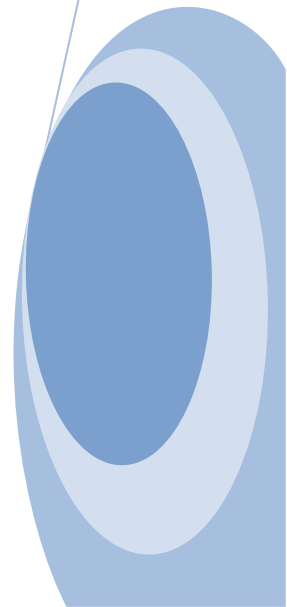


# The University of West Alabama Strategic Diversity Plan

## Table of Contents

<b>Executive Summary.....</b>	<b>3</b>
<b>History of The University of West Alabama.....</b>	<b>4</b>
<b>UWA Mission and Vision Statements.....</b>	<b>5</b>
<b>Diversity Mission and Vision Statements.....</b>	<b>6</b>
<b>The Value of Diversity.....</b>	<b>7</b>
<b>Diversity Accomplishments.....</b>	<b>8</b>
<b>Plan Development .....</b>	<b>9</b>
<b>The UWA Strategic Diversity Plan.....</b>	<b>12</b>
<b>Strategic Diversity Plan Goals, Strategies, and Action Items....</b>	<b>14</b>
<b>Appendices.....</b>	<b>26</b>



## Executive Summary

As a result of the Knight-Sims vs. Alabama settlement agreement, approved December 12, 2006, The University of West Alabama (UWA) agreed to develop and implement a Strategic Diversity Plan (SDP) by December 12, 2007. UWA has included African-American representatives on its campus and in its larger service community in the development and implementation of the SDP. The plan is a fluid document that articulates dynamic goals, strategies, and measurable action items for achieving a critical mass of African-American members of the University's faculty and administration, subject to periodic review and modification.

The President of UWA, as well as all deans and department chairpersons, will be held accountable for, and their job performance evaluated, at least in part, on achievement of the objectives of the SDP. Diversity will be required to be an important selection criterion for all faculty and administrative positions, and minorities will be included in all search committees for EEO-1 level administrative positions and, where possible, on all search committees for faculty. Oversight of the SDP is assigned to UWA's Provost.

UWA representatives will attend annual diversity conferences to review and evaluate SDP progress and to exchange information about diversity best practices. UWA will also post on its website any recommendations emanating from such conferences, as well as an annual report on the implementation of the SDP, including racial composition data.

In order to continue to highlight diversity and inclusiveness as a core value at UWA, fully aligned with the overall UWA Strategic Plan, four strategic diversity goals, with accompanying strategies and measurable action items, have been identified and approved by the UWA Board of Trustees. The goals are as follows:

**Goal 1:** Create, enhance, and sustain an inviting and respectful University environment which values diversity, encourages inclusiveness, and prepares students for success in an increasingly global society.

**Goal 2:** Increase recruitment and retention of diverse faculty, administrators, and professional staff to appropriately reflect the target population.

**Goal 3:** Develop and enhance partnerships with diverse stakeholders, including businesses, civic organizations, and the broader community, to support diversity and multiculturalism at UWA and in surrounding communities.

**Goal 4:** Systematically evaluate the effectiveness of the strategic diversity plan, campus climate, and diversity statistics and make recommendations for improvement based on evaluation results.

Specific timetables for action will be determined upon plan implementation. The goals, strategies, and action items will be continually monitored and the SDP reviewed annually and revised as needed to meet the overall plan objectives. Successful implementation of the SDP will allow UWA to be widely recognized as a champion of diversity, noted for its inclusive and equitable culture, welcoming and multicultural environment, and caring family-oriented atmosphere, where all people are treated fairly and with respect and dignity.

## History of the University of West Alabama

The University of West Alabama was chartered in 1835 as a church-related female academy and admitted its first students in 1839. After difficult times during the Civil War and Reconstruction periods, the school reopened in the late 1860s or early 1870s. Although it appears that a few male students were admitted following the reopening, a resolution by the Board of Trustees in 1876 excluded boys, and this policy was followed until the beginning of the 20th century.

From 1881 to 1910 the school at Livingston was under the direction of the noted educator and reformer Julia Tutwiler, who succeeded in getting a small appropriation from the State Legislature in 1883 to establish normal school training for girls at Livingston Female Academy. According to statements in the University archives, this is believed to be the first State appropriation in Alabama made exclusively for the education of women. The first normal school diplomas were granted in 1886.

Livingston Female Academy and State Normal College continued as a private institution with some State support until 1907, when the State assumed full control. It remained under its own board of trustees, however, until the Legislature created a State Board of Trustees for all the normal schools in 1911. In 1919 this board was abolished and all state normal schools were placed under the supervision of the State Board of Education. During these early years the school offered both secondary education and normal school programs for the training of teachers.

In 1929 the school at Livingston became State Teachers College, Livingston, Alabama, with authority to confer the degree of Bachelor of Science. The Bachelor of Arts degree was authorized in 1947. Although the institution had begun accepting male students soon after 1900, the student body remained predominantly female through the 1950s. In 1957 the name was again changed by an act of Legislature — this time to Livingston State College — and the following year the mission of the institution was broadened when the Graduate Division was established and the College was authorized to confer master's degrees in the field of professional education. In 1967 an act of the Legislature created Livingston University, with its own Board of Trustees.

In 1995 the institution recognized its broader mission as a regional University serving the educational needs of all the citizens of the area by changing its name to the University of West Alabama.

The University of West Alabama is a state-supported, coeducational institution of higher learning governed by a Board of Trustees appointed by the Governor. As a regional institution, the University's foremost commitment is to meeting the educational needs of the State and particularly of the West Alabama area. Valuing a diverse student population, it also welcomes students from throughout the United States and from other countries.

# **UWA Mission and Vision Statements**

## **The University of West Alabama Mission Statement:**

The primary purpose of the University is to provide opportunities for students to pursue associate, baccalaureate, and master's degrees in liberal arts, natural sciences and mathematics, pre-professional programs, nursing, technology, business, and education. Additionally, the University will assist its students in developing the important qualities of independent thinking and respect for the ideas of others and in building firm foundations of personal integrity and character in order to realize their quests for a philosophy of life and for self fulfillment. Importance is placed on providing opportunities within the curricula for the development of enhanced skills in critical thinking, communication, leadership, and computer literacy. The University also seeks to provide students opportunities for growth beyond the classroom through a wide range of extracurricular activities, programs, and services and through the maintenance of an environment of cultural and intellectual diversity and through the encouragement of the free exchange of ideas among faculty, administration, and students.

## **The University of West Alabama Vision Statement:**

To be nationally recognized for transforming the Black Belt into a region with an appealing quality of life.

## **Diversity Mission and Vision Statements**

### **Diversity Mission Statement:**

To establish and enhance diversity and inclusiveness as a core value at The University of West Alabama.

### **Diversity Vision Statement:**

The University of West Alabama will be widely recognized as a champion of diversity, noted for its inclusive and equitable culture, welcoming and multicultural environment, and caring family-oriented atmosphere, where all people are treated fairly and with respect and dignity.

# The Value of Diversity

Diversity may be defined as the multiplicity of people, cultures and ideas that contributes to the richness and variety of life. Diversity broadly encompasses the mixture of similarities and differences along several dimensions: race, national origin, religion, sexual orientation, age and gender. It includes values, cultures, concepts, learning styles and perceptions that individuals possess. By its very nature, diversity fosters inclusiveness, encourages the exchange of new ideas, improves decision-making, and broadens the scope of problem solving.

Diversity in all its dimensions must be valued.

At the University of West Alabama, diversity is about creating an equitable, hospitable, appreciative, safe and inclusive campus environment — one that embraces the full spectrum of all community members' contributions. We must respond with effort and vigor to issues of diversity. We commit ourselves to enhancing the quality of experience for all members of The University of West Alabama community by enhancing our diversity.

We do so because:

- Diversity strengthens the academic quality of the University,
- Diversity is the right way to serve an increasingly heterogeneous society,
- Diversity contributes to the redress of historical inequities that have plagued our educational systems,
- Diversity addresses our legal obligations, and
- Diversity is crucial to our ability to educate our students for the 21<sup>st</sup> century.

Through the Strategic Diversity Plan, The University of West Alabama is committed to achieving diversity and equity -- not just because it's the right thing to do for underrepresented populations, especially minorities, but because it is fundamental to our educational mission. We strongly believe that all people benefit from an education enriched by a diversity of ideas, thoughts, and perspectives. Clearly, the quality of learning is enhanced by a campus climate of inclusion, understanding, and appreciation of the full range of human experience.

It is the vision of UWA to build a community of students, faculty and staff in which diversity is a fundamental value. People are different, and the differences among them, as described above, are what we call diversity — a natural and enriching hallmark of life. Where there is diversity, there is evidence of openness, emergence of inclusiveness, and a respect and appreciation for differences. Where diversity exists, there is indeed an enriched educational environment.

The future begins today – with a common understanding and shared vision of diversity – for all who are a part of The University of West Alabama.

## Diversity Accomplishments

Over the years the University of West Alabama has had considerable success in its ongoing efforts to become a more diverse University. For example, the total number of black students at the University of West Alabama has continued to rise during the past five years, from 41% in Fall 2002 to 46% in Fall 2007. The University monitors its admission policies and retention and transfer policies on a regular basis to ensure all students receive equal treatment. In addition, all literature and informational brochures used in student recruitment and admissions are reviewed annually to determine if they contain clear statements of the University's nondiscrimination policy.

The number of black faculty has increased from three (3.4%) during Fall 2002 to fifteen (16.5%) during Fall 2007. Several factors have contributed to UWA's success in diversity during recent years. All search committees follow a specific procedure in filling openings for faculty and administrative staff in order to increase minority hiring. All advertisements for faculty and administrative staff contain the statement "Minority applications encouraged" in addition to a statement indicating that the University of West Alabama is an Equal Opportunity Employer.

In addition to normal advertising, letters or emails and position announcements are sent to at least five (generally around fifteen) predominately black institutions. Also, all qualifying black applicants for a faculty or administrative position are sent an informational brochure (<http://employment.uwa.edu/minapp.asp>) showing what the University of West Alabama can offer black candidates. Generally, all black applicants who have completed the application process and who meet the minimal published requirements are placed on the preferred list. If such an applicant is not on the list, a written justification must be submitted. All black applicants who are placed on the preferred list are invited to campus for an interview, regardless of the number, unless a previously interviewed black candidate is offered and accepts the position.

The most successful effort by the University to attract black faculty to its campus is the Minority Faculty Development Fellowship Program, which was established after the signing of the Consent Decree. This program provides financial support for graduate studies for minority candidates who will agree to return to UWA to teach for a specified time. Five of the fifteen black faculty currently employed at UWA are products of this program. UWA currently has two blacks in the Minority Faculty Development Program, one who is currently employed by UWA as an instructor and one who has just begun the program.

The University will continue to improve its diversity among students, faculty, and administrative staff by following the procedures above as well as continually searching for new methods of attracting black faculty and administrative staff.

# Plan Development

The University of West Alabama Strategic Diversity Plan was the collaborative effort of many people throughout the University and the West Alabama region. The development of the strategic plan was guided primarily by ten individuals from the University and surrounding community who comprised the University's Strategic Diversity Plan Committee. This committee was selected in part because they represented differences in ethnicity, gender, background, lifestyle, culture and viewpoints. Dr. Ken Tucker and Mr. Kenneth Walker were selected as co-facilitators to lead the charge of identifying diversity issues and recommending a course of action regarding plan development. These individuals were chosen because of their extensive involvement in community and organization strategic planning and for their vast knowledge of University and community resources. With the complete support of the President and Provost, the committee was granted full access to engage University employees, staff and students in the development phase of the plan, and the imperative to engage and involve the larger community as well. Committee members were also given access to University documents, diversity practices, reports, the diversity settlement agreement and other materials related to the Knight-Sims Case. A direct line of communication to the University President and Provost was established for all committee members.

## Committee Members

Mr. Levi Billups  
Mr. Anthony Crear  
Dr. Mark Davis  
Ms. Felicia Jones  
Dr. Joo Lee  
Ms. Mamie Reed  
Dr. Ken Tucker, Co-facilitator  
Mr. Kenneth Walker, Co-facilitator  
Ms. Tammy White

What follows is a brief chronological account of key elements in the development of the Strategic Diversity Plan:

- Conducted a thorough analysis of other educational institutions' strategic diversity plans for the purpose of evaluating best practices and as a means of establishing possible courses of direction.
- Compiled and conducted a strategic analysis of the following:
  - a. Racial composition data of student body (total, undergraduate, and graduate from 1991 to the present;
  - b. Racial composition data of the students awarded bachelor, graduate and professional degrees;
  - c. Racial composition of full-time faculty from 1991 to present;
  - d. Racial composition of presidents, provosts, vice presidents, deans, department chairs and other EEO-I s from 1991 to the present;
  - e. Racial analysis of faculty and administrative positions filled during the year, including the number of African Americans considered for these vacancies
- Assessed current diversity practices at the University of West Alabama.
- Attended diversity planning training conferences and workshops to exchange information about best practices.

- Conducted a series of *strategic listening* sessions with UWA minority faculty and staff members to learn their views, concerns, experiences, and recommendations. Listening session questions included the following:
  - Question 1. (Beyond better compensation) what can UWA do to improve its relationship with its minority faculty and staff members?
  - Question 2. What kinds of things should we be engaged in to make our environment or culture more inviting and inclusive for diverse constituents?
  - Question 3. What should we start doing to enhance diversity here at UWA?
  - Question 4. What can UWA do to attract and retain more minority faculty and staff members to the campus?
- Documented feedback and recommendations from listening sessions.
- Conducted interview sessions with members from the larger community.
- Developed twelve major themes from the sessions and interviews conducted with minority faculty/staff/students and community constituents as follows:
 

a. Interpersonal Skills	g. Fair Treatment/Equality
b. Faculty & Staff Training/Workshops	h. Orientation and Mentoring
c. Marketing & Publications	i. Inclusion
d. Hiring Process/Policies	j. Community Involvement
e. Leadership Opportunities	k. Value/Recognition
f. Upward Mobility	l. Social/Cultural Events
- Surveyed minority faculty and staff to determine the need and support for establishing a UWA Minority Faculty Staff Association.  
*Results: Yes – 88% and No – 12%*
- Reviewed and analyzed the research findings, testimonies, racial composition data, diversity best practices, and Knight/Sims Agreement.
- Initiated the development of the draft version of the Strategic Diversity Plan.
- Presented and critiqued the Strategic Diversity Plan with committee members.
- Developed a second version of the Strategic Diversity Plan which defined *major goals, action items and responsibilities*.
- Presented the Strategic Diversity Plan to the President's Council: Members: President, Provost, Vice Presidents, Director of Division of Outreach Services, and Athletic Director.
- Present the Strategic Diversity Plan to the UWA Board of Trustees for endorsement.
- Post the Strategic Diversity Plan on the University website: [www.uwa.edu](http://www.uwa.edu)
- Monitor and update UWA Strategic Plan by February 1 of each year.

The Strategic Diversity Plan Committee would like to acknowledge and express special appreciation to the UWA minority faculty and staff members who participated in the listening and interview sessions during the development of the UWA Strategic Diversity Plan. These individuals displayed great candor, professionalism and courage as they gave an honest account of their experiences, shared testimonies, and provided invaluable input towards plan development.

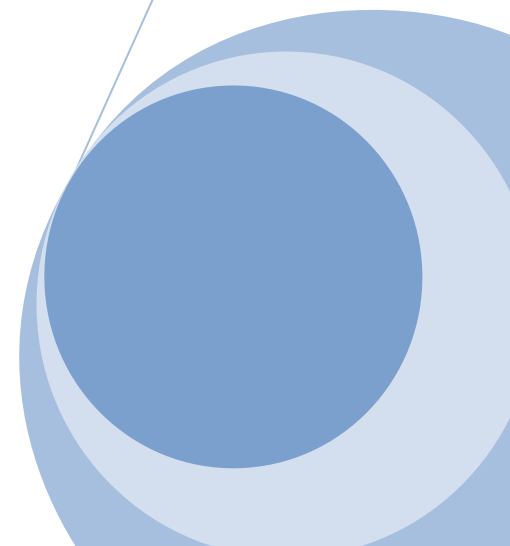
Special thanks to Ms. Patricia Pratt, Director of the UWA Office of Institutional Effectiveness, for her research and accurate reporting of the University's racial composition data and racial analysis.

# The University of West Alabama Strategic Diversity Plan

The University of West Alabama (UWA) is committed to establishing and maintaining a welcoming and inclusive campus environment for all. UWA seeks to eliminate discrimination in all phases of University life. The University looks to achieve this mission of inclusion and diversity through innovation, collaboration, and continuous improvement. To help advance this cause, the University has developed a Strategic Diversity Plan which will serve as a guide to ensure equity and multiculturalism as we educate constituents and positively impact the quality of life of our surrounding communities. This Strategic Diversity Plan will give UWA the opportunity to demonstrate greater diversity throughout the University. Assessment programs and strategic exercises were conducted with members of the University faculty and staff, and also with members of our service community, to help identify essential areas of concern which needed to be addressed in order to achieve the desired outcome of greater diversity and inclusion. These endeavors led to the development of five strategic goals, each with measurable action items which will help UWA adopt diversity as a core value throughout the University:

- Goal 1: Create, enhance, and sustain an inviting and respectful University environment which values diversity, encourages inclusiveness, and prepares students for success in an increasingly global society.
  
- Goal 2: Increase recruitment and retention of diverse faculty, administrators, and professional staff to appropriately reflect the target population.
  
- Goal 3: Develop and enhance partnerships with diverse stakeholders, including businesses, civic organizations, and the broader community to support diversity and multiculturalism at UWA and in surrounding communities.
  
- Goal 4: Systematically evaluate the effectiveness of the Strategic Diversity Plan, campus climate and diversity statistics and make recommendations for improvement based on evaluation results.

**Strategic Diversity Plan  
Goals,  
Strategies,  
And  
Action Items**



**Goal 1: Create, enhance, and sustain an inviting and respectful University environment that values diversity, encourages inclusiveness, and prepares students for success in an increasingly global society.**

---

**Strategy 1: Establish expectations University-wide for diversity as a core value.**

•**Action Item 1:** A Vice President or other cabinet-level administrator will be assigned oversight of the implementation of the Strategic Diversity Plan

➤Responsibility: President

➤Result: Position identified and communicated

•**Action Item 2:** Include diversity in the performance evaluations of UWA Vice Presidents and Deans, focusing on the administrator's efforts in achieving diversity.

➤Responsibility: President, Provost, Vice Presidents, Deans

➤Result: Performance evaluation instrument reflects focus on diversity

•**Action Item 3:** Ensure commitment to diversity throughout the University through adoption of the Strategic Diversity Plan by the Board of Trustees.

➤Responsibility: President, Board of Trustees

➤Result: Formal resolution approving the Strategic Diversity Plan

**Strategy 2: Initiate programs and activities that enhance cultural awareness for the entire campus, creating opportunities for education, dialogue, and reflection regarding diversity issues.**

•**Action Item 1:** Develop and promote diversity, sensitivity, anti-discrimination, and harassment education and training for all University employees, and students as appropriate.

➤Responsibility: President, Provost, Vice Presidents, Deans, Outreach Services

➤Result: Training programs developed and delivered with appropriate participation

•**Action Item 2:** Appoint Diversity Liaisons for the various units.

➤Responsibility: Appropriate Administrators

➤Result: Liaisons appointed and responsibilities defined.

•**Action Item 3:** Include events, celebrations, historic dates, and holidays that recognize diversity in the appropriate University calendars.

➤Responsibility: Student Affairs, Public Relations

➤Result: Calendar developed and published.

•**Action Item 4:** Continue to identify prominent minorities to be considered for honorary awards.

➤Responsibility: Various awards committees

➤Result: Increased number of minority candidates and honorees.

•**Action Item 5:** Encourage forums among faculty and staff to discuss diversity.

➤Responsibility: President, Provost, Vice Presidents

➤Result: Forums will be scheduled and attendance encouraged for all faculty and staff.

•**Action Item 6:** Create and support a position known as Minority Student Coordinator to serve as an advocate for minority students regarding diversity issues.

➤Responsibility: Vice President for Student Affairs

➤Result: Coordinator will receive grievances related to diversity and report information to the Vice President for Student Affairs.

**Strategy 3:** Create and conduct a climate survey for faculty, staff, and students to measure progress towards creating a diverse and inclusive environment.

•**Action Item 1:** Develop a comprehensive survey instrument to measure the climate for diversity.

➤Responsibility: President's Council, Strategic Diversity Plan Committee

➤Result: Valid and reliable evaluation instrument

•**Action Item 2:** Administer the climate survey to all University employees

➤Responsibility: Institutional Effectiveness

➤Result: Survey delivered

•**Action Item 3:** Collect, analyze, and report survey data and make recommendations for improvement.

➤Responsibility: Institutional Effectiveness, President's Council, Deans' Council, Strategic Diversity Plan Committee

➤Result: Completed survey process with enhanced program effectiveness

**Strategy 4:** Publicize and promote UWA's Strategic Diversity Plan, and report progress made via a Diversity Scorecard.

•**Action Item 1:** Post the Strategic Diversity Plan on UWA's website

➤Responsibility: Provost, Institutional Effectiveness, Public Relations, Information Systems

➤Result: Strategic Diversity Plan accessible to all via website.

•**Action Item 2:** Post the Diversity Scorecard on UWA's website by February 1 of each year to include the following data:

- a. Racial composition data of student body (total, undergraduate, and graduate) from 1991 to the present.
- b. Racial composition data of the students awarded bachelor, graduate and professional degrees
- c. Racial composition of full-time faculty from 1991 to present
- d. Racial composition of presidents, provosts, vice-presidents, deans, department chairs and other EEO-1s from 1991 to the present
- e. Racial analysis of faculty and administrative positions filled during the year, including the number of African Americans considered for these vacancies
- f. An assessment of progress by the institution in enhancing diversity and/or moving toward its diversity goals, with an emphasis on the representation of African-American faculty, EEO-1, and students

➤Responsibility: Provost, Institutional Effectiveness

➤Result: Diversity Scorecard published annually containing all relevant diversity data

**Goal 2: Increase recruitment and retention of diverse faculty, administrators, and professional staff to appropriately reflect the target population.**

---

**Strategy 1:** Enhance recruitment efforts targeting minority faculty, administrators and professional staff

•**Action Item 1:** Continue to review diversity recruitment programs of other institutions of higher learning to identify opportunities for improvement.

➤Responsibility: Provost, Institutional Effectiveness

➤Result: Baseline data for best practices in recruitment

•**Action Item 2:** Continue to ensure that at least one minority representative is included on all search committees for EEO-1 level administrative, professional staff and faculty positions

➤Responsibility: President, Provost, Vice-Presidents, Athletic Director

➤Result: Diversity representation in all critical hiring decisions

•**Action Item 3:** Continue to require that diversity be an important selection criterion for all faculty and administrative positions

➤Responsibility: President, Provost, Vice-Presidents, Deans, Directors, Department Chairs

➤Result: Diversity given consideration in all hiring decisions

•**Action Item 4:** Develop and implement education and training programs for search committees focusing on diversity and inclusiveness

➤Responsibility: President's Council, Deans' Council

➤Result: Enlightened search committees with better understanding of the value of diversity

•**Action Item 5:** Attend workshops, seminars, and conferences that focus on best practices for achieving diversity

➤Responsibility: Employees involved in recruitment of faculty, staff, and administration

➤Result: Enhanced selection process resulting in increased diversity

•**Action Item 6:** Continue to provide financial support for potential minority candidates to obtain graduate degrees, with the agreement that they teach at UWA for a specific time period

➤Responsibility: President, Provost

➤Result: The Minority Faculty Development Fellowship Program

•**Action Item 7:** Continue to ensure a diverse representation of minority faculty, staff, and students in all UWA multi-media marketing and public relations promotions, campaigns, publications, and public events and appearances.

➤Responsibility: Institutional Advancement, Student Affairs

➤Result: Focused advertising and marketing plan reflective of diverse stakeholders

**Strategy 2:** Increase retention of minority faculty, professional staff, and administrators

•**Action Item 1:** Establish a Minority Faculty Staff Association (MFSA)

➤Responsibility: President, Minority Faculty and Staff

➤Result: Formal minority organization with direct communication link to administration regarding diversity issues

•**Action Item 2:** Develop a formal mentoring program for minority faculty and staff

➤Responsibility: MFSA      ➤Result: Welcoming and inclusive campus climate; greater comfort level for new hires

•**Action Item 3:** Strengthen the current New Faculty Orientation Program

➤Responsibility: Deans' Council

➤Result: Welcoming and inclusive campus climate; greater comfort level for new hires

•**Action Item 4:** Implement a career development/succession planning program, with special emphasis on minorities

➤Responsibility: President's Council, Deans' Council

➤Result: Enhanced upward mobility opportunities and broad leadership experiences for minorities

•**Action Item 5:** Continue to support and recognize the achievements and accomplishments of minority faculty, staff, and students

➤Responsibility: Public Relations, Outreach Services, Student Affairs, MFSA

➤Result: Enhanced publicity and feelings of appreciation

**•Action Item 6:** Develop and implement an exit interview for all employees, with emphasis on minorities, who terminate employment at UWA

➤Responsibility: Provost, President's Council, Deans' Council, MFSA

➤Result: Objective information to improve retention of minority employees

**Goal 3: Develop and enhance partnerships with diverse stakeholders, including businesses, civic organizations, and the broader community, to support diversity and multiculturalism at UWA and in surrounding communities.**

---

**Strategy 1:** Actively cultivate efforts to improve the overall quality of life within the University's market area.

•**Action Item 1:** Inventory and evaluate the quantity and quality of outreach services and activities that target underrepresented groups in the University's service area

➤Responsibility: Deans, Outreach Services, Institutional Effectiveness

➤Result: Enhanced outreach efforts and measureable impact

•**Action Item 2:** Include minority community members on campus committees, thereby enhancing campus decision making increasing sensitivity to community diversity issues

➤Responsibility: President, Provost, Outreach Services

➤Result: Stronger partnership with diverse stakeholders; greater inclusiveness beyond the University

•**Action Item 3:** Strengthen community partnerships with diverse entities through resource-sharing, capacity building, and regional problem-solving

➤Responsibility: President, Outreach Services

➤Result: Greater collaboration between UWA and various community organizations

•**Action Item 4:** Build and strengthen partnerships with business, civic, and community organizations to support diversity and multiculturalism both within the University and in external communities as well

➤Responsibility: President, Deans, Outreach Services

➤Result: Increased number and quality of community partnerships

•**Action Item 5:** Continue to enhance partnerships with underserved communities regarding economic, social, and health-related issues in order to help improve the quality of life for all citizens

➤Responsibility: President, Deans, Outreach Services, Students, Service Learning Programs

➤Result: Positive economic, social, and health impact on UWA's service area

**Strategy 2:** Pursue global partnerships which will have a positive impact on the establishment and sustainability of international and multicultural programs, both on campus and in the larger community.

•**Action Item 1:** Establish an International Center on campus to centralize efforts related to international programs, student associations, housing, community organizations, and study abroad opportunities.

➤Responsibility: Provost, Deans' Council, Director of International Programs, Friends of UWA International Students  
➤Result: Fully functioning International Center

•**Action Item 2:** Continue to support the Fulbright Visiting Scholar Lecture Series on an annual basis to enhance cultural exchanges and broaden international perspectives.

➤Responsibility: Provost

➤Result: Two to four Visiting Fulbright Scholars per year

•**Action Item 3:** Pursue student, faculty, and cultural exchange opportunities overseas.

➤Responsibility: President, Provost, Deans' Council, School of Graduate Studies, Director of International Programs

➤Result: Established relationships with key educational and business leaders in foreign countries for this purpose.

•**Action Item 4:** Continue to support the Edmund S. Muskie Graduate Fellow Program

➤Responsibility: Provost, School of Graduate Studies, Director of International Programs

➤Result: Enhanced international diversity opportunities

**Goal 4: Systematically evaluate the effectiveness of the strategic diversity plan, campus climate, and diversity statistics and make recommendations for improvement based on evaluation results.**

---

**Strategy 1:** Evaluate the effectiveness of the Strategic Diversity Plan

•**Action Item 1:** Hold the University's senior leadership accountable for achieving the goals of the Strategic Diversity Plan through annual performance evaluations

➤Responsibility: Board of Trustees, President, Provost

➤Result: Diversity objectives included in the formal performance evaluation process

•**Action Item 2:** Continue to review diversity programs of other academic institutions to identify best practices for plan improvement

➤Responsibility: Institutional Effectiveness, Strategic Diversity Plan Committee

➤Result: Data, collected and analyzed, to be used as a performance measure to assess progress and make improvements to the plan

•**Action Item 3:** Identify all internal and external resources, programs, and funds related to diversity efforts at UWA

➤Responsibility: Institutional Effectiveness

➤Result: Current diversity database

•**Action Item 4:** Annually review and revise as necessary the Strategic Diversity Plan

➤Responsibility: President's Council, Deans' Council, Strategic Diversity Plan Committee

➤Result: Strategic Diversity Plan systematically reviewed and changed as needed to elicit desired results

•**Action Item 5:** Continue to attend annual conferences with other universities to review and critique their Strategic Diversity Plans and exchange information about best practices. Members of the Minority Faculty Staff Association will be encouraged to attend and participate

➤Responsibility: President, Representatives of the Strategic Diversity Plan Committee and the Minority Faculty Staff Association

➤Result: Structured evaluation and improvement opportunities; shared best practices

**Strategy 2:** Periodically evaluate the campus climate with respect to diversity issues

•**Action Item 1:** Conduct a survey of faculty, staff, and students to assess the climate of UWA regarding diversity and inclusiveness

➤Responsibility: Institutional Effectiveness, Strategic Diversity Plan Committee

➤Result: Survey designed and administered, data analyzed, and Strategic Diversity Plan adjusted accordingly to ensure a positive, supportive, and diverse work environment

•**Action Item 2:** The President, or designee, will meet at least annually with the Strategic Diversity Plan Committee and the Minority Faculty Staff Association to consider recommendations on initiatives, best practices, and policies for increasing diversity

➤Responsibility: Provost, Strategic Diversity Plan Committee, Minority Faculty Staff Association

➤Result: Enhanced and current Strategic Diversity Plan

**Strategy 3:** Systematically evaluate diversity statistics and make recommendations for improvement

•**Action Item 1:** Prepare annually a Strategic Diversity Report to assess progress in meeting diversity goals

➤Responsibility: Provost, Institutional Effectiveness

➤Result: Formal report on diversity progress by key indicators

•**Action Item 2:** Ensure the annual Strategic Diversity Report contains data on racial, ethnic, and gender diversity, including at a minimum the following information:

- a. Racial composition data of student body (total, undergraduate, and graduate) from 1991 to the present.
- b. Racial composition data of the students awarded bachelor, graduate and professional degrees
- c. Racial composition of full-time faculty from 1991 to present
- d. Racial composition of presidents, provosts, vice-presidents, deans, department chairs and other EEO-1s from 1991 to the present
- e. Racial analysis of faculty and administrative positions filled during the year, including the number of African Americans considered for these vacancies
- f. An assessment of progress by the institution in enhancing diversity and/or moving toward its diversity goals, with an emphasis on the representation of African-American faculty, EEO-1, and students

➤Responsibility: Provost, Institutional Effectiveness

➤Result: Formal report on diversity progress by key indicators

•**Action Item 3:** Post the Strategic Diversity Report, including goals and performance indicators, as well as pertinent reports and recommendations from annual conferences, on the University's website

➤Responsibility: Institutional Effectiveness

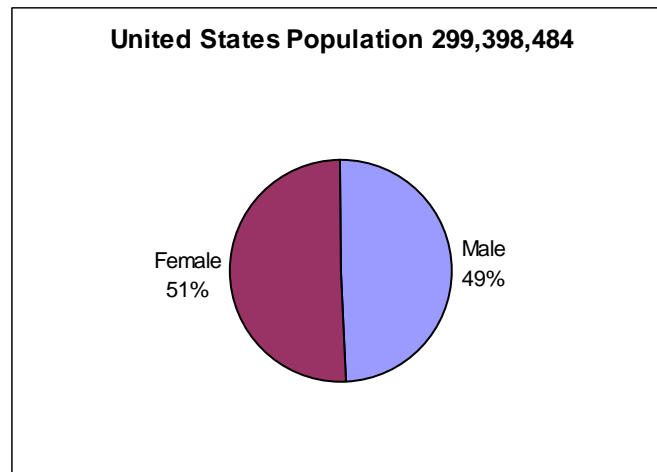
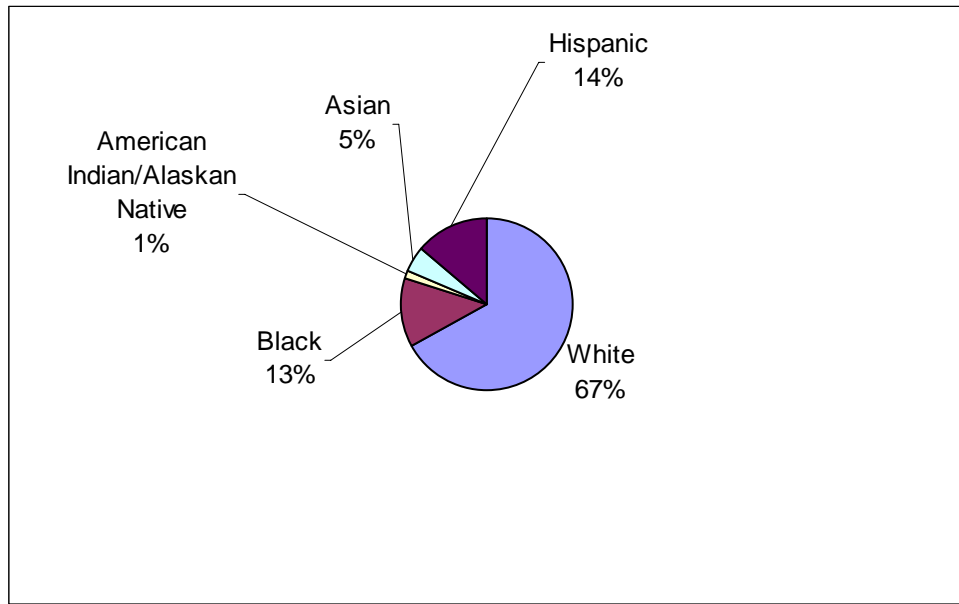
➤Result: Formal report easily accessible to all

# Appendices

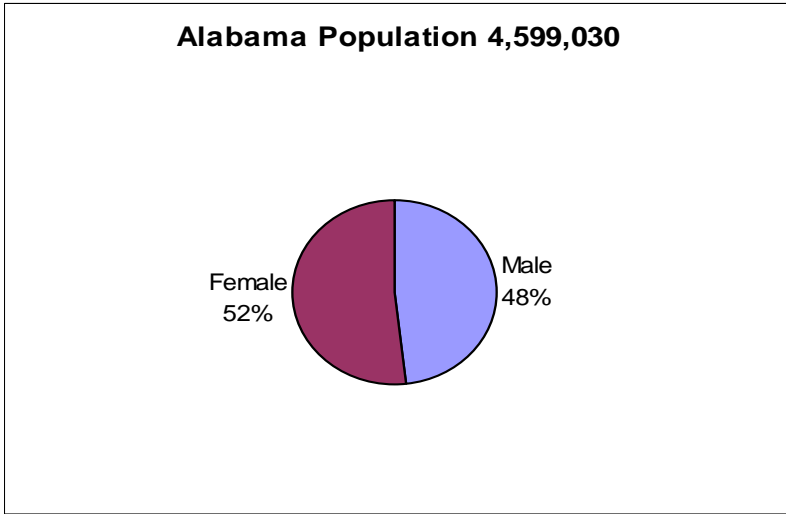
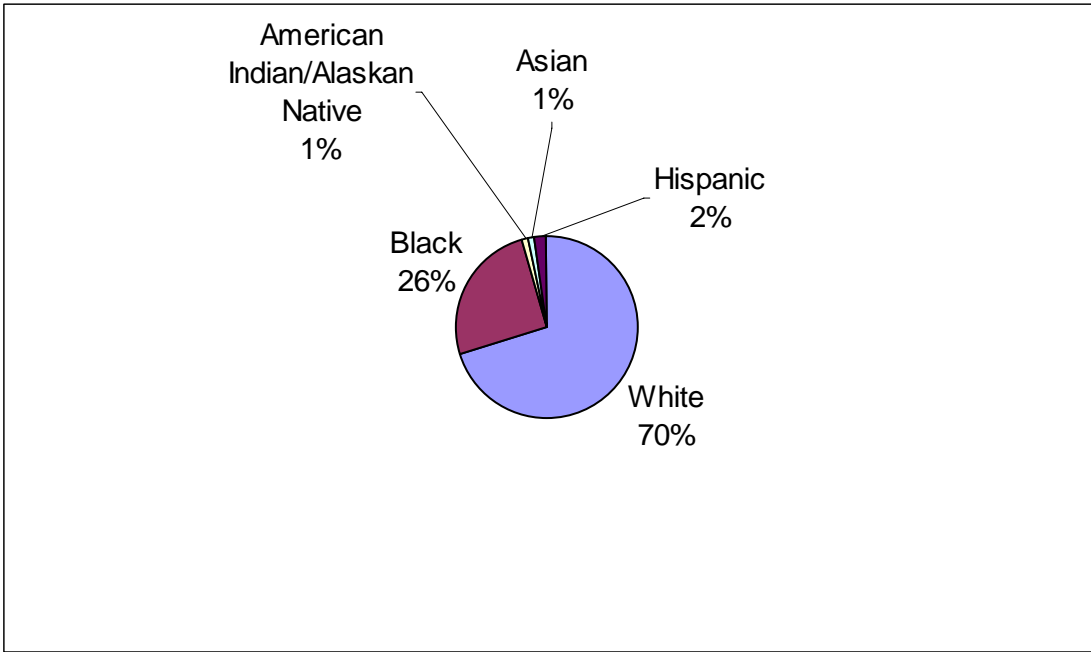


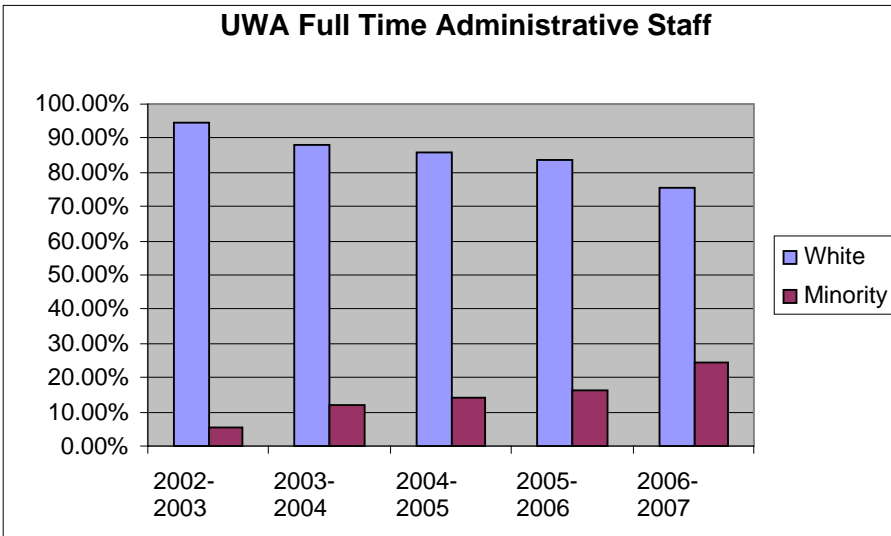
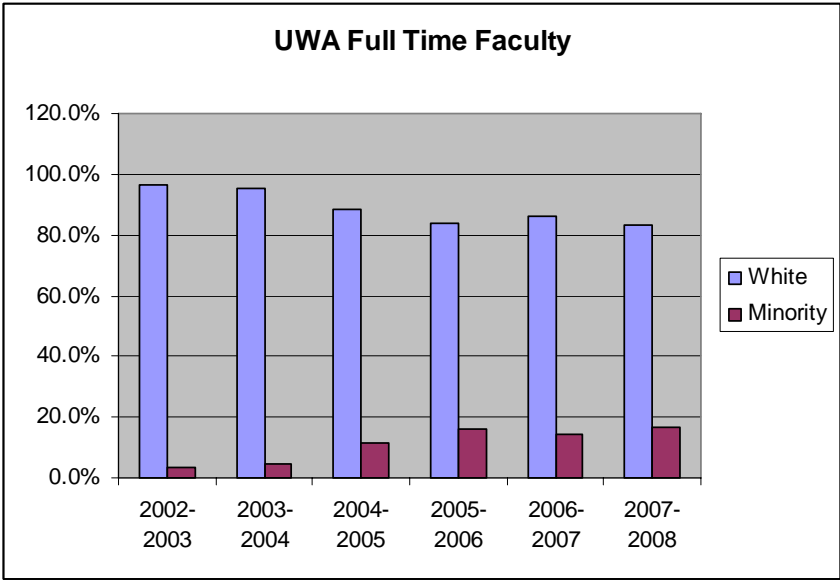
## Appendices

### Diversity in the United States



# Diversity in Alabama





### Total Student Body Diversity

