

THE UNIVERSITY OF ALABAMA

STRATEGIC DIVERSITY PLAN 2008



**The University of Alabama
Strategic Diversity Plan
Table of Contents**

	Page
<i>I. Introduction</i>	
A. Conclusion of the Knight v. Alabama Case	1
B. Agreement to Develop a Strategic Diversity Plan	2
<i>II. Diversity Effectuates the University’s Educational Mission and Achieves Goals in The University of Alabama 2004-2014 Strategic Plan</i>	2
A. Historical Commitment to Diversity as Educational Policy	2
B. Reaffirmation of Commitment to Diversity	3
C. Achieving Diversity As Part of The University’s 2004-14 Strategic Plan	3
<i>III. Strategic Diversity Plan Goals and Strategies</i>	4
Goal One and Action Steps	5
Goal Two and Action Steps	5
Goal Three and Action Steps	7
Goal Four and Action Steps	9
Goal Five and Action Steps	10
APPENDICES	
Appendix A	1 page
September 19, 2003 Board Resolution	
Appendix B	2 pages
President’s Non-Discrimination and Diversity Memorandum	
Appendix C	13 pages
Assessing Progress Since 1991 in Enhancing Diversity in the Student Body, Faculty and EEO-1 Staff	
Appendix D	12 pages
Goal Two: Initiatives to Sustain an Inviting and Inclusive Campus Environment	
Appendix E	6 pages
Goal Three: Initiatives for Enhancing Diversity Within Faculty and Administration	
Appendix F	9 pages
Goal Four: Initiatives for Enhancing Diversity of Student Body	

The University of Alabama Strategic Diversity Plan 2008

I. Introduction

A. Conclusion of the Knight v. Alabama Case

The State of Alabama's public higher education institutions, including the University of Alabama, have been parties to a desegregation lawsuit, *Knight v. Alabama*, which was filed in 1983 and sought to eliminate vestiges of segregation remaining in higher education. Since December 31, 1991, the University of Alabama has, along with all the other public four-year institutions of higher education in the State, operated under a remedial decree entered in the *Knight* case, which required the University to demonstrate good faith efforts in recruiting, hiring, and retaining black faculty, students, and senior-level administrators, and which required it to show substantial progress in increasing the number of black senior-level administrators (categorized on the IPEDS national statistical reporting database as "EEO-1"s). For fourteen years, pursuant to the remedial decree, the University of Alabama prepared for the federal district court an Annual Title VI Report describing its efforts to increase black representation in its student body, faculty and EEO-1 level staff and reviewing its progress.

In October of 2005, the parties in the case entered into settlement agreements with the Knight class plaintiffs. After a fairness hearing on December 5, 2006, the federal court dismissed the case effective December 12, 2006. The Court declared that based on good faith compliance with the settlements, the defendants had satisfied their constitutional and statutory burdens of eliminating, to the extent practicable and consistent with sound educational practice, the vestiges of *de jure* segregation remaining in their institutional conditions, policies, and practices and had demonstrated their commitment to continuing to operate in a constitutional and non-discriminatory fashion. Therefore, the court terminated the remedial decree, because it found there were no continuing policies, or practices, or remnants, traceable to *de jure* segregation, with present discriminatory effects, which could be eliminated, altered or replaced with educationally sound, feasible, and practical alternatives or remedial measures. The court explicitly ruled that public higher education in Alabama was "unitary" and that this finding "shall extend to all facets of the case and to all facets of public higher education in Alabama." (12/12/06 Order at p. 76-78)

B. Agreement to Develop a Strategic Diversity Plan

The University agreed in its settlement with the Knight Plaintiffs “to create and implement, with collegial dialogue with and input from representatives of its African-American faculty and staff, a Strategic Diversity Plan.” (This settlement agreement is available on-line at http://provost.ua.edu/knight_settlement_agreement.pdf and is available at the circulation desk in the Gorgas Library). Other than components that were specifically agreed to, the settlement agreement did not require the University to implement or maintain any particular initiative or program within its Strategic Diversity Plan. The purpose of this Strategic Diversity Plan is to:

- comply with the court-approved settlement agreement;
- reaffirm the University of Alabama’s long-established commitment to diversity *as an educational policy*;
- reaffirm the University’s commitment to operate in a constitutional and non-discriminatory fashion;
- review the progress made since 1991 in increasing representation of African Americans and other minorities within the student body, faculty, and senior level administrative positions;
- renew the University’s pledge to continue to make good faith efforts to further that progress by establishing goals and action steps to ensure continued progress; and
- identify programs and initiatives that the University administration believes have helped and will continue to help it achieve the diversity it believes is essential to achieving its educational mission and achieving its strategic goals previously identified in its 2004-2014 Strategic Plan.

II. Diversity Furthers the University’s Educational Mission and Achieves Goals in The University of Alabama 2004-2014 Strategic Plan

A. Historical Commitment to Diversity as Educational Policy

Compliance with the court’s remedial decree to increase African-American representation in enrollment, faculty and administrative staff has been a requirement for the University of Alabama since 1991. The University has acknowledged the importance of diversity, more broadly defined, as part of its educational mission, in prior strategic plans:

“Ethnic diversity in the student body and faculty fosters a more informed and open perspective on the world at large and on particular fields of study. The natural injection of different ethnic perspectives into classroom discussions, study teams, and social activities enriches the learning environment and broadens cultural awareness for all members of the

University community.” *A White Paper, Drawing Strategy from Vision, 1998.*

“A diverse student body contributes to the intellectual and social life of the University community through the exchange of new ideas and different perspectives. It engenders an appreciation for and awareness of cultural differences in attitudes and modes of communication. As our graduates prepare to live and work in an ever-expanding global environment, our focus on increasing diversity reinforces our international emphasis in widening the horizons of students. As we seek the benefits of diversity, we need to establish a welcoming environment for people from diverse backgrounds and to assure that avenues to entry and success in the University are not designed solely with the majority culture in mind. Thus, our focus on diversity reinforces our emphasis on building a sense of community...” *Report on the White Paper, 1999.*

B. Reaffirmation of Commitment to Diversity

In September of 2003, The Board of Trustees of the University of Alabama passed a resolution publicly reaffirming its commitment to promoting diversity in its educational mission. That resolution commended the administration for working to ensure that students, faculty, and staff were fully able to participate in and learn from the robust exchange of ideas that occurs within a diverse and inclusive campus community. The resolution also noted that the Board of Trustees embraces the development of a diverse learning environment, which it believes enhances the quality of the educational product at the University. (See *Appendix A* for Board Resolution) The University of Alabama’s settlement agreement in the *Knight v. Alabama* case reaffirmed that commitment.

President Witt frequently reaffirms the University’s commitment to achieving greater diversity in public speeches/presentations and in periodic memorandums to the University community, available on line at <http://eop.ua.edu/policies.html#notice>, reaffirming the University’s commitment to operate in a constitutional and non-discriminatory fashion, and reinforcing the notion that diversity is an important institutional goal that contributes to the institution’s educational mission. Recent statements are set forth in *Appendix B*.

C. Achieving Diversity As Part of The University’s 2004-14 Strategic Plan

The University’s Vision Statement for accomplishing its mission, published in its Strategic Plan, 2004-2014, is as follows:

The University of Alabama will be The University of choice for the best and brightest students in Alabama and a University of choice for all other students who seek exceptional educational opportunities. The University of Alabama will be a student-centered research university and an academic

community united in its commitment to enhancing the quality of life for all Alabamians.

To effectuate this vision, in 2004, the University set four strategic goals and articulated several supporting actions to meet these goals, which are set out in their entirety at <http://sacs.ua.edu/university/strategicgoals/plan04.14.ppt>. One of the ways in which the University has chosen to achieve its goal of “enhancing its learning environment to attract and retain excellent students,” is to make a strategic commitment to “*continue progress in achieving diversity among faculty, staff, students, and administration.*” Other action steps, which are supportive of the University’s three other strategic goals and enhance diversity within the University’s educational mission include:

- increasing the recognition of the University’s service priorities that enhance the quality of life for all Alabamians;
- expanding the University’s emphasis on global and cultural studies;
- enhancing relationships among community and University leaders to promote an excellent quality of life for faculty, staff and students;
- providing leadership in addressing economic and social issues in Alabama through research and outreach activities; and
- promoting collaboration with business, non-profit and governmental agencies to advance the economic and social condition of Alabama.

As the remainder of this document reveals, development of this Strategic Diversity Plan represents another significant action step within the University’s 2004-2014 Strategic Plan, which will continue to keep the University focused on achieving its four current strategic goals and on emphasizing the strength of diversity as an integral component of its educational mission.

III. Strategic Diversity Plan Goals and Strategies

Much progress has been made in the last fifteen years in enhancing racial diversity within the University’s faculty, EEO-1 staff, and student body. *Appendix C* of this Plan provides detailed information on that progress, and this type of information will be updated on an annual basis in the University’s Strategic Diversity Report. The University is confident that its progress will continue and that diversity will continue to strengthen its educational mission as it focuses on accomplishing these five strategic diversity goals and initiatives.

Goal One

Communicate the University of Alabama's commitment to diversity as part of its educational mission.

Action Steps:

1. Publicize the University's commitment to diversity as part of its educational mission.

- a. Post Strategic Diversity Plan and Knight Settlement Agreement on Provost's website
- b. Post annual Strategic Diversity Reports on Provost's website
- c. Post Board of Trustees September 2003 Resolution on Provost's website
- d. Annually distribute and post on university website the President's Statement on Diversity
- e. President, Vice Presidents, and Deans will incorporate commitment to diversity as part of the University's educational mission in appropriate public speeches/presentations/websites, etc.
- f. Deans, department chairs and administrative unit heads will periodically communicate to managers, supervisors and employees the importance of understanding the institution's diversity mission and following goals and actions steps in this Strategic Diversity Plan.

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

- a. Include statement of commitment to diversity in position advertisements for faculty positions and administrative positions that directly impact the student's learning environment
- b. When creating new or updating current student recruitment materials, refer to the University's commitment to diversity as part of its educational mission

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.

Appendix D to this Strategic Diversity Plan contains more detailed information about the University's current ongoing initiatives in achieving Goal Two.

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.**
 - a. The Office of the Vice President for Community Affairs
 - b. Crossroads Community Center
 - c. Office of Equal Opportunity Programs
 - d. Women's Resource Center
 - e. Capstone International Center, comprised of International Academic Programs, International Services, and English Language Institute
 - f. Office of Disability Services
 - g. Creative Campus Initiative
 - h. Center for Ethics and Social Responsibility

- 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.**
 - a. Initiatives of the Office of Vice President for Community Affairs
 - b. Initiatives of the Martin Luther King, Jr. Realizing the Dream Committee
 - c. Initiatives of the Crossroads Community Center
 - d. University-wide coordination, through the Crossroads Community Center, of calendar and publicity for African-American History Month, Asian-Pacific Islander History Month, Hispanic-Latino History Month, and Native American History Month
 - e. Initiatives within Capstone International Center, including JCIC, ELI, and International Student Association
 - f. Creative Campus Initiatives
 - g. Campus Programming Council
 - h. Maintain Guide to Courses with Diversity and Multicultural Content
 - i. Maintain African-American Studies Program, American Studies Program, and Women's Studies Program
 - j. Continue to offer academic courses focusing on global and cultural studies and a Global Studies Certificate Program
 - k. Initiatives sponsored by academic colleges
 - l. Initiatives of Student Affairs, including but not limited to initiatives of Campus Activities and University Programs for students and initiatives of Housing and Residential Communities for residential students
 - m. Initiatives of Women's Resource Center

3. **The University will offer and promote diversity, anti-discrimination and harassment training and training resources for members of the campus community.**
 - a. Human Resources Development Training Resources
 - b. Equal Opportunity Programs Training Resources
 - c. Training offered within each division or academic unit

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.

Appendix E to this Strategic Diversity Plan contains more detailed information about the University's current ongoing initiatives in achieving Goal Three.

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.**
 - a. The President and/or Provost and Executive Vice President will continue to receive recommendations on best practices in recruiting and retaining African-Americans and members of other underrepresented groups in the faculty and administration by:
 - i. receiving input from the Office of the Vice President of Community Affairs;
 - ii. meeting at least twice annually for the next five years with the elected leadership of the Black Faculty and Staff Association to receive recommendations on best practices and policies for increasing diversity within the faculty and administration;
 - iii. receiving input from UA employees who are asked by the Provost to attend on behalf of the University the UAS-sponsored statewide meeting discussing information about the recruitment and retention of African Americans and other under-represented groups and effective and constitutionally permissible recruitment and retention practices; and
 - iv. reviewing and considering any reports and/or recommendations emanating from the UAS-sponsored statewide meeting.
 - b. The Provost will continue to encourage academic deans to fund attendance for those involved in recruitment of faculty to attend workshops, seminars, conferences that focus on best practices for achieving diversity.

- c. The Provost will continue to provide to the Deans for distribution to chairs of faculty search committees, a copy of the guidebook, *Diversifying the Faculty: A Guidebook for Search Committees*, published by the AAUP, or other educational resources on effective hiring and retention practices.
 - d. The Office of Equal Opportunity Programs will update and disseminate information about the resources available in its office for effective outreach efforts.
- 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.**
- a. The Position Recruitment Notice and Plan for faculty and higher level administrative positions will not be approved unless the position is adequately described and the recruitment plan adequately identifies sources of advertisement and special efforts to reach minority and women candidates.
 - b. Searches for tenured or tenure-track faculty positions and for EEO-1 level administrative positions will be advertised for a minimum of 30 days before a person may be approved for hire. Searches for regular, fulltime positions will be advertised for the period approved in UA Human Resources policy.
 - c. Faculty and EEO-1 job announcements will be sent to the Black Faculty Staff Association with an invitation for BFSA members to identify possible candidates for the position.
 - d. A list of faculty vacancies will be sent to the SREB.
 - e. The Provost will continue to distribute annually, to the Vice Presidents and Deans, the SREB Doctoral Scholars list provided by ACHE with a request that they share the names with appropriate search committees in their respective areas, and if searching for faculty in areas where the State has SREB Doctoral Fellows graduating that year, with a request that the Vice President or Dean write the SREB Doctoral Fellow and personally invite he/she to apply for the position at the University.
 - f. Efforts will be made to identify black doctoral students in the pipeline at other institutions for consideration for faculty or administrative positions at UA.
 - g. Search committees for EEO-1 level positions must have African-American representation.
 - h. Search committees for tenured or tenure-track faculty positions will have African-American representation, to the extent practicable and educationally sound. The search can proceed without such representation only if university policies, practices or procedures regarding academic or other qualifications for service on a faculty search committee or if other practical and educationally sound reasons preclude such representation.
 - i. For EEO-1 searches in any division, 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.
- j. When placement goals are required for minorities or women in any area, the University's Affirmative Action Compliance Officer(s) will monitor hiring/ promotions in the identified area until placement goals are achieved.
 - k. As a retention initiative, the Provost will consider proposals for programs that offer current faculty and staff opportunities to gain experience in high level administrative positions.
 - l. Among its faculty/staff retention initiatives, the University will continue to offer benefits that prepare employees for promotional opportunities such as tuition benefits to eligible staff members; request for one unpaid Leave of Absence for six months to attend classes at UA; and training opportunities for eligible employees offered through Human Resources Development and/or departments.

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.

Appendix F to this Strategic Diversity Plan contains more detailed information about the University's current initiatives in achieving Goal Four.

Action Steps:

- 1. The University will continue to implement, revise, and review strategies to recruit and enroll a diverse student body. These include, but are not limited to:**
 - a. Targeted recruitment initiatives
 - b. Recruitment of low-income, high achieving community college students
 - c. Scholarship support initiatives, including need-based aid programs and seeking funding for programs like Student Support Services
 - d. Cooperative programs with HBCUs, such as Stillman College
 - e. UA Ambassador Program
 - f. College-based initiatives
 - g. Initiatives that encourage black UA undergraduates to continue with graduate studies at UA
 - h. McNair Graduate Fellowship Program targeting McNair undergraduate scholars or students who meet the eligibility requirements of McNair

2. The University will continue to implement initiatives that improve the retention and graduation rates of all students, using a variety of strategies. These include but are not limited to:

- a. Academic Support Services (Center for Teaching and Learning; Student Support Services);
- b. Initiatives of the Director of Academic Retention in the Office of Academic Affairs, including Tide Early Alert Program, interactive web portals for freshmen and freshmen parents (UAFreshmanConnection and UAFamilyConnection), and a comprehensive First-Year Experience website;
- c. Living/Learning Communities;
- d. Learning Communities;
- e. College-based academic advising initiatives.

Goal Five

Annually review goals and assess effectiveness of actions 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.

- a. The President has the overall responsibility for promoting the University's four strategic goals and its five strategic diversity plan goals, and he will be evaluated by the Chancellor on an annual basis on whether progress has been made in promoting the University's diversity objectives.
- b. The Provost and Executive Vice President will assume responsibility for creation and implementation of the Strategic Diversity Plan and she will be evaluated on an annual basis by the President on her efforts in achieving diversity at the University.
- c. The Vice Presidents and Deans will assist the President and Provost in promoting diversity objectives and they will be evaluated on an annual basis on their efforts in achieving diversity at the University.
- d. The Deans will submit to the Provost, on an annual basis, trend data and a description of efforts/initiatives within their respective colleges to enhance diversity and achieve the goals of the Strategic Diversity Plan.
- e. Deans, department chairpersons, directors and other administrative unit heads will likewise provide leadership to promote the University's diversity objectives, and to that end will inform appropriate employees within their units of :

- i. the goals and applicable action steps of this Strategic Diversity Plan;
 - ii. the University's anti-discrimination, anti-harassment, and anti-retaliation policies and procedures, and related training opportunities and resources, including the University's harassment training tutorial on-line at <http://training.newmedialearning.com/psh/ua>; and resources available in the Human Resources Development office; and policies and procedures and resources on-line on the website for the Office of Equal Opportunity Programs at <http://eop.ua.edu>; and
 - iii. resources, services and protections available for students/employees with qualified disabilities, which are described on-line on the Equal Opportunities Program website at <http://eop.ua.edu/disabilities.html> and the Office of Disabilities Services website at <http://ods.ua.edu/>.
- 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.**
 - a. The Provost or his/her designee will meet with the elected leadership of the Black Faculty Staff Association to discuss five-year goals for African-American representation in our student body, faculty and EEO-1 level staff.
 - b. The University administration will, in good faith and following the above-described meeting, set these goals in the context of projected, annual job openings for employment data and projected applications of students, which are clearly subject to a number of variables beyond the University's control and ability to forecast. These goals will not be regarded as creating set-asides or quotas, but will serve solely as a standard management technique for assessing effectiveness of ongoing diversity initiatives.
- 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.**
 - a. Since the largest minority population in the State of Alabama is its African-American population, the report will pay particular attention to examining progress in increasing the representation of black faculty, EEO-1 administrators, and students.
 - b. The report will contain, at a minimum, the following information, all of which is provided in *Appendices C-F* of this Strategic Diversity Plan:

- i. Racial composition data of student body (total, undergraduate, and graduate) from 1991 to the prior Fall semester;
 - ii. Racial composition data of students awarded bachelor, graduate and professional degrees the prior academic year for which data is available;
 - iii. Racial composition of full-time faculty from 1991 to the prior Fall semester;
 - iv. Racial composition of presidents, provosts, vice presidents, deans, and other EEO-1 level administrators for 1991 to the prior Fall semester;
 - v. Racial analysis of faculty and EEO-1 level administrative searches filled during the past academic year, including the number of African Americans who self-identified as applicants for the position; and
 - vi. An assessment of progress in enhancing diversity and moving toward diversity goals, with an emphasis on representation of black faculty, EEO-1 administrators, and students.
- c. The Strategic Diversity Report will be posted online and accessible from the Provost's website (<http://provost.ua.edu>).

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.

- a. The University will link from the Provost's website relevant analysis comparing UA's African-American representation to other public four year institutions.

APPENDIX A

RESOLUTION ADOPTED BY THE BOARD OF TRUSTEES OF THE UNIVERSITY OF ALABAMA AT ITS SEPTEMBER 19, 2003 MEETING

WHEREAS, as noted by Trustee John H. England, Jr. in comments at the June 2003 Board of Trustees meeting, this year's celebration of the 40th anniversary of the Opening of the Doors of The University of Alabama to all was a moving tribute to the Pioneers involved in overcoming discrimination; and

WHEREAS, more than a decade ago, the Federal court applauded the University for its "affirmative efforts to deal positively with its segregative past," and declared the University to be "in many respects, on the fore of university race relations nationwide"; and

WHEREAS, over the past several years, The University of Alabama System has made progress in increasing representation of blacks in its three campuses' student bodies, faculties, and high-level administrative staffs; and

WHEREAS, over the last ten years, The University of Alabama System Minority Participation Reports have reflected that System-wide black representation, between 1993 and 2002, has increased:

- in the student body from 12.21% to 17.29%
 - in the faculty from 2.88% to 4.49%
 - in the executive/administrative/managerial staff from 5.43% to 9.73%
 - in the faculty and executive/managerial staff combined, from 3.23% to 5.17%;
- and

WHEREAS, The University of Alabama System 2003 Minority Participation Report, presented by Vice Chancellor for Academic Affairs Dr. Charles R. Nash, reflects continued progress in the representation of minorities in our institutions;

NOW, THEREFORE, BE IT RESOLVED that The Board of Trustees of The University of Alabama accepts The University of Alabama System 2003 Minority Participation Report.

BE IT FURTHER RESOLVED that the Board recognizes that progress in minority representation has occurred due to committed leadership at The University of Alabama, The University of Alabama at Birmingham, and The University of Alabama in Huntsville, working to ensure that students, faculty, and staff at all three institutions are fully able to participate in and learn from the robust exchange of ideas that occurs within a diverse and inclusive campus community.

BE IT FURTHER RESOLVED that the Board embraces the development of a diverse learning environment, which enhances the quality of the educational product, and the Board applauds those individuals on each campus who have shown their dedication to increasing diversity.

BE IT FURTHER RESOLVED that the Board is staunchly committed to promoting diversity in its educational mission, and that it likewise remains committed to increasing African-American and other minority representation within its campus communities.

APPENDIX B

President Witt's Reaffirmation of Equal Opportunity Policy and Nondiscrimination and Statement on Diversity

March 31, 2008

MEMORANDUM

To: University Community

From: Robert E. Witt

Re: Reaffirmation of Equal Opportunity Policy and Nondiscrimination Notice

The University annually reaffirms its commitment to equal opportunity, acknowledging publicly its obligation to operate in a constitutional and non-discriminatory fashion, both as an Equal Opportunity Employer and as an Equal Opportunity Educational Institution. This serves as a reminder to all within our community that faculty, staff, and students must conduct themselves in a manner free of unlawful discrimination of any kind in the educational processes and in interactions within the workplace.

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. Individuals who live, work, teach, and study within this community are expected to contribute positively to the environment and to refrain from behaviors which threaten the freedom or respect that every member of our community deserves.

NONDISCRIMINATION NOTICE

The University of Alabama complies with applicable laws prohibiting discrimination, including Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, Executive Order 11246, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans Readjustment Assistance Act, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990, and does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, age, disability or veteran status in admission or access to, or treatment of employment in, its programs and services. Inquiries and concerns may be directed to Ms. Gwendolyn Hood, University Compliance Officer, 171 Rose Administration Building, Box 870300, Tuscaloosa, AL 35487-0300, (205) 348-5855 (Voice/TDD).

March 31, 2008

MEMORANDUM

To: University Community

From: Robert E. Witt

Re: The University of Alabama Statement on Diversity

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

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

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

APPENDIX C

Assessing Progress Since 1991 in Enhancing Diversity in the Student Body, Faculty, and EEO-1 Staff

A. Progress in Enhancing Diversity in the Student Body

To assess progress in achieving the University's four strategic goals, the University's Strategic Plan articulated several performance measures, including but not limited to examining average ACT scores for entering freshmen, the number of National Merit/National Achievement Scholars, the representation of African-American students, and retention and graduation rates. These performance measures are likewise beneficial in assessing progress in increasing diversity to enhance the University's learning environment to attract and retain excellent students.

1. Success in Enrolling High Achieving Minority Students

The average composite ACT score of the University's first-time full-time freshmen has increased from 23.9 to 24.3 in the last decade. (See <http://bama.ua.edu/~oir/trend-data/2006.pdf> at p. 10) The University's 2008 goal was to have an average ACT of first time entering freshmen of 24, which the University met in fall 2006. (See <http://bama.ua.edu/~oir>, Performance Indicators, Undergraduate Education, row A1)

In fall 2007, the University enrolled 98 freshmen scholars made up of 77 National Merit Scholars (more than half of these scholars who enrolled at all Alabama colleges and universities combined) and 21 National Achievement Scholars (ranking UA 4th among public universities and 18th among all universities in the number of National Achievement Scholars enrolled). The only public institutions that enrolled more National Achievement Scholars than UA were the University of Florida, the University of North Carolina-Chapel Hill and Georgia Tech. According to the National Merit Corporation's annual report, the only other National Achievement Scholars who enrolled at Alabama institutions in fall 2007 were 2 at UAB, 1 at the University of South Alabama and 1 at Birmingham-Southern.

2. Challenges in Increasing Percentage of Minorities in the Student Body

As the chart below indicates, black student enrollment has increased 50 percent since 1991, with a record high of 2,851 black students enrolled in fall 2007. Despite this achievement, the percentage representation of African Americans is declining as the University accomplishes its strategic goal to obtain 28,000 students by 2013. This pattern is consistent, however, with a national trend of declining African-American first-time freshmen, reported in the April 6, 2007 edition of *Inside Higher Ed* (<http://insidehighered.com/news/2007/04/09/cirp>). That report reflects a national

decrease in the percentage of African-American first-time, full-time freshmen between 1990 (at 12.1%) and 2006 (10.5%). In comparing the University's black student enrollment with black enrollment at the 50 flagship institutions in the country, UA ranked 4th in 2006 in terms of percentage black representation, at 11.05%, compared to the flagship median of 3.95% and flagship average of 4.66% (<http://provost.ua.edu/flagship/enroll.pdf>). Moreover, in fall 2006, the University had a 29.6% increase in Hispanic enrollment, with 434 Hispanic students enrolling, compared to 335 in fall 2005. A new Native American Association has been established with a goal of planning educational activities to assist with recruiting and retaining Native American students.

Racial Composition of Student Enrollment at The University of Alabama							
IPEDS, 1991 – 2007							
Year	Number Black	Percent Black	Number White	Percent White	Number Other	Percent Other	Total
2007	2,851	11.16%	21,084	82.54%	1,609	6.30%	25,544
2006	2,635	11.05%	19,386	81.32%	1,817	7.62%	23,838
2005	2,530	11.61%	17,683	81.14%	1,580	7.25%	21,793
2004	2,490	11.90%	16,960	81.04%	1,479	7.07%	20,929
2003	2,577	12.70%	16,240	80.04%	1,473	7.26%	20,290
2002	2,569	13.12%	15,570	79.50%	1,445	7.38%	19,584
2001	2,589	13.53%	15,143	79.16%	1,398	7.31%	19,130
2000	2,590	13.44%	15,323	79.49%	1,364	7.08%	19,277
1999	2,409	12.85%	15,035	80.21%	1,300	6.94%	18,744
1998	2,260	12.27%	14,946	81.11%	1,220	6.62%	18,426
1997	2,157	11.77%	14,960	81.64%	1,207	6.59%	18,324
1996	1,950	10.86%	14,805	82.47%	1,198	6.67%	17,953
1995	2,014	10.61%	15,749	82.95%	1,222	6.44%	18,985
1994	2,039	10.56%	16,046	83.11%	1,221	6.32%	19,306
1993	1,954	10.03%	16,230	83.32%	1,296	6.65%	19,480
1992	1,871	9.73%	16,122	83.82%	1,241	6.45%	19,234
1991	1,890	9.55%	16,693	84.32%	1,214	6.13%	19,797
% Chng							
91-07	50.85%		26.30%		32.54%		29.03%

**Racial Composition of Undergraduate Student Enrollment
at The University of Alabama
IPEDS, 1991 – 2007**

Year	Number Black	Percent Black	Number White	Percent White	Number Other	Percent Other	Total
2007	2,350	11.15%	17,715	84.03%	1,016	4.82%	21,081
2006	2,171	11.15%	16,105	82.71%	1,195	6.14%	19,471
2005	2,068	11.78%	14,568	83.01%	914	5.21%	17,550
2004	2,058	12.42%	13,737	82.91%	773	4.67%	16,568
2003	2,176	13.70%	12,986	81.73%	726	4.57%	15,888
2002	2,197	14.23%	12,488	80.88%	756	4.90%	15,441
2001	2,244	14.76%	12,175	80.09%	782	5.14%	15,201
2000	2,221	14.50%	12,336	80.53%	761	4.97%	15,318
1999	2,065	14.10%	11,821	80.72%	759	5.18%	14,645
1998	1,926	13.37%	11,757	81.63%	720	5.00%	14,403
1997	1,879	13.01%	11,826	81.86%	742	5.14%	14,447
1996	1,670	11.83%	11,717	83.02%	726	5.14%	14,113
1995	1,706	11.50%	12,391	83.51%	741	4.99%	14,838
1994	1,759	11.73%	12,540	83.63%	696	4.64%	14,995
1993	1,709	11.11%	12,914	83.97%	756	4.92%	15,379
1992	1,650	10.75%	13,010	84.78%	686	4.47%	15,346
1991	1,646	10.31%	13,668	85.63%	648	4.06%	15,962
% Chng 91-07	42.77%		29.61%		56.79%		32.07%

**Racial Composition of Graduate and First Professional Enrollment
at The University of Alabama
IPEDS, 1991 – 2007**

Year	Number Black	Percent Black	Number White	Percent White	Number Other	Percent Other	Total
2007	501	11.23%	3,369	75.49%	593	13.29%	4,463
2006	464	10.63%	3,281	75.13%	622	14.24%	4,367
2005	462	10.89%	3,115	73.42%	666	15.70%	4,243
2004	432	9.91%	3,223	73.91%	706	16.19%	4,361
2003	401	9.11%	3,254	73.92%	747	16.97%	4,402
2002	372	8.98%	3,082	74.39%	689	16.63%	4,143
2001	345	8.78%	2,968	75.54%	616	15.68%	3,929
2000	369	9.32%	2,987	75.45%	603	15.23%	3,959
1999	344	8.39%	3,214	78.41%	541	13.20%	4,099
1998	334	8.30%	3,189	79.27%	500	12.43%	4,023
1997	278	7.17%	3,134	80.84%	465	11.99%	3,877
1996	280	7.29%	3,088	80.42%	472	12.29%	3,840
1995	308	7.43%	3,358	80.97%	481	11.60%	4,147
1994	280	6.50%	3,506	81.33%	525	12.18%	4,311
1993	245	5.97%	3,316	80.86%	540	13.17%	4,101
1992	221	5.68%	3,112	80.04%	555	14.27%	3,888
1991	244	6.36%	3,025	78.88%	566	14.76%	3,835
% Chng 91-07	105.33%		11.37%		4.77%		16.38%

The sizeable percentage increase in the number of black students enrolling at the University since 1991 has occurred during a time period that the number of black college-ready graduates from Alabama's public high schools has only slightly increased. For example, using the most recent graduation data available from the Alabama State Department of Education (2004-05), the number of college-ready black public high school graduates in Alabama increased from 10,243 in 1994-95 to 11,227 in 2004-05, representing only a 9.6% increase in the number of black graduates. During that same time period, the University of Alabama's black student enrollment increased from 2,039 to 2,490, representing a 22% increase in the number of black students enrolled over that same decade.

Despite its success since 1991, as the University achieves its goal of enrolling 28,000 students, its challenge in achieving the rich diversity of experiences and viewpoints it desires in its classrooms is to increase not only the *number* of other minority students (which it is achieving), but also its *percentage* of other minorities. In 2003, the University set a five-year goal of enrolling 14.5% black undergraduate degree-seeking students, and a goal of 2.5% other minorities (excluding black, non-Hispanic and non-resident aliens). The following *undergraduate student enrollment percentages* for degree-seeking students indicate that in order to reach its 2008 goal, the University must exert additional efforts to enroll a higher percentage of black degree-seeking undergraduate students:

Year	% Black	% Other Minorities
2007	11.2%	3.46%
2006	11.2%	3.41%
2005	11.8%	3.05%
2004	12.6%	2.70%
2003	13.8%	2.66%

Likewise, in 2003, the University set a five-year goal of enrolling 9.94% black graduate students, a goal of 3% other minorities (excluding black, non-Hispanic and non-resident aliens), and a goal of 15% non-resident aliens. The following *graduate student enrollment percentages* indicate that the University has exceeded the five-year goal it set in 2003 for black graduate enrollment:

Year	% Black	% Non-resident Alien	% Other
2007	11.82%	11.25%	3.32%
2006	11.19%	12.77%	2.86%
2005	11.31%	14.27%	3.20%
2004	10.39%	14.73%	3.41%
2003	9.62%	16.29%	2.82%

3. Increased Racial Diversity in Degrees Awarded

While enrolling more African-American and other minority students is a priority, the University's higher priority is to ensure that its minority students obtain degrees, thereby furthering the University's strategic emphasis on developing Alabama's future leaders, by producing scholars who are academic leaders in their disciplines and effective leaders in Alabama's communities. An analysis of data generated by the Alabama Commission on Higher Education reveals that The University of Alabama consistently awards degrees to more black students than any of the other public four-year colleges in Alabama except the two historically black colleges, ASU and A&M. The following degrees-conferred data likewise quantifies the progress made by the University thus far in enhancing the racial and ethnic diversity of its campus community, thereby positively impacting the learning environment that attracts and retains excellent students, and producing future Alabama leaders.

Racial Composition of All Degrees Conferred from The University of Alabama IPEDS, 1991-92 – 2006-07							
Year	# Black	% Black	# White	% White	# Other	% Other	# Total
2006-07	505	10.77%	3,891	83.00%	292	6.23%	4,688
2005-06*	502	11.56%	3,547	81.25%	320	7.19%	4,369
2004-05	555	11.91%	3,729	80.06%	374	8.03%	4,658
2003-04	508	11.22%	3,650	80.59%	371	8.19%	4,529
2002-03	496	11.36%	3,513	80.48%	356	8.16%	4,365
2001-02	439	10.49%	3,433	82.07%	311	7.43%	4,183
2000-01	424	10.31%	3,375	82.04%	315	7.66%	4,114
1999-00	378	9.13%	3,489	84.28%	273	6.59%	4,140
1998-99	345	8.17%	3,594	85.15%	282	6.68%	4,221
1997-98	405	9.95%	3,393	83.37%	272	6.68%	4,070
1996-97	354	8.41%	3,551	84.35%	305	7.24%	4,210
1995-96	354	8.26%	3,625	84.60%	306	7.14%	4,285
1994-95	349	8.30%	3,555	84.56%	300	7.14%	4,204
1993-94	301	6.85%	3,781	86.03%	313	7.12%	4,395
1992-93	336	7.86%	3,654	85.49%	284	6.64%	4,274
1991-92	275	6.68%	3,556	86.37%	286	6.95%	4,117
% Chng							
91-07	83.64%		9.42%		2.10%		13.87%

*Revisions submitted to IPEDS in October of 2007.

**Racial Composition of Undergraduate Degrees Conferred
from The University of Alabama
IPEDS, 1991-92 – 2006-07**

Year	# Black	% Black	# White	% White	# Other	% Other	# Total
2006-07	339	10.83%	2,686	85.79%	106	3.39%	3,131
2005-06*	347	12.43%	2,370	84.30%	98	3.27%	2,815
2004-05	411	14.02%	2,388	81.47%	132	4.50%	2,931
2003-04	388	12.83%	2,510	83.00%	126	4.17%	3,024
2002-03	380	13.14%	2,370	81.95%	142	4.91%	2,892
2001-02	327	12.18%	2,237	83.31%	121	4.51%	2,685
2000-01	302	11.72%	2,145	83.24%	130	5.04%	2,577
1999-00	264	10.28%	2,191	85.29%	114	4.44%	2,569
1998-99	260	9.48%	2,379	86.73%	104	3.79%	2,743
1997-98	312	11.50%	2,275	83.86%	126	4.64%	2,713
1996-97	244	9.09%	2,313	86.21%	126	4.70%	2,683
1995-96	257	9.58%	2,304	85.84%	123	4.58%	2,684
1994-95	280	10.05%	2,381	85.49%	124	4.45%	2,785
1993-94	248	8.15%	2,664	87.55%	131	4.30%	3,043
1992-93	274	8.95%	2,678	87.46%	110	3.59%	3,062
1991-92	224	7.58%	2,596	87.79%	137	4.63%	2,957
% chng							
91-07	51.34%		3.47%		-22.63%		5.88%

**Racial Composition of Graduate and First Professional Degrees Conferred
from The University of Alabama
IPEDS, 1991-92 – 2006-07**

Year	# Black	% Black	# White	% White	# Other	% Other	# Total
2006-07	166	10.66%	1,205	77.39%	186	11.95%	1,557
2005-06	155	9.97%	1,177	75.74%	222	14.29%	1,554
2004-05	144	8.34%	1,341	77.65%	242	14.01%	1,727
2003-04	120	7.97%	1,140	75.75%	245	16.28%	1,505
2002-03	116	7.88%	1,143	77.60%	214	14.53%	1,473
2001-02	112	7.48%	1,196	79.84%	190	12.68%	1,498
2000-01	122	7.94%	1,230	80.03%	185	12.04%	1,537
1999-00	114	7.26%	1,298	82.62%	159	10.12%	1,571
1998-99	85	5.75%	1,215	82.21%	178	12.04%	1,478
1997-98	93	6.85%	1,118	82.39%	146	10.76%	1,357
1996-97	110	7.20%	1,238	81.07%	179	11.72%	1,527
1995-96	97	6.06%	1,321	82.51%	183	11.43%	1,601
1994-95	69	4.86%	1,174	82.73%	176	12.40%	1,419
1993-94	53	3.92%	1,117	82.62%	182	13.46%	1,352
1992-93	62	5.12%	976	80.53%	174	14.36%	1,212
1991-92	51	4.40%	960	82.76%	149	12.84%	1,160
% chng							
91-07	225.49%		25.52%		24.83%		34.22%

The University's progress in awarding degrees to African Americans compares favorably to other institutions across the country. For example, in the May 31, 2007 issue of *Diverse Issues in Higher Education*, the University of Alabama ranked 83rd among all institutions in the number of Bachelor's Degrees awarded to African-American students in 2005-06 and ranked 36th in Engineering. Likewise, in the July 12, 2007 issue of *Diverse Issues in Higher Education*, UA ranked 64th among traditionally white institutions in the number of doctorates awarded to African Americans. This ranking was based on data from approximately 626 doctoral granting institutions. Finally, SREB Doctoral Scholarships have been awarded to students who attended 83 institutions in 29 states, and the University of Alabama has, for several years, been ranked first in the country in enrolling more of these scholars than any other institution.

4. Noteworthy Retention and Graduation Rates

The University is aggressively recruiting top African-American students in the same way it is recruiting other top students, and the Strategic Diversity Plan is intended to ensure that the University continues to take steps to ensure that it graduates these excellent students. Compared to other institutions, the University has been very successful with its retention and graduation rates for minority students; however, continued efforts are desired to eliminate any disparity at all in graduation rates for different racial/ethnic groups.

Retention Rates: Black full-time first-time freshmen at the University, for at least the past decade, have had higher retention/continuation rates for their second and third year than first-time freshmen as a whole, and particularly white first-time freshmen. For the Fall 2005 cohort, that trend continued, and UA's Black and Hispanic first year retention rate exceeded the average for 31 Southern University Group (SUG) institutions:

Institution	Black	Hispanic	Asian/Pacific Islander	American Indian	White	Nonresident Alien	Total
UA	86.1	86.3	76.9	81.8	85.2	82.6	85.3
SUG	84.0	83.1	89.9	77.1	86.6	86.7	86.2

Source: <http://bama.ua.edu/~oir/trend-data/2007.pdf> at p. 38.

Graduation Rates: In 2005, the University's overall six-year graduation rate was 62.9%, compared to 63.7% for its white students and 59.3% for its African-American students. Despite this four percentage point gap, a national study assigned an "A" to the University of Alabama for its success in achieving minority student graduation rates close to that of its white students, ranking it sixth (6th) best among flagship institutions in all fifty states [Education Trust-Engines of Equality, November, 2006, at p. 13, accessible at <http://www2.edtrust.org/NR/rdonlyres/F755E80E-9431-45AF-B28E-653C612D503D/0/EnginesofInequality.pdf>].

For the first time in UA history, for the most recent cohort (freshmen entering fall 2000 and graduating by August 2006), UA's six-year graduation rate for African-American students (65%) was higher than its graduation rate for all its students (63.1%).

As the data below indicates, compared to SUG institutions, African-American students at UA continue to graduate at significantly higher percentages than those at SUG institutions:

Institution	Black	Hispanic	Asian/Pacific Islander	American Indian	White	Nonresident Alien	Total
UA	65.0	66.0	73.1	57.1	62.7	47.6	63.1
SUG	57.4	61.8	72.5	53.9	68.2	63.5	66.9

Source: <http://bama.ua.edu/~oir/trend-data/2006.pdf> at p. 40.

The University also benchmarks against 93 selective institutions. The 6-year graduation rate for black students was 45%, for white students was 56%, and for all students was 55%. Again, the University of Alabama’s graduation rates for all students and African Americans exceeds this national benchmark.

Finally, the June 2006 issue of *Diverse Issues in Higher Education* reported that 41% of African-American students enrolled at four-year universities graduated within six years. In comparison, the six-year graduation rate for white students was 60% and 57% for all students. The gap between the 6-year graduation rate for African-American students and white students was 6% for UA compared with 10% for SUG schools, 11% for selective universities, and 19% for four-year universities participating in the US Department of Education Graduation Rate Survey.

B. Progress in Enhancing Diversity in the Faculty & EEO-1 Staff

Implementation of this Strategic Diversity Plan will continue positively to impact the University’s learning environment, enhancing it by the robust exchange of ideas that occurs within a diverse and inclusive learning environment, created by not only a diverse group of students, but also faculty and senior level administrative staff from diverse backgrounds. This will enable all of our students to better understand, appreciate, and contribute to our twenty-first century global society.

1. Racial Composition of Faculty and EEO-1 Since 1991

Most individuals serving in full-time faculty positions and all tenured and tenure-track faculty generally are required to have a terminal degree, which for most fields is a doctorate. In the ten years between 1995 and 2005, however, less than 3.8% of all doctorates awarded were earned by black US citizens. (NRC Sum. Rept., 2005 App. Table B-2a, p. 145 at <http://www.norc.org/projects/Survey+of+Earned+Doctorates.htm>). In 2003, the University set a five-year goal to have 5% black representation in its full-time tenured and tenure track faculty, and to have 10% black representation in its senior level EEO-1 level administrative staff. At that time, the average percent black representation of faculty and EEO-1 staff reported at the 423 public institutions granting master’s degrees or higher (excluding HBCUs), was 3.38% and 7.66% respectively. As the following data reflects, the University has currently exceeded its five-year goals and has steadily achieved progress in the last seventeen years in diversifying its faculty and

senior level administration. The initiatives set forth in this Strategic Diversity Plan are intended to help the University continue making progress.

Racial Composition of Full-time Faculty at The University of Alabama 1991 – 2007							
Year	Number Black	Percent Black	Number White	Percent White	Number Other	Percent Other	Total
2007	57	5.54%	871	84.65%	101*	9.82%	1,029
2006	56	5.74%	812	83.28%	107*	10.97%	975
2005	54	5.86%	786	85.25%	82	8.89%	922
2004	49	5.41%	783	86.42%	74	8.17%	906
2003	44	4.77%	808	87.64%	70	7.59%	922
2002	44	4.85%	795	87.65%	68	7.50%	907
2001	38	4.27%	782	87.96%	69	7.76%	889
2000	34	3.85%	781	88.45%	68	7.70%	883
1999	34	3.87%	788	89.75%	56	6.38%	878
1998	36	4.17%	775	89.80%	52	6.03%	863
1997	32	3.86%	753	90.72%	45	5.42%	830
1996	31	3.74%	756	91.30%	41	4.95%	828
1995	32	3.62%	808	91.30%	45	5.08%	885
1994	28	3.17%	816	92.41%	39	4.42%	883
1993	23	2.57%	827	92.40%	45	5.03%	895
1992	20	2.24%	830	93.15%	41	4.60%	891
1991	24	2.61%	847	92.27%	47	5.12%	918
% Chng 91-07	137.50%		2.83%		114.89%		12.09%

*** Includes two black non-resident aliens, bringing UA's total black faculty in 2006 to 58, or 5.95%, and includes one black non-resident alien in 2007, bringing UA's total black faculty to 58 or 5.64%.**

**Racial Composition of Full-time EEO-1s at The University of Alabama
1991 – 2007**

Year	Number Black	Percent Black	Number White	Percent White	Number Other	Percent Other	Total
2007	13	12.87%	86	85.15%	2	1.98%	101
2006	11	11.22%	84	85.71%	3	3.06%	98
2005	11	11.46%	83	86.46%	2	2.08%	96
2004	9	10.00%	79	87.78%	2	2.22%	90
2003	8	8.60%	85	91.40%	0	0%	93
2002	5	5.75%	82	94.25%	0	0%	87
2001	5	5.15%	92	94.85%	0	0%	97
2000	5	5.26%	90	94.74%	0	0%	95
1999	7	7.14%	91	92.86%	0	0%	98
1998	5	5.05%	94	94.95%	0	0%	99
1997	3	3.06%	94	95.92%	1	1.02%	98
1996	3	2.83%	102	96.23%	1	0.94%	106
1995	6	5.00%	113	94.17%	1	0.83%	120
1994	6	5.00%	113	94.17%	1	0.83%	120
1993	3	2.48%	117	96.69%	1	0.83%	121
1992	3	2.44%	118	95.93%	2	1.63%	123
1991	3	2.42%	120	96.77%	1	0.81%	124
% Chng 91-07	333.33%		-28.33%		100.00%		-18.55%

2. Comparison of Progress with Other Public Institutions

As part of its on-going efforts to assess progress in hiring and retaining African-American faculty, the University has collected and analyzed data from other institutions to help it measure its level of progress compared to other institutions.

Black Faculty:

- 1st among flagships and exceeds median and average: Among 41 flagship institutions reporting Fall 2006 data, UA ranks *first* in percent black full-time faculty with 5.74%, not counting UA’s two black non-resident aliens. UA’s percent black faculty is nearly double the flagship average of 2.89%. In the fall 2005 data with all 50 flagships reporting, UA also ranked *first* in percent black full-time faculty with 5.86% compared to the flagship average of 2.62%.
- Top 9% among public doctorals and exceeds median and average: Among the 117 public doctoral institutions (excluding HBCUs) reporting fall 2006 data, UA ranks in the *top 9%* of all institutions in percent black full-time faculty. UA’s percentage is nearly double the median and average for public doctoral institutions (3.45% and 3.4% respectively).
- 142% increase in black faculty in 15 years: In 1991, UA employed 24 full-time black faculty out of 918 for 2.6%. For fall 2006, UA had 58 black faculty (including two black non-resident aliens) (5.95%), an

increase of 34 (or 142% increase). SREB reports that nationally 5% of faculty employed at all institutions (public and private, two-year and four-year) are black.

Black EEO-1s: An analysis of national data reveals that the University's 2006 percentage of black EEO-1 administrators (11.22%) exceeds that of most comparable public four-year institutions across the country:

- 3rd among flagships: Among full-time EEO-1 administrators at 41 flagship institutions reporting fall 2006 data, UA ranks *third highest* in percent black representation, at 11.22%. That percentage is more than double both the median and average for percent black EEO-1's at the flagships (5.54% and 5.14%, respectively). This ranking does not account for the two additional African-American EEO-1's added in 2007. In fall 2005, when all 50 flagship institutions reported, UA also ranked *third highest*.
- Top 14% of public doctoral: Among 117 public doctoral institutions (excluding HBCUs) reporting in Fall 2006, UA ranks in the *top 14%* for highest percent black EEO-1's, well above the national median of 5.59% and average of 6.64% for those public doctoral institutions.
- Top 19% of master's or higher: UA ranks in the top 19% of 333 public institutions granting master's degrees or higher (excluding HBCUs) in percent black representation in EEO-1's, with its percentage greater than both the national median (5.88%) and the national average (7.22%) for that larger grouping of institutions.

UA's percent black EEO-3 professional staff exceed national median and average: An analysis of national data reveals that the University's 2006 percentage of black EEO-3 professionals (8.8%) also exceeds that of most comparable public four-year institutions across the country:

- 6th among flagships: Among full-time EEO-3 administrators at 41 flagship institutions reporting fall 2006 data, UA ranks *6th highest* in percent black representation at 8.80%. That percentage is well above the median and average for percent black EEO-3's at the flagships (4.02% and 4.99%, respectively).
- Top 34% of public doctoral: Among 117 public doctoral institutions (excluding HBCUs) reporting in fall 2006, UA ranks in the *top 34%* for highest percent black EEO-3's (8.80%), more than the national median of 6.12% and average of 7.88% for those public doctoral institutions.
- Top 37% of master's or higher: UA ranks in the *top 37%* of 334 public institutions granting master's degrees or higher (excluding HBCUs) in percent black representation in EEO-3's, with its percentage (8.80%) greater than both the national median (6.08%) and the national average (8.44%) for that larger grouping of institutions.

The University plans to continue to collect and analyze data from other institutions as another performance measure in assessing progress in achieving its goal of enhancing diversity to strengthen its educational mission.

3. UA Faculty and EEO-1 Applicant Pools

In the University's ongoing efforts to assess its progress in faculty and senior level staff hiring, the University has collected and examined applicant flow data for its tenure or tenure-track faculty and EEO-1 level searches, as shown below.

RACIAL COMPOSITION OF UA FACULTY APPLICANT POOLS					
AUG. 2006 TO AUG. 2007					
Excludes Hires made through waiver process					
Black Hires and Applicants					
Faculty Hires	# of Hires	# of Searches with Black Applicants	Faculty Applicants	# of Applicants for Searches	# of Applicants Meeting Minimal Qualifications
Total Number	90	34	Total Number	3739	3064
# Hires Self-identified as Black	5	5	# Applicants Self-identified as Black	146	131
% Hires Self-identified as Black from Total Number	5.56%	14.7%	% of Applicants Self-identified as Black from Total Number	3.90%	4.28%
Minority* Hires and Applicants					
Faculty Hires	# of Hires	# of Searches with Minority Applicants	Faculty Applicants	# of Applicants for Searches	# of Applicants Meeting Minimal Qualifications
Total Number	90	62	Total Number	3739	3064
# Hires Self-identified as Minority	20	20	# Applicants Self-identified as Minority	491	381
% Hires Self-identified as Minority from Total Number	22.22%	32.26%	% of Applicants Self-identified as Minority from Total Number	13.13%	12.43%

*Minority as defined solely by racial classifications

**RACIAL COMPOSITION OF UA EEO-1 APPLICANT POOLS
AUG. 2006 TO AUG.2007**

Excludes Hires made through waiver process

Black Hires and Applicants				
EEO-1 Hires	# of Hires	EEO-1 Applicants	# of Applicants for Searches	# of Applicants Meeting Minimal Qualifications
Total Number	8	Total Number	134	123
# Hires Self-identified as Black	1	# Applicants Self-identified as Black	22	21
% of Hires Self-identified as Black from Total Number	12.5%	% Applicants Self-identified as Black from Total Number	16.42%	17.07%
Minority* Hires and Applicants				
EEO-1 Hires	# of Hires	EEO-1 Applicants	# of Applicants for Searches	# of Applicants Meeting Minimal Qualifications
Total Number	8	Total Number	134	123
# Hires Self-identified as Minority	1	# Applicants Self-identified as Minority	56	55
% of Hires Self-identified as Minority from Total Number	12.5%	% of Applicants Self-identified as Minority from Total Number	41.79%	44.72%

*Minority as defined solely by racial classifications

APPENDIX D

GOAL TWO: Initiatives to Sustain an Inviting and Inclusive Campus Environment

Goal Two of this Strategic Diversity Plan is to “*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.*” This *Appendix D* to the Strategic Diversity Plan is intended to identify ongoing initiatives that have already been implemented to assist the University in achieving its previously-defined strategic goal of enhancing the learning environment to attract and retain excellent students. The University commits to continued financial support for the types of initiatives described in this *Appendix D*. Each year, in its Strategic Diversity Report, the University will report on newly implemented and ongoing efforts to ensure a respectful atmosphere in which to facilitate the robust exchange of ideas.

A. Office of Vice President for Community Affairs

The Office of the Vice President for Community Affairs was established in 2004 as part of the University’s action step to achieve its goal of further diversifying its campus community to attract and retain excellent students, and to enhance relationships between community and UA leaders to promote service priorities that enhance the quality of life for all Alabamians and for faculty, staff, and students. That office seeks to combine the capacity of a major research university with community partners in an effort to expand the classroom for students and faculty while assisting in improving the quality of life for those living in our local and regional communities, and to address the changing cultural demographics taking place within the internal campus community by implementing strategies that increase the cultural competency of the campus in an effort to foster an inclusive campus environment that promotes tolerance and values diversity. New and ongoing initiatives of this office related to sustaining an inviting and inclusive campus environment are publicized at <http://communityaffairs.ua.edu/>. Some examples of this division’s current strategic diversity initiatives include the Crossroads Community Center, the Campus Programming Council, the Martin Luther King Realizing the Dream Committee, and Office of Equal Opportunity Programs.

1. Crossroads Community Center

The Crossroads Community Center was established fall 2005 to assist student organizations with multicultural issues and facilitate coordination of multicultural programs on campus. It is part of a collaborative effort of the UA divisions of student affairs, community affairs and academic affairs to meet needs identified by the University’s Multicultural Center Task. Crossroads seeks to facilitate relationship

building across cultures through innovative programs and initiatives; serve as a resource for students and student organizations regarding cross-cultural issues; provide leadership and coordination for professionals in multicultural student affairs roles; and prepare students for demographic shifts and a global society. In 2006, the Center hosted several programs to achieve these goals, such as:

- *Through 100 Lenses: A Depiction of the University of Alabama* (a campuswide cultural awareness program involving students taking pictures and creating a mural in an effort to assess campus culture and determine areas where there are gaps, wide or narrow margins, and intersections);
- *Building Bridges Between Communities: A Forum Focused on Islam* (a three-day for credit forum on Islam help students and members of the community to better understand the religion and culture)
- *Facilitated Book Discussion/Electronic Discussion Group* for staff, administrators, and graduate students to discuss the relevance to UA of the book, *Why Are All the Black Kids Sitting Together in the Cafeteria?*, by Beverly Tatum
- *A Dinner with 12 Strangers* (co-sponsored with the SGA and Coalition for Diversity and Inclusiveness, this program allows for 12 strangers from diverse backgrounds to not only dine together, but to have the opportunity to discuss issues facing UA and its students)
- “*Living the Dream through Diversity University: A Symbol of a New Birmingham,*” public lecture by the Director of Crossroads Center, co-sponsored with the UA Capstone International Center and Fulbright Program and focusing on the role of intercultural education in the post-Civil Rights era.
- *The Global Simulation Workshop*, an innovative 2-day workshop that allows students, who are divided into teams representing geopolitical regions; multinational conglomerates of corporations; and global organizations dedicated to special issues, to become global leaders who are responsible for running the world for 30 years, and that aims to build leadership and teamwork skills and to inspire students to explore the political, economic and social challenges that they face in a global community.

Some of the ongoing Community Building Initiatives of the Crossroads Community Center include:

- *Intersections Quarterly Newsletter*
Published each quarter, this newsletter highlights major observances in Alabama and around the world. While noting similarities of the events, it focuses on educating the campus community about the differences. Copies of the newsletter are posted on line at www.crossroads.ua.edu/intersections.html.
- *Visioning Sessions Focus Groups*
Since November 2005, Crossroads has been holding focus groups to help assess multicultural needs across campus. Participants discuss their view of UA today, and where they would like to see it in three years.

- Sustained Dialogue Chapter
Sustained Dialogue is a bi-monthly, two-hour meeting, with 8-12 students who discuss a particular subject dividing the UA community. Students give their opinions on the best way to work towards a collective action designed to address the problem. This process is a tool that helps students understand and better communicate with individuals they would not ordinarily meet in their social circle.
- Promotion of Cultural Awareness such as National Heritage and History Months
Crossroads coordinates the calendar and publicity for the following four national heritage months: African-American in February, Asian-Pacific Islander in May, Hispanic-Latino Sept. 15-Oct. 15, and Native American in November. For each month listed, the center forms a committee of student organizations, academic departments, and the student affairs program to help bring awareness to the minority group highlighted. See <http://crossroads.ua.edu/events.html>
- Resources
The Center publishes on line at <http://crossroads.ua.edu/resources.html> an intercultural calendar for each academic year, a list of multicultural experts on campus, a multicultural resource list, and a list of UA cultural student organizations.
- Intercultural Student Council
The Intercultural Student Council is a group of diverse students whose role is to foster awareness and appreciation of the cultural differences represented on UA's campus. They advise Crossroads on intercultural issues, build cross-cultural relationships with campus associations and clubs, and help develop an intercultural calendar which can be shared with the campus through forums, conferences, lectures, activities, parties, etc.

2. Campus Programming Council

The Campus Programming Council (CPC) facilitates and supports meaningful programming designed to increase the multicultural competence of the campus community. The CPC defines multicultural competence as the "awareness, knowledge, and skills needed to work with others who are culturally different from self in meaningful, relevant and productive ways." The CPC accomplishes its mission through providing a mechanism for support of new and innovative events/programs that enhance the multicultural competence of the campus community and through fostering intercultural dialogue around campus, local, regional, national, and global issues. To that end, the CPC reviews proposals and recommends funding for event/program proposals for new and/or innovative programs that enhance the multicultural competence of the campus community; and a minimum of two "Campus Conversations" each semester that foster intercultural dialogue around campus, local, regional, national, and global issues.

3. Martin Luther King, Jr. Realizing the Dream Committee

This committee, comprised of faculty and staff from The University of Alabama, Stillman College, and Shelton State Community College, sponsors an annual concert

around the birthday of Dr. Martin Luther King at UA, a theatrical presentation during Black History month at Shelton State, and an annual Lecture Series led by Stillman College. More information about these strategic diversity initiatives is available at <http://communityaffairs.ua.edu/mlk.html>.

4. Office of Equal Opportunity Programs

The mission of the Office of Equal Opportunity Programs is to promote a positive climate for diversity and to ensure that the University has adequate policies and procedures in place to guard against and prohibit discrimination and/or harassment on the basis of race, color, ethnicity, national origin, sex, religion, age, disability or veteran status. The Office of Equal Opportunity Programs supports the University's efforts to foster a diverse student body and workforce to strengthen the University's educational mission. The Office works with University Administration, departments, and committees to ensure that University policies and programs comply with applicable nondiscrimination requirements; and provides an avenue whereby students and employees may address concerns regarding discrimination and/or harassment. This office also provides outreach recruitment resources and training tools for search committees, and provides resources to assist individuals with disabilities in our campus community. More information about policies and resources available can be found at <http://eop.ua.edu/>.

B. Office for Academic Affairs/Provost

1. Center for Ethics & Social Responsibility (CESR)

The Center for Ethics & Social Responsibility was established in summer 2005 to assist students in developing a distinctive definition of moral and civic maturity, making the values and skills of citizenship a hallmark of a University of Alabama education. CESR meets this goal by linking curriculum and campus culture in ways that students can both serve and reflect on their obligations towards other citizens. Since its inception, the Center has developed several initiatives that enhance awareness and appreciation of cultural and individual diversity, as well as prepare students for the global society.

- *Moral Forum* seeks to encourage both open-mindedness and conviction by challenging students to research and debate a controversial moral issue. By requiring students to substantiate different sides of an issue, they develop a heightened sense of respect for perspectives other than their own.
- *Documenting Justice* teaches students how to use film to document and analyze the many dimensions of culture and social experience and, in so doing, encourages empathy and compassion through extensive participant-observation of individuals outside of the students' normal sphere.
- *Documenting Justice International* applies the pedagogy of Documenting Justice, but students will spend time abroad filming a story of justice, exposing both the student-filmmakers as well as the students at the screening to life and culture outside of the United States.

- *Tuscaloosa Pre-K Initiative*, jointly lead between the City of Tuscaloosa and UA through CESR, promotes community through its partnership with other universities and the City schools. In addition, UA students engage in the lives of at-risk children as part of the Power-Aide Corps, through their work-study placement, during service-learning in courses spanning all colleges, or as volunteers.
- *SaveFirst* provides training to students on tax preparation and financial literacy. Students then serve working-class families through free tax preparation and educational seminars.
- *Service-Learning* promotes awareness of diversity through exposure to community organizations as part of an academic course, which both enhances academic goals and applies scholarly learning to salient community issues. The service experiences are to be integrated into the students' academic curriculum, providing structured time for students to think, talk, and write about what they did and saw during activities, thereby increasing community and tolerance through thoughtful consideration of the ethical obligations they have toward their fellow citizens.
- *Nonprofit Enrichment Team* matches students with nonprofits that offer services to a variety of individuals and groups. Over the past two years, students have worked for organizations serving adults with autism, at-risk teens, low-income communities, the Hispanic population of Jefferson and Shelby Counties, and abused children in West Alabama, thereby increasing their awareness and appreciation of diversity.
- *Speak the Truth*, sponsored by CESR, is an annual Speech Team performance in which subject matter performed focuses on performance works that have inspired activists and movements for social change.
- *Freshman Forum: CESR Team* exposes students to the realities of injustice in not only the local community, but also the state, nation, and world. As such, students come to recognize the common threads connecting cultures and individuals across the globe, develop a broader sense of empathy, and gain awareness of the obligations they have to society.
- *Invisible Children* events provided a forum for students to not only view media related to a war in Uganda, but also engage in advocacy efforts including a letter-writing campaign and candlelight vigil. This initiative exposed students to international issues, encouraging them to be members of a global society.
- *International Social Justice Initiatives* involve preparations for an April 2008 visit by a dance/music troupe called the Spirit of Uganda. The troupe of 20 children will be on campus for three-days, engaging with students through dance/drumming workshops, academic forums, and community-wide performances. CESR has also involved the Tuscaloosa community, including local K-12 schools and community groups.
- *Alternative Spring Break* projects sponsored by CESR immerse students in a new community to learn about the problems faced by people different than themselves, while also getting involved and lending a hand. A past trip served low-income children in six southern Alabama counties and victims of Hurricane Katrina.

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

2. *Creative Campus Initiative*

The “Creative Campus” Initiative was implemented in May 2005 to work side-by-side with a Tuscaloosa Chamber of Commerce Task Force desiring to link business, education and the cultural community to share resources and maximize opportunities for growth. The goal is to connect diverse communities through creative arts, and in the process use the arts as part of economic development for the region. Goals of this initiative include, among other things, recruiting, attracting and retaining the best and brightest students and faculty to the campus with the lure of participation in lively and high-quality arts and cultural programs; and building a climate of interactivity on campus and better articulating to the public why culture is valuable. The vision of the Creative Campus Initiative is outlined at <http://creativecampus.ua.edu/>, but this unique student-led effort seeks to broaden the scope and to deepen the experience of arts and cultural opportunities through collaboration, cohesion, and connectivity. Partnering groups include the Art Department, Crossroads Community Center, English Department, School of Music, SGA, Theatre & Dance, University Programs, the Ferguson Center, the Colleges of Commerce & Business Administration, Engineering, and Human Environmental Sciences.

The Associate Provost for Academic Affairs overseeing the Creative Campus initiative, Dr. Hank Lazer, is housed in same facility as the Creative Campus headquarters. In September of 2006, a tenured music professor, Dr. Scott Bridges, was named Director, and charged with developing technological, economic and artistic creativities across campus and in the community. Dr. Bridges has been active statewide as a social entrepreneur linking the arts, campus and the larger community. He was one of the initial organizers of the Michael Figures Leadership Experience, the Legislative Agenda Committee, the Tuscaloosa Symphony Orchestra and the Capstone Woodwind Quintet, and he was the founder of “Realizing the Dream,” an annual concert tribute to Martin Luther King Jr. that has become a West Alabama community event held at the University.

One primary focus of the Creative Campus initiative is to better publicize the events going on in the community and on campus, and to broaden the definition of creativity beyond the traditional “fine arts.” The group publishes an annual calendar of events at <http://creativecampus.ua.edu/calendar.html> and runs a comprehensive ticketing system (including online ticket sales) through Crimson Arts at <http://crimsonarts.ua.edu/>. In February 2008, the Creative Campus Initiative partnered with several other organizations for the third annual Hip Hop Summit. Other key events for 2007-2008 included a showing of the photographic exhibition Black Belt 100 Lenses: Sumter County, an exhibit co-sponsored with the Crossroads Community Center and a project initiated by Elliot Knight, a former Creative Campus Intern. In addition, Creative

Campus has sponsored performances by (student) hip hop violinist Derryck Gleaton at the Capstone Convocation and at the beginning event for the Business school's new program Letter of Recognition in the Cultural Arts. In conjunction with the Chamber of Commerce and as part of the ongoing Culture Builds initiative, focus groups took place at the Unity Center of C.A. Fredd Technical College and in downtown discussion groups that included members of the Tuscaloosa African American ministry. Finally, Creative Campus is one of the co-sponsors for the upcoming visit of poet/writer Sapphire.

C. Incorporation of Diversity and Inclusiveness In Academic Programs

To better communicate to prospective students, faculty and staff members the University's commitment to incorporating diversity and inclusiveness in academic programs, Provost Bonner approved a direct link from the Provost/Office of Academic Affairs main web page to a document entitled "*Guide to Courses with Diversity and Multicultural Content*," accessible at <http://provost.ua.edu/diversity.html>. In 2004-05, Arts and Sciences Assistant Dean, Dr. Jimmy Williams, collected information for this document, which identifies over ten dozen courses with diversity and multicultural content in various colleges and explains accreditation standards in some colleges that require inclusion of diversity and multicultural content in all courses. This project had been completed in 1994-95, but the information had not been updated or centralized since then. This Strategic Diversity Plan commits to undertaking efforts within each college to ensure that this document remains current, accurate, and accessible to the campus community.

In addition, consistent with its 2004-2014 strategic action step to "expand the University's emphasis on global and cultural studies," the University implemented in spring 2007 a new 3-credit hour course, entitled "Introduction to Global Studies" (CIP 200), which is part of the University's Global Studies Certificate Program. The goals of this course are to:

- encourage both domestic and international students to come together in an environment conducive to open dialogue;
- provide the undergraduate UA student with vocabulary and resources appropriate for international and global study;
- encourage the UA student to approach all courses with a global perspective;
- highlight the availability of existing UA courses which, when taken in appropriate combinations will lead the student to greater global awareness;
- link domestic and overseas study through the curriculum of the Global Studies Curriculum (GSC) Program; and
- encourage overseas study.

This Strategic Diversity Plan commits to continuing to provide resources to support new and existing global and cultural studies initiatives such as these.

D. Diversity Programming and Diversity Sensitivity Programs

The University of Alabama's commitment to programming diversity that is both academically and culturally rich continues by encouraging the central administration, academic units, Residential Communities, and University Programs to sponsor programs with an African-American or diversity theme. For example, a few years ago, the College of Education established an endowment of \$25,000 to support a formal annual lecture series as a memorial to Dr. Julie Laible on anti-racist scholarship, education, and social activism, and a committee of faculty members from Education and the African-American Studies Program oversees this lecture series. This Strategic Diversity Plan will require each academic unit, the Capstone International Center, and Student Affairs to report to the Provost, on an annual basis, specific initiatives in diversity programming and/or training.

The University likewise commits in this Strategic Diversity Plan to continuing to offer diversity education and awareness opportunities for UA employees. One such program offered in the past is its nationally recognized diversity-training program, "*Building Community, Human Relations for the 21st Century*." Offered by Human Resources Development, the following training opportunities, advertised at http://www.hr.ua.edu/train_develop/divwork.html, have a goal of improving human relationships and diversity on campus.

- The *Diversity Experience Workshop* (enhances awareness of diversity; builds understanding of the value of diversity as a campus and life topic; fosters communication about differences and personal bias; practices non-judgmental listening; develops a personal plan to continue awareness and growth; and considers organizational strategies for achieving diversity);
- The *Generational Diversity Workshop* (provides provocative insights and practical solutions for understanding differences, resolving conflicts and managing effectively in today's age-diverse workplace);
- *Understanding Personality Types* (teaches you how to learn to understand how personality differences and similarities can enhance productivity, improve internal communications with co-workers, and create a more cohesive work environment);
- *Disability Etiquette and the ADA*.

The Human Resources Development Office also maintains a Diversity Resource Library, which contains various audio, video, and interactive training resources on a variety of diversity and legal topics related to discrimination, harassment. Those resources are noted on line at http://www.hr.ua.edu/train_develop/legal.html. This Strategic Diversity Plan commits to maintaining and updating this web-based Resource Center.

E. Women's Resource Center

The *Women's Resource Center*, which first opened its doors in 1993, fosters equal participation of women in the university community through programs and services that

promote healthy lifestyles, personal development, leadership, and social justice activism. A history of the growth of this center and the programs and resources is available on line at <http://wrc.ua.edu/about/herstory.htm>. Through the WRC's programming, an environment is fostered that promotes understanding of the differences which enrich lives and celebrates the contributions of the entire campus community. As the WRC develops programming and outreach efforts, it strives to include the input, needs and interests of women of all racial and ethnic groups, ages, sexual orientations, and religious beliefs; to create a welcoming environment that reflects the diversity of our campus community; and celebrates and acknowledges the contributions of all women. Through partnerships with a wide variety of University and community organizations, the WRC connects students, faculty, and staff from diverse backgrounds, and using programming and resources strives to decrease isolation and increase support networks for all women, advocate for inclusive policies throughout the university community, celebrate women's achievements, and create a space for the community of women to gather, nurture, and support one another.

Some of the types of programs of the WRC that this Strategic Diversity Plan commits to maintaining and/or expanding include:

Women's Empowerment Conference, which provides networking opportunities, workshops, panel discussions and other activities for women aimed toward developing participants' understanding and awareness of the various routes to personal and professional empowerment;

Monthly Brown Bag Lunch Series, featuring a lunch time speaker, movie, or activity, on a variety of topics of primary interest to faculty and staff;

WILL Women Involved in Learning and Leading, a new learning community that has been created in cooperation with Women's Studies and Housing and Residential Communities;

Young Women Leaders, a volunteer leadership development and mentoring program for undergraduate female students;

Unscripted, which involves student actors/peer educators using interactive theatre to educate fellow students about issues of Sexual Assault, Relationship Violence, Stalking, and other forms of oppression such as racism, heterosexism, etc.;

Men Against Violence, a voluntary group of men serving as allies to women who are working to end sexism, with a particular focus on violence against women (Sexual Assault, Relationship Violence, and Stalking); and

Awareness Programs throughout the year promoting awareness of women's issues including Hispanic Women's Heritage, Domestic Violence and Breast Cancer, African-American Women's History, Women's History, and Sexual Assault.

F. Capstone International Center and International Student Association

The mission of the Capstone International Center is to initiate, promote, and support The University of Alabama's international efforts on campus as well as throughout the state and the world. The Center, comprised of International Academic Programs, International Services, and the English Language Institute, coordinates the University's international endeavors, facilitates the development of a global perspective campus-wide, and supports students, faculty, and staff in global outreach, teaching, and research. More detailed information about the programs and services of the center can be found on-line at <http://international.ua.edu/>. Examples of initiatives designed to promote cultural understanding and create and sustain an inviting and inclusive campus include routinely offered events with Tuscaloosa's International Friends, a Welcome Watermelon Cutting Party, Welcome Reception, President's Reception, Holiday Party, and the Rotary International picnic. A NAFSA grant secured by the IS Office funded three historical Civil Rights trips to Birmingham, Montgomery, and Selma, respectively. Other types of routine programs offered or supported by this office which this Strategic Diversity Plan commits to maintaining include:

- *CIPS Coffee Corner*, in which a coffee hour with food and occasional entertainment is hosted each week on campus to facilitate building friendships/relationships between international and American students;
- *CIPS Mentor Program*, in which student mentors, who are trained on cross-cultural communication skills, orientation resources, leadership and the program's expectations, assist with the international student orientation program, provide campus tours and introduce new international students to departmental and campus resources to help make the transition from their country to the University of Alabama as smooth as possible; and
- The *Japanese Culture and Information Center*, <http://bama.ua.edu/~jprogram/jcic/>, whose mission is to provide information, educational programs, and cultural activities about Japan and the Japanese people for the UA and local communities. Examples of ongoing initiatives of the JCIC include:
 - an annual week-long Sakura Festival, <http://bama.ua.edu/~jprogram/sakura/index.htm>;
 - maintenance of a Japan video library;
 - a Japan Program (see mission and program objectives at http://bama.ua.edu/~jprogram/about_japnprg.html); and a
 - Japan Exchange and Teaching Program (for more information, see http://www.mofa.go.jp/j_info/visit/jet/outline.html)
- The *English Language Institute*, whose purpose is to provide high quality instruction in English as a second language and orientation in US culture to international students who are non-native speakers of English (for more information about initiatives of ELI, see <http://eli.ua.edu/mission.html>)

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

G. Support Services for Individuals with Disabilities

The *Office of Disability Services* (ODS) serves as the central contact point for students with disabilities. The goal of ODS is 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, to ensure that students' academic performance is evaluated apart from the limiting effects of disability, and to promote student responsibility and self-advocacy.

Adaptive technology labs are located at ODS, Bruno Business Library, Gorgas Library, Graves Hall, Rodgers Library for Science and Engineering, Morgan Hall, Nott Hall, and the Seebeck Computer Center. These labs are wheelchair accessible and contain adaptive equipment such as screen readers, magnifiers, voice synthesizers, voice-to-text and text-to-voice software.

Ongoing University initiatives to improve the campus atmosphere for individuals with disabilities include:

- updating the campus accessibility map, which identifies locations for accessible parking, accessible entrances to buildings, location of curb cuts and security phones, to assist individuals with mobility impairments in locating accessible routes on campus (see http://www.tour.ua.edu/images/ADA_map.pdf);
- completing a classroom and academic building accessibility survey, which identifies accessible classrooms and serves as a resource to ODS in ensuring that our classes for students with disabilities are accessible;
- improving signage for accessible entrances/restrooms and alternative routes when elevators are broken;
- establishing an ADA hotline and requesting that employees, campus visitors and students who encounter disability-related accessibility problems on campus or know of potential accessibility problems in campus buildings or on University grounds call or email facilities to report the problem to facilitate a prompt University response (see <http://ods.ua.edu/Access%20problems.htm>);
- initiating an educational program by having departments place hangtags on bicycles parked on wheelchair ramps leading into buildings to remind them that they are violating regulations and creating impediments for individuals with

- disabilities and better publicizing those regulations applicable to bicycles (<http://bamaparking.ua.edu/pages/regulations.html#bicycle>);
- increasing fines for individuals illegally parking in handicap parking spaces;
 - better publicizing game day procedures/parking for individuals with disabilities by placing that information on line in several locations, including on Athletics, ODS and Equal Opportunity Programs websites (for example, see <http://eop.ua.edu/disabilities.html> for gameday procedures); and
 - using an ADA committee to help facilities prioritize expenditure of funds to maximize program accessibility for individuals with disabilities.

Student Support Services, <http://www.ctl.ua.edu/sss/sssmenu/browsesss.htm>, is a federally-funded program which provides academic assistance to students who fall within any of three eligibility categories: financial need, first-generation college student, or students with disabilities. Reading and study skills classes, academic counseling and tutoring, and assistance with financial aid applications are provided for eligible students.

The *University of Alabama Disability Sports* (<http://www.uads.ua.edu/index.html>) offers men's and women's wheelchair basketball teams, and offers wheelchair basketball camps for girls and boys, ages 12-13.

APPENDIX E

GOAL THREE: Initiatives For Enhancing Diversity Within Faculty and Administration

Goal Three of this Strategic Diversity Plan is to “*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 noted in *Appendix C*, the University increased its percentage of full-time black faculty from 2.6% in 1991 (24 black faculty) to 5.54% in 2007 (57 black faculty), and its percentage of black senior level administrators from 2.42% in 1991 (3 black EEO-1s) to 12.87% in 2007 (13 black EEO-1s). This *Appendix E* to the Strategic Diversity Plan is intended to identify ongoing and new strategic diversity initiatives that the University plans to continue in its efforts to further enhance the diversity of its faculty and administration, thereby enhancing the learning environment to better attract and retain excellent students.

A. Ensuring an Effective Search & Selection Process

The University reaffirms its commitment to diversity and equal opportunity for applicants for faculty and staff positions. Persons conducting employment searches for positions at the University must make good faith efforts to develop candidate pools that are diverse and representative of persons who are qualified and available to do the job.

1. Oversight for Searches and Education On Best Practices

* Vice Presidents, deans, directors, department chairpersons, and other academic/and/or administrative unit 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 increasing diversity in the University community.

* The Office of the Provost and Executive Vice President oversees the ongoing implementation of the University’s diversity initiatives and programs as they relate to faculty and EEO-1 hires in the divisions of Student Affairs, Research, and Academic Affairs. The Academic Compliance Officer, who is responsible for coordinating the University’s Affirmative Action program in academic areas, reports to the Provost and Executive Vice President, to whom the President has delegated authority to represent the University in diversity matters involving faculty and EEO-1s hires within the majority of the divisions and who is responsible to the President for insuring that the University’s Strategic Diversity Plan initiatives and programs are implemented. The Non-Academic Compliance Officer reports to the Vice President for Financial Affairs, and is responsible for coordinating the University’s

Affirmative Action program in non-academic areas, including EEO-1 level searches outside the reporting channel of the Provost and Executive Vice President.

* The Provost will ensure that representative employees involved in the recruitment and retention of faculty and EEO-1 level staff attend the University of Alabama System's annual statewide meeting discussing information about the recruitment and retention of African Americans and other under-represented groups and identifying effective and constitutionally permissible recruitment and retention practices. The Provost will also review and consider any reports and/or recommendations emanating from this meeting in the University's ongoing efforts to improve diversity recruitment and retention.

* As in the past, the Provost will encourage Deans to fund attendance for those involved in recruitment of faculty to attend workshops, seminars, and conferences that focus on best practices for achieving diversity.

2. Recruitment for Faculty Searches and EEO-1s with Faculty Rank

* Before a department can initiate a search for a faculty and/or EEO-1 position, the department must obtain approval from the Provost and Academic Compliance Officer of the department's Position Recruitment Notice and Plan (PRNP). The PRNP attaches a proposed job description, educational and experience requirements, and a proposed recruitment plan, including a description of means of advertising, special recruitment activities, and special efforts to identify minority and female candidates. Approval will be obtained if it is determined that the position description adequately describes the position requirements and if the recruitment plan adequately identifies sources of advertisement and special efforts to reach minority and women candidates. In the near future these steps will be performed online rather than with paper.

* Wide distribution should be given to position advertisements/announcements for faculty and EEO-1 level positions, 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, announcements to appropriate officers at academic or other institutions 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.

* For example:

- The Law School annually sends several faculty to the *National People of Color Legal Scholarship Conference*, at which UA's law school faculty have been publicly acknowledged and commended.

- University Libraries participates in the *Association of Research Libraries Initiative to Recruit a Diverse Workforce*. ARL maintains a database of position openings in ARL libraries and facilitates pairing of MLS stipend recipients with applicable job opportunities. This allows UA greater opportunities to hire librarians from underrepresented groups. Library staff members have also attended the *National Diversity in Libraries Conference*, which brings together library leaders from across the country to explore methods for increasing diversity within library staff and collections. In addition, the Library has used two minority databases, the *Minority Director and Future Black Faculty*; a mailing list for minority librarians established through the *Association of Research Libraries Diversity Programs Office*, and use of the job announcement website established by the *Black Caucus of the American Library Association*.
- The College of Engineering uses the *Future Black Faculty Database, GEM* (a national consortium for graduate minority degrees for minorities in engineering and science), letters and announcements to HBCUs with engineering doctorates, and letters to *minority professional organizations*.

* The Office of Equal Opportunity Programs maintains on its website at <http://eop.ua.edu/recruitment/recrtresource.html> a list of contacts for minority and female organizations to which job announcements may be sent. In addition, each college has a unit affirmative action officer who can assist each academic unit in maintaining up-to-date files of directories, organizations, placement services, journals, and listings that specialize in service to minority groups and females in the relevant academic area. Each academic unit is directed to ensure that broad outreach recruiting tools are utilized to attract as diverse a group of qualified applicants as possible. Colleges are encouraged to make special efforts to send faculty and administrative job announcements to various print and online publications read by people of diverse backgrounds, to contact individuals at HBCUs and other relevant institutions and organizations, and to attend professional conferences with an eye toward identifying emerging qualified applicants.

* Because tenured and tenure-track faculty searches and senior level EEO-1 administrators are hired from a national job applicant pool, searches for such positions should, under normal circumstances be advertised for a minimum of thirty days before a person may be approved for hire.

* *Mandatory Advertising Efforts*. Announcements of faculty and EEO-1 administrator level position searches will be sent to the Black Faculty Staff Association on campus with an invitation for BFSAs members to identify possible candidates for the position. A list of faculty vacancies will be sent to the Southern Regional Education Board, in the event the SREB can help notify graduates of the SREB Doctoral Scholars Program of those vacancies.

* *Recruitment of SREB Doctoral Scholars For Faculty Positions*. The Provost will, for at least the next five years, continue to distribute annually to the

Vice Presidents and Deans the SREB Doctoral Scholars List provided by the Alabama Commission on Higher Education (to the extent one exists and ACHE distributes it), with a request that they share the names with the appropriate search committees in their respective areas, and if searching for faculty in areas where Alabama has SREB Doctoral Fellows graduating that year, with a request that the Vice President or Dean write the SREB Doctoral Fellow and personally invite them to apply for the position at the University.

* *Recruitment of Black Doctoral Students For Faculty Positions.* The University also agrees for the next five years to continue to identify black doctoral students in the pipeline at other institutions for consideration for faculty or administrative positions at UA. Some examples of past and on-going initiatives to which this Strategic Diversity Plan commits funding for include:

- The Graduate School's providing department chairs with access to the most recent "Online Doctoral Scholars Directory" as a resource for minority faculty recruitment;
- Personnel from the College of Arts and Sciences attending national faculty diversity conferences, and sharing a list of prospective black faculty obtained from those conferences; and
- The School of Social Work writing all African-American Ph.Ds who appear on the social work job register and encouraging them to apply for faculty positions.

* *Diverse Search Committee.* The PRNP also requires the department to document the race and gender of search committee members. Acknowledging that people with different points of view provide multiple perspectives from which to judge candidates, thereby enhancing the opportunity for furthering the University's diversity objectives, search committees should be constituted so as to include women and minority members when possible. The PRNP will not be approved for EEO-1 level positions unless the search committee has African-American representation, and will not be approved for tenure or tenure-track faculty positions unless the search committee has, to the extent practicable and educationally sound, African-American representation. If the department establishes that existing university policies, practices or procedures regarding academic or other qualifications for service on a faculty search committee or other practical and educationally sound reasons preclude such representation, the PRNP may be approved by the Academic Compliance Officer without African-American representation on the search committee.

* *Training Resources for Search Committee.* The Office of Equal Opportunity Programs serves as an educational resource on best practices to diversify applicant pools and increase minority representation in the faculty and staff. In addition, the Provost is making available to the Deans for distribution to the faculty search committees a copy of the guidebook, *Diversifying the Faculty: A Guidebook for Search Committees*, by Caroline Sotello Viernes Turner, published by the Association of American Colleges and Universities. Search committee chairs are

encouraged to review these and other training documents concerning efforts to diversify the university community.

3. Review of Selection Decisions

* *Affirmative Action Information Form.* Upon the University's receipt of an application/ resume, the applicant is given an opportunity to fill out an Affirmative Action Information Form, identifying gender, race/ethnicity, and citizenship. The form is not sent to the hiring department, but rather assists the appropriate Academic or Non-Academic Compliance Officer in evaluating the department's efforts to solicit applications from women and minorities. In the near future, this opportunity will be a part of the online application process.

* *Approval of Interviews for EEO-1 Level Searches.* For EEO-1 searches in any division, the Provost or his/her designee (Academic Compliance Officer), must review the resumes of the 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 highest level administrators provides additional assurance that the University's affirmative action and nondiscrimination objectives are complied with.

* Employing departments have final selection authority and are accountable for the selection of final candidates consistent with the University's nondiscrimination policy.

* *Monitoring.* Before an offer of employment can be made to a faculty/EEO-1 candidate, departments must submit to the appropriate director, Dean's, and Vice President's Office a Final Selection Report, which provides the name, race and sex of the candidate being recommended and the rationale/justification for recommending the person over other candidates. The appropriate Compliance Officer reviews that information to ensure that the selection process is adequately documented and to ensure that the rationale for selecting the final candidate is adequate and nondiscriminatory.

* Pursuant to the University's Affirmative Action Plan, there are certain circumstances in which a department may be approved for a waiver of a formal search process. Only a Vice President can approve a waiver, and a copy of the forms documenting the approved rationale for such a waiver will be maintained and reviewed on an annual basis in the Office of Equal Opportunity Programs.

* The Office of Equal Opportunity reviews summaries of applicant flow and hiring data with respect to female and minority participation. The faculty data is generated by the Office of the Provost, and the non-faculty rank EEO-1 applicant flow and hiring data is generated by Human Resources.

B. Retention Efforts To Ensure a Diverse Faculty/Administrative Staff

1. *Review of Best Retention Practices.* As previously noted, the Provost or his/her designee will meet with leadership of the Black Faculty Staff Association, and will send representatives to attend the statewide annual conference to obtain current information on best practices to recruit and retain minority faculty, and will consider any reports emanating from those conferences or groups in implementing new initiatives/strategies.

2. *Leadership Academy:* Since the fall of 2003, the University has sponsored a Leadership Academy to provide a structured process for leadership development among faculty and staff. The Leadership Academy's objective is to broaden participants' understanding of leadership and the University, building the capacity for creating change, both within the institution and community. One of the workshops for each cohort is entitled "Race, Culture, and Conflict, which assists participants in understanding race and culture issues. Approximately 22% of the participants in the program have been minority participants and 58% women.

3. *Retention Efforts at the College Level.* In 2003, the College of Arts and Sciences hired its first Associate Dean for Multicultural Affairs, expanding the role and expectations of diversity initiatives within that College. In addition to assisting with recruitment, some retention activities, which this Strategic Diversity Plan commits to continuing include:

- Meeting periodically with minority faculty to share information, especially untenured minority faculty, that will enhance their success at the University, such as information about research, teaching and service responsibilities, the tenure and promotion workshops held throughout the year,
- Monthly meeting for all new faculty with the Dean to mentor them through the process of understanding academic citizenship and expectations in the academy.

4. *Family Friendly Campus.* The University recognizes the challenges faculty face in balancing their work and family responsibilities. Thus, we are proud of the many "family friendly" programs, policies, and practices we have in place at the Capstone. The Provost's website includes a link providing information about UA's family friendly initiatives (http://provost.ua.edu/family_friendly.html). These initiatives include Child Development Research Center, RISE Program, Student Recreation Center Complex, Outdoor Pool Complex, Faculty and Staff Immediate Care Clinic, Employee Assistance Program, Flexible Spending Accounts (Bamaflex), Tuition Assistance, Reduced Insurance Rate for Married Couples, Faculty Sabbatical, Employee Health Promotion and Wellness Program, and Tenure-Clock Extension Policy. In addition, the website for Human Resources has a link to Work Life Resources (http://hr.ua.edu/worklife_resources/index.html) that outlines programs and resources to address the challenge of balancing work and family life.

APPENDIX F

GOAL FOUR: Initiatives for Enhancing Diversity of Student Body

Goal Four of this Strategic Diversity Plan is “*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.*” This *Appendix F* to the Strategic Diversity Plan is intended to identify the types of ongoing strategic diversity initiatives that the University plans to continue in its efforts to enhance diversity in the student body in furtherance of its educational mission.

A. Student Recruitment and Retention Initiatives

- *Continuing education on new initiatives.* The Admissions staff will continue to attend workshops and content sessions at professional meetings to glean ideas on effective recruitment and retention strategies that will assist UA in achieving diversity in its educational mission.
- *Visits to predominantly black high schools.* An admission counselor will continue to make private visits to District 11, comprised of approximately 40 predominantly black schools identified as key feeder schools, with a goal of making personal contact with these students and their guidance counselors to facilitate a better understanding of the admissions process.
- *Participation in college fairs with substantial minority representation.* Admission staff will continue to participate in college fairs, private visits and special programs targeted to recruitment of African-American students, including but not limited to the National Scholarship Search for Negro Students in different cities, College-A-Rama in Memphis, the Atlanta Public Schools fairs, and the Atlanta Dream Jamboree. In addition, admissions staff will continue to develop minority alumni contacts for community-based and on-campus recruitment efforts.
- *Personal Contact.* African-American applicants will continue to receive a telephone call, e-mail, or personal note from an admission counselor and, if reasonably possible, from a *Student Outreach Talented Tenth Program* member, which is a group of currently enrolled UA students whose primary focus is to assist in the recruitment of minority students with special emphasis on a targeted area.
- *Diversity Board.* Establishment of a Diversity Board, comprised of minority leaders on campus (faculty, staff, students), from Tuscaloosa and the State, as well as High School Guidance Counselors. Main objective is to discuss different strategic initiatives to assist with the recruitment of minorities. The board would meet twice a year.
- *Marketing and Community Diversity Committee.* The members of the committee are the Vice President of Community Affairs, faculty and staff. The committee determines the various options for minority publications and decides

which type of diversity publication would best illustrate life on campus in and outside the classroom.

- *African American Print Guide – Hobsons (Hobsons is an outside Recruitment Services Company)*. Within this annual print publication the university has a college and student profile and a one to two page editorial sponsorship. This publication has an intended readership of over 300,000 African American students, including student participants in the All National Scholarship Service (NSSFNS) fairs.
- *The Center for Ethics & Social Responsibility*. CESR Scholars is an innovative program that will serve as a tool to attract talented, bright students to UA, with special attention given to candidates from diverse racial, socioeconomic, and geographic backgrounds. Scholars may use their funding toward study abroad programs, scholarly research that may involve travel, summer internships with organizations that address significant social needs or issues, and/or projects to support community initiatives. The projects that each Scholar undertakes will greatly deepen his or her own academic experience and foster their commitments to society.
- *Recruitment of Community College Students*. Through a recent grant awarded to UA by the Jack Kent Cooke Foundation to help place high-achieving, but low income students in four-year Alabama colleges, the University will hire recent college graduates from 10 institutions to work at community colleges, particularly those in rural areas, to help students choose four-year colleges and navigate the paper work for admission into college.
- *Venture Scholars Program*. UA will continue to be a sponsor in the Venture Scholars Program, a group which identifies minority students interested in pursuing careers in engineering, medicine, and allied health, mathematics, and science, and allows them to seek advice from member organizations on all types of topics that are then reported in their monthly newsletter to the students.
- *Cooperative Programs with Stillman College*. Students from Stillman College will continue to be able to take up to six semester hours at UA without charge as long as they are enrolled full-time at Stillman, and full-time UA students will continue to do the same at Stillman. Students in Criminal Justice and Social Work may receive degrees from both schools through our 3-2 program. Students enrolled in Capstone College of Nursing permits students to complete their first three years at Stillman, transfer, make application for upper division, and if admitted, graduate in six years with a dual degree in biolation and nursing.
- *UA Ambassador Program*. International faculty at UA serve as faculty ambassadors and submit a recruitment plan to the Assistant Vice president for International Education and Global Affairs, and upon approval by the Provost, return to their native country to recruit. The faculty ambassadors attend recruiting fairs, meet with representatives of local high schools and junior colleges and place ads in local newspapers, and contact these groups through e-mail and telephone calls.
- *Student Support Services*. The University will continue to seek funding to participate in this U.S. Department of Education-funded TRIO program, which

supports “high risk” students who are either first generation college students, or students who are eligible for specific levels of financial aid, or students with learning or physical disabilities.

- *Ronald E. McNair Postbaccalaureate Achievement Program.* The University will continue to seek funding to participate in this program, which provides junior and senior undergraduate students who are either first-generation college students or underrepresented minorities in graduate schools, a stipend to conduct research and engage in other scholarly activities with faculty mentors from the areas in which they hope to pursue graduate study.
- *Retention Surveys.* Since 2000, the University has conducted a major student opinion survey every two years to proactively identify student concerns. These data are always cross-tabulated by race, by gender, and by international status to identify any concerns or problem areas that are specific to these groups of students. The University will continue this practice of surveying students and analyzing data to identify problems or concerns that may be disproportionately impacting any specific population.
- *Undergraduate Scholarship Support.*
 - The University will continue to solicit private scholarship donors for needy students, such as the one million dollar grant awarded in Fall 2006 by the Coca-Cola Foundation, which offers \$5,000 scholarships to 12 students per year for four years who demonstrate financial need and are the first in his/her immediate family to college.
 - The University will continue to set aside 50% of its Direct Student aid budget for two need-based scholarship initiatives that are awarded through the Student Financial Aid office. These scholarship dollars (approximately \$434,000 last year) are divided evenly between the two scholarship initiatives: the first being awarded to first year entering undergraduates who demonstrate need (federal definition) and have a high school GPA of at least 3.5; the second being awarded to returning undergraduates who demonstrate need (federal definition) and have a cumulative UA GPA of at least 3.0.
- *Academic Support Services*
 - The *Center for Teaching and Learning (CTL)* provides academic support services for all students, including a study lab, on-site tutors, group study skill problems, and math review/help sessions.
 - The *Tide Early Alert Program* identifies at-risk students based on predictive modeling and early identification by faculty and staff to provide immediate intervention. Students identified meet with a retention staff member to develop strategies for academic recovery and receive continuous support and individualized attention.
 - *UAFreshmanConnection* is a social and academic network for Freshman at The University of Alabama. The interactive portal provides web space for student to form academic study groups, learn success strategies for college, and gain general information about being successful throughout their freshman year. The program uses interactive learning modules and pulse check surveys to get real-time information about a student’s

perception of his/her progress. This serves as an early identifier of students who may be struggling academically and/or socially. UAFreshmanConnection has a sophisticated reporting system that provides timely alerts and real-time information about student engagement, allowing staff immediately to connect with at-risk students and provide appropriate support.

- *UAFamilyConnection* provides parents of freshmen information about how productively to guide their students through their freshman year, a venue to connect with other parents, and a direct link to a university office, Parent and Family Programs, to give personal attention to their questions and welcome them into the UA community. UAFamilyConnection also serves as a vehicle to field concerns from parents about their students' academic and personal progress.
- *Freshman-specific academic courses.* The University of Alabama provides several different small group learning options for freshman. Freshman Learning Communities, Freshman Seminars, Living Learning Communities, and Freshman Compass Courses. Each of these courses is a little different in design, but the overarching intended outcome is to connect students to each other and a faculty member in a small group learning environment. These courses are available to all students; however, specific recruitment efforts are made to student populations identified as "at-risk."
- *Undergraduate Student Success Council:* This council engages representatives from multiple campus units in collaborative initiatives to facilitate the holistic progression of undergraduate students. The council continually explores avenues to strengthen academic support services provided by the University.

B. Graduate School Student Diversity Initiatives

- The University agrees to implement new initiatives, activities, or programs or to use or modify existing initiatives that encourage black UA undergraduates to continue with graduate studies at UA. For example, the Graduate School has current plans to:
 - annually to host a reception for minority students with University administrators, faculty representatives and current graduate students to encourage them to apply for UA graduate school;
 - periodically to update and provide for recruiting activities and mailings a brief flier about the Minority Graduate Student Assistance Office and its accomplishments and various support services for students;
 - recruit and/or participate in recruitment activities
 - at HBCUs, with follow-up of personal letters and phone calls to minority students identified at recruitment events;
 - involving McNair Scholars programs from several institutions;
 - in minority publications like the GRE Minority Student Locator Service and Black Collegian;
 - in graduate school fairs on other campuses and conferences such as the Compact for Faculty Diversity Conference in Atlanta;
 - periodically update its *Graduate Student Financial Assistance Handbook*, <http://graduate.ua.edu/financial/index.html>, which includes information about financial aid opportunities to attract minority graduate students; and
 - continue to offer financial aid assistance packages that assist with the University's strategic plan to enhance its educational mission by increasing the diversity of viewpoints and backgrounds in the graduate classroom experience.

C. College-Based Student Diversity Initiatives

The individual colleges and schools agree to implement new initiatives, activities, or programs or to use or modify existing initiatives that encourage further diversification of the student body in furtherance of its educational mission. Examples of some of these commitments from some of the colleges are outlined below. The Provost will receive updated reports from each college on an annual basis describing initiatives and efforts within their respective units to enhance diversity.

- For example, the University has obtained funding for fall 2007 for up to 12 STEM graduate students in the Alabama Louis Stokes Alliance for Minority Participation (LSAMP) Bridge to the Doctorate program, sponsored by the National Science Foundation, which offers a \$30,000 annual stipend for two years to pursue a degree in STEM disciplines (mathematics, physics, and engineering), full graduate tuition and fees, a mentoring program, conference and research travel opportunities, seminars and workshops. To be eligible the

student must have a 3.0 GPA in a bachelor's degree in a STEM Program and demonstrate a commitment to pursuing a doctoral degree in a STEM discipline.

- *The College of Arts and Sciences* has current plans to continue to:
 - Charge its associate dean for multicultural affairs with making the recruitment and retention of minority students one of his chief responsibilities;
 - Seek best practices ideas for minority student recruitment and retention from its Diversity Committee;
 - Provide data to its chairs about the representation of minority undergraduate, and graduate students in his or her respective department;
 - Develop its African American Studies program, with the possibility of creating a shared program with the University of Alabama at Birmingham;
 - Provide financial support to its departments' student organizations which sponsor diversity events;
 - Provide requested data to faculty members who mentor African American undergraduate students;
 - Serve on committees of Crossroads, and the Campus Programming Council in their consideration of supporting multicultural activities for students;
 - Provide issues of *Diverse* to each of its department chairs so that they are aware of the national issues pertaining to diversifying an institution's student body;
 - Collaborate with the Office of the Graduate School in recruiting underrepresented graduate students;
 - Co-sponsor with the McNair Scholars Programs symposia in which speakers address the need to recruit minority and underrepresented graduate students;
 - Visit with HBCUs to explore possible collaborative ventures and recruit their undergraduate students to our graduate programs;
 - Attend the Compact for Faculty Diversity Conference, attended by hundreds of minority undergraduate scholars, principally McNair Scholars, and ask A&S department chairs to use the Directory of Attendees to recruit graduate students;
 - Attend the annual Graduate School Fair held at the University of Alabama at Birmingham to recruit minority graduate students;
 - Attend the University of South Carolina's annual Diversity and the Doctorate Symposium to recruit prospective minority graduate students
 - Attend the annual HBCU-UP National Research Conference to recruit prospective minority graduate students;
 - Attend the annual National Conference on Best Practices in Black Student Achievement, Clemson University; and
 - Nominate minority undergraduate students to attend the annual FOCUS conference held at the Georgia Institute of Technology, a conference which encourages minority students to pursue graduate education.

- *The Culverhouse College of Commerce and Business Administration* has current plans to continue to support and/or sponsor initiatives like the:
 - *Capstone Student Business League*, which works with the college's undergraduate Student Services Center to help attract and retain African-American business students;
 - *Capstone Student Business League Advisory Board*, comprised of members of the business community who network with minority students and assist them with their career development, and assist with the retention and development of minority business students;
 - *annual Computer Olympiad* on campus for high school students from across the state, which specifically targets minority high schools, and through a partnership with ASU, Bishop State, and CSCC, promotes the field of information technology to underrepresented minorities;
 - *Capstone Minority Information Systems Society*, a student organization within the MIS program, which provides retention services such as tutoring and professional skills development workshops to all students within the MIS program, with an emphasis on specific needs of first-generation college students and racial minorities. These students travel to predominantly minority high schools to promote interest in career in MIS and prepare students for team competitions for the Computer Olympiad;
 - *Manderson Graduate School of Business Diversity Initiative*, which aims to establish student and program diversity as a cornerstone of its MBA program and has included contacts to all McNair Scholars in the country and attendance at the National Black MBA Association conference;
 - Sending C&BA faculty to the *KPMG Ph.D. Project Conference*, a national conference to encourage minority students to pursue doctoral education in business (which has resulted in the recruitment of minority students enrolling in doctoral programs in C&BA); and
 - *Women's Initiative*, which is designed to develop leadership skills among women students, and is supported by the college with a position to assist faculty who coordinate this initiative.

- *The College of Communication and Information Sciences* has current plans to continue to support and/or sponsor initiatives like the:
 - *Multicultural Journalism Program Advisory Committee*, which was formed in fall 2003 as an umbrella oversight committee for the journalism department's multiple outreach initiatives, particularly targeting high school students. Their flagship event is the annual *Multicultural Journalism Workshop*, but other diversity initiatives include the Scholastic Newspaper Improvement Project, Capstone Association of the Black Journalists and Mass Communicators, and the Birmingham.
 - *Capstone Association of Black Journalists*, a student organization affiliated with the National Association of Black Journalists;
 - *Diversity and cross-cultural* communication in the curriculum and in co-curricular activities;

- Initiatives like the *Joint UA-Stillman College West End Journal* project, in which students will jointly publish a newspaper on the West End of Tuscaloosa, and which was initiated in January of 2007 with a *Diversity Weekend Workshop*, designed for these two groups of students to learn about different cultures, learn different things about each other, and develop a sense of unity and open dialogue to enhance this new community resource.
- *The College of Engineering* has current plans to continue to support and/or sponsor initiatives and personnel support like the:
 - *College of Engineering Underrepresented Students Working Group*, which consists of ten volunteer faculty members identifying strategies to improve the recruitment, retention, and graduation of underrepresented students in the College;
 - *Multicultural Engineering Program (MEP) Coordinator*, who works with all aspects of minority student recruitment and retention including admissions, co-op, placement, career development, student affairs, academic affairs, student life, financial aid, and residential life;
 - *Women In Engineering Program*, which parallels the MEP in program content and is likewise supported by a coordinator position; and
 - Support for a variety of student groups, including the *National Society of Black Engineers*; *Society of Hispanic Professional Engineering (SHPE)*; and *Society of Women Engineering* student chapters.
- *The College of Education* has current plans to continue to support and/or sponsor initiatives like:
 - the *Holmes Scholar Program* of the national Holmes Partnership, which has a mission of increasing the proportion of underrepresented minorities in the education professorate. The college is allocating two graduate assistantships and additional support necessary to recruit Holmes Scholars in its doctoral programs;
 - the *McNair Scholars Program*, by continuing to encourage faculty within the College to serve as mentors to the student scholars;
 - *diversity-focused recruitment initiatives*, including participation of African-American college recruiter and academic advisor in a variety of visits, events, and activities;
 - insuring that its students are prepared for teaching in minority and/or lower income schools, by requiring as part of certain teacher education courses a *tutoring requirement* that engages UA students in three predominantly black elementary schools and one predominantly black middle school;
 - ensuring that its curriculum is infused with diversity-based issues and that faculty exert efforts to deal with issues of race and gender, which is evaluated periodically by the NCATE reaccreditation team; and
 - participating in a variety of activities to highlight past, present, and future minority educators and their works.

- *The School of Social Work* has current plans to continue to support and/or sponsor initiatives like:
 - *diversity-focused recruitment initiatives* at the MSW level, including visits to the five HBCUs in the state that have undergraduate social work programs and Stillman College, visits to the AL-Miss Social Work Education Conference, and attendance at the UA Graduate School's annual reception honoring outstanding minority undergraduate students from UA and Stillman College;
 - *personal contact* with individuals identified by faculty at these HBCUs, including personal meetings, letters inviting them to UA's Graduate Recruitment Day;
 - providing financial assistance to the top graduates of each of the five HBCUs' social work programs in Alabama;
 - hosting annual African-American Heritage Month observations, including displays, invited speakers; and
 - providing support for the school's *Social Work Association for Cultural Awareness*, an active student group that assists in recruiting and retaining African-American students.

- *The Law School* has current plans to continue to support and/or sponsor initiatives like:
 - *diversity-focused recruitment initiatives*, including visits to several HBCUs in the southeast and to forums with significant minority representation; distribution of a Black Law Student Association-prepared recruitment packet and coordination with the BLSA diversity committee in recruiting and enrolling African-American students; participation in the Law Services Admissions Council's minority recruitment day, which brings students to the Law School for a day-long program; and membership on the Council on Legal Education Opportunity (CLEO), which is a privately funded organization that assists minorities in gaining admission to law school and provides institutes where students may learn skills to help them succeed in school;
 - its *Student Diversity and Academic Support Committee*;
 - sponsorship of numerous events at the Law School to celebrate the contribution of African Americans and frequent inclusion of African Americans as guest speakers and participants at Law School functions; and
 - financial and other support for the minority student organizations, such as the Black Law Student Association and the Frederick Douglass Moot Court team, for which the Dean serves as faculty advisor.