses that emphasize the study and performance of music from non-western world cultures (**MUS 250**) and European cultures (**MUS 251, 252**, **230**
as well as music styles, genres, and practices of other social groups (*MUA 010, 170-190, 270-290, 370-390, 470-490, 499*). Other courses provide opportunities for students to design age and culturally appropriate curricular materials and teach lessons based on folk, popular, and traditional songs found among different cultures in American society (*MUE 350, 381, 387*). Moreover, students are regularly placed in diverse practicum settings with teachers who have large classes of students drawn from across a school’s population. When possible, internship placements are purposefully made in schools different from what preservice teachers experienced as K-12 students. One faculty member in the music education program analyzed six waves of the Schools and Staffing Survey to identify national trends for gender, race, age, and ethnicity for teachers in music, art, and other fields. An executive summary of the analysis was cited by the National Association for Music Education and used to create a national policy for music teacher recruitment and retention. The paper is under review with the Journal of Research in Music Education.

**The Department of Educational Studies in Psychology, Research, Methodology and Counseling**

9. Departmental courses in ESPRMC all have readings and/or course projects linked to diversity: Counseling—*Disability: Multicultural Approaches to Counseling*; Ed Research—*Qual I: Representation; Qual II: Ethnographic Approach; Qual III, Special Topics: Narrative Representation*; Ed Psych—*Advanced Seminar on Multiculturalism; Social and Psychological Foundations of Education*.

10. The ESPRMC department also sponsors an annual graduate student symposium. During the Spring of 2017, the seminar had representation from five colleges with student presentations dealing with a wide-variety of issues on diversity. Additionally, the keynote speaker dealt directly with character education as it relates to diverse populations.

**The Office of International Programs**

11. The Office of International Programs in the College has increased the number of applicants for Fulbright Scholarships, increased the number of visiting scholars to the COE and supported two faculty-led study abroad programs during the 2016 - 2017 academic year. It also hosted four Shanghai Normal University scholars during the spring and fall terms.

**The Office of Research on Teaching in the Disciplines**

12. The Office of Research on Teaching, housed in the Department of Curriculum and Instruction, supports an environment where undergraduate students develop their skills in community outreach and in conducting action research in local classroom settings. The action research projects involve UA students in developing their skills in working with diverse children. The best 3-5 action research efforts from every fall and spring semester are published on the Office’s website and notifications of their availability are sent to schools throughout the state. Additionally, the Office supports efforts by the Social Studies Council of Alabama to support teaching and learning of diverse students.

13. The Office of Research on Teaching in the Disciplines reaches out to teachers throughout the state to recognize their excellence. The representation of teachers recognized is diverse. The
Office has brought in a delegation of Royal Ministry of Education officials from Thailand who interacted with UA students, increasing their awareness of varied teaching methods, the cultural experiences and needs of diverse students and how teachers can address children of varied cultural backgrounds in a global society.

Goal 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.

The College

1. The College abides by a plan to recruit and retain faculty from diverse populations. The plan includes composing all search committees with faculty of color, requiring committee chairs to attend search committee training workshops, advertising all positions widely and in targeted minority outlets, mentoring newly hired faculty, and working with partner universities and agencies to identify potential doctoral candidates.
2. During the 2016 – 2017 academic year, the College hired individuals with research interests in the fields of feminist and queer theories, social class diversity within the Black community, collegiate experiences of Black/African American queer students, the choices and transitions of low-income first-generation and underrepresented student populations, and the use of pronouns that apply to individuals who may not have a clear gender identity. Individuals from the UK and Asia have been hired, as well as people with physical disabilities.
3. Several minority adjunct faculty members were hired to teach graduate and undergraduate courses.
4. One of the College’s African American administrators sits on the Executive Board of the USA Black Faculty and Staff Association.

Goal 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.

1. The College of Education offers an inquiry-based course, *Redefining Diversity on Campus* that focuses on social stratification that perpetuates the persistence of inequality in the broader society, as reflected and reproduced in campus systems of tradition and color-blind policies. Students selected a current educational issue and examined how they came to view themselves as members of the university community.
2. The College offers a Freshmen Learning Community Teacher Cadet Class. The class was designed to help Teacher Cadets explore aspects of class and culture and how the changing classroom demographics are expected to impact the future of K-12 public education.
3. The Dean hosted a delegation of visitors from China and Thailand. As part of a partnership agreement, a visiting guest professor form Nan Jing University is always on the COE faculty. In exchange, a doctoral student from the COE is currently spending a year at Nan Jing University.
4. The College of Education participates in the national Holmes Scholars Program. Holmes Scholars are doctoral students who come from backgrounds underrepresented in the professorate. The College of Education provides two Holmes Scholars with assistantships as well as professional development and travel funding during their participation in the program.

5. Coursework in the Department of Educational Leadership, Policy and Technology Studies focuses on issues of access and professionalization. AHE 603, College and University Teaching, includes an examination of “learning and diversity.” The Educational Leadership program’s degrees all include courses that examine school communities, both internal and external, in order to sustain the program’s goals to “foster democratic communities, and promote social justice.”

6. The Office of International Programs sends UA faculty to several Latin American school sites to teach classes in the College’s distance education degree programs.

7. All Music Education majors are required to complete a world music cultures course, which is a diverse overview of classical, popular, and folk music traditions from all of the major world cultures.

8. Faculty service in the Department of Educational Leadership, Policy and Technology Studies includes diversity work, such as membership and leadership positions in areas including UA Black Faculty and Staff Association; Journal of Social Inclusion editorial board; UA Safe Zone Advisory Committee; UA Advisory Board, Women In Science and Engineering; UA Tide Together mentors (first-generation students); 50th Anniversary of Integration at UA committee; UA College of Education Council for Diversity Initiatives chair; UA ELPTS Nanjing Normal University (China) faculty, student, and research exchange program.

9. Certain courses in the Department of Curriculum and Instruction are focused on diversity concerns. CCE 366, for example, resulted in the coordination of a Black History Month Family Night at University Place Elementary School, which included a guest speaker from the Birmingham Civil Rights Institute. The College’s Holmes Scholar also worked on this effort by providing African American inspired music at the event. CEE 401 - Managing Effective Classrooms IV: Differentiation Focus dealt with creating differentiated instruction for students with disabilities, various learning styles, interests, and multiple intelligences. Issues of diversity were introduced to Secondary Education students in a separate Diversity course (CSE 493).

10. The Department of Special Education and Multiple Abilities offers a course (SPE 100: Exceptional Lives in Society) that gives non-education majors an introduction to the various exceptionalities evidenced in learning and well as suggestions on how to be more receptive to the needs of diverse populations. It also operates the CrossingPoints Program in collaboration with the City and County School Districts to serve young adults with Intellectual disabilities. Youth in the program typically identify around 75% African American and the employment placement rate for those who complete the program is over twice the national figures for comparable school graduates dealing with an identified disability. The Gifted Education program in the department, working in conjunction with the Multiple Abilities Program, operates a Summer Enrichment Workshop at Mathews Elementary School in June and most recently, 30 children from Westwood School in Tuscaloosa were granted scholarships to participate in the program. These children and youth on scholarship represent lower income families who would typically be unable to attend the program. Also affiliated with the department is the Student Council for Exceptional Children, which co-hosted the senior prom at
Oak Hill School for youth with intellectual disabilities. Finally, the Multiple Abilities Program conducts an after school program for children at Skyland Elementary school to provide meaningful, academic extension activities to a predominantly low income and African American population.

11. The Department of Educational Leadership, Policy and Technology Studies (ELPTS) offers several courses that address diversity: AEL 667 Multicultural and Social Education for Leadership Personnel; AHE 560 Comparative Higher Education; AHE 603 College and University Teaching; BEF 507 Sociology of Education; BEF 510 Social and Philosophical Foundations of Education; BEF 534 Multicultural Education; BEF 585 Language Politics and Education; BEF 650 Critical Race Theory in Education. Faculty members in the Department of ELPTS frequently offer courses in which issues of diversity are embedded in the readings and assignments for the course, such as AEL 520 Leadership for Communities and Stakeholders, AEL 522 Leadership for Teaching and Learning, AHE 507 Student Development Theory I, AHE 520 The Student in Higher Education, BEF 581 Educational Policy and Reform, and BEF 653 History of American Higher Education.

12. Close to one million dollars of scholarship money was awarded to students in the College of Education last year. Minority students received 25.5% of the awards, which is greater than the proportion of minority students enrolled in the College, and 68% went to students with financial need.

13. The Adapted Athletics program has succeeded in raising awareness about physical disabilities. One way this has been done is through a new adapted athletics activity course (KIN 113). Students in the course play a variety of sports using an adapted format, even if they do not have a disability. Of particular note for raising disability awareness is the new Adapted Athletics building, the Stran-Hardin Arena, opening later this year.

14. Several international students serve as Graduate Assistants in the Department of Kinesiology.

15. The Director of Recruitment is also involved with major recruiting fairs in Birmingham and at area community colleges. A high percentage of underrepresented students enter UA after attending junior colleges. Additionally, the director advises the college’s ambassadors and academic honor council and endeavors to ensure that the group’s composition and programming reflect an appreciation for diversity. The director created a task force on recruitment with diverse representation of undergraduate and graduate students. He also serves on several university and internal committees with a diversity focus. He is executive board member on the Black Faculty and Staff Association, a member of the Rising Tide, and the Tuscaloosa Civil Rights Task Force. Each role involves different constituencies and the exposure has been valuable to identify him as a diversity advocate for the College of Education.

**Goal 5:** Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.

1. Undergraduate and graduate enrollment data offered by the University indicate progress with minority enrollment. The percentage of African American students enrolled in the undergraduate programs has grown by about 30% since 2010 and represents the highest percentage enrolled over the last five years. The percentage of degrees conferred to African American students grew by 28% during the same period.
American students at the doctoral level is also at its high mark. The percentages for the conferral of Masters and EdS doctoral degrees also exceeds the five-year average.

2. The College’s strategic plan requires the provision of data to monitor progress, including data addressing all of the relevant benchmarks for diversity. These data are discussed in the College’s Leadership Council in the interest of identifying improvements and are now reported to the faculty biannually.
Highlight Item

- The College of Engineering at The University of Alabama is the new home for the Alabama Louis Stokes Alliance for Minority Participation program. The National Science Foundation awarded $5 million to UA to lead the statewide effort to increase the number of STEM — science, technology, engineering and mathematics — degrees awarded to students from underrepresented minority groups. ALSAMP will provide outreach activities that promote STEM fields to middle school students, funding to help minority high school and college students participate in research activities during the summer, and offer a bridge program for students transferring from community colleges to four-year institutions. The grant, which was awarded on September 1, 2016, provides about $1 million annually for five years to support these efforts. In April 2017, Dr. Viola Acoff, Associate Dean for Undergraduate and Graduate Programs, was awarded a $1.1 million LSAMP Bridge to the Doctorate grant from the NSF to recruit and retain graduate students from underrepresented groups.

Goal 1: Communicate the University of Alabama’s commitment to diversity as part of its educational mission.

Not included in report.

Goal 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.

During this reporting period, the College of Engineering was selected to host three major regional and national events that focus on preparing students from underrepresented groups for the global society in which they will live and work. These events will be held during the next reporting period, but the planning was done during the current reporting period:

- Southeastern Consortium for Minorities in Engineering (SECME), June 2017
  - The College of Engineering has served as the host university for the SECME Summer Institute for three of the past six years. It is expected that 90 middle and high school math and science teachers and 135 middle and high school students will attend from throughout the nation.
- National Society of Black Engineers (NSBE) Regional Leadership Conference, July 2017
  - Approximately 120 NSBE regional student leaders from six states (Alabama, Georgia, Tennessee, Mississippi, Florida, Kentucky) and the Caribbean (Jamaica, Virgin Islands, Bahamas) are expected to attend.
- Southeastern Regional GEM Grad Lab, October 2017
  - The College of Engineering and the UA Graduate School have agreed to host the Southeastern Regional GEM Grad Lab. Approximately 100 students from Alabama, Mississippi, and Tennessee will participate in this program which encourages students from underrepresented groups to consider graduate engineering or science education.
Goal 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.

Not included in report.

Goal 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.

According to the *Engineering by the Numbers* report published by the American Society of Engineering Education (ASEE), UA’s College of Engineering ranks 11th in the nation for Undergraduate Degrees Awarded to African-Americans in 2016. UA’s College of Engineering ranking in this report can be attributed to the strong support that the College consistently provides for the student chapter of the National Society of Black Engineers.

According to the *Engineering by the Numbers* report published by the American Society of Engineering Education (ASEE), UA’s College of Engineering ranks 39th in the nation for Undergraduate Degrees Awarded to Women 2016. UA’s College of Engineering ranking in this report can be attributed to the strong support that the College consistently provides for the student chapter of the Society of Women Engineers.

The Cooperative Education and Professional Practice Program hosted its first annual Co-op Connections event on September 20, 2016. Developed per request of employers and as a follow-up to a Diversity Roundtable hosted during the Spring 2016 semester, this event served as a means to increase interaction with diverse student groups and organizations for future potential employment. Students were offered a casual setting to network with employers regarding future employment opportunities for full-time, internship, and co-op positions. Recruitment efforts included direct communication and support with the National Society of Black Engineers and the Society of Women Engineers, along with other discipline related organizations.

The Student Introduction To Engineering (SITE) Program was held during the month of July 2016. Established in 1988 as the Minority Introduction To Engineering (MITE) with a name change in 1992 to SITE to be more inclusive, SITE is designed to provide rising high school juniors and seniors with an overview of the field of engineering. SITE consists of three, one-week sessions during the month of July. Emphasis is placed on recruiting students from underrepresented minority groups with underrepresented students making up approximately 30% of the SITE participants. The SITE program is an effective recruiting effort to enhance student diversity within the college.

Gregory Singleton continues to serve as the director of the Multicultural Engineering Program. The Multicultural Engineering Program conducted a number of outreach activities throughout the reporting period that will impact students ranging from the pre-college level (K-12) to graduation from The University of Alabama College of Engineering.
Goal 5: Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.

Not included in report.
Highlight Items:
- During the Spring 2017 semester, The University of Alabama became the newest member of the National Name Exchange, a consortium of 55 research universities that share contact information for prospective graduate students from underrepresented ethnic groups.
- In 2016 - 2017, 32 students, 32 peer mentors, and 32 faculty mentors participated in the Tide Together mentoring program. Since its inception in 2009, the Tide Together program has served 235 students from underrepresented groups with less than 10% attrition. Nationally, Ph.D. attrition is well in excess of 50% for students in this demographic. The associated professional development program emphasizes diversity and inclusion in preparing the participants for a career in academia. Program data and outcomes have been presented regionally and nationally.
- The Graduate Parent Support Program (GPS) served 816 student parents (plus 478 undergraduate student parents) during 2016 - 2017. Regional and national presentations by UA Graduate School personnel have highlighted the importance of supporting graduate students who are also parents.

Goal 1: Communicate the University of Alabama’s commitment to diversity as part of its educational mission.

The Graduate School continues to communicate its emphasis on diversity as a strategic goal to enhance learning and attract and retain excellent students, and to implement two working goals that underpin all of its initiatives and that are part of its formal mission statement: 1) Partner with colleges and departments to develop nationally prominent graduate programs that contribute to the University goal of being a first-tier, student-centered research university by enhancing UA’s scholarly, teaching, and service missions; and 2) Increase the size, quality, and diversity of the graduate student body and maximize opportunities for graduate student and graduate faculty development.

Accomplishments towards achieving this goal include:
- In 2016, 14.3% of all UA doctoral degrees were awarded to African American students.
- The Graduate School Tide Together mentoring program (mentoring for students from underrepresented groups) continues to be a nationally recognized mentoring program.
- UA is recognized as a leader in both enrollment and graduation of Southern Regional Education Board (SREB) Doctoral Scholars, with 14 Scholars currently enrolled, 103 total Scholars enrolled since the program’s inception in 1993, and 65 Scholar graduates, nearly all of whom are employed in positions utilizing their UA doctorates.
- The Dean continues to authorize commitments of graduate fellowships as institutional support to help secure additional fellowships funded by grant proposals submitted to the GAANN program and other federal granting agencies. For 2016 - 2017, the Graduate
School continued to work with the GAANN initiative, securing funds totaling $167,876.60 that supported six Fellows.

**Goal 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.

In 2016 - 2017, 32 students, 32 peer mentors, and 32 faculty mentors participated in the Tide Together mentoring program. Since its inception in 2009, the Tide Together program has served 235 students from underrepresented groups with less than 10% attrition. Nationally, Ph.D. attrition is well in excess of 50% for students in this demographic. The associated professional development program emphasizes diversity and inclusion in preparing the participants for a career in academia. Program data and outcomes have been presented regionally and nationally.

- The Graduate Parent Support Program (GPS) served 816 student parents (plus 478 undergraduate student parents) during 2016 - 2017. Regional and national presentations by UA Graduate School personnel have highlighted the importance of supporting graduate students who are also parents. The GPS program also includes:
  - Sitters for Service, which provides up to 30 hours of free babysitting to graduate parents.
  - Houses Against Hunger, which supplies free meals once weekly for families and students (in co-operation with sororities and fraternities).

- The Graduate School works with the African American Graduate Student Association to promote career development strategies.
- Members of the African American Graduate Student Association are assigned to positions on the Graduate Council and the Last Lecture Committee.
- The Graduate School works with UA students and the Southern Regional Education Board (SREB) to maintain a UA-SREB student chapter. In spring 2017 the student chapter co-hosted the 9th annual SREB picnic in the Shelby Hall courtyard, bringing together current and prospective SREB Doctoral Fellows, Tide Together students and mentors, McNair Fellows, faculty, and key administrators from the Alabama Commission on Higher Education and the SREB Program.
- In 2017, the Graduate School transitioned from hosting to sponsoring the 4th annual Women in STEM experience symposium to raise awareness of the importance of diversity and inclusion in STEM fields. This event has promoted networking among women in UA STEM fields.
- The Graduate School offers an International Teaching Assistant Program each fall that helps international graduate assistants acclimate to instructional styles, techniques, and assessment procedures at UA.

**Goal 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.
• This year featured several activities and joint enterprises that brought the Graduate School, the Graduate Student Association, the UA-SREB student chapter, and the African American Graduate Student Association together to address diversity issues.
• In the Tide Together mentoring program, the Graduate School continues to seek representatives from the African American business and religious community of Tuscaloosa to serve as mentors.

Goal 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.

Recruitment and retention initiatives described in Goals 1 – 2 play a direct role in increasing diversity within the student body. The accomplishments and steps below describe specific recruitment events efforts at diversifying the graduate student body.

• The Graduate School participated in recruitment events and programs at US and international universities. This included visits to Historically Black Colleges and Universities (HBCUs) and universities hosting McNair Scholar events. These events netted 236 prospects. Each received information about UA programs from the Graduate School and programs of interest.
• The Graduate School attained UA’s membership in the National Name Exchange, a consortium of 55 nationally known universities which annually collect and exchange the names of their talented but underrepresented ethnic minority undergraduates who have expressed an interest in graduate study. The Graduate School will now be able to send UA graduate program information to these prospects, tailored to their intended field of study.
• The Graduate School sent information about UA graduate programs to all (2000+) US McNair undergraduate students engaged in research projects.
• The School co-hosted (with the College of Arts & Sciences) the Graduate Recruitment Expo (GREX). Aimed at students from underrepresented groups, 21 students attended this event. The yield rate for the 2017 event was 48%, up from 38% the previous year.
• Through a tuition agreement with Stillman College, UA provided tuition scholarships to six staff members who were pursuing graduate degrees.
• Staff from the Graduate School participated in the meeting of the National Society of Black Engineers Region 3 Leadership Conference on the UA campus.
• A Joint Faculty Development fellowship was tendered to one student at Alabama A&M University. This student received a $7,500 fellowships plus a tuition scholarship for 1 semester (1.5 years already awarded).
• The Graduate School provided full tuition support ($55,785) to former undergraduate McNair Scholars who have come to UA to attend graduate school. All graduate application fees were also waived for McNair Scholar applicants.
• The School hosted the McNair Scholars Visitation Day in November of 2016. This event is publicized nationally in order to promote awareness of diversity and inclusion at UA. Thirty McNair Scholars and four McNair Directors from 17 different institutions registered for the event. The Graduate School provided a $500 travel stipend to the first 20 students who participated in the event.
All application fees were waived for veterans and active duty military.

In the Fall of 2016, the Graduate School welcomed a new cohort of McNair Graduate Fellows. Selection of these fellows uses the diversity criteria published for McNair undergraduate scholars. These five new fellows received graduate school support (15,000 stipend plus a full tuition scholarship) for up to two years followed by up to two additional years of support from their department. All fellows were recognized at a reception held October 3, 2017.

The Graduate School Ambassador Program, with 30 graduate students serving, many of whom are members of minority or underrepresented groups, assisted with diversity recruitment activities.

The Graduate School continues to support departments and student groups as they work to promote UA and diversify graduate student recruitment. In 2016 – 2017, the Graduate School provided over $7000 for these types of events. Examples include:

- Support for prospective students from underrepresented groups to attend UA campus visits.
- Support for Creative Writing program recruitment activities.
- Support to aid the Department of History in hosting a recruitment day on the UA campus.
- Support for the Culverhouse College of Commerce Leadership Diversity Competition.
- Sponsorship of the UA Languages Conference.
- Support for the Department of Art and History to participate in recruitment activities at the annual NEECA conference.
- Support for the Department of Chemical and Biological Engineering to participate in recruitment activities at the annual AIChe meeting.
- Support for Educational Research program prospective student campus visits.
- Sponsorship of the Women and Gender Resource Center LunaFest film festival.

The Graduate School has worked with departments and colleges to increase research and travel grant funding more than seven-fold, from ca. $74,000 in 2005 - 2006 to $549,439 in 2016 - 2017. While this program does not target only minority students, the total number of students supported this year rose from 168 in 2005 - 2006 to 875 for the 2014 - 2015 academic year.

The Graduate School partners in many ways with programs and departments in their recruitment efforts. Emphasis is always placed on efforts that will yield a diverse student population. This includes the dissemination of information from the national McNair Scholars Program student database. The School also purchases names from Educational Testing Services (ETS) of students who have taken the GRE.

Goal 5: Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.

The Graduate School proactively reviews and updates diversity-related goals and action steps as part of routine operations. These metrics and outcomes are regularly migrated into the annual assessment. One of the School’s six expected outcomes directly addresses diversity issues. Although in-depth, division-specific demographic information, though gathered, is not
reported here, it is carefully analyzed by the Graduate School’s executive administration to find trends, determine programming, and to make changes as needed.

The Graduate School is committed to moving forward with efforts to increase the enrollment and successful graduation of higher numbers of underrepresented students and to ensure that the education they receive at UA allows them to make an even bigger impact on society than previous graduates.
Highlight Items:

- The Honors College Educational Outreach Program will have up to 400 UA students in the Tuscaloosa City and County School system during the week with our UA students tutoring children in reading and math while learning about the lives of these at-risk, disadvantaged elementary school children.

**Goal 1: Communicate the University of Alabama’s commitment to diversity as part of its educational mission.**

The vision statement for the Honors College is to promote academic and character development within our community of scholars, so that we can substantively impact our world with awareness, action, integrity, and humility. The new strategic plan developed by the Honors College in May 2017 is aligned with the University’s strategic plan to enrich our learning and work environment by providing an accepting, inclusive community that attracts and supports a diverse faculty, staff and student body. The strategic plan culminates in a set of goals and a major goal of the Honors College is to increase its diversity in order to have its student body representative of the diversity of the student population at The University of Alabama. A deliberate effort to represent this diversity is made in its communications including the photos, videos, promotional materials and on-line publications utilized by the Honors College.

The Honors College also ensures minority student representation in the selection of our Honors College Student Ambassadors and student office assistants. All posted employment positions follow the University’s guidelines in stressing the importance of a diverse applicant pool for faculty and staff positions.

The Honors College Assembly, comprised of all students in the Honors College, has a Diversity Enhancement division and one of its initiatives is to increase recruitment of high school minority students by increasing their awareness of opportunities to excel through the Honors College. The Diversity Enhancement division also provides representation of other dimensions of diversity to provide a more inclusive environment for all students.

The Honors College is committed to improve the recruitment and retention of minority students admitted to the program. It is working with regional recruiters from the Admissions Office to target key schools and honors-eligible minority students as a component of its recruitment efforts. The Honors College is also working with the Black Student Union group and several fraternities and sororities on campus to tout the benefits of joining the Honors College in order to recruit honors-eligible minority students who are already on campus, but who are not yet members of the Honors College. The Honors College Recruitment efforts have been targeted this past year at improving its diverse student population. The Honors College continues to work closely with the Black Faculty and Staff Association to identify and encourage students of color to
join the Honors College. The recruitment team has identified seven Alabama high schools that they will target with recruitment efforts aimed at qualified minority students.

The Honors College has also developed a strong relationship with the Crimson Edge program directed by Adam Smith to facilitate the transfer of high performing, underrepresented students into the Honors College. The Honors College staff has diligently worked to provide special programming for exceptional students in this program in order to transfer students into the Honors College after their first semester. In the Spring of 2017, 67 students transferred into the Honors College and 42 of them were students of color. The staff was very encouraged by these numbers and is tracking the progress of these students.

Although longitudinally the Honors College has vastly improved in the total number (940) and percentage (10.78%) of the college population designated as minority students, it remains concerned and committed to improving the graduation rates of minority students. Support for the completion of Honors College graduation requirements remains a major priority and efforts to improve the rate of minority student graduation with Honors distinction are ongoing.

**Goal 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.

The Honors College has a number of outreach programs specifically designed to facilitate interactions between students from the Honors College with a diverse range of partners in the community setting. Multiple University Honors Program (UHP) service-learning courses involve tutoring at-risk, disadvantaged elementary school students, which includes a large representation of minority students. Conversely, our Math Monday, Every Move Counts Chess Club, High Achievers program and the ACT Prep, College Readiness, and AP Prep courses work to provide advanced instruction to high-potential minority students identified by teachers in several of our partnering elementary, middle and high schools in the Jefferson, Madison, Perry and Tuscaloosa county school systems. The College Readiness and ACT Prep programs provide college preparatory instruction for minority students to facilitate goal-setting, effective study habits and advanced test-taking skill development and are led by Honors College students. The Honors College Assembly (HCA) students also contribute considerable time and effort to assisting community members through its Community Service/Outreach division by offering programs such as Healthy Habits, Beautiful You, and the Cultural Arts as extra-curricular activities for students attending several after-school programs. The Honors College Educational Outreach Program will have up to 400 students in the Tuscaloosa City and County School system during the week with our UA students tutoring children in reading and math while learning about the lives of these children.

Diversity issues are addressed in many, if not most, of the other University Honors (UH) courses. Students in the *Culture and the Human Experience* and *Culturally Speaking* courses receive instruction that is specifically designed to sensitize our students to the differences in various foreign cultures. Students planning to study or work abroad may take an introductory course, which contains cross-cultural international components. Honors College also offers an international service course through the Alabama Action Abroad program. Students obtain
a cultural immersion through directed studies and service activities in Costa Rica, Ecuador and Nicaragua. Honors College also offers Honors courses in England, France, Iceland, Italy, Ireland, New Zealand, Scotland, and Spain. In addition, the Honors College partners with the Capstone International Academic Center and other colleges to provide students with opportunities to study, conduct research, engage in service and build work experience through courses and internships abroad.

On campus, the Honors College Assembly sponsors a “First Friends” program for international students in which Honors College students serve as conversation and social acclimation partners for international students. The University Honors Program (UHP) is proud to offer courses in African, Asian, and Latin American culture, Cross-Cultural Studies in Literature, Southern Culture and Values, and the Hispanic experience in America, as well as courses addressing responsible citizenship and social justice.

The Computer-Based Honors (CBH) Program students conduct research projects under the guidance of faculty mentors to address issues such as the effectiveness of various ACT/SAT test preparation approaches for minority students, minority rural health issues and effective corporate communication strategies for cross-cultural consumer groups. The University Fellows Experience (UFE) students partnered with several Black Belt communities to execute multiple service-based projects involving community members from the local school systems, civic organizations, businesses and local artisans. The projects ranged in focus from community building and economic development to healthcare quality improvement to academic performance enhancement. The UFE also launched a deliberative dialog discussion group to directly discuss and resolve sensitive issues across a diverse range of cultural groups.

Honors College students founded new programs and faithfully supported existing programs with an emphasis on serving the underprivileged members of the community. Examples of Honors College student community service leadership include a Head Start Program for rural minority children, a Read First tutoring initiative, ACT/SAT tutoring courses, the DebateFirst program, academic and social mentoring for elementary and middle school students, healthy habits exercise programs for elementary students, and a self-esteem building program for middle school girls. Honors College students also provided significant support to the SaveFirst, FocusFirst and CollegeFirst initiatives specifically targeting low-income families.

The Honors College Assembly implemented several programmatic efforts in which students explore the dimensions of diversity and cultural similarities through a variety of social activities throughout the year. To inform our students of the multitude of opportunities to explore diversity, the Honors College weekly electronic newsletter sent to all Honors College students and faculty specifically includes a section detailing the intercultural events available on campus as well as application details for academic, research and service opportunities available through various programs around the globe. The Honors College also specifically addresses its goal of enhancing the diversity of its learning environment at the semi-annual faculty-planning meeting and reinforces this goal at routine faculty meetings. The theme of the Spring 2017 edition of the student-developed Honors College magazine, Mosaic, was Diversity: Celebrating Our Differences.
in Identity, Thought, Culture, and Lifestyle. This magazine is distributed in print or on-line to our current students, alumni, prospective students and their family, and our college partners.

**Goal 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.

The Honors College continues to actively recruit highly engaged faculty of color with diverse backgrounds and perspectives. The Honors Residential College is led by faculty members of color who have direct academic contact with over 1600 of our Honors College students who live and learn in the residence halls. Of the adjunct faculty members teaching for the Honors College this year, 8.45% are members of underrepresented minorities. The Honors College remains concerned and committed to improving the diversity of its faculty and staff to provide a more diverse team.

**Goal 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.

In the planning of student recruitment events, the Honors College has particularly emphasized the inclusion of minority-dominant schools in its on-site school visits and on-campus event invitation lists. To assist in the development of Honors-eligible students, the Honors College faculty and students formed and administered an ACT/SAT exam preparation service provided to students in five different minority-dominant schools in both rural and urban areas of the state. Honors College students also worked with rising junior and senior minority high school students throughout the summer in Birmingham, Huntsville and Tuscaloosa to prepare the students for AP classes offered through the CollegeFirst Summer Academic Institute. Honors College administrators met with the Advanced Placement teachers from across the region and attended counselor luncheons to build its minority student recruitment network and accentuate the commitment to increasing diversity on campus. The Honors College dean presented to the Rural Health Scholars, a summer program primarily comprised of minority high school students, to encourage their participation in the various honors programs. The dean and several staff members also traveled to high schools on recruiting visits with considerable attention directed at African American prospects along with eight visits specifically targeted at schools across the state with a significant minority population. The dean, Honors College students and staff members also send personalized recruiting letters and make phone calls to the National Achievement Scholars identified by the Admissions Office. The Honors College also continued with a peer-mentoring program this year as a means of providing support for entering freshmen students from upper-division honors students, which is intended to enhance the sense of community as well as increase retention and performance of minority students.

Honors College personnel have also been working with members of the Black Faculty and Staff Association to provide professional development sessions to prepare currently enrolled African American students to transfer into the Honors College during their freshman or
sophomore year. A cohort group of eight students from this program transferred into the Honors College during the 2016-17 academic year.

**Goal 5:** *Annually review goals and assess effectiveness of action steps and initiatives in effectuating diversity within our educational mission.*

The commitment of the Honors College to diversity remains strong and steadfast. Through our Honors College Assembly, the Honors College Diversity Enhancement Committee is composed of current students committed to enhancing the recruitment and retention of minority students within the college. In the Spring of 2017, this committee began a large-scale project to inform our recruitment, retention and graduation rates within our targeted populations. This included focus groups, physical space audits, curriculum audits, and longitudinal planning to improve and inform our efforts. The Honors College is partnering with students and administrators to seek out faculty and adjunct instructors across campus and in the surrounding community that will continue to add to the diversity of the Honors College faculty base. The Honors College has recently elicited the support of the Black Faculty and Staff Association to review its recruiting materials and procedures as well as the on-campus support provided to minority students in order to enhance the recruitment and retention of minority Honors students. The Honors College will continue to explore and implement various ways to identify and recruit those students and faculty who would contribute to the diversity of the University and the Honors College student body.
Highlight Items:

- Dr. David Birch, professor and chair; Dr. Wanda Burton, assistant professor, College of Human Environmental Sciences, and Dr. Amanda Hutcheson, University of Oklahoma are working on a study that will assess the race and ethnicity of faculty members in health education professional preparation programs in the United States.
- Within the Department of Human Development and Family Studies, sixteen (16) research projects included a diversity component.

Goal 1: Communicate the University of Alabama’s commitment to diversity as part of its educational mission.

The mission of the College of Human Environmental Sciences is to be a well-recognized leader in preparing students to impact lives of individuals and society. The mission was developed by faculty and appears in all accreditation and program reviews, representing a public statement that our programs are designed, implemented, and maintained for the benefit of everyone who embraces knowledge and is inclusive of all cultures and ethnic populations.

Each Department within the college is committed to diversity. Below are examples of how HES departments demonstrate to students, faculty, staff, and the community the HES commitment to diversity.

Clothing Textiles and Interior Design (CTD)

The Department of Clothing, Textiles, and Interior Design’s mission statement is specific: “Faculty members are committed to the development of multi-cultural, global awareness in students through research and collaboration, fostering an understanding of the importance of this in the lives of all people.” Over time, faculty members have built a diversity-aware structure into both program scope and curriculum. Goals for the programs in CTD include: “Students will understand the design challenges of human need based on age, gender, health, socioeconomics, and culture,” as well as, “Students will understand the importance of human diversity and develop appreciation and sensitivity for traditions other than their own.”

Consumer Science (CSM)

Consumer Science faculty are involved in face-to-face efforts to communicate a commitment to building a diverse pool of financial planning professionals. In the late Spring of 2016, Raymond James Executive Management hosted representatives from board-registered programs at the home office in Tampa, Florida. At the meeting, the CSM representative learned about Raymond James’ special efforts to attract women and African American students into the financial planning field. Following the meeting, CSM contacted a key member of the African
American mentoring group practicing financial advising in Tuscaloosa and have connected diverse financial planning students with his firm.

CSM faculty also have worked closely with BCR Wealth Management in Birmingham. The firm has expressed the need for a diverse pool of financial advisors and established an annual scholarship to support women or students from other minority groups underrepresented in the financial planning field.

Human Development and Family Studies (HDFS)

The Department of Human Development and Family Studies laboratory school, The Children’s Program, is designed intentionally 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.

Students’ perceptions of the department’s commitment to diversity are included as an item on the National Survey of Student Engagement, administered to seniors.

Diversity issues are a key component in The Marriage and Family Therapy (MFT) curriculum, as noted in a course offered this year titled Cultural Diversity in Marriage and Family Therapy. The Capstone Family Therapy Clinic (CFTC) mental health services are offered on a sliding fee scale with a stipulation of “no refusal of service” due to inability to pay. Also, the Marriage and Family Therapy faculty participate in the Healthy Marriage Initiative which promotes healthy marriages among African Americans. The MFT program has developed a partnership with University Medical Center (UMC) where patients (often minorities) in family practice, psychiatry, obstetrics/gynecology and pediatrics are referred to the Capstone Family Therapy Clinic for mental health counseling. In addition, Dr. Lloyda Williamson from UMC consults with MFT faculty and graduate students. This year, age diversity also has been noted. The Clinic sees young children through middle-age clients.

Several HDFS faculty conduct distinct research with diversity as a component. Some examples are:


Burns-Nader, S. Examining the Life of Parents of Pediatric Cancer Patients Through the Use of Daily Reflections. A survey study examining the relationship between daily hassles and successes of parents with pediatric cancer patients and their coping and satisfaction.

daily stressors that all couples experience (e.g., work stress) and stressors that may be unique to LGBTQ individuals (e.g., discrimination) impact same-sex relationships, as well as how partners come together to cope with stressors. Funding source was a National Council on Family Relations Innovation Grant. Funding and data collection was completed Fall, 2014. Many national and international conference presentations have been given, and several manuscripts are published and under review.

Randall, A. K., & Totenhagen, C. J. (In progress). *Dyadic Management of Chronic Pain in Lesbian Couples.* A study examining the biopsychosocial mechanisms underlying health disparities for sexual minority women with chronic pain. Funding source is the Lesbian Health Fund of the Gay and Lesbian Medical Association (funded May, 2016). The study is currently in the data collection phase and the researchers are working with the funder to consider amendments to the protocol to attract more participants; a 1-year extension (to April, 2018) has been awarded.


*Selected for Special Issue on Committed Romantic Relationships


Witte, T. & Casper, D. M. (In progress). *Assessing Bystander Involvement in Interpersonal Violence*. A mixed-methods study examining the witnessing of and intervening in potentially dangerous situations on campus and if intervening has an impact on the bystander. This study also examines the motivation underlying involvement and the ways in which one intervenes. Data have been collected. One manuscript has been published and a second manuscript is in progress.


**Health Science (HS)**

The Department of Health Science demonstrates its commitment to diversity in the department’s statements on Teaching Excellence, Research Productivity, and Service Commitment. In the Teaching Excellence statement, “Culturally Competent” is listed as an essential instructor characteristic. The Research Productivity statement lists “Involvement of Stakeholders” as an essential research value. This value emphasizes the concept of involving representatives of all community members and cultures in the research process to identify community assets and needs to guide research priorities. In the Service Commitment statement, two service values are “Cultural Competency” and “Diversity.”

Dr. David Birch, professor and chair; Dr. Wanda Burton, assistant professor, College of Human Environmental Sciences, and Dr. Amanda Hutcheson, University of Oklahoma, are working on a study that will assess the race and ethnicity of faculty members in health education professional preparation programs in the United States. Drs. Burton and Hutcheson, both 2017 graduates of the Department of Health Science PhD program, joined the research team for this study during the Spring Semester of 2017. They replaced Dr. Angelia Paschal and Dr. Brian Gordon. This study is a replication of a 2010 study in which Dr. Birch served as principal investigator. The study will not only make a contribution to the professionals of health education but will also provide visibility to the department’s commitment to cultural competency and health equity.

Department faculty members were co-authors on four peer-reviewed conference presentations addressing African American health issues at national health education / public health conferences. In addition, one session was presented addressing issues among individuals with spinal cord injuries. Beyond presentations, faculty members served as co-authors on two peer-reviewed articles published in a national journal that addressed African American health issues,
two in press, and three manuscripts in review. Faculty members also served as co-authors on three published articles that addressed health among individuals with spinal cord injuries.

**Goal 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.

The percentage of African American and students from other ethnic populations has remained constant over the last 5 years. Our marketing efforts continue to be inclusive of all cultures and nationalities. The college website includes specific information about the department’s undergraduate and graduate programs, including specific faculty contact information and photographs in efforts to visually represent the diverse faculty and increase applications from out-of-state, international, and/or underrepresented students. Each department within HES conducts unique activities to meet this goal.

**Clothing Textiles and Interior Design (CTD)**

Through the introduction of scholarly articles and video clips, students become aware of the variety of design and consumer practices that occur in the global market place. They also have the opportunity to follow the manufacturing chain through a study trip to China, and to absorb the diverse history of other design cultures through a study trip to Italy. These trips are offered in alternating years. Dezeen, an international online magazine, provides exposure to a variety of design projects that echo the diverse nature of the world while at the same time creating the parallels between the needs of all people for respect, care, and compassion. Using research, freshman interior design students design a culturally sensitive home for a family of refugees. Students learn about basic structural building types and how materials vary by culture and geographic location. Across the curriculum, students revisit design and consumer issues impacted by cultural traits, social customs and economic realities as well as geographical location. A variety of projects ensure that students comprehend how the issues of diversity influence their design choices and decisions.

**Consumer Science (CSM)**

The diversity of family and household structures is evident throughout much of the family financial planning and counseling curriculum. As an example, in CSM 201, Individuals and Families in Resource Management, students complete a full module on the diversity of families and the implications for family finances, how the legal and common definition of family has changed over time, and how our familial backgrounds underpin how we view our financial behaviors.

**Human Development and Family Studies (HDFS)**

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

- In introductory development courses (HD 202, Infant Development; HD 205, Preschool Development; HD 302, Adolescent Development) and in the introductory family course (HD 382, Parent and Family Development), emphasis is given to methods for studying the impact of culture on children’s cognitive, social-emotional and physical development; cultural values and practices that shape family interactions (the African American extended family, for example); and cultural differences in child and adolescent behaviors. The students are encouraged to share their diverse experiences and views during class discussions where the faculty serves as moderator to ensure students are respectful of student presentations of diverse and alternative views.

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

- HD 401, Cultural Influences on Children, Youth and Families, is taught online to provide students a clear understanding of race and ethnicity in the political, social and historical contexts. The impact of cultural diversity on children and families is emphasized.

- Students in HD 350, Addiction and Prevention, are required to complete a Diversity Tip, which is a handout that informs addictions counselors how to tailor addictions treatment to a variety of diverse populations (in terms of gender, race, culture, sexual orientation, or special needs such as mental or physical disabilities or homelessness, etc.).

An HDFS minor, Addiction and Recovery Studies, addresses diverse individual, family and societal issues related to a wide array of addictions. There are 124 students of diverse backgrounds and majors currently enrolled in the minor.

In The Children's Program, the National Association for the Education of Young Children (NAEYC) accreditation criteria addresses diversity awareness for childcare programs. This is accomplished in several ways:

- Teachers and administrators are trained in diversity awareness. The specific NAEYC requirements for all teaching staff states: All teaching staff have specialized college-level course work and/or professional development training that prepare them to work with children and families of diverse races, cultures, and languages. The rationale for this is so that teaching staff will be able to adapt their teaching in response to the children's differences. Also, as part of training students in the HDFS degree programs, enrollment in The Children’s Program is geared toward diversity.

- The NAEYC criteria regarding curriculum requires teachers to encourage the children to understand differences that include race, culture, and ethnicity among their friends, and the classrooms must have materials such as pictures, books, puzzles, etc. that reflect the lives of the children served and also, general diversity in society and the community.
• The Children’s Program Parent Handbook has a section dedicated to multicultural policy stating: *The Children’s Program is committed to multicultural education. This means we share a commitment to human rights, dignity of the individual and social justice. We strive to create a program that truly reflects the lives of our children, families, staff, and community. By recognizing the impact culture plays on families, we will make every effort to provide culturally responsive childcare by affirming human differences and the right of people to make choices about their own lifestyle.*

• The Children’s Program philosophy also references recognition and celebration of the cultural diversity of our children in both the staff and parent handbooks: “Young children are integrally connected to their homes and families, and it is understood that families are and should be the principle influence in their children’s lives. The Children’s Program seeks to be appropriately responsive to families. Parents, teachers and staff work together toward the goal of nurturing children in an environment where all are respected for their individual differences and provided with the building blocks for a lifelong love of learning.”

• When parents of children in The Children’s Program request, materials in the family’s native language are provided. A child at the Center who is from a family that speaks Hebrew brought children’s books written in Hebrew and read back to front. This was an exciting cultural experience for the children.

Internship placements include diverse groups, such as children with disabilities (Early Intervention Program with Community Services Program of West Alabama and The Alabama Institute for Deaf and Blind), domestic violence victims (Turning Point and Child Abuse Prevention Services), homeless children and families (Jessie’s Place), women and the LGBTQ population subjected to abuse or harassment (Women and Gender Resource Center), low income families and children (Tuscaloosa’s One Place Family Resource Center), high-risk parents (BabyTalk, WIC Clinic, Maude Whatley Clinic), the elderly (Caring Days and Capstone Village in Tuscaloosa, and the Center for Advocacy for the Rights and Interests of the Elderly in Pennsylvania), sliding scale counseling programs (Capstone Family Therapy Clinic), programs dealing with addictive behavior (Christian Counseling Center), and programs designed to address research-based treatment philosophies in the field of diverse children’s mental and behavioral health (Youth Villages). Similarly, students in the child life concentration work at numerous hospitals with patients of different ethnicities and races who present with unique medical conditions.

Some research studies conducted in Dr. Maria Hernandez-Reif’s Pediatric Development Laboratory focus on diversity. One study included a diverse sample of children from West Alabama. An ongoing study, conducted by an African American student in the Master’s program, investigated whether depression and living status is greater among African American as compared to Caucasian pregnant women.

Several faculty in the department completed SafeZone training, which allows them to serve as a SafeZone Ally for LGBTQ students at UA.

Dr. Tricia Witte serves on the board of directors for PRIDE, Parent Resource Institute on Drug Education, and on the advisory board for Phoenix House, a drug/alcohol treatment facility.
She is a committee member of the Domestic Violence Task Force of Tuscaloosa and is the faculty coordinator of the HDFS department’s minor in *Addictions and Recovery Studies*. Much of her research focuses on intimate partner violence as well as depression among African American women living in impoverished inner-city neighborhoods.

Child Development Resources serves childcare providers in 12 counties and has training sessions on including children with disabilities in early childcare programs. Discussion includes set up of environment, and addressing special care practices. Additional trainings have included *Culture and Language: Identifying and Communicating with Our Hispanic Community*, and *Understanding Diversity and Respecting Others*.

RISE is an early childhood education program serving both typically developing children and children with disabilities. Students are mainstreamed, and mental, racial, and cultural diversity are evident. Child life students volunteer at RISE and summer camps serving children with special healthcare needs, such as Camp Conquest, and complete internships in hospitals serving children with similar health conditions.

Dr. Blake Berryhill conducts research with single mothers and their children. He submitted a manuscript, published in *Marriage and Family Review* titled “Understanding Single Mothers’ Parenting Stress Trajectories.”

**Health Science (HS)**

In all of the Health Science professional courses at the undergraduate and graduate levels, emphasis is placed on the importance of understanding culture in all health education and promotion programs. This emphasis includes skills related to the meaningful engagement of stakeholders who represent the various cultures within the community. Students develop skills to involve these stakeholders in program planning, implementation and evaluation.

The Health Science department developed a new health education graduate level course addressing health equity and health diversity during the 2014 - 2015 academic year. The department continues to offer undergraduate health disparities courses.

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

In faculty/staff searches advertised this year, special efforts were made to attract minority applicants. Advertisements were posted in the *Journal of Blacks in Higher Education* and with the Southern Regional Educational Board, a nonprofit, nonpartisan organization that promotes faculty hires and student scholarships for those who are members of a racial or ethnic minority (including African-American, Asian-American, Hispanic/Latin American, Native-American or others). A member of an underrepresented minority group served on each search committee during the year.
In faculty searches for five positions advertised this year by NHM, special efforts were made to attract minority applicants. Advertisements for faculty positions in Human Nutrition & Hospitality Management were placed in the *Journal of Blacks in Higher Education*; announcements were sent to Historically Black Colleges and Universities with Nutrition Programs and to two Member Interest Groups of the Academy of Nutrition & Dietetics: Latinos and Hispanics in Dietetics and Nutrition and National Organization of Blacks in Dietetics and Nutrition; and were posted nationally in *The Chronicle of Higher Education* and healthecareers.com. Statements within the posted recruitment ads affirmed the College’s commitment to hiring a diverse faculty.

All faculty searches conducted this past year included committee members from underrepresented populations.

The Human Nutrition and Hospitality Management Department initiates and participates in many academic and community outreach efforts that support diversity and broaden the participants’ understanding of and appreciation for diversity:

- A Nutrition faculty member worked with Community Services of West Alabama to help ensure that preschool children from ethnically - and culturally-diverse backgrounds eat the healthy meals offered in the Head Start Program. The faculty member, receiving research money from Blue Cross Blue Shield of Alabama, recently conducted a two-day training for day care foodservice providers using a culinary nutrition program purposed for those working in a preschool setting. The goal of this training was to equip these workers with improved culinary skills and the nutritional knowledge needed to make healthy meals that young children will enjoy.
- Students enrolled in the Coordinated Program for Dietetics performed service learning experiences in NHM 485 with local agencies that provide support and nutrition education to low-income, ethnically diverse populations in the Tuscaloosa and Northport areas.
- As part of an increase in cultural and diversity awareness for students in the program, as recommended by our accrediting body, ACEND, students in NHM 373 in the Didactic Program in Dietetics conduct grocery store tours for shoppers in six county groceries in low-income, ethnically diverse neighborhoods.
- As part of the Community Nutrition (NHM 340) and Nutrition Education (NHM 441) courses, students learn about issues impacting the culturally diverse population of our community. Students learn how Federal Assistance Programs impact our society. As a service-learning component of the curriculum, students conduct nutrition education with Head Start students through a partnership with the local Head Start agency.
- In NHM 442 Nutrition Care Process, students have multiple, significant opportunities to learn about and train to work with patients from other cultures or with disabilities. For example, the class watches a YouTube video of a very poor interaction with a patient from another country, discusses the problems, and then watches a YouTube video on how to handle the situation correctly. Throughout the course, the faculty instructor also incorporates demonstrations of how to use an interpreter correctly and uses case studies where the person is from another country and eats foods from this country.
In NHM 550 Advanced Community Nutrition, the students must interview a person from another country or religion and develop a presentation on that culture or religion. They must then redesign a handout or counseling materials to be more culturally appropriate.

In RHM 485 Event Leadership, as part of a meetings and event planning curriculum, students develop and host a diversity event for the University every fall semester.

**Goal 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.

**Clothing Textiles and Interior Design (CTD)**

The programs in CTD provide experiences that encourage students to grow in empathy for all people. Projects include an ADA Green Bathroom, a multigenerational kitchen, a homeschool classroom, and a team design project to design a piece of furniture for a small child. Apparel design explores the significance of materials and textiles used by various cultures and students build clothing collections around the incorporation of this research into their work as designiers. Perhaps the most intensive experiential learning takes place in the junior year focusing on research for human centered design in an interior design class for a “special populations” studio. Here, students physically maneuver in wheelchairs and participate in empathy exercises. Research changes yearly. Projects in the past have included an assisted living facility, an autism clinic, and a center for abused women and children. The evidence-based research presents not only information for the current project, but a set of skills that builds on previous studio experiences focusing on the idea that the better the quality of the research, the better the needs of people are met. In computer applications class, students create a project using biophilic design theory connecting the natural as well as the built environment to the importance of human-centered design. Seniors look specifically at the implications of research and theory in the world of design as they learn about appropriate research methods to create and present a group research project.

**Human Development and Family Studies (HDFS)**

At the Capstone Family Therapy Clinic, a percentage of the client load is provided pro bono, reaching a population that cannot receive services elsewhere.

Faculties bring into their courses several guest speakers from a broad array of cultures, ethnic groups, races and perspectives. Presenters have been from such agencies as Tuscaloosa One Place, Turning Point, Youth Villages, Phoenix House, and Family Court.

A prominent part of Dr. Casey Totenhagen’s research centers around understanding the stressors couples experience in their relationships - most specifically, those same-sex couples experience, how they cope, and how it impacts their relational well-being. Her external grant from the Lesbian Health Fund wrapped up data collection on a project titled, *Same Sex Stress: Understanding the Role of Stress on Same-Sex Relationships*. She has submitted several manuscripts and made professional presentations focusing on how lesbian couples cope with stress.
from workplace discrimination, same-sex couples relationships and the role of dyadic coping, gender differences in daily sacrifices among heterosexual couples and related issues of gender diversity. This year, she attended a workshop titled “Sneaking Diversity into the Classroom.” Dr. Totenhagen also served as co-chair of the Family and Children theme track for the Annual Service Member to Civilian National Summit. She guest-edited a special issue of Journal of Family Theory and Review titled “Military/Veteran-Connected Families: Advances in Theory and Methodology.” She serves as faculty associate for the Alabama Research Institute on Aging.

Human Nutrition and Hospitality Management (NHM)

Seven current faculty members (five in the department and two more hired to begin August 16, 2017) in the Department of Human Nutrition and Hospitality Management are originally from outside the United States.

In the faculty searches conducted this academic year, efforts were made to advertise and recruit from minority populations, including advertising in journals targeted to minorities, and sending job postings to Historically Black Colleges and minority interest groups.

Goal 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.

Clothing Textile and Interior Design (CTD)

All three programs in CTD bring to students an association with people and ideas that are varied and diverse. Internships for retail students take place predominantly in New York with companies that advertise, sell, and employ internationally. These contacts are vital for students to find a place in the creative world. Students in CTD tend to be interested in a more global view of people and the world because their chosen career has a broader stage that showcases the influence of diversity.

Because the design process relies many times on group interaction, students are required to complete activities and projects in a group arrangement as they move through the program curriculum. These experiences demand the expression of understanding and mutual appreciation through interaction toward a goal. Students of varying ethnicities bring defining concepts to work that addresses the human context, combining the similarities and celebrating the differences. These exchanges foster community and open perspectives for students.

Human Development and Family Studies (HDFS)

This year, the HDFS department awarded graduate assistantships to five minority students. For a monthly stipend, duties include teaching assistance, membership on a research team, and working with graduate faculty on recruitment.
The department’s faculty members mentored several minority students at both the undergraduate and graduate levels. Some presented their research at Undergraduate Research and Creative Activity Day.

The department website was enhanced to include more specific information about the department’s undergraduate and graduate programs and specific faculty contact information in efforts to increase applications from out-of-state, international and/or underrepresented students.

In Dr. Jason Seofield’s research lab, a diverse group of students studied children’s cognitive learning. Students came from various departments on campus and included male and female, African American and Caucasian, graduate and undergraduate participants.

Dr. Debbie Casper worked with two Honors College students to complete honors contracts. One project involved working with an adult daycare facility that serves clients with dementia. Dr. Casper also serves as an affiliate faculty member for the Center for Prevention of Youth Behavior Problems. She presented “The Good, Bad and Ugly: Navigating Peer Relations and Transitions for Military Youth” at the Service Member to Civilian National Summit on Improving Transitions.

Health Studies (HS)

Formal and informal recruitment efforts have taken place with health education faculty and students from Historically Black Colleges and Universities through phone contacts and meetings at professional conferences. These efforts included a presentation by Dr. David Birch and Dr. Brian Gordon to approximately 25 undergraduate public health education students at North Carolina Central University. The primary aim was to recruit graduate students. For the 2016 - 2017 academic year, four of the department’s eight funded PhD graduate assistants are from underrepresented minority groups.

Human Nutrition and Hospitality Management (NHM)

In order to further diversify the student enrollment and increase recruitment from underrepresented groups, the graduate program director uses the McNair scholarship list supplied by the Graduate School to identify students who may be interested in pursuing graduate education in nutrition. She reaches out to these potential students directly to provide them with program information and potential scholarship opportunities.

Additionally, the department has curated a list of Historically Black Colleges and Universities that maintain Baccalaureate and Master’s degree programs in a nutrition-related field. Pending approval of the proposed doctoral program in Human Nutrition submitted for review 2016 - 2017 academic year, the department will contact these programs with information about both the doctoral program and any assistantship opportunities that may be available.

Goal 5: Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.
Clothing Textile and Interior Design (CTD)

The standards required by accrediting bodies and industry alike drive a continuous evaluation of curriculum and student experience in CTD. The interior design program completed a self-study this year and was awarded a full six-year accreditation, while the seniors in apparel design utilized their industry mentors to grow and develop a final collection. The experiences associated with self-study are built into the programs offered in CTD. Faculty and students are asked to provide feedback on the curriculum and this continual flow of considered perspective keeps students engaged in their learning. Interaction, perspective and a common goal come together on a project to provide a successful outcome, and at the same time, helps students to appreciate that differences between people and their experiences provide the questions, answers, and compromises that create synergy in human interaction.

Human Development and Family Studies (HDFS)

In an attempt to measure the success of recruitment efforts, the department placed a counter on the updated website to record the number of visitors and track the graduate applications received from out-of-state, international and minority students. The data are reviewed to determine the effectiveness of efforts to increase the diversity of the graduate class.

Of the newly admitted graduate students thus far, approximately 25% of them are from underrepresented minority populations.

Human Nutrition and Hospitality Management (NHM)

Including new faculty hired in the 2016-2017 academic year to begin August 16, 2017, over one-quarter of the NHM full-time faculty are of diverse ethnic backgrounds. The department addresses the need to incorporate diversity in the department at each hiring opportunity and will continue with these efforts.
Highlight Items:
- The Law School created its Office of Diversity and Inclusion under the direction of its recently hired Director of Diversity and Inclusion and Assistant Professor of Law in Residence.
- The Law School also hosted a program titled, *Bending the Arc of History: African-Americans and the University of Alabama School of Law* to commemorate the 45th anniversary of the Law School’s first African-American graduates. The event illuminated the Law School’s history, highlighted advancements that have been made with respect to diversity and inclusion in the legal profession, and discussed potential solutions to the challenges that remain.

**Goal 1: Communicate the University of Alabama’s commitment to diversity as part of its educational mission.**

*Communication from the Dean.*

The Dean of the Law School, Mark E. Brandon, and his staff promote and communicate the Law School’s commitment to diversity through the school’s publications and programs for students, faculty, staff, alumni, the Bar, and the legal academy. Dean Brandon serves as the Law School’s principal spokesperson for diversity through many of his speeches, programs, and fundraising initiatives for organizational support. He also seeks diversity in his efforts to recruit outstanding students, faculty, and staff from a broad range of backgrounds and experiences. He ensures that every significant program at the Law School considers diversity an important school value. Under longstanding Law School practice, the Dean annually informs the Chair of the Law School’s Faculty Appointments, Faculty Development, Admissions, and Student Recruitment committees about the Law School’s and the University’s diversity goals, and has charged each committee to seek diversity, where applicable. As part of their charge, all of the committees are to pursue diversity in hiring pools, programming, faculty visitors, and speakers. The Dean has also communicated the commitment to diversity to the Admissions office, the entire faculty, and to various student organizations. He regularly communicates the Law School’s commitment to diversity to external constituencies through his presentations, programs, and fundraising for organizational support, and to alumni as well.

*Law School Diversity Webpage.*

The Law School has created a Diversity and Inclusion webpage. The webpage includes upcoming diversity events, past diversity events, diversity-based courses offered at the Law School, University diversity resources, and other diversity resources related to the legal profession. The webpage also contains a link where alumni and friends of the Law School can make a dedicated gift to be used for diversity and inclusion initiatives. The webpage is accessible from the Law School’s main website.
*Diversity and Inclusion News.*

Each month during the Fall and Spring semesters, the Office of Diversity and Inclusion distributes an electronic newsletter to the Law School’s students, faculty, and staff.

*Diversity and Professionalism Presentation at Orientation.*

To convey the importance of diversity and inclusion to the legal profession, as well as the Law School’s commitment to diversity, the Law School instructs incoming first-year students on diversity and professionalism during 1L orientation.

*Diversity Training at Clinical Orientation.*

The Law School incorporates cultural competency training into its orientation for students who will be enrolled in legal clinics during the academic year.

*Law School Mission Statement.*

The Law School’s Mission Statement identifies diversity as a core value of the school.

**Goal 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.

The Law School established its Office of Diversity and Inclusion (ODI) in July 2016. ODI is charged with educating the community, coordinating support for diverse constituencies, facilitating compliance with nondiscrimination policies of the nation and the Law School’s accrediting bodies, helping recruit students and faculty, and serving as an institutional liaison for addressing issues that may arise from time to time. ODI planned and implemented numerous programs throughout the academic year, including the following prominent ones:

- *Dialogue in the Dark* - This program featured a candid peer discussion on various issues across the spectrum of diversity. Participants anonymously submitted diversity-related questions to be addressed by a panel of their peers at the program. This program was held on the American Bar Association Law Student Division’s Diversity Day.
- *Middle School Open House* - The Law School hosted an open house for students from three Tuscaloosa area middle schools. Approximately 90 middle schoolers attended. During the open house, the middle school students learned about different aspects of the law, watched law students conduct a mock trial and a moot court argument, and participated in their own mock trial.
- *Transgender Passport Workshop* - The Office of Diversity & Inclusion and UA Safe Zone sponsored a Transgender Passport Workshop to assist individuals in completing passport applications.
• **A Reading of Dr. King’s “A Realistic Look at the Question of Progress in the Area of Race Relations”** - This program featured a reading of Dr. Martin Luther King Jr.’s address delivered at the Saint Louis Freedom Rally on April 10, 1957.

• **Black History Roundtables** - The Law School hosted three roundtables during Black History Month led by faculty members focusing on the African American community. Professor Montré Carodine hosted a roundtable titled, “Challenges in Education: From Pre-School to Graduate School.” Professor Bryan Fair hosted a program titled, “Education, Poverty and Criminal Justice.” Professor Steven Hobbs hosted a program titled, “The Art of Storytelling.”

• **Joyce Vance LGBTQ+ Issues Forum** - Joyce Vance, former U.S. Attorney for the Northern District of Alabama, discussed the DOJ’s historic and on-going role in LGBTQ+ issues. Ms. Vance was serving as a U.S. Attorney at the time of the program. In the Fall of 2017, she will join the Law School as a Distinguished Visiting Lecturer in Law.

• **First in My Family to Go to Law School** - This annual program is designed to provide information about some basic components of law school life of which many individuals, particularly those who are the first in their family to attend law school, may be unaware. The target audience for this event was 1L students, but, as with all Office of Diversity and Inclusion events, all students were welcome.

The Law School hosted **Bending the Arc of History: African Americans and The University of Alabama School of Law**. Dean Mark E. Brandon welcomed alumni, judges and professors to the conference that explored complex questions about diversity at the Law School and highlighted advancements that have been made. African-American lawyers who had been denied admission recounted what it was like to attend other law schools, and the Law School’s first African-American law students shared their experiences as part of the Trailblazers Luncheon. Alumni who followed in their footsteps provided potential solutions to the challenges and obstacles that remain.

The Law School has a Diversity and Inclusion Committee designed to assist in addressing diversity and inclusion needs. Professor Bryan Fair serves as Chair of the Committee. Professors Montré Carodine, John Gross, Grace Lee, Stephen Rushin, and Daiquiri Steele were members of the committee during the 2016 - 2017 academic year.

The Law School’s Office of Admissions hosted its 17th Annual Discover Law Open House on February 10, 2017. This is an informational event for undergraduate students with a focus on diversity. The Open House had several pre-law advisors and 73 students from the following schools in attendance: Alabama State University, Alabama A&M University, Ashford University, Athens State University, Auburn University, Jackson State University, Oakwood University, Stillman College, Troy University, University of Alabama, University of Alabama at Birmingham, University of North Alabama, and University of South Alabama. Participating students learned about law school admissions, career opportunities, and tips for taking the LSAT. They toured the Law School, enjoyed lunch with current students and faculty members, and participated in a mock class. This event was held in partnership with the Law School Admission Council and DiscoverLaw.Org.
The Law School’s commitment to diversity and related issues was reflected in the symposia and conferences held during the 2016-2017 academic year. Among these was a symposium convened by Professor Austin Sarat of Amherst College, titled *Law and the Imagining of Difference*, which addressed issues of race, gender, disability, sexual orientation, and gender identity.

The Law School established the Meador Lectures in 1995 to honor former Law School Dean Daniel J. Meador. The 2016 lecture series focused on the topic of identity. Invited speakers presented the following lectures:

- *Title VII to Tinder: Identity and Asymmetry in Law and Markets*
  Saul Levmore, University of Chicago Law School
- *Feminism Meets Legal Realism: Reflections on State v. Rusk*
  Janet Halley, Harvard Law School
- *Nonconformity in American Law and Culture: How Much Do We Really Value Diversity?*
  Richard Delgado, University of Alabama School of Law
- *The Center Cannot Hold: Thoughts on Mental Illness and Identity*
  Elyn Saks, University of Southern California School of Law


The Law School re-established a relationship with the Alabama Disabilities Advocacy Program (ADAP). Attorneys and advocates from ADAP are regularly asked to present in-class programs on disability legal rights issues and advocacy at the Law School, and in other colleges (e.g. the School of Social Work and College of Arts and Sciences). ADAP acts as a field placement site for undergraduate and graduate social work students and also provides clerkship opportunities for students from the Law School. These students participate in a combination of activities that include monitoring facilities, research and writing, individual case work, education and training on disability rights, special education issues, and public policy advocacy on behalf of people with disabilities, thereby providing students the opportunity to learn about and become more involved with people with disabilities in Alabama.

Students are exposed to issues of inclusiveness and promotion of community and tolerance through a variety of diversity-related courses. Examples include courses on civil rights legislation, critical race theory, critical race feminism, disability law, equal educational opportunity law, employment discrimination, gender discrimination, immigration law, international law, poverty law, race, racism and the law, public interest lawyering, juvenile justice, and criminal justice issues. During the 2016-2017 academic year, Critical Race Feminism was taught for the first time. Additionally, Equal Educational Opportunity and Latinos and the Law were added to the curriculum to begin during the 2017-2018 academic year.

During the 2016-2017 school year, the Alabama Disabilities Advocacy Program (ADAP) and the School of Law began development of a children’s rights clinic that will commence in the Fall 2017 semester. The clinic will educate UA Law students on representing, as guardians-
ad-litem, the best interests of court-involved youth with behavioral and cognitive disabilities. Such youth are vastly over-represented in both delinquency and dependency proceedings constituting, according to national studies, anywhere from sixty to seventy percent of juvenile court caseloads. The clinic will work in collaboration with the Tuscaloosa County Juvenile Court.

The Law School partners with Equal Justice Works to host an Equal Justice Works Americorps Fellow in its clinic. Joshua Medina is an Equal Justice Works attorney serving through The University of Alabama School of Law’s Clinic Program. He represents immigrant children who have been abandoned, neglected or abused, while creating meaningful opportunities for law student involvement and cultivating partnerships with legal and social service nonprofits throughout the region.

The Law School’s faculty colloquium series often features presentations addressing diversity. Topics during the 2016 - 2017 year included the Law School’s diversity initiatives, the Law School’s international programs, and research works in progress: *From Protecting Whiteness as Property to Protecting White Spaces: The Trials of Emmett Till and Trayvon Martin*, and *Twenty-One Months a Slave: Cornelius Sinclair’s Odyssey*.

Cultural and geographic diversity within the Law School were enhanced for several weeks last year by the presence of students from Australia. The Law School is committed to increasing the presence of international visitors within the Law School as well as its students’ opportunities for cross-cultural experiences in other parts of the world. The Law School has renewed its student exchange relationships with National Law University, Delhi, and the Buchmann Faculty of Law, Tel Aviv University. The Law School has maintained these programs for the last seven years.

In the Fall of 2016, the Law School launched its Diverse Experts Directory. The Diverse Experts Directory is a clearinghouse of University of Alabama School of Law’s alumni and friends who have expertise in various fields. The purpose of the directory is to provide the Law School’s students, student organizations, faculty, and staff with a resource for finding potential speakers and authors for programs, publications, and other initiatives. All interested persons are welcome and encouraged to join the directory. The Law School seeks to have a directory that features individuals of different races, ethnicities, genders, disability statuses, sexual orientations, practice areas, practice settings, and experience levels.

The Law School offered diversity training for its employees on October 27, 2016. The training included topics addressing race and ethnicity, sex, and disability. Additionally, staff members were instructed to take Safe-Zone training prior to the end of the academic year.

The Law School’s Public Interest Institute, in conjunction with the Tuscaloosa Veteran’s Administration Medical Center and the Tuscaloosa County Bar Association, held four pro bono legal advice clinics at the local Department of Veterans Affairs (VA) during the 2016 - 2017 academic year. Law student volunteers conducted intake interviews with veterans who came to the clinic, and pro bono attorneys offered legal counsel and advice. The clinics were open to all veterans in the community and their families, and clients received legal assistance with issues including family law, veterans’ benefits, criminal law, estate planning, consumer debt, and housing
law, among others. Students provided a total of 45 service hours for the Veterans Legal Assistance Clinic during the 2016 - 2017 academic year. The total number of reported public service hours provided to veterans for the 2016 - 2017 academic year was 69.5 hours.

The law library is committed to acquiring library materials that support teaching, research, and outreach in areas related to diversity and multicultural perspectives. The library acquired 170 books on topics related to diversity and inclusion.

The Law School completed a project with UA maintenance to improve accessibility by removing and replacing broken concrete bands around the Law School’s back lawn sidewalk.

The Law School launched its Diversity Giving initiative. Donors to the Law School Foundation can now designate their gifts to be allocated to diversity and inclusion initiatives.

Diversity-Based Student Organizations

Students initiated a series of programs with diversity-related themes. Several student organizations reflect the Law School’s commitment to diversity including the Black Law Student Association (BLSA), the La Raza Law Students Association (La Raza); the Dorbin Association, which functions as the Women’s Law Students Association; the Gay-Straight Alliance (Outlaw), the Christian Legal Society, and the Jewish Law Students Association. The Law School allocates significant financial and other support to these organizations, enabling their members to participate in local, state, regional, and national programs and meetings. The Dean also met with student leaders from most of the major student organizations to keep the lines of communication open with students. Additionally, the Dean met regularly with the President of the Student Bar Association and the President of the Black Law Student Association to discuss any student concerns. Participants at these meetings tend to be diverse by gender, race, class, sexual orientation, and ideology. The goal is to encourage students to share concerns with the administration and with each other, and to encourage collaboration among student groups.

Participation with National Affinity Bars:

- **Black Law Students Association:** In February 2017, UA Law students competed in the Frederick Douglass Moot Court Competition in Atlanta, Georgia. The competition is sponsored annually by the National Black Law Students Association. The UA Law team won the best brief award, making this the third year in a row that a UA team has won this award. Professor Anita Kay Head has coached the team for the past three years.
- **Hispanic National Bar Association:** The Law School provided financial and other support for UA Law students representing the Law School at the Hispanic National Bar Association Uvaldo Herrera National Moot Court Competition March 30-April 1 in Miami, Florida. Professor Cameron Fogle served as the team’s coach.

Lezlie Griffin, Assistant Dean for Career Services, was appointed to the National Association for Law Placement (NALP) Recruiting Summit Planning Team. Dean Griffin’s proposal to conduct a program titled, “Overcoming Implicit Bias in the Recruiting Process” was accepted for the 2018 NALP Conference in New York, NY.
The Law School’s Career Services Office provides financial assistance for law students to attend the annual Southeastern Minority Job Fair held each summer in Atlanta, Georgia. Students are also informed about and encouraged to attend other diversity recruiting conferences, including the National Black Prosecutors Association Career Fair, Hispanic National Bar Association Career Fair, National LGBT Bar Association Lavender Law Career Fair, Rocky Mountain Diversity Legal Career Fair, Northwest Minority Job Fair, and Bay Area Diversity Career Fair.

The Law School co-hosted the Black Faculty and Staff Association Scholars Banquet. Marcus Cotton, Assistant Director of Admissions, received the inaugural BFSA Outstanding Service Award in appreciation of outstanding service by a member of BFSA. Assistant Director Cotton serves at the Co-Director of the BFSA Scholars Program, chairs the Campus and Community Outreach Committee, and is a former Vice-President of the Association.

Several Law School faculty and staff hold leadership positions in local, state, and national diversity-related organizations. These individuals use the expertise, skills, and networks they obtain through involvement in such organizations to promote a diverse and inclusive environment in the Law School, as well as to contribute to the development of the cultural competency of law students.

- Professor Montré Carodine served as Chair of the American Association of University Women Selected Professions Fellowship Panel. She is also a member of the Alabama Access to Justice Commission.
- Professor Jenny Carroll was appointed Chair of the Alabama Advisory Committee to the U.S. Commission on Civil Rights.
- Assistant Director of Admissions Marcus Cotton served as Vice-President of the Tuscaloosa Southern Christian Leadership Conference.
- Professor Bryan Fair served as Chair of the American Association of Law Schools (AALS) Committee on Recruitment and Retention of Minority Law Teachers and Students. Professor Fair also served on the Board of Directors of the Equal Justice Initiative and the Southern Poverty Law Center.
- In May 2017, Assistant Dean for Career Services Lezlie Griffin was appointed to the American Bar Association (ABA) Solo, Small Firm & General Practice Division Women’s Initiative Network.
- Assistant Director of Admissions Martha Griffin served on the Steering Committee for Lean On: Alabama, an organization supporting intergenerational partnerships among women. She is also on the Board of the Junior League of Tuscaloosa.
- Associate Dean for Clinical Programs and Professor of Clinical Legal Instruction Anne Hornsby served on the Board of Alabama Appleseed, an organization dedicated to justice and equity for all Alabamians.
- Professor Daiquiri Steele served as a Commissioner on the ABA Commission on Racial and Ethnic Diversity in the Profession, Diversity Director for the ABA Young Lawyers Division, and is a member of the Diverse Leaders Academy for the ABA Section of Litigation. She was appointed as a member of the Alabama Advisory Committee to the U.S. Commission on Civil Rights.
Major Gifts Officer Caroline Strawbridge chaired the Alabama State Bar Women’s Section Continuing Legal Education CLE for West Alabama Forum in October 2016.

Professor Fred Vars served as a member of the Executive Board of the Association of American Law Schools (AALS) Section on Law and Mental Disability.

Professor Elizabeth Whipple served on the Board of Turning Point of West Alabama, a domestic violence and sexual assault service agency.

Several law faculty have engaged in scholarship involving diversity & inclusion issues. During the past year, the faculty published 6 books, 13 articles, 2 book chapters, and 4 essays on diversity related topics.

**Faculty Diversity-Based Presentations**

The Law School faculty made 28 diversity and inclusion related presentations during the 2016 - 2017 academic year. The presentations were made at the campus, local, state, and national levels. Among them were the following:

- Professor Montré Carodine served as the Keynote Speaker for the 2017 Distinguished Lecture Series hosted at Alabama State University, March 2017. Her lecture was titled, *The Continuing Search for Human and Civil Rights In America: The Law, Race and Justice*. Professor Carodine also served as a keynote speaker for the Students of Color Leadership Summit held on UA’s campus in February 2017.
- Professor Richard Delgado provided the keynote address at a conference at the University of Tennessee celebrating a new critical race sociology program. He also gave a lecture during the Law School’s Meador Lectures titled, *Nonconformity in American Law and Culture: How Much Do We Really Value Diversity?* Additionally Professor Delgado presented at a conference on legal issues in campus climate at the University of Minnesota School of Law.
- Professor Bryan Fair presented at the American Association of Law Schools Annual Meeting. His address was titled, *Making Room for More: Theorizing Educational Diversity and Identifying Best Practices in the Age of Fisher*. Professor Fair also presented with Civil Rights Attorney Fred D. Gray, Sr. at a program titled, *A Conversation about Jim Crow Policy* at the Law School’s celebration of the 45th anniversary of its first African-American graduates.
- Professor Susan Hamill served as a panelist for the Alabama State Bar Women’s Section CLE for West Alabama Forum. The CLE was titled, *Work/Life Balance: Myth or Method?*
- Professor Steven Hobbs presented a Black History Roundtable at the Law School titled, *The Art of Storytelling*.
- Professor Yuri Linetsky was a member of a panel on policing at a symposium titled *Redefining Clearly Established Rights after Ferguson* at the Law School.
- Professor Jean Stefanic presented at the *Balancing First Amendment Rights with an Inclusive Environment on Public University Campuses* conference at the University of Minnesota School of Law.
Association Young Lawyers Division Conference and a presentation titled, *Implicit Bias in the Context of Leading Organizational Change – Can It Be Done?* for the Alabama State Bar Leadership Forum. She has also presented at several American Bar Association meetings, including presentations titled, *Young Lawyers and Diversity Pipeline Programs and Title IX, Gender Identity & K-12 Education.*

- Raise the Bar, a law student organization, provides mentoring to students at Eastwood Middle School, a predominantly African-American middle school. Professor Daiquiri Steele, the Law School’s Diversity Director, serves as the Faculty Advisor for the organization.

**Goal 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.*

Dean Brandon directs that each hiring committee for prospective faculty and staff work to ensure that candidate pools are diverse. This is achieved through broad advertising, targeted communications, the use of Internet sources and personal contacts. Whether a full-time colleague or a visitor is being sought, the Law School searches broadly for the best and most diverse pool of candidates. The Dean ensures that each hiring committee has female and minority representation. The makeup of the Law School faculty reflects its cumulative efforts to assemble a diverse group of teachers.

The Law School participates in diversity organizations, conferences/workshops, and on listservs that ensure consistency on best practices for increasing diversity in outreach, recruiting, and retaining diverse faculty, students, and staff. The organizations include the National Association of Diversity Officers in Higher Education, the Alabama Association of Higher Education Diversity Officers, American Bar Association (ABA) Commission on Racial & Ethnic Diversity in the Profession, Alabama Lawyers Association (formerly known as the Alabama Black Lawyers Association), and the National Association of Attorneys with Disabilities.

The Law School participated in diversity events, including the following: Annual Meeting of Law School Diversity Professionals; Lutie Lytle Black Women Law Faculty Workshop; AALS Workshop for Pre-tenured Law School Teachers of Color; Law School Admission Council Diversity Pipeline Conference; National Bar Association Young Lawyers Division Conference; Alabama Lawyers Association Annual Meeting; ABA Commission on Racial & Ethnic Diversity in the Profession meetings and events; and the Collaborative Bar Leadership Academy, a collaboration between the American Bar Association, the Hispanic National Bar Association, the National Asian Pacific American Bar Association, the National Bar Association, and the National LGBT Bar.

The listservs in which the Law School participated include the Law School Minority Network Listserv and the Law School Admission Council Sexual Orientation and Gender Identity Listserv.
Goal 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.

Every year, the Law School sends numerous faculty, staff, administrative representatives, and students to recruit applicants throughout the Southeast and the nation. The Associate Dean for Admissions has overseen a significant expansion of the Law School’s recruitment plan to maximize our enrollment of Alabama residents, outstanding nonresidents, and applicants from diverse backgrounds. These efforts have included travel, mailings and e-mails from the Law School as well as increased efforts to encourage undergraduate students to visit campus. Annual recruiting trips are planned to historically black colleges & universities, particularly in the Southeast. Target schools in the Admissions Office’s diversity efforts include Alabama A&M University, Alabama State University, Clark Atlanta University, Fisk University, Florida A&M University, Jackson State University, Morehouse College, Oakwood College, Spelman College, Stillman College, Talladega College, and Tougaloo College.

The Law School’s Alabama Scholars Program, which features a streamlined application process, has been extended to cover three historically black colleges & universities: Alabama A&M University, Oakwood University, and Tuskegee University. In the Fall 2016 semester, the Law School added Alabama State University, an HBCU, to the list of Alabama Scholars Program Schools.

The Law School continues to participate in Discoverlaw.org Recruitment Month Open House, which is part of an initiative sponsored by the Law School Admission Council. The Law School annually hosts an open house and invites pre-law advisors and students from historically black colleges and universities (HBCUs) as well as minority students and pre-law societies at many southeastern colleges to visit the school. At this event, faculty and staff members talk to the attendees about law school – including how to prepare for law school, how to apply to law school, how to finance law school, how to succeed in the study of law, and how to consider various employment opportunities after graduation. Attendees also visit and eat lunch with faculty and students. The most recent open house was held February 10, 2017. Seventy-three (73) pre-law students from 13 colleges and universities, five of whom were from HBCUs, attended. They were hosted by 17 UA law administrators, faculty, and students.

The Law School co-sponsored the Alabama State Bar Minority Pre-Law Conference for undergraduates. In addition to providing financial support for the conference, the Law School organized a career panel featuring law alumni, prepared a moot court simulation for the participants, and participated in the law student recruitment portions of the conference. The Law School received the Diversity of the Profession Committee Award from the Alabama State Bar for its efforts.

Assistant Director of Admissions Marcus Cotton has served as the advisor to the Future Black Law Students Association (FBLSA) since Fall 2013. This year, FBLSA representatives attended the National HBCU Prelaw Conference in Atlanta, Georgia; the National Black and
Hispanic Prelaw Conference in New York, New York; the Atlanta LSAC Forum; and multiple LSAT preparation sessions.

The Law School continues to provide financial support for organizations seeking to promote faculty and staff diversity in the legal profession, including the Council on Legal Education Opportunity (CLEO). CLEO is a national organization founded in 1968 to expand opportunities for minority and low-income students to attend law school. Since its inception, more than 10,000 students have participated in CLEO’s programs and joined the legal profession.

Cultural and geographic diversity within the Law School is enhanced each year by the presence of students from Australia for several weeks at a time. The Law School is committed to increasing the presence of international visitors within the Law School as well as its students’ opportunities for cross-cultural experiences in other parts of the world. The Law School has recently renewed student exchange programs with National Law University, Delhi and Buchmann Faculty of Law, Tel Aviv University. In addition, the Law School’s International LL.M. and Doctor of Juridical Science programs brought six international students to campus.

The Law School hosted students from Florida State University’s (FSU) Student Support Services (SSS) program, one of the eight federally funded TRIO programs designed to improve student retention, graduation, financial literacy, and overall academic success rates. FSU SSS helps meet these goals by providing academic and engagement activities for qualified students throughout their enrollment at FSU. SSS is fully funded by the U.S. Department of Education. SSS offers free academic services to program participants to help them remain at FSU, graduate on time, and prepare for post-graduation life.

Professor Bryan Fair teaches during the Balch & Bingham Susan B. Livingston Boot Camp for Success. The boot camp is designed to equip incoming law students with the tools needed to be successful during law school and throughout their future as attorneys. Minority and underrepresented incoming first-year law students from schools across the Southeast, including incoming first-year UA Law students, are invited to attend a two-day program to learn skills to be successful in law school and to gain a deeper understanding of the legal profession and the variety of careers available to law school graduates.

The Law School helps inform undergraduate students about the Maynard Cooper & Gale Minority Scholars LSAT Prep Course. Offered in an interactive group setting with approximately 10 students, the class presents proven LSAT strategies and methods covering every skill tested on the LSAT Exam. This class is offered at no cost to the students. The Law School distributes information about this opportunity widely to the pre-law advisors, bar associations, minority student organizations, and undergraduate students in its network.

As part of the broader development of funding, the Dean has identified student scholarships as a high priority. Scholarship offers are an important tool for recruiting a diverse student body in a competitive admissions market. The Law School has offered and provided substantial scholarships to racial/ethnic minority admitted students with particularly high entering qualifications. Many
African-American admittees have been awarded tuition scholarships, with most of those admittees having economic need. Many non-minority students also receive scholarship assistance.

**Goal 5:** *Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.*

During the 2016 - 2017 academic year, of the students enrolled in the law school, 44.7% were women and 21.0% were minority.

During the 2016 - 2017 academic year, of the full-time faculty employed by the Law School 19.5% were racial/ethnic minorities and 41.5% were women. Of the Law School employees, 15.6% were racial/ethnic minorities and 53.1% were women.

The Dean expects staff to monitor all current diversity initiatives and to develop new strategies for greater success. In-depth demographic information specific to the Law School, though gathered, is not reported here. It is carefully analyzed by the Dean’s executive administration to find trends, determine programming, and to make changes as needed.
Highlight Items:

- The Capstone College of Nursing (CCN) has a commitment to increase inclusivity and diversity among faculty, staff and students. The CCN vision is to be recognized as an inclusive environment that is transforming nursing education, scholarship, and service. The CCN Committee on Inclusion (COI) actively engages faculty, staff, and students to accomplish the college’s goals. The CCN faculty engaged in a variety of scholarship activities to promote inclusivity and diversity. The COI offers a variety of educational activities for faculty, staff, and students to promote inclusivity. The goal is to promote inclusivity at CCN with an enthusiastic team of diverse faculty, staff, and students who have embraced this charge.
- The Capstone College of Nursing prides itself on the development of scholarship related to inclusivity and diversity. Many CCN faculty focus their scholarship on inclusivity and diversity with CCN receiving $2,923,350.00 of new extramural funding toward these programs in AY 2017. Dr. Norma Cuellar also serves as the Editor-in-Chief for the Journal of Transcultural Nursing (http://tcn.sagepub.com/), a peer-reviewed journal that offers nurses, educators, researchers, and nurse practitioners theoretical approaches and current research findings that have direct implications for the delivery of culturally congruent health care and for the preparation of health care professionals who will provide such care.

Goal 1: Communicate the University of Alabama’s commitment to diversity as part of its educational mission.

The strategic plan of the Capstone College of Nursing begins with its mission and vision statements. The mission of the Capstone College of Nursing is to promote the health and well being of the people of the State of Alabama, the nation, and the world through nursing education, research, scholarship, and service. The vision of the Capstone College of Nursing is to be nationally recognized as an innovative and inclusive environment for transforming nursing education, research, scholarship, and service.

During the past year, nursing faculty and staff revised the CCN Strategic Plan to align with the four pillars of the new University Strategic Plan. Therefore, the new pillars of the CCN Strategic Plan are to:

- Provide high quality undergraduate and graduate nursing education.
- Increase scholarly productivity and leadership in areas of expertise.
- Attract and support diverse faculty, staff and student populations, and promote inclusivity.
- Participate as teachers and role models for healthy living and work-life balance.

The College’s commitment to inclusivity and diversity, as part of its educational mission, is demonstrated through the creation of an educational community and a professional practice
environment that supports the concepts of diversity and inclusion as defined by the American Association of Colleges of Nursing as follows:

“Diversity is defined as individual attributes that extend beyond race, age, and gender to also include, but are not limited to, characteristics such as national origin, immigrant status, language, color, disability, ethnicity, religion, sexual orientation, gender identity, socioeconomic status, veteran status, and family structures. Inclusion is defined as a culture that encourages collaboration, flexibility, and fairness as well as leverages diversity so that all individuals are able to participate and contribute to their full potential. An inclusive environment must be created in order for diversity to flourish. Inclusion represents an environmental culture in which diversity flourishes.”

With the Committee on Inclusion (COI), the college has increased the awareness of inclusivity and diversity issues in faculty, staff, and students. The CCN Board of Visitors also receives reports on diversity issues by the dean. The COI provides monthly reports to the faculty to communicate with employees at the CCN the importance of the mission of the university and the CCN. College literature includes statements on diversity in position advertisements and in student recruitment materials.

The COI continuously updates the college web page on Inclusivity and Diversity to represent the ongoing commitment to diversity and to provide links to several university, internal, and external resources supporting diversity and related initiatives. The site, which became operational in April 2016, can be accessed at: http://nursing.ua.edu/?page_id=3072. The COI also promotes the monthly themes featured through the University’s CrossRoads initiative, including Hispanic Heritage Month, African American Month, Women’s Month, and LGBQT Month. Slide shows on these issues are updated each month and displayed on electronic LCD panels in the lobby of the college.

**Goal 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.

An understanding and appreciation for inclusivity and diversity is a critical component of high quality nursing care. Therefore, many undergraduate, MSN and DNP courses include content that enhances awareness and appreciation of cultural and individual diversity. This content is of critical importance for CCN graduates to prepare them to care for diverse populations. Examples of these courses are included in the list at the end of this report.

Additionally, all nursing graduate students are expected to examine and complete the activities on the Cultural Competency Resources component of the CCN website. Nursing students at all levels are encouraged to engage in elective courses that include cultural immersion experiences. During the past academic year, CCN faculty, staff and students participated in international study and service abroad experiences in Africa, China, Cuba, London, and Peru. CCN Students also experienced working with some of the poorest Americans during a service trip to rural Appalachian Kentucky.
Several CCN faculty focus their research endeavors on underserved and minority populations. Many faculty also focus their research on diversity in nursing science, which covers a variety of topics. The following list represents diversity-related research projects led by CCN faculty during the last academic year:

**CAPSTONE COLLEGE OF NURSING RESEARCH**

**Emphasizing Inclusivity and Diversity**

**Research Projects and Grants**

<table>
<thead>
<tr>
<th>Researcher(s)</th>
<th>Project Description</th>
<th>Funding Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beasley, Amy</td>
<td>Disparities in palliative care in rural Alabama communities</td>
<td>Internally funded</td>
</tr>
<tr>
<td>Booth, Leigh</td>
<td>Exploring Risk of Pregnant Women in a Rural Underserved Community</td>
<td>$1,000 over 1 year</td>
</tr>
<tr>
<td>Cuellar, Norma &amp; Cheshire, M.</td>
<td>Scholarships and Leadership Training for Latino RN to BSN students to increase nursing workforce diversity. BAMA-L: U. S. Department of Health and Humans Services, Health Resources and Services Administration</td>
<td>$1,764,545 over 4 years</td>
</tr>
<tr>
<td>George, Safiya</td>
<td>Affordable Housing and Community Advocacy for People Living with HIV: Assessing Best Practices and Health Impact (with Billy Kirkpatrick and George Mugoya)</td>
<td>$124,987 over 2 years</td>
</tr>
<tr>
<td>Graves, Ann</td>
<td>Comparisons of Cardiometabolic Risk between African American and Caucasian Women in a Worksite Wellness Program</td>
<td>$7,438 over 1 year</td>
</tr>
<tr>
<td>Kelly, Ann &amp; Ford, Cassandra.</td>
<td>Women Wellness Workshops for Breast Cancer Awareness (Pickens County)</td>
<td>$24,462.84 over 1 years</td>
</tr>
<tr>
<td>March, Alice</td>
<td>Scholarships for Disadvantaged Students Grant: BAMA Tide to Success for MSNs. U. S. Department of Health and Humans Services, Health Resources and Services Administration</td>
<td>$809,400 over 1 year</td>
</tr>
</tbody>
</table>
Montgomery, Michele & Johnson, Paige  
Assessing Overweight and Obesity and Associated Risk Factors in Rural Preschool Children  
Internally funded

Wadas, Theresa  
Improving Pickens County Residents’ Knowledge of Risk Factors for Cardiovascular Disease and Type 2 Diabetes  
$25,000 over 1 year

Wedgeworth, Monica and Eyer, Josh  
Telomere Length, Cardiometabolic Risk, and Psychosocial Profiles among African American Women  
$6000 over 2 years

Gateway Capstone: Interprofessional Behavioral Health for Walker County  
$976,918 over 2 years

CCN Publications Related to Diversity for AY 2016-2017


Podcasts


Many CCN students and faculty are involved with initiatives that provide leadership in promoting a diverse, inclusive, and respectful campus environment. These include Crossroads Community Center, Women’s Resource Center, Capstone International, Office of Disability Services, and the Center for Ethics and Social Responsibility. A variety of initiatives by the COI have been promoted as seen in the beginning of this report. The CCN participated in major events as part of Crossroads celebration of culture. For African American Month, the College celebrated contributions from famous African Americans. Faculty and staff also participated in Women’s Month, Pacific Islander/American Indian Month, and LGBTQ month with regular postings of events on LCD panels in the lobby of the building. This year a new presentation was also added to acknowledge Sexual Assault Awareness month.

Faculty and staff were involved with several academic, cultural and celebratory experiences to broaden the understanding and appreciation for inclusivity and diversity. The COI encouraged the Safe Zone session be included in the curriculum for students. Dr. Monica Wedgeworth included the program in the Mental Health Nursing Class. Lane McClelland from Crossroads continues to be instrumental in providing diversity experiential learning activities for faculty and staff. With her assistance, Civility Sessions are now included in incoming student orientation sessions. The CCN supported faculty in attending the celebratory events of the Martin Luther King weekend, including attending the Legacy Banquet, Grammy Night, and the MLK March.

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Service is a vital expectation in the college. Even more important is the service that directly affects minority and underrepresented persons. Dr. Josh Eyer served as President of Capstone Alliance (LGBTQ Group) and has presented across campus on civility issues related to LGBTQ issues. Dr. Norma Cuellar is the faculty advisor for the Latino Hispanic Association – an organization for faculty, staff, and students who support Latinos on campus. Faculty also participated in the LGBTQ annual event, The Lavender Ceremony. Brian Dickson serves as Co-Chair of the Diversity Committee for the Alabama Health Action Coalition. Dr. Norma Cuellar is currently serving as the President-Elect for the National Association of Hispanic Nurses.

Dr. Michele Montgomery and Dr. Paige Johnson are actively involved in the community working with underserved preschool children. They have screened approximately 190 low-income preschool children in Pickens County and approximately 1200 low-income preschool children in the Tuscaloosa Pre-K Initiative. Both faculty members serve on the Pickens County Diabetes Coalition and the Tuscaloosa Pre-K Initiative Advisory Committee.

Dr. Kristi Acker serves in an appointed role by the governor on the Interdisciplinary State Advisory Council on Palliative Care and Quality of Life. Her responsibilities include identifying the needs of underserved and diverse populations in Alabama related to issues of palliative care. This includes assuring all members of the council provide representation for various diverse groups.

The CCN provides a variety of courses at undergraduate and graduate levels to promote diversity and inclusion in health care settings. Diversity is promoted throughout the curriculum and experiential learning opportunities are practiced in both classrooms and clinical settings.

**CAPSTONE COLLEGE OF NURSING COURSES**

**Emphasizing Inclusivity and Diversity**

**NUR 308: Conceptual Foundations for Professional Nursing (W)**

Successful completion of this course is a prerequisite for semester II upper division courses. This course focuses on concepts and issues relevant to professional nursing practice. Content related to the values of professional nursing and issues affecting practice will be examined.

Students are introduced to the Vision, Mission and Core Values of CCN. Course Objective 6: Examine the concepts of communication and group dynamics; health and wellness; critical thinking and nursing process; caring; ethics; spirituality, loss, death and grief; culture and ethnicity that are essential foundations for professional nursing practice. One of the 2 writing assignments is dedicated to providing end of life caring and meeting spiritual needs for a person of a culture.
NUR 312/CNU 317: Summer Acute Care Internship

This elective course focuses on the further refinement of clinical and leadership skills. Students taking NUR 312 course for a letter grade will complete additional assignments. Course Objective 13: Incorporate knowledge of multicultural diversity in planning nursing care.

NUR 324: Fundamentals of Professional Nursing Practice

Integration of knowledge, theories and skills from the humanities, arts and sciences serves as the foundation for this introductory clinical course. Students will develop adult assessment skills including the health history, physical, psychosocial, and spiritual aspects necessary for critical thinking in professional nursing practice. Clinical skills related to communication and basic care techniques will be developed through simulation and practice with clients on the clinical unit.

The nursing process will be presented as a framework for critical thinking, decision-making and nursing practice. Levels of prevention will be introduced as a model for health care. Course Objective 11: Engage in delivery of culturally sensitive care throughout the lifespan.

NUR 326: Pharmacology

The purpose of this course is to introduce the student to the role of pharmaceutical agents in assisting patients with health problems throughout the lifespan. A brief history and a discussion of the legal controls that regulate the field of pharmacology are included. Drug prototypes are utilized to examine the major classifications of drugs. Use of a handheld electronic device and accompanying software facilitates discussion of major drug classification with regard to pharmacokinetics, therapeutic uses, adverse reactions, precautions, and contraindications.

Special considerations of diverse cultural backgrounds, ethnic factors, access to financial resources, lifespan issues, and genetic variations impacting drug therapy are included. Health teaching and nursing implications for each drug classification are emphasized, including specific cultural implications of health teaching.

NUR 345: Perioperative Nursing

This elective course is designed to give students an opportunity to participate in multiple nursing roles in the perioperative environment. These activities are planned to enrich the student’s knowledge and provide application of concepts relevant to operative and anesthesia standards of care. Course Objective 6: Incorporate the concepts of pain, safety, cultural, and ethical decision-making in the nursing process for clients in the perioperative area.

NUR 348: Role Transition

This four semester hour theory course is designed for registered nurse students and is structured to provide the foundation for continuing development of the students’ body of conceptual and practical knowledge essential for enacting the professional nursing roles. Course Objective 9: Examine the concepts of communication and group dynamics, health and wellness, critical thinking and the nursing process, caring, ethics, spirituality, loss, death and grief, culture and ethnicity that are essential foundations for professional nursing practice.
NUR 374: Professional Nursing Practice: Mental Health

This required course focuses on theory, concepts, and management functions essential to professional nursing. Essential skills are therapeutic communication, identification of practice issues, interprofessional collaboration, evaluation of outcomes, and the application of evidence-based practice models. Clinical experiences focus on enactment of the professional nurse role through the provision of culturally appropriate interventions in actual or potential mental health problems across the lifespan. Actions will be taken to participate in quality improvement by ameliorating or reducing the consequences of mental health problems. These essential skills are designed to provide quality care while improving the mental health of persons and preventing further disability. Course Objective 7: Incorporate knowledge of multicultural diversity in planning nursing care.

NUR 420: Professional Nursing Practice: Children

This course focuses on actions designed to detect and intervene in actual or potential health problems in children and to determine actions that will ameliorate or reduce the consequences of disease in children through support or rehabilitation. Students will develop skills in early detection and diagnosis of disease in children and treatment of acute and chronic health problems that will prevent further disability. Course Objective 8: Demonstrate the ability to communicate with children and families from diverse cultural backgrounds across the lifespan.

NUR 422: Professional Nursing Practice: Community Health

Community Health Nursing is a required course that focuses on the knowledge and skill competencies required for community/public health nursing practice. Educational and clinical experiences in this course are community-based, community oriented and population focused. Health promotion, risk reduction and management, and disease prevention for individuals, families, and populations in community settings are emphasized. The course also emphasizes knowledge and practice of illness and disease management in non-institutional environments. Course assignments include community Assessment with emphasis on demographics of community members (i.e. the LGBTQ community), populations affected by disabilities, globalization and international health, homeless populations, and rural and migrant health.

In NUR 422 students are required to do a community assessment that involves analyzing data related to health disparities. All students in are placed in clinical sites in which they will gain exposure to patients of different cultures, races, socioeconomic backgrounds, etc. (i.e., Tuscaloosa Pre-K, Head Start, Pickens County, Good Samaritan Clinic). Students must also reflect on how those social and demographic characteristics affect health and health care access in their clinical journals.

NUR 471: Professional Nursing Practice: Complex Client Systems

This synthesis course provides opportunities for the student to examine complex acute and chronic health problems. Students will apply concepts from prerequisite and concurrent courses and use critical thinking and decision-making skills to evaluate interventions to ameliorate or reduce the health problems. Clinical activities will focus on nursing actions used to intervene in care of
complex clients. Course Objective 10: Incorporate knowledge of multicultural diversity in planning nursing care.

**NUR 501: Theoretical Models for Advanced Nursing Practice with Rural Populations**

This course is intended to advance the role of theory in knowledge development and its relationship to nursing research, practice, and administration. Students will develop critical theoretical analytical skills using selected grand and middle range theories within the discipline of nursing and theoretical work from other disciplines. Specifically, the content will examine the development of nursing theory, including relevant nursing theories such as rural nursing theory, complexity theory, synergy theory, and adult learning theories, among others. Theory is essential to nursing science and based on cultural competencies and ethical principles. Course Objective 4: Identify potential cultural and value-laden conflicts within and among frameworks.

**NUR 502: Issues in Community Health for Rural Populations**

In this required course, students will examine issues that affect global community healthcare of rural populations relevant to advanced nursing roles. Content will focus on health of rural dwellers, the provision of health care in rural settings, and effective interprofessional, evidence-based practice and education. The advanced practice nurse case manager, clinical nurse leader, or nurse practitioner student will gain an understanding of the development of health promotion and healthcare policy and the sociocultural, economic, political, ethical, and technological forces influencing all levels of healthcare.

**NUR 505: Advanced Health Assessment**

This is a required course in the Nurse Practitioner Concentration. The course will assist the graduate nursing student to develop advanced physical exam and health assessment skills and utilize diagnostic reasoning to formulate appropriate differential diagnoses. Students are expected to perform, document, and interpret a comprehensive physical exam and health history, and recommend diagnostic tests to formulate appropriate differential diagnoses. Course Objective 3: Obtain and document a comprehensive health history that incorporates mental health status. Course Objective 4: Demonstrate effective clinical interviewing skills that facilitate the development of a therapeutic relationship. Students are also required to complete a Cultural Competency in Health Care Activity, complete and submit the FICA Spiritual Assessment Tool and Complete, and Submit the Berg Cultural Spiritual Assessment.

**NUR 522: Human Relations Management**

The course focuses on establishing relationships with person(s) and families, group dynamics, team building, leadership and management skills, negotiation, human diversity in health and illness, conflict management, and rural health issues relevant for case management of rural populations and the CNL role. Course Objective 1: Discuss essential strategies the case manager and CNL use to develop culturally competent interpersonal relationships with person(s) and families, providers and payers of health care for rural populations across settings.

**NUR 530: Case Management Practicum**
This course focuses on the application of the nurse case manager's functions of assessing, planning, intervening, monitoring, and evaluating health care in rural communities. Emphasis is placed on implementing a coordinated, evidence-based, interdisciplinary, collaborative, integrated, and cost-effective approach to health care with rural populations. Web-based conferences will assist students in the exploration and application of case management issues in self-selected clinical experiences. Course Objective 4: Provide culturally relevant nursing case management services.

**NUR 535: Clinical Immersion Experience**

This course focuses on the application of the clinical nurse leader’s functions of assessing, planning, intervening, monitoring, and evaluating health care in rural communities. Emphasis is placed on implementing a coordinated, evidence-based, interdisciplinary, collaborative, integrated, and cost-effective approach to health care with rural populations. Web-based conferences will assist students in the exploration and application of care management issues in self-selected clinical experiences. Course Objective 4: Provide culturally relevant nursing care management services.

**NUR 540: Nurse Educator Practicum**

This online clinical course focuses on the application of the nurse educator’s functions of assessing, planning, intervening, monitoring, and evaluating nursing education in the academic environment. Emphasis is placed on implementing a coordinated, interdisciplinary, collaborative, technologically appropriate, and integrated approach to nursing curriculum, design, implementation, and evaluation. Course Objective 3: Demonstrate competence in multicultural, gender and experiential influences that enrich the teaching-learning environment.

**NUR 585: Mental Health for Rural Families I**

In this course, the student will learn how to critically appraise theoretical approaches for psychotherapeutic interventions with both individual patients and families in rural areas. This course provides a theoretical basis for advanced practice in Psychiatric Mental Health (PMH) Nursing. This course will also provide the student with an understanding of the dynamics, epidemiology, and treatment of selected psychopathology, specifically focused on the adult patient. In addition, the role of the PMH practitioner in the assessment, diagnosis, and treatment of adult patients with mental disorders will be explored. Students must complete 150 clinical rotation hours working with adults and families within the semester in which the course is taken. Course Objective 1: Critically appraise theoretical approaches for psychotherapeutic interventions with adult patients and families in rural areas. Course Objective 10: Provide high quality, safe, and cost-effective patient centered care, recognizing cultural diversity and the patient or designee as a full partner in decision-making.

**NUR 586: Primary Care for Rural Families I**

This course provides a theoretical and evidenced based foundation for advanced practice in primary care. The focus is on identifying and managing common acute, episodic and multiple chronic conditions in the adult client. Health promotion and disease prevention strategies for the adult are
emphasized. Nurse Practitioner role functions in primary care are explored through clinical experiences with diverse rural populations. Students must complete 150 clinical rotation hours working with adults and families within the semester in which the course is taken. Objective 5: Determine appropriate medical interventions, including pharmacological and non-pharmacological treatments, guided by the preceptor, research, and evidence-based practice. Course Objective 6: Develop treatment plans for patients experiencing common acute, episodic, and multiple chronic conditions to maximize the adult patient’s health potential.

NUR 587: Mental Health for Rural Families II

This course provides the student with an understanding of the treatment of psychopathology. The role of the advanced psychiatric mental health nurse in the assessment, diagnosis, and treatment of patients and families in rural settings will also be explored. This course will also examine treatment modalities for advanced practice psychiatric nursing, specifically with children and adolescents. In addition, this course will provide advanced knowledge of psychobiological information in conjunction with the use of psychopharmacological interventions with patients. Students must complete 150 clinical rotation hours working with children and families within the semester in which the course is taken. Course Objective 10: Provide high quality, safe, and cost-effective patient centered care, recognizing cultural diversity and the patient or designee as a full partner in decision making.

NUR 588: Primary Care for Rural Families II

This course provides a theoretical and evidenced based foundation for advanced practice in primary care for women and children. The focus is on identifying and managing common acute, episodic, and multiple chronic conditions experienced by women and children. Health promotion and disease prevention strategies for women and children are emphasized. Nurse Practitioner role functions in primary care are explored through clinical experiences with diverse rural populations. Students must complete 150 clinical rotation hours within the semester in which the course is taken; 102 hours in pediatrics and 48 hours in OB/GYN. Course Objective 5: Conduct age-development-life stage appropriate wellness visits including health promotion, disease prevention, psychosocial assessments, anticipatory guidance, and counseling. Course Objective 10: Determine appropriate medical interventions, including pharmacological and non-pharmacological treatments, guided by the preceptor, research, and evidenced based practice. Course Objective 11: Develop treatment plans for patients experiencing common acute, episodic, and multiple chronic conditions to maximize the client’s health potential. Course Objective 14: Evaluate patient outcomes and responses, and modify the plan of care accordingly.

NUR 590: Mental Health and Primary Care for Rural Families Residency

Provides the student with the opportunity to completely immerse in the roles of the Psychiatric Mental Health Nurse Practitioner and Family Nurse Practitioner. Students will engage in the practice, management, and treatment of rural individuals and families experiencing mental health
and primary care needs. Students must complete 450 clinical rotation hours in psychiatric mental health (225 hours) and primary care (225 hours). Course Objective 3: Provide high quality, safe, cost-effective, patient centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.

**NUR 737: Interdisciplinary Leadership and Role Development for Practice Excellence**

This course is a required core DNP course that focuses on organizational, systems leadership, knowledge, and skills critical to role development in independent and inter and intra-disciplinary practice. Content includes communication, conflict resolution, collaboration and negotiation, leadership, and team functioning to maximize success in the establishment of safe, effective patient-centered care in complex environments. Course Objective 3: Develop effective strategies for the management of ethical dilemmas, incorporation of sensitivity to diverse cultures, and elimination of health disparities.

**NUR 740: Health Policy and Politics: Implications in Health Care**

Health Policy and Politics is a required core Doctorate of Nursing Practice course that focuses on the basic principles of health policy and the influence of the political process as a systematic approach to health care in the United States and internationally. This internet-based course prepares students to assume complex leadership roles in order to advance specialty practice and health. This course focuses on the unique challenges of engaging and influencing health care policy in the U.S. and internationally. It is designed to develop skills, techniques, and approaches to the critical analysis of health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums. The health policy framework is analyzed from a governmental, institutional, and organizational perspective. Course Objective 3: Analyze the ethical, legal, and socio-cultural implications in the decision-making process of U.S. health policy versus a universal health system.

**Goal 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.**

The College continues to target recruitment of minority faculty, which has been a priority initiative for CCN over the past three years. Similar to the nursing student population, nursing faculty across the U.S. have traditionally been overwhelmingly Caucasian females. At the Capstone College of Nursing (CCN), since 2000, the nursing faculty members have ranged from 85-90% Caucasian; and the faculty gender mix has ranged from 95-98% female. During the last academic year, members of the CCN faculty search committee and the CCN leadership team intentionally reached out to males and other minority faculty candidates throughout Alabama and across the U.S. through targeted advertising, direct mailings, conference exhibits and networking, individualized phone calls and email correspondence. As a result, during the past academic year, the college hired 11 new full-time faculty members, including three (27.2%) from underrepresented groups. Additionally, an internal candidate from an underrepresented minority was promoted from Associate Professor to the leadership role of Assistant Dean for Research and Scholarship.
Goal 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.

The CCN is actively involved in recruiting minority students. To increase minority enrollment, new scholarships for minority students were established including one sponsored by the CCN Alumni Association. Additionally, scholarship funding from the Lettie Pate Whitehead foundation ($178,000 this year) is allocated to specifically fund minority and first generation students.

CCN has expanded class sizes, which has opened opportunities to increase diversity among the incoming class of upper division nursing students. One of the continuous goals in the College is to increase inclusivity and diversity among faculty, staff, and student populations. During the summer of 2017, nursing enrollment in the undergraduate program of students from underrepresented populations totaled 345 (20.5%). There were 44 males enrolled in the program.

In CCN nursing graduate programs, 122 students identified as members of underrepresented populations (36.1%). There were 49 males enrolled in the nursing graduate programs. Unique to CCN is the joint EdD/Nurse Educator program. In the last year, 13 students in the Nursing EdD program identified as members of underrepresented populations, and six students were males.

The RN Mobility Program is another component of the CCN undergraduate student population. This program targets registered nurses who are employed with associate degrees, providing them with a flexible opportunity to complete their baccalaureate degrees in nursing. Several strategies are used to recruit and retain underserved minority students in this program. CCN faculty leads a statewide Partnership Advisory Council (PAC) with representatives from 33 institutions, including many community colleges and rural hospitals across the state. The focus of this council is to promote continuing education and seamless progression from associate degree to baccalaureate degree preparation for nurses in Alabama. Another recent change is the move to admit two cohorts, rather than one, into the RN Mobility program each academic year. This student population typically has a much higher minority component than traditional undergraduate nursing programs. Dr. Norma Cuellar received a $1.7 million HRSA grant this year to recruit more Latino nurses with associate degrees into the CCN RN Mobility program, while promoting leadership, mentorship, and resiliency skills in this population.

One way of increasing diversity within the student populations is to have initial and follow up contacts with potential students made by diverse recruiters and student services personnel. The Office of Nursing Student Services is the gateway to the college. Of the five employees in the Office of Nursing Student Services, three are members of underrepresented minorities.

To maximize the retention of nursing students in the upper division nursing course sequence and to increase the potential for success on the national licensure exam (N-CLEX), the College uses a national standardized testing system. This system uses standardized tests in each major clinical course. When a student is unsuccessful on one of these tests, an individual remediation plan is implemented that capitalizes on the strengths and improves areas of weakness for that student. In the final semester students take an exam that predicts their success on N-CLEX. Again, if a student
does not do well on this test, an individualized remediation plan is developed and implemented. This approach helps all students be successful. An indication of the success of this approach is the program’s current N-CLEX pass rate of 96.5% for its graduates.

With the traditional BSN and RN Mobility programs combined, the total CCN undergraduate minority student population has increased slightly. A clear indicator of CCN’s success in educating a diverse student body is apparent in the doctoral program. For the past 3 years, over 30% of CCN students who completed doctoral degrees in nursing were from minority populations.

**Goal 5: Annually review goals and assess effectiveness of action steps and initiatives in effectuating diversity within our educational mission and achieving our strategic goal of enhancing the learning environment to attract and retain excellent students by continuing progress in achieving diversity among faculty, staff, students, and administration.**

At the end of each academic year, the college conducts an anonymous survey of all faculty and staff to assess their perceptions of the work environment. In the most recent survey, 82% of respondents agreed that the college offered a supportive and inclusive environment. In fall 2016, Dr. Norma Cuellar and Abby Horton conducted a survey on incivility among CCN nursing students. Findings from this survey revealed that students did not report experiences of incivility, contrary to concerns and issues previously verbalized by students. Future plans include further student and faculty education on incivility.

In summary, the CCN faculty and staff continue to strive to promote a respectful and inclusive college environment. The college has been successful in recruiting, retaining and graduating diverse students, especially within the graduate nursing programs. A strong strategic plan, recent changes to the undergraduate program admission process, and successful recruitment of a diverse cohort of new faculty will position the college for even greater success in the future.
College Strategic Diversity Report
Attachment 1: Nursing

Enrollment by Race/Ethnicity*

Undergraduate Student Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Black (includes Multi-racial Blacks)</th>
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<th>Other (includes Nonresidents)</th>
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<td>14.3</td>
<td>46</td>
<td>2.8</td>
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</tr>
</tbody>
</table>
## COLLEGE STRATEGIC DIVERSITY:
### REPORT ATTACHMENT 1: NURSING

**Enrollment by Race/Ethnicity**

Graduate and Professional Student Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Black (includes Multi-racial Blacks)</th>
<th>Hispanic</th>
<th>Other (includes Non)</th>
<th>White</th>
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</tr>
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Highlight Items:
- On August 4 - 5, 2016, the School of Social Work, in partnership with the Alabama Department of Human Resources, hosted the 15th Annual Fall Social Work Conference. The conference brings together child welfare professionals and community stakeholders to meet with researchers, clinicians, educators and policy-makers from around the region to better understand and explore ways that all stakeholders can improve services for at-risk families and abused children. The theme of the conference was “Trauma to Triumph.” It was held at the Renaissance Hotel and Spa in Montgomery, AL.
- A student-led committee of social work majors created two “unity/inspiration” walls in the Ferguson Center on UA’s campus where students and faculty could express their fears and hopes on adhesive notes and put them on two 4-by-4 boards on October 10 - 13, 2016. The idea was to create dialogue amongst members of the UA community and foster positive energy in response to police-related shootings and the Orlando nightclub attack. Roughly 400 students participated in the four-day event.
- On February 17, 2017 the School of Social Work hosted the Ethel Hall Colloquium featuring Dr. Desmond Patton. Dr. Patton is assistant professor of social work at Columbia University, where he researches youth and young adults’ experiences with violence in their neighborhoods and on social media platforms such as Twitter, Facebook and YouTube. Attendees were invited to a dessert reception following the presentation at the Bryant Conference Center.

Goal 1: Communicate the University of Alabama’s commitment to diversity as part of its educational mission.

The School of Social Work communicates its commitment to diversity in a variety of formats including 1) materials and links posted on the website 2) policy manuals and student handbooks 3) prospective student admissions application and 4) faculty job postings. The brief examples below detail how the School has communicated its commitment to diversity beyond what the University does as a whole.

Website
The mission and vision of the School of Social work reflects the importance of diversity to the social work profession. A link to the National Association of Social Workers (NASW) Code of Ethics is also posted on the website.

The Mission of the University of Alabama School of Social Work
The University of Alabama’s School of Social Work prepares scholar-practitioners and researchers committed to ending adverse social conditions and promoting societal well-being through teaching, research and service.

- **BSW Mission:** The BSW Program prepares practitioners committed to promoting social justice and improving the well being of individuals, families, groups, and communities.
• **MSW Mission:** The MSW program prepares advanced scholar practitioners to improve the lives of individuals and families, enhance community well being, and advocate for policies that support systemic change.

• **PhD Mission:** The University of Alabama’s social work doctoral program prepares social work scholars who develop and disseminate knowledge.

• **The Field Education Program:** Facilitates the integration of the learning experience into practice and prepares practitioners committed to promoting justice, improving the well-being of individuals and systems, and alleviating adverse social conditions.

The Vision of the University of Alabama School of Social Work
The School of Social Work seeks to lead the country in community-engaged research in health, behavioral health, and social and economic justice solutions for Alabama and the nation.

The NASW Code of Ethics
A link to the NASW Code of Ethics is posted on the SSW website. The NASW Code of ethics includes numerous references to diversity and inclusion. A few examples are listed below:

• “Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers’ social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.”

• “Ethical Standard 1.05 Cultural Competence and Social Diversity
  (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
  (b) Social workers should have a knowledge base of their clients’ cultures and be able to demonstrate competence in the provision of services that are sensitive to clients’ cultures and to differences among people and cultural groups.
  (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.”

Program Webpages
• The BSW Program web page states “Our BSW graduates are prepared to assist people of all ages, from all walks of life, in a variety of settings. Students learn valuable professional skills while improving the health and wellbeing of individuals, families, and communities. A BSW degree also provides an excellent foundation in problem-solving, communication, and inter-professional collaboration, skills which are valued by many professions and graduate degree programs.”

• The MSW Program welcome page reads “Graduates of the MSW program will be able to:
  o Deliver evidence-based social work practice to diverse client systems.”
Advocate for vulnerable populations at the individual, group, and community levels.
Engage in culturally competent advanced social work practice with diverse groups.
Analyze, formulate, and influence organizational and government policies.
Apply social work values and ethics to practice.”

The PhD Program page reads “Students in our PhD program benefit from small class sizes, a supportive learning environment and excellent resources. Located less than an hour from the Birmingham metro area and surrounded by rural counties, UA’s School of Social Work is the destination for research focusing on:
Disparities in health, services, and social policies
Economic and social barriers
Services to military families
Aging and end of life
Matters of racial and social justice”

Student Handbooks and the Faculty and Staff Policy Manual
In 1991, the School’s faculty adopted the following cultural diversity statement, which is printed in student handbooks and in the Faculty and Staff Policy Manual (the student handbooks are also available on the website).

“As stated in the National Association of Social Workers Code of Ethics and consistent with the University of Alabama's Equal Opportunity Policy, we the faculty, staff, and students of the School of Social Work:
Advocate for the elimination of any form of discrimination on the basis of race, color, gender, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical limitation, or socioeconomic status.
Are committed to teach, encourage, and promote an appreciation for and understanding of diversity in the School of Social Work, The University of Alabama, our professions, and our community.
Affirm the value of soliciting and incorporating diversity into all aspects of our educational experiences, our profession, and our personal lives as one way to enrich our total life experience individually and collectively as members of a world community.”

On October 27, 1993, the faculty promulgated a policy on inclusion of cultural diversity content in the curriculum. This statement is also included in the Faculty and Staff Policy Manual. This manual is posted on the School of Social Work’s internal shared drive.

The faculty of the School of Social Work is committed to teaching, encouraging, and promoting an appreciation of human diversity including ethnic minorities of color, women, and other groups. The faculty is also committed to the prevention and elimination of discrimination and oppression directed toward these groups.

As a result, many courses in the BSW, MSW, PhD, and continuing education programs currently include content and objectives, relevant to the course topic, designed to develop an appreciation of diversity and to building an understanding of and sensitivity to the special needs of ethnic minorities of color, women, and other groups, and the patterns and effects of discrimination and oppression directed toward them.
The faculty is committed to a continuous review of all courses to determine if and how this content can be incorporated appropriately into all courses in the School’s curriculum. Appropriate School committees conduct the review.

**MSW Student Admissions Application**
All prospective MSW students are required to write a diversity essay for admission into the Master of Social Work Program. This requirement is posted on our website and is included in all recruitment materials. After reading the *NASW Code of Ethics* and specifically noting the statement, “Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity,” prospective students are instructed to write an essay discussing two experiences they have had relevant to individual differences and/or diversity.

**Faculty Position Advertisement**
Commitment to diversity is also communicated in faculty recruiting materials. Additionally, scheduled meetings with the diversity committee are a part of the faculty interview process. During this meeting, all job candidates must be prepared to discuss their plans for including diversity and social justice in their research, teaching and service. The following was included in faculty postings for the 2016-2017 academic year. This posting was sent to national websites, list-servs and posted and circulated at national conferences and meetings.

- **Minimum Qualifications**: We are strongly invested in recruiting colleagues who, in their practice and research, demonstrate experience with, knowledge of and sensitivity to the needs of culturally diverse and underrepresented populations and communities. Applicants should have an interest and expertise in reaching our diverse student body through online education.
- **Preferred Qualifications**: Preferable qualifications include a MSW with two years practice experience. Additional administrative experience in designing and developing graduate education programs, such as dual degree or DSW programs, is desired. Although all substantive areas will be seriously considered, we are especially interested in applicants who have expertise in the areas of juvenile justice, forensics, and global and human rights.

**Goal 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.**

Our efforts to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced fall into five general categories: 1) explicit curriculum, 2) implicit curriculum, 3) diversity related activities/events and 4) international activities including field placements and visiting scholars, and 5) faculty and student publications.

**Curriculum (Explicit)**
All of the School’s courses are infused with diversity-relevant content and several required courses emphasize diversity. Brief descriptions of *required* courses that *emphasize* diversity can be found in Attachment 1.
Undergraduates in the School of Social Work are required to complete a course in Western Civilization and to complete two semesters of a foreign language (not computer science). These classes are required to ensure that students’ educational experiences extend beyond material related specifically to the United States.

The School’s service learning opportunities embedded in the curriculum require students to develop, enhance, or maintain skills working with diverse clients in a variety of social service agencies. During the 2016 - 2017 academic year, 564 social work students provided over 184,230 hours of community service in agencies serving diverse populations. The following illustrate the variety of diversity-related activities SW students complete over the course of an academic year.

- BSW and MSW students complete their field education in different settings to provide diversity in practicum experiences. Placements provide experiences with diverse staff and clients (diverse ethnic, racial, and gender groups).
- In SW 100, Introduction to Fields of Social Work Practice and SW 320, Volunteerism, undergraduates provide volunteer service to underserved, diverse populations. These include volunteer activities at community soup kitchens, American Red Cross, RISE Program for children with developmental delays, senior citizen activities programs, juvenile detention programs, and Boys and Girls Clubs as well as after-school tutoring programs for high-risk children and youth and mentoring activities with children who have behavioral challenges.
- In SW 442 (Fall) and SW 542 (Spring), Social Work Practice with Communities and Organizations, BSW and MSW students assess the needs and strengths of designated communities. Students then engage community leaders/key informants to partner with them to develop community intervention strategies.

In several other courses, faculty members include learning activities with a diversity emphasis.

- During the interim session each year, a faculty member offers students an opportunity to visit Mexico or Hong Kong (alternating years) to have a cultural experience and learn about social work in a different setting.

The School of Social Work’s Youth Services Institute (YSI) offers field education placement opportunities for BSW and MSW students. YSI provides several diversity experiences for these students. Two such experiences are:

- The Working on Womanhood (WOW) program at the Girls Intensive Education and Treatment Facility offers UA student placements in an environment where students can build skills working with a diverse population, including assisting individuals and families affected by poverty, mental health issues and delinquency. WOW also exposes UA students to serving individuals of varied cultural, religious and ethnic backgrounds.
- The Accountability Based Sex Offender Program: Continuum of Care, UA students are provided opportunities to work with Hispanic and deaf population.

Curriculum (Implicit)

- Prospective MSW students are required to write a diversity essay for consideration for admission to the MSW Program.
- The School of Social Work student organizations (The Undergraduate Social Work; The Social Work Association for Cultural Awareness; the Phi Alpha Honor Society, Psi Chapter;
and the Doctoral Student Organization) conducted several service projects. Each project provided service to diverse groups.

- The School’s Diversity Committee, composed of faculty, staff, and students appointed by the dean, is charged to advocate for the elimination of any form of discrimination on the basis of race, color, gender, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical limitation, or socio-economic status. The committee promotes an appreciation for and understanding of diversity and affirms the value of incorporating diversity into all aspects of the educational experience. This committee is responsible for (a) coordinating events for African American Heritage Month and (b) the Ethel Hall African American Heritage Day Celebration. Diversity Committee members have also been active with the UA Crossroads Network.

Diversity-related Events and Activities

- **African American Heritage Month and Day.** In 1989, the School of Social Work held its first African American Heritage Month Celebration, a tradition that has continued every February since then. The event is called *The Dr. Ethel Hall African-American Heritage Celebration Event*, in honor of the first female African American to earn a PhD from the School. On February 17, 2017 the School of Social Work hosted the Ethel Hall colloquium featuring Dr. Desmond Patton. Dr. Patton is assistant professor of social work at Columbia University, where he researches youth and young adults’ experiences with violence in their neighborhoods and on social media platforms such as Twitter, Facebook and YouTube. Attendees were invited to a dessert reception following the presentation at the Bryant Conference Center.

- **Anti-harassment training.** All faculty and staff completed the online harassment training module and reported their completion to the harassment resource person.

- **Equal employment opportunity training.** The assistant dean, the School of Social Work’s designated individual for EEO-related matters, encourages all search committee members to review the training materials provided by UA for that purpose.

- **Phi Alpha Honor Society Symposium.** The Phi Alpha Honor Society of The University of Alabama School of Social Work hosted a symposium entitled “Bryce Campus: A Retrospective” on November 18, 2016. Guest speakers included: Steve Davis, Historian from the Alabama Department of Mental Health and Steve Flanagan, Coordinator of Psychiatric Social Services, Pickens County Medical Center Senior Care.

- **15th Annual Fall Social Work Conference.** On August 4 - 5, 2016, the School of Social Work in partnership with the Alabama Department of Human Resources hosted the 15th Annual Fall Social Work Conference at the Renaissance Hotel and Spa, Montgomery, AL. The conference brought together child welfare professionals and community stakeholders to meet with researchers, clinicians, educators and policy-makers from around the region to better understand and explore ways that all stakeholders can improve services for at risk families and abused children. The theme of the conference was “Trauma to Triumph.”

Guest Lectures/ Webinars

- Melanie Bridgeforth, the executive director of Voices for Alabama's Children, presented a lecture as a part of the School of Social Work’s Honors Day Celebration. Ms. Bridgeforth
inspired students to become advocates, change agents and to pursue their chosen career paths.

Faculty Candidate Colloquia

The School of Social Work hosted several faculty candidate colloquia during the 2016 - 2017 academic year. Many of the topics related to diversity. The following in an example of the colloquia topics and speakers:

- Dr. Sha-Rhonda Green has more than 15 years of clinical social work experience. She is also an educator, author and public speaker. She hosted the colloquium entitled, *Multiple Roles as Predicators of Subjective Well-Being in African American Women*, on April 28.
- Dr. Paul Smokowski presented the colloquium: *Scaling Up: Pushing the Limits of Prevention Science in an Impoverished, Ethically Diverse Rural County*, on Feb. 7.
- Dr. Mark Lusk, a professor at the University of Texas at El Paso, presented a colloquium entitled, *Mental Health and the Role of Culture and Resilience in Refugees Fleeing Violence* on March 3.
- Dr. Hee Yun Lee is a professor and director of research at the University Of Minnesota School Of Social Work. She presented the colloquium: "Mobile Phone Multimedia Messaging Intervention for Breast Cancer Screening Among Korean American Immigrant Women" on March 1.

International Activities - Visiting Scholars

- The School of Social Work hosted one international visiting scholar during the 2016 - 2017 academic year. The scholar, who is a history teacher from China, came to study community development and the welfare of children and families. The scholar’s one-year stay is part of the School’s commitment to help shape social work education around the globe.

International Field Placements

- A few undergraduate students were placed in South Korea and Ghana from August 2016 through December 2016.

China Collaborative

- Dr. Debra Nelson-Gardell and Dr. Gordon MacNeil participated in the CSWE China Collaborative Program in July 2016, where they provided training to social work instructors in China.
Publications

Virtually all publications by social work faculty members and students address some aspects of diversity, including such issues as poverty, oppression, and discrimination. The list below is a sample of publications with an emphasis on racial/ethnic diversity issues. Faculty members are in bold, students and recent alumni are in italics.


Goal 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.

As faculty and staff vacancies arise in the School of Social Work, or when the need for new faculty and staff becomes apparent, the dean appoints the search committees. The dean attempts to include a balance of males and females on each search committee, and to include at least one member of an under-represented ethnic group. The affirmative action coordinator serves as a consultant to the search committees and encourages search committee members to review the EEO materials that UA provides.

Diversity: Faculty, Staff, Administration

- The School’s 2016 - 2017 six member Administrative Team’s composition demonstrated ethnic and gender diversity.
- Out of the School’s 33 full-time faculty members in 2016 - 2017, 36% identified as a member of an ethnic minority group.
- During the 2016 – 2017 academic year, more than 48% of the School’s staff members identified as members of ethnic minority groups.
**Goal 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.

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

Scholarships are an important part of recruitment and retention efforts and several of the SSW scholarships aid in the effort to maintain diversity. Nine endowed scholarships in the School of Social Work focus on increasing and supporting diversity within the student body. For example, the Adams Scholarship is designated for students who graduated from a Mississippi high school and who will enhance the diversity of the University’s student population. The Ackerson scholarship gives priority to students who are part of an underrepresented demographic group. For the advanced standing MSW program, Daniel Foundation Scholarships are awarded to the most outstanding graduates of each CSWEaccredited social work program in Alabama. Five of those programs are in historically black undergraduate institutions. African American students received nearly $18,000 in scholarships for the 2016 - 2017 academic year.

Recruitment materials showcase diversity. Presentations about the BSW program are also made at community colleges and 4year institutions without accredited social work programs.

**Goal 5:** Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.

The School is committed to maintaining diversity within its student body, faculty, and staff. The School endeavors to create and sustain a stimulating learning environment by attracting students, faculty and staff from a variety of backgrounds. The BSW, MSW and PhD students are part of the environment in which all of the SSW students interact. Application, enrollment, and graduation data confirm that the School is successful in recruiting, enrolling, and graduating a very diverse student body. Although the majority of SSW students are of ages typical for educational level, there are also a number of students who are older than the typical student. Data is not collected on sexual orientation, physical/mental abilities/issues, or aspects of diversity other than ethnicity and gender. However, students who use wheelchairs, have guide dogs, utilize adaptive technologies (for vision and hearing-related impairments), and students treated for mental/emotional issues have enrolled in the School’s programs. There are also a number of students who identify as gay, lesbian, bisexual, or transgender.
The SSW student body is extremely diverse. Over 40 percent of the undergraduate and graduate student body report as African American, Hispanic/Latino or are members of other racial or ethnic groups. To maintain the diversity of the graduate student body, some of the recruitment efforts are targeted towards the Historically Black Colleges and Universities (HBCUs) in Alabama with undergraduate social work programs. During the 2016 – 2017 academic year, recruitment visits to four HBCUs in Alabama were conducted. Recruiting efforts also occur at the annual Alabama Mississippi Social Work Education Conference, which draws over 200 students interested in social work from the two-state area. Students who attend the conference mirror the diversity of the states. McNair Research Scholars who have expressed interest in graduate-level social work education are recruited from undergraduate programs. Specific recruitment and retention efforts to improve the graduation rates of African American PhD students are also being made.

At the conclusion of field education classes, instructors assess the degree to which each student attained each program objective. For each program, two objectives relate to the topic of diversity: "understands forms and mechanisms of oppression and discrimination and applies strategies of change" and "practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation." Students and instructors rate students very highly on each of these objectives. These assessment results are posted on the School of Social Work’s website. The School of Social Work is also required to complete an annual survey for the Council on Social Work Education (CSWE), the national social work education accrediting body. This survey requires annual submission of data related to diversity in the student body.

Attachment 1

Description of Required Courses Emphasizing Diversity

Bachelor of Social Work Program (Undergraduate)

**SW 351/355 Oppression and Social Injustice** (355 - Honors course). This course examines issues related to the oppression of people on the basis of their gender, ethnicity, race, culture, sexual orientation, physical or mental ability, age, religion, and national origin. It is designed to introduce the student to a range of issues of oppression and social and economic injustice pertinent to the field of social welfare and to the profession of social work.

**SW 401 Social Welfare Policy and Services.** This course is designed to enable the student to develop beginning skill in the analysis of social welfare policies and programs and to apply principles and strategies of social welfare policy advocacy. The course builds on the basic knowledge of the history and philosophy of social welfare programs students are expected to have acquired in SW 200. In this course, special attention is given to evidence regarding the effects of policies on persons subject to economic deprivation, discrimination, and oppression. Current policies and policy issues in Alabama and the southeast are emphasized, with a focus on social work values and human diversity. Writing proficiency is required for a passing grade in this course.
**SW 410 Human Behavior in the Social Environment I.** This is the first course in a two-course sequence that uses a life course perspective as a framework for preparing students with knowledge of theories that support beginning-level generalist practice. It also explores the reciprocal relationship between human behavior and social environments. This first course focuses on the development of the individual from conception through adolescence. It examines the impact of biological, sociological, cultural, psychological, and spiritual factors on the course of that development. It also examines the variety of social systems in which people live and the ways those systems help or impede health and well-being. Several theories that support generalist practice are presented, as well as several empirically-based frameworks, which help to understand human growth and development in the social environment.

**SW 411 Human Behavior in the Social Environment II.** This is the second of a two-course sequence that uses a life course perspective as a framework for preparing students with knowledge of theories that support beginning-level generalist practice. It explores the reciprocal relationship between human behavior and social environments. This second course focuses on the development of the individual from young adulthood through advanced old age. It examines the impact of biological, sociological, cultural, psychological, and spiritual factors on the course of that development. It also examines the variety of social systems in which people live and the ways those systems help or impede health and well-being. Several theories that support generalist practice are presented, as well as several empirically based theoretical frameworks that help to understand human growth and development in the social environment.

**SW 440 Social Work Practice with Individuals and Families.** This is the first in a sequence of practice courses designed to prepare students for generalist practice. The course emphasizes professional relationships that are characterized by mutuality, collaboration and respect for clients. It addresses development of self-awareness, identification of personal values, and the potential for ethical dilemmas resulting from conflicting values. The content is intended to develop the knowledge and skills needed to enable individuals and families to reach their potential through a problem-solving approach. Issues of aging, poverty, sexism, racism, and heterosexism are addressed in each unit of study. Writing proficiency is required for a passing grade in this course.

**SW 441 Social Work Practice with Groups.** This course is designed to provide fundamental knowledge of and skills for BSW-level social work practice with groups. It is consistent with BSW generalist practice in its use of a problem-solving approach. The course gives attention to the range of group affiliations, life events and life transitions and their potential impact on various sized systems. It emphasizes the values and ethics of the social work profession, including respect for the positive value of diversity. The knowledge and skills gained in the course should enable the student to be an effective member of task groups and leader of task and treatment groups.

**SW 442 Social Work Practice with Communities.** Together with two other practice courses, this course prepares students for generalist social work practice with systems of all sizes. This course is designed to help students understand organizations and communities in order to secure improved services and situations for client groups and citizens. The content includes theoretical models of social work practice in communities and organizations and the skills essential to this
practice. Particular attention is given to strategies that can empower persons who have experienced oppression and discrimination because of race, ethnicity, gender, sexual orientation, and age. Students will learn to use research methods to assess community strengths and problems and to evaluate community change efforts.

Master’s in Social Work (Graduate)

**SW 500 Social Welfare Policy: History, Problems, Programs, and Analysis.** This course provides an introduction to the history of services to the poor and underserved and an introduction to current policies and services that address poverty and service delivery. The course also critically reviews the history, mission, and philosophy of the social work profession and its efforts to alleviate poverty and gaps in service. Students learn to use selected analytic frameworks to complete critical analyses of policies and services that assess the impact of policy on persons who are subject to discrimination, economic deprivation, and oppression, including women, older adults, people of color, and gay and lesbian persons. The course emphasizes understanding and appreciation of human diversity with the goal of helping students to work competently with diverse populations. Critical questions such as, “to what extent does policy promote the NASW Code of Ethics and the stated values of the profession?” and “to what extent has the social work profession upheld those goals?” are explored in the class. SW 500 provides a foundation for the advanced policy analysis course.

**SW 510 Human Behavior and Social Environments I.** This course introduces students to the Life Course Perspective as an overarching conceptual framework that is combined with selected theories to understand human behavior across the life course. The Life Course Perspective emphasizes the ways in which people's location in the social system, the historical period in which they live, and their unique personal biographies shape their developmental experiences. The course emphasizes how individuals create meaning and respond to change over the life span. Students will critically and reflectively examine the interplay of organizations and communities as part of a person’s environment and how diverse cultures help to shape the environmental and historical context for human development. In summary, students will learn how the growth and development of individuals, families, groups, organizations, and communities are influenced by a dynamic interplay of psychological, social, historical, political, spiritual, and economic factors. This course is part of a two-course sequence and focuses on the earlier stages of human development from conception to adolescence.

**SW 511 Human Behavior and Social Environments II.** This course introduces students to an overarching conceptual framework and selected theories for understanding human behavior across the life course. A Life Course Perspective emphasizes the ways in which people's location in the social system, the historical period in which they live, and their unique personal biographies shape their developmental experiences. The course emphasizes how individuals create meaning and respond to change over the life span. Students will critically and reflectively examine the interplay of organizations and communities as part of a person’s environment and how diverse cultures help to shape the environmental and historical context for human development. In summary, students will learn how the growth and development of individuals, families, groups, organizations, and communities are influenced by a dynamic interplay of psychological, social, historical, political, spiritual, and economic factors. This course is part of
a two-course sequence and focuses on the later stages of human development from young adulthood to advanced old age.

**SW 532 Models and Methods of Social Work Practice with Adults in Mental Health.** Building on foundation practice courses, this course emphasizes evidence-based practice models and methods of intervention for effective social work practice with adults experiencing mental health problems. Content focuses on promoting positive mental health, preventing mental illness, and delivering bio-psychosocial intervention and rehabilitation services, including work with family members. Emphasis is on helping people with severe and persistent mental illness, substance abuse, and experiences of major trauma function optimally in the least restrictive environment. A major focus is on culturally and gender appropriate interventions and on serving low-income populations and those that have experienced social and economic injustice. Although mental health assessments and treatment plans are discussed, the primary focus of the course is on treating mental health problems.

**SW 533 Models and Methods of Gerontological Social Work Practice.** The focus of this course is on evidence-based practice models and methods of intervention necessary for effective, advanced social work practice with older persons and their families. Material will be presented about both normal and problematic challenges encountered by older persons as they experience physical, psychological, and social changes associated with human aging. A special focus of this course will be on the provision of culturally and gender sensitive interventions, and on addressing the special needs of low income elders, and elders who have been subjected to prejudice, discrimination, and social injustice.

**SW 541 Social Work Practice with Groups.** Social Work Practice with Groups is one course in a series of practice courses offered in the professional foundation. It provides a framework for systematic study of components and issues involved in the practice of social work with groups. The course examines the processes involved with group formation as well as ongoing processes of assessment, intervention, and evaluation. The course provides experiential learning activities for students to demonstrate practice competencies with groups. This course stresses the use of critical and reflective thinking skills as a basis for competent, evidence-based, social work practice with diverse groups. It emphasizes valuing human diversity as an underlying social work value that leads to culturally competent practice with vulnerable and poor/underserved populations in group contexts.

**SW 542 Social Work Practice with Communities and Organizations.** This course is one of three required social work practice courses offered in the professional foundation. This course is designed to help students understand communities and organizations and the knowledge bases of social work practice for intervention at this level. It provides an opportunity to explore selected macro models of practice and learn about human service organizations, which often serve as an immediate context for community practice. The course provides experiential learning activities for students to demonstrate practice competencies. It emphasizes understanding and appreciation of human diversity as an underlying social work value that leads to best practice with the poor and underserved, vulnerable populations in community settings.

**SW 564 Models and Methods of Social Work Practice with Children and Adolescents in Mental Health.** Building on foundation practice courses, this course emphasizes evidence-based
practice models and methods of intervention for effective social work practice with children, adolescents, and their families experiencing mental health problems. Content focuses on promoting positive mental health and delivering bio-psychosocial intervention and rehabilitation services. Topics include intervention with common mental health problems of children and adolescents, such as learning disorders, ADHD, conduct disorder, anxiety, substance abuse, depression, and suicide prevention. A major focus is on culturally and gender appropriate interventions and on serving low-income families and those that have experienced social and economic injustice.

**SW 565 Models and Methods of Social Work Practice in Child Welfare and Family Services.** Building on foundation practice courses, this course emphasizes evidence-based practice models and methods of intervention for effective social work practice in child welfare and family services settings. Content focuses on preventive and remedial services to promote safe and nurturing environments for children, adolescents, and their families. Topics include family preservation; foster care and adoption; juvenile delinquency; prevention and reduction of violence and substance abuse within families; and effective interdisciplinary team functioning. The course emphasizes culturally and gender appropriate interventions and serving low-income families and those that have experienced social and economic injustice.

**SW 577 Components of Human Development and Social Systems.** This course is required of advanced-standing students prior to their admission to concentration year graduate status. Based on the assumption that students have been exposed to human behavior in the social environment concepts in their BSW programs of study, it provides a review of social work foundation content in the area of HBSE in order to provide uniformity of preparation for students in their concentration year. The course introduces students to the Life Course Perspective as an overarching conceptual framework that is combined with selected theories in order to understand human behavior across the life course. The Life Course Perspective emphasizes the ways in which people’s location in the social system, the historical period in which they live, and their unique personal biographies shape their developmental experiences. The course emphasizes how individuals create meaning and respond to change over the life span. Students will critically and reflectively examine the interplay of organizations and communities as part of a person’s environment and how diverse cultures help to shape the environmental and historical context for human development. In summary, students will learn how the growth and development of individuals, families, groups, organizations, and communities are influenced by a dynamic interplay of psychological, social, historical, political, spiritual, and economic factors.

**SW 578 Social Welfare Policies and Delivery Systems, Social Problems, and the History of Social Welfare.** This course is required of advanced-standing students prior to their admission to concentration year graduate status. Its general purposes are to provide uniformity of preparation in the policy area for all students in their concentration year. It provides a review of social work foundation content in the area of social welfare policy and services, including the history of services to the poor and underserved, the history, mission, and philosophy of the social work profession and its efforts to alleviate poverty and gaps in service, and current policies and services that address poverty and service delivery.
Highlight Items:

- Exhibits focusing on diversity were presented during the year, including *A Message of Glad News for All the Race: Celebrating 135 Years of Tuskegee University*. Authorized by the Alabama legislature in 1881 with only a $2000 appropriation, Tuskegee University has grown far beyond the original one-room cabin with one teacher and thirty students in Tuskegee. To mark this milestone of 135 years of education, this exhibit highlighted many of the early “trades” advocated by founding principal Booker T. Washington (including farming, woodworking and brick making, harness making, tailoring and sewing, millinery, cooking, and housekeeping) through the academic coursework of the twentieth and twenty-first centuries.

- Gorgas Information Services librarians provided instruction geared to students in programs for first generation students, underrepresented populations, students with disabilities, and students who require additional instruction for academic success.

**Goal 1:** *Communicate the University of Alabama’s commitment to diversity as part of its educational mission.*

The University Libraries implemented a strategic plan that includes “openness to diverse voices and perspectives for exchanging information and ideas” as a core value. As a result of the attention to diversity and inclusion woven throughout the strategic plan, University Libraries is a vital resource for communicating UA’s commitment to diversity as part of its educational mission.

For example, University Libraries collections reflect diverse themes and groups. Forty-two electronic databases to which University Libraries subscribe align with ethnic and minority studies. A number of these resources have been advertised on the University Libraries website. Also, demand-driven access to electronic books has increased the number of titles available that relate to ethnic and diverse groups. Faculty and students select these titles for teaching and research purposes.

Several of the collections in Special Collections have themes directly related to minority and diverse populations, and these collections continue to grow. Items that may be of particular interest to researchers include materials documenting the histories and cultures of Native American groups and individuals in lands that later became part of Alabama, with emphasis on historic maps.

University Libraries communicates its commitment to diversity through its hiring practices. All advertisements for faculty or professional staff positions contain a statement that the University of Alabama is an Equal Employment/Affirmative Action employer. The University Libraries HR Officer meets with all search committees prior to faculty searches to reiterate the University’s commitment to diversity and to encourage the committee to strive for diverse pools from which to select successful candidates.
Goal 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.

Exhibits that enhanced awareness and appreciation of cultural and individual diversity included:

- **A Message of Glad News for All the Race: Celebrating 135 Years of Tuskegee University.** Authorized by the Alabama legislature in 1881 with only a $2000 appropriation, Tuskegee University has grown far beyond the original one-room cabin with one teacher and thirty students in Tuskegee, known first as the Tuskegee Normal and Industrial School and then Tuskegee Institute. Now with some 5,000 acres and more than seventy buildings, over 3,000 students attend Tuskegee University. To mark this milestone of 135 years of education, this exhibit highlights many of the early “trades” advocated by founding principal Booker T. Washington (including farming, woodworking and brick making, harness making, tailoring and sewing, millinery, cooking, and housekeeping) through the academic coursework of the twentieth and twenty-first centuries. The exhibit also showcased several recipes developed by renowned botanist, agriculturalist, and inventor George Washington Carver; the music program established by Mrs. Jennie C. Lee and grown by William L. Dawson; the architecture of Robert R. Taylor; and the civil rights movement in Tuskegee.

- **Joel Chandler Harris Exhibit.** This exhibit on southern author Joel Chandler Harris (1845-1908) examined his most well-known works and how they have become part of popular culture from the time of Jim Crow’s South to the present day. It looked at Harris’s romanticized view of southern plantation life and his stereotypes like the happy-go-lucky slave, pitiful freedman, and devoted mammy. His stories persist in our popular culture, in theme park rides like Disney’s Splash Mountain and in current children’s books. For these reasons we must continue to discuss the tales for their controversial heritage that, while often hidden today, has far from disappeared.

Additional activities that enhanced awareness of diversity:

- University Libraries continued to participate in Black Heritage Month by developing and presenting for patron use a quiz on famous African American Alabamians, which is updated annually to reflect African Americans from Alabama who have contributed on the national or international stage.

- University Libraries collaborated with Inclusive Campus and campus groups to host movie nights on diverse themes. Themes included Native Americans, LGBTQ, and gender issues.

- Librarians and staff participate in SafeZone training and work as allies for LGBTQA+ members of the University community.

- Mangala Krishnamurthy, reference librarian at Rodgers Science and Engineering Library, coordinates an annual coffee to orient international students to the UA campus.

Goal 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.

The University Libraries employ a diverse faculty and staff and have increased the number of faculty from ethnic and geographically diverse areas.

The University Libraries Affirmative Action Coordinator meets with each search committee at the beginning of the search process and reviews affirmative action guidelines. She ensures that there is diverse representation on search committees. She reviews the EEO information available in the faculty online job system and shares the information with the committee chair.

University Libraries uses an extensive recipient list for its faculty searches. Position announcements are now sent to a variety of organizations including, but not limited to, the Diversity list of the American Library Association, the University of Alabama Black Faculty and Staff Association, Insight Into Diversity, Hispanic Outlook and Jobs in Higher Education, and Diversejobs.net. Job postings have also been submitted to library schools across the country. Jobs that are appropriate are posted to the National STEM Collaborative (https://cgest.asu.edu/collaborative). All job notices include a statement regarding the University’s commitment to develop a faculty that is racially, ethnically, culturally and socially diverse. Minority faculty members who currently hold positions in the University Libraries are encouraged to share job announcements with any professional or social organizations to which they belong.

**Goal 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.**

In addition to the normal instruction sessions provided for all students, Gorgas Information Services librarians provide instruction tailored to freshman. Classes include freshman English but also classes geared to students in programs for first generation students, underrepresented populations, and students who require additional instruction for academic success. University Libraries provide aid to Student Support Services, the campus TRIO grant-funded program, which works to support students from low-income backgrounds, students with disabilities, and first generation college students. A librarian in Gorgas Information Services held research and reference sessions for students in Student Support Services.

Librarians also work with the coordinator of Alabama REACH, a program that works with foster and emancipated youth, providing them with support to enhance their ability to succeed academically. The Coordinator of Library Instruction also participates in outreach programs for prospective students from underrepresented groups in collaboration with the Dean of Students and The University of Alabama Foster Care Initiative.

A librarian in Gorgas Information Services and the AD for Research and Instruction work with HathiTrust to activate access to available texts for students with disabilities. Furthermore, the UA Libraries website and electronic resources are accessible to students with disabilities.
Additional activities through which University Libraries sought to enrich the learning environment, fostered more informed and open perspectives, promoted community and better prepared students to live and work in an ever-expanding global environment included:

- The Associate Dean for Research and Instruction and several librarians have attended the monthly Inclusive Campus Breakfast Meetings during the academic year.
- Librarians and staff participate in SafeZone training and work as allies for LGBTQIA+ members of the University community.
- University Libraries continued to provide diverse collections. Multiple electronic books were added to the collection based on student and faculty requests. The number of streaming video collections that provide access to films with diverse themes was increased. A number of digital resources related to Asia were added with the Alan Maxwell Gift fund.

Goal 5: Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.

The Coordinator for First Year Services at the University Libraries works under the auspices of the Associate Dean for Research and Instruction. This is a critical location within the Libraries’ organizational structure for such responsibilities, demonstrating the importance of establishing formal opportunities to enhance the learning experiences and retention rates for all students. Emphasis is placed on those students who lack the foundation to matriculate successfully at a four-year institution of higher learning. This position has afforded the Libraries the chance to be present at the planning level of student services, opportunities to provide information about the Libraries, and to promote the facilities and services available to all students that will enrich their learning experience at the University. Collaborative efforts with various student service units across campus have evolved through this initiative, including expanded outreach to Student Support Services, Veteran and Military Affairs, and Alabama REACH.