

# **The University of Alabama in Huntsville Strategic Diversity and Equity Plan 2008**

## **I. Introduction**

In 1983 a desegregation lawsuit known as *U.S. v. Alabama* was filed in federal court seeking to eliminate vestiges of segregation remaining in Alabama's public four-year institutions of higher education. The case later became *Knight v. Alabama* when the Knight-Sims class of African-American Alabama citizens joined the suit.

In 1991 a remedial decree was entered requiring these institutions and other defendants to refrain from engaging in practices that have the effect of impeding the desegregation of public higher education and, for some institutions, to demonstrate substantial progress in increasing the number of African-American faculty and senior-level administrators. A subsequent 1995 decree from the court incorporated these and other provisions. Under this court order, the court retained jurisdiction over the case for another ten years. In 2006, the court approved a Settlement Agreement between the plaintiffs and each defendant. At the same time, it dismissed the case, declaring that the defendants had satisfied their constitutional and statutory burdens, to the extent practicable and consistent with sound education practice, of remediating the vestiges of segregation remaining in institutional conditions, policies, and practices. The court further found that each defendant had demonstrated a commitment to continue to operate in a constitutional and non-discriminatory fashion.

As part of the Settlement Agreement entered into by The Board of Trustees of The University of Alabama, each University of Alabama System campus was "to create and implement, with collegial dialogue with and input from representatives of its African-American faculty and staff, a Strategic Diversity Plan," the contents of which were left to the discretion of the institution. The other four-year public university defendants made similar commitments in their respective settlement agreements.

At its September 2003 meeting, the University of Alabama Board of Trustees, in acknowledging the 40th anniversary of the "Opening of the Doors of the University of Alabama to all" and a federal court's declaration over a decade ago that the University is "in many respects on the fore of university race relations nationwide," resolved as follows: "the Board embraces the development of a diverse learning environment, which enhances the quality of the education product . . ." and "is staunchly committed to promoting diversity in its educational mission, and likewise . . . remains committed to increasing African-American and other minority representation within its campus communities." The University of Alabama in Huntsville ("UAHuntsville" or the "University") subscribes absolutely to this sentiment and commitment. It embraces this opportunity to devise and implement a Strategic Diversity and Equity Plan that demonstrates its determination to perpetuate and enhance a diverse community reflecting the

local, state, national, and global communities in which its faculty, staff, and students live and interact.

## **II. Institutional Commitment to Diversity**

UAHuntsville is committed to achieving diversity and equity because it is the right thing to do. Diversity is also fundamental to its education mission.

UAHuntsville adopts the following, adapted from language included in the Settlement Agreement, as a statement of principle:

UAHuntsville recognizes that the educational benefits flowing from racial and ethnic diversity are considerable. Consistent with [the] September 2003 Board Resolution, UAHuntsville agrees that students who learn from each other in an environment with a variety of backgrounds are more apt to understand and appreciate the world they inhabit than students who are educated in more culturally and racially homogenous institutions. In this context, diversity is not the end in itself but is aligned with the University's commitment to prepare all its students for productive lives in the twenty-first century.

Expanding on this theme, diversity is acknowledged to be an important, central factor in the creation of a campus learning environment that enables the University to educate and equip students to function successfully in the global society of today and the future. This society will require citizens, workers, and leaders to have multi-cultural competence. UAHuntsville considers the entire university community - students, faculty, and staff - to be part of the academic setting in which student learning occurs. Therefore attracting and retaining students, faculty, and staff who bring varied traits, qualities, perspectives, and backgrounds and who reflect the broad range of human experience contributes to the desired kind of academic environment.

Achieving this kind of campus diversity enhances academic performance and constructive interactions across racial, ethnic, cultural, etc. lines for students. These interactions help prepare them, after they graduate, to contribute in a positive way to their workplaces and communities. For these reasons, the University is determined to maintain diversity as an institutional value and goal that is fundamental to its educational mission. Further, it reaffirms its commitment to operate in a manner that enhances the diversity of its student body and workforce while at the same time is constitutional and non-discriminatory.

“Diversity,” as used herein, includes specifically the presence of African Americans in the University's student body and workforce. Enhancing that presence, as well as that of other under-represented racial or ethnic groups (“minorities”), is a primary focus of this Plan. In its broadest sense, however, “diversity” encompasses individuals of a variety of races, ethnicities, national origins, cultures, socioeconomic and geographic backgrounds, ages, physical abilities,

and religious and other beliefs, as well as such matters as gender, special talents or achievements, unusual life experiences, exceptional civic service or involvement, etc., and the term is employed in this inclusive sense in this Plan. “Equity,” as used herein, refers primarily to justice based on fairness or impartiality and freedom from bias and favoritism.

### **III. Vision and Summary of Goals**

The University of Alabama in Huntsville envisions itself as:

- A place where the quality of education is improved and enriched by a diverse and equitable campus community
- A campus where diversity is enhanced, consistent with objectives of the Settlement Agreement and this Plan, by progress made in recruiting, enrolling, hiring, and promoting African Americans, females, minorities, and individuals who contribute to diversity in other ways
- A campus with a climate that is professionally and academically supportive, respectful, safe, and welcoming, where bias-related behaviors do not occur, where diversity and equity are ongoing processes, and where academic and other departments are dedicated to increasing knowledge and understanding of diversity and equity issues
- A workplace where all employees are valued for their contributions to the University’s success and where African-American, female, and minority employees are well represented across all levels of employment
- A campus where departmental diversity and equity plans are implemented in support of the campus-wide Plan and progress is recognized and celebrated

In order to achieve diversity and equity as core values, the following goals are established as the basis for the Plan at UAHuntsville:

**GOAL ONE:** The University will create and sustain an inclusive campus environment that enhances awareness of and appreciation for cultural, racial, ethnic, religious, and individual diversity, promotes community and acceptance of differences, and prepares students for the global society in which they will live and work.

**GOAL TWO:** Because the University sends its graduates into an integrated world where employers insist that their employees have experience in and respect for a diverse community, the University must create such an environment for its students. That community is comprised of faculty, staff, and students who interact symbiotically. Consequently, diversity in one facilitates diversity in the others. A diverse faculty helps to attract a diverse student body. UAHuntsville

will carefully and conscientiously recruit faculty, staff (particularly senior-level administrators) and students with consideration given to such individuals' possession of one or more of the broad spectrum of racial, ethnic, cultural, or other diversity factors.

**GOAL THREE:** Retention of African Americans, females, minorities, and individuals who contribute to campus diversity among students, faculty, and staff (particularly senior-level administrators) is a priority. Not only does the University have an obligation to do what it can to facilitate successful careers for those recruited to the University community, but a “revolving door” often has the effect of compromising diversity goals and negating recruitment efforts.

**GOAL FOUR:** The University will develop and execute a comprehensive communications plan regarding its commitment to diversity and equity.

**GOAL FIVE:** The University will establish clear procedures and expectations for diversity and equity to assess progress and to provide accountability.

The UAHuntsville Diversity and Equity Plan should be recognized as a fluid document that outlines current challenges, solutions, and accountability measures. To some extent it builds upon strategic diversity initiatives that have been or are currently being implemented. Indeed, the University commits to continuing those implemented programs and initiatives that are lawful and deemed effective in increasing the number of African-American, female, and minority faculty, staff, and students.

Revisions, updates, and additions to this Plan will be made as necessary to continue enhancing diversity and equity at the University. The University may at any time add to, modify, or discontinue any specific diversity initiative or program in this Plan if, in its sole discretion, considerations of effectiveness, cost, legal permissibility or advisability, or other pertinent considerations indicate that such action is appropriate.

The Plan is meant to be inclusive of all members of the University community, focusing particularly on African Americans, females, and minorities. It should serve as a structure for the continual creation and nourishment of a culturally diverse learning community at the University.

#### **IV. Goals and Action Steps**

##### **GOAL ONE**

*The University will create and sustain an inclusive campus environment that enhances awareness of and appreciation for cultural, racial, ethnic, religious, and individual diversity, promotes community and tolerance, and prepares students for the global society in which they will live and work.*

## Action Steps

1. The President of the University, as the institution's highest ranking official, will take the lead in conveying to the University and the community at large the importance of diversity and equity to both the present and the future of The University of Alabama in Huntsville.

2. The President will appoint a Chief Diversity Officer to provide leadership for diversity and equity related activities (both special and ongoing) and to coordinate and provide administrative support for existing institutional activities relating to diversity and equity. The level, title and responsibilities of such an official shall be determined by the President and the Provost, but the position should be defined in such a manner that it can change and grow as the University itself grows.

a. The Chief Diversity Officer will provide leadership in the development, coordination, implementation, and assessment of programs to promote diversity and understanding of differences at UAHuntsville. This Officer will endeavor to do the following:

i. Provide a perspective on diversity for the University through participation, as appropriate, on institutional committees and councils

ii. Serve as a focal point for diversity activities on campus

iii. Coordinate and initiate programs and activities that enhance cultural awareness for the entire campus, creating opportunities for campus education, constructive dialogue, and honest reflection on diversity

iv. Work with institutional leadership to enhance external support for diversity and equity programs, especially undergraduate and graduate scholarships and fellowships

v. Work with the Provost and Deans to strengthen faculty search procedures in terms of enhancing diversity

vi. Assist, as requested, in the preparation of institutional reports to monitor progress on diversity goals

vii. Work with institutional leadership to develop strategies and programs to recruit students who contribute to diversity, with special attention given to recruiting those from African-American and other minority groups

viii. Build and maintain effective external relations and collaborations in the city, state, and nation to enhance diversity and equity programs

- b. The Chief Diversity Officer will report to the Provost.
3. The University will commit reasonable fiscal and human resources to insure the success of this Plan, knowing that success depends in large measure on day-to-day equity and diversity efforts by its colleges, departments, and other campus units as well as by individual faculty, staff, and students.
4. The Vice Presidents and Deans will emphasize, to their own educational units and in the public forum, the importance of diversity and equity to the University's educational mission.
5. The Office of Multicultural Affairs will offer programs to the University community designed to support a healthy and diverse student community.
6. The University will continue to offer and expand training and workshops for faculty, staff, and students relating to diversity, equity, and cultural awareness.
  - a. Programmatic efforts will be implemented and/or supported by the Chief Diversity Officer, the Office of Multicultural Affairs, the Office of Human Resources, the Office of Student Affairs, and the Office of Counsel.
  - b. All administrators, supervisors, and student leaders will be encouraged to attend diversity training seminars or workshops.
7. The Chief Diversity Officer, the Associate Provost for Undergraduate Studies and the Deans, the Faculty Senate undergraduate curriculum committee, and the Graduate Council will regularly assess curricula and graduation requirements with a view toward encouraging progress as to the following objectives:
  - a. The continued inclusion of diversity elements in General Education requirements
  - b. The development of new and enhancement of existing cognates that promote awareness of historical, cultural, and ethnic diversity (*e.g.* Women's Studies, African-American Studies, and Global Studies)
  - c. Broader participation by students in diversity-related academic courses as a means of improving their multicultural understanding
  - d. Maintaining and increasing support for improved teaching about diversity and for teaching an increasingly diverse student body
8. The University will create an annual awards program for students and employees who contribute in a remarkable way to a healthy and positive multi-cultural environment on campus.

9. The University will review and broaden the orientation program for new faculty, staff, and students to include diversity-related topics and campus resources.
10. The University will expand participation in programs that provide strong academic support and contribute to a sense of community.
11. The University will invest in curricular enhancements, professional development, and extracurricular programming to improve the overall educational experience of students.
12. The University will promote opportunities for students to participate in Study Abroad experiences.
13. The involvement of current UAHuntsville governance organizations (Faculty Senate, Staff Senate, and Student Government Association) in developing specific strategies for supporting diversity and equity initiatives will be encouraged.
14. The University will develop partnerships in the Huntsville-Madison County community with organizations and entities that support diversity.

## **GOAL TWO**

*Because the University sends its graduates into an integrated world where employers insist that their employees have experience in and respect for a diverse community, the University must create such an environment for its students. That community is comprised of faculty, staff, and students who interact symbiotically. Consequently, diversity in one facilitates diversity in the others. A diverse faculty helps to attract a diverse student body. UAHuntsville will carefully and conscientiously recruit faculty, staff (particularly senior-level administrators), and students with consideration given to such individuals' possession of one or more of the broad spectrum of racial, ethnic, cultural, or other diversity factors.*

### Action Steps

1. The University is prepared to be competitive in the marketplace for qualified faculty, especially African-American, female, and minority faculty, and it will vigorously recruit candidates from such groups, in addition to those who can contribute to campus diversity, for tenure-track faculty positions. In furtherance of that objective, it will:
  - a. Provide funds, where available, in support of efforts to increase the pool of diverse candidates. Such funds might be used, for example, for travel and related expenses to send UAHuntsville officials to conferences focusing on "best practices" in diversity recruiting or to pay the cost of promotional brochures to be sent to institutions with substantial numbers of African-American, female, and minority doctoral students nearing completion of their programs.

b. Engage African-American, female, and minority faculty at the University in recruitment and professional development efforts so that they may aid in attracting and retaining a diverse faculty

c. Explore and develop “grow your own” programs aimed at hiring UAHuntsville graduates who may contribute to greater faculty diversity.

d. Provide, through the Associate Provost for Undergraduate Studies, who serves as the Faculty Equal Employment Opportunity (EEO) Coordinator, oversight of the ongoing implementation of diversity initiatives and programs as they relate to faculty. Specifically, the following actions will be taken:

i. The University will continue to require that institutional procedures regarding searches and the selection process be followed, supplemented by initiatives stated in this Plan designed to facilitate the hiring of a diverse faculty.

ii The academic unit head will, as a part of the process for obtaining approval from the Provost to fill a position, prepare and submit a position description, including all minimum requirements and desired qualifications relating to education, experience, etc.; proposed announcements and advertising materials; and an “Advertising Recruitment Plan” detailing the efforts to be undertaken to facilitate creation of a diverse applicant pool for recruitment. A “contribution to diversity” factor, using language approved by the Faculty EEO Coordinator, may be included among the desired qualifications for the position.

iii. Announcements regarding faculty vacancies will be provided to the UAHuntsville Council of African-American faculty with an invitation to identify potential candidates.

iv. Individuals who are participating in the Southern Regional Education Board (SREB) Doctoral Scholars Program will be encouraged to apply for faculty vacancies. Notifications of faculty vacancies will be provided to the SREB to give it the opportunity to provide appropriate notice of such vacancies to graduates of the SREB Doctoral Scholars Program.

v. When the Alabama Commission on Higher Education makes available a list of SREB Doctoral Scholars, the University will distribute the list to its Vice Presidents and Deans with the request that these officials attempt to contact those SREB Doctoral Fellows whose field of study is pertinent to a position being filled at the University and invite them to apply.

vi. Position advertisements and announcements are to be as widely distributed as is reasonably possible to assure broad applicant pools and reach African Americans, females, minorities, and others who may contribute to faculty diversity. An effort will be made to identify African-American doctoral students



at other institutions who may be a candidate for a faculty position at UAHuntsville

vii. Search committees that screen applicants for faculty positions should include female and minority members whenever possible. Search committees for tenured or tenure-track faculty should include an African-American faculty member, to the extent practicable and educationally sound and to the extent consistent with existing institutional policies, practices, and procedures regarding academic or other qualifications for service on faculty search committees.

viii. During the screening process, the principles of equal opportunity and affirmative action will be observed. In particular, the pool of candidates selected from among all qualified applicants for further consideration should include female and minority candidates, as well as other candidates who may contribute to campus diversity, unless no such candidates meeting the minimum position requirements submitted applications.

2. The University is committed to recruiting a diverse administration and staff and, in furtherance of such objectives, will implement the following measures:

a. Oversee, through the Assistant Vice President for Human Resources, who serves as the Staff Equal Employment Opportunity (EEO) Coordinator, the ongoing implementation of diversity initiatives and programs as they relate to staff and administrative employees.

i. The University will continue to require that institutional procedures regarding searches and the selection process be followed, supplemented by initiatives stated in this Plan designed to facilitate the hiring of a diverse administration and staff.

ii. Written position descriptions for senior-level administrative positions are to be made available to all supervisory personnel engaged in recruiting and to candidates as well. A “contribution to diversity” factor, using language approved by the Staff EEO Coordinator, may be included among the desired qualifications for the position.

iii. Announcements regarding senior-level administrative position vacancies will be provided to the UAHuntsville Council of African-American Faculty with the invitation to identify potential candidates.

iv. Position advertisements and announcements for senior-level administrative positions are to be as widely distributed as is reasonably possible to assure a broad applicant pool and reach African Americans, females, minorities, and others who may contribute to diversity. An effort will be made to identify African-American doctoral students at other institutions who may be a candidate

for a senior-level administrative position at UAHuntsville

v. The University will continue its participation in job fairs and career days where special efforts will be made to attract and assist, with respect to University employment, African-Americans, females, minorities, and other individuals who may contribute to campus diversity.

vi. When the position or President or any senior-level administrative position is being filled, the search committee must include African American representation.

vii. During the screening process, the principles of equal opportunity and affirmative action will be observed. In particular, the pool of candidates selected from among all qualified applicants for further consideration should include female and minority candidates, as well as other candidates who may contribute to campus diversity, unless no such candidates meeting the minimum position requirements submitted applications.

3. In selecting the final candidate for a faculty or senior-level administrative position, particular regard is to be given to the University's diversity objectives. Where candidates for such positions are adjudged to be substantially equally qualified, a particular candidate's status as an African American, a female, or a minority, or the ability of a candidate to contribute in some other way to campus diversity, may be viewed as a favorable consideration in the final selection.

4. To facilitate the recruitment of a diverse student body, the appropriate University office/officials will:

a. Participate in national college fairs that are usually held in convention facilities in major metropolitan areas. These programs draw significant numbers of African-American and (in the South and Southwest) Hispanic students and their parents.

b. Participate in the activities of the National Scholarship Service for Negro Students, attending national college fairs in Birmingham, Montgomery, Chicago, St. Louis, Atlanta, and Houston

c. Solicit the assistance of the UAHuntsville Black Student Association, the Minority Graduate Student Association, the International Cultural Organization, and the National Society of Black Engineers in "phone-a-thons" to recruit minority students.

d. Participate in programs conducted by Upward Bound, an educational TRIO Program funded by the U.S. Department of Education to provide support to high school students from low-income families and families in which neither parent holds a bachelor's degree. A substantial number of Upward Bound participants are African-American.

e. Participate in the Bridge Scholars Program, an early-entry and scholarship program available to Upward Bound students that allows them to begin their studies at UAHuntsville in the summer prior to their first fall semester. UAHuntsville provides scholarships for up to six hours of academic credit to offset all but \$100 of the total cost of attendance for the summer term.

f. Participate in the Alabama Alliance for Minority Participation program, sponsored by the Colleges of Science and Engineering. This program encourages African-American students from throughout the United States to enroll at UAHuntsville and pursue programs of study in science and engineering. Financial and mentoring resources are provided to the students to ensure their academic success.

g. Utilize the services of the Office of Multicultural Affairs to assist with recruitment by corresponding with prospective African-American and minority students and informing them of some of the programs and services available through that Office and in the University

h. Target African-American and minority students in Madison County and Huntsville City Schools

i. Build partnerships with area colleges aimed at attracting transfer minority students to UAHuntsville, as well as easing the transition between colleges

### **GOAL THREE**

*Retention of African Americans, females, and minorities, and individuals who contribute to campus diversity among students, faculty, and staff (particularly, senior-level administrators) is a priority. Not only does the University have an obligation to do what it can to facilitate successful careers for those recruited to the University community, but a “revolving door” often has the effect of compromising diversity goals and negating recruitment efforts.*

#### Action Steps

1. The University will take steps, through its academic programs and student services, to integrate African-American and minority students into the campus community and to support their academic transition from high school or the workplace to the University.

a. The Academic Resource Center has been established and given the responsibility of providing academic support for first-year students through mentoring and tutoring services. The Center will initially focus primarily on students who seek help and then will add “at risk” groups to its responsibilities.

b. Student Affairs practices “intrusive” advising, forcing students to meet with counselors before registration in an effort to connect students with tutors and to offer

various types of counseling assistance. The Office of Student Affairs monitors freshman who do poorly on midterm examinations and those who find themselves on academic warning and probation after their first semester

c. The University will endeavor to increase scholarship support to minimize the time students spend working at part-time jobs.

d. The University will maintain and sustain the programs and activities of the Office of Multicultural Affairs that are shown to be effective in creating a more nurturing campus environment for minority students.

e. The University will seek ways, though existing or new initiatives, activities, or programs, to encourage its African-American, female, and minority undergraduates to enroll in graduate programs at the University.

2. The University will initiate pro-active programs to retain African-American, female, and minority junior faculty, focusing on support for research and teaching, compensation, and a more supportive cultural environment. To carry out this objective, it will endeavor to:

a. Create a mentoring program in the departments and colleges to assist junior faculty in their tenure-earning years

b. Provide reasonable access to travel funds for professional development

c. Provide training for department heads on various faculty development issues

d. Develop a strategy to retain outstanding African-American, female, and minority faculty in a very competitive academic market place

3. The University will foster staff retention through training and skills development and through community building.

a. Opportunities, in the form of workshops and release time for skills development, will be provided to staff employees.

b. Staff will be encouraged to seek promotion within the University.

c. Supervisors will be given regular training on methods for creating a positive workplace environment.

d. Regular diversity training will be provided, with attendance requirements for supervisors and administrators.

e. Mentoring for new African-American, female, and minority administrators

will be provided by veteran African-American, female, and minority administrators.

## **GOAL FOUR**

*The University will develop and execute a comprehensive communications plan regarding its commitment to diversity and equity.*

### Action Steps

1. Senior administrators will take the lead in conveying to the University and the community at large the importance of diversity and equity to both the present and the future of UAHuntsville.
  - a. The President will formulate and publish a statement on diversity and equity and the importance of these objectives to the University's mission. The President will also appoint a Chief Diversity Officer.
  - b. The Provost, Vice Presidents, and Deans will emphasize the importance of diversity to the University's educational mission in communications to their own units and in the public forum.
  - c. All University publications will contain a statement on diversity and all photographs distributed to the public will endeavor to reflect the place of diversity in the University's educational mission
2. The University will disseminate through its website in an accessible and clear fashion periodic reports containing assessment data pertaining to faculty, staff, and student diversity.
  - a. Reports will contain commentary and analysis regarding the extent of progress made (or not made) with respect to diversity.
  - b. Reports, when possible, will include comparative data with state and national norms.
3. Promotional materials concerning diversity-related campus events and activities will be clearly posted to make students, faculty, and staff aware of the time, place, and purpose. Other communications concerning these events and activities will endeavor to utilize, where appropriate, diverse media channels available to the University, such as websites, e-mail, the student newspaper, posters, brochures, alumni affairs publications, etc.
4. Diversity and equity will be aspects of all long-term strategic planning initiatives.
5. The UAHuntsville employee newsletter will include information about the

University's diversity and equity, equal opportunity, and affirmative action policies and programs. Institutional and college newsletter publications will highlight special achievements of African-American, female, and minority faculty, staff, and students. The campus student newspaper will also be encouraged to report on and publicize these matters.

## **Goal Five**

*The University will establish clear procedures and expectations for diversity and equity to assess progress and to provide accountability.*

### Action Steps

1. The President has the overall responsibility for insuring that the University achieves its diversity objectives. The President is assisted in this responsibility by the Chief Diversity Officer, the Provost, the Vice Presidents, the Deans, and other officials with related duties. The Chief Diversity Officer is designated as the official with specific, overall responsibility for the implementation of the Strategic Diversity Plan. Performance evaluations of the Vice Presidents and Deans will include an assessment of their efforts to enhance diversity within the units for which they have oversight responsibility.

2. The Provost and the Chief Diversity Officer will meet once each semester with the Diversity and Equity Advisory Committee to discuss issues concerning diversity and progress in implementing the Strategic Diversity and Equity Plan and to receive recommendations on practices and policies that might increase diversity in the faculty and senior-level administrative groups at the University.

3. The University will establish diversity goals and objectives, as follows:

a. Each year, goals and objectives relating to the representation of African-American, minority, and female faculty and senior-level administrative employees at the University will be set. The process of setting goals will take place in the context of intentional and projected, annual job openings in each group and will necessarily involve a judgment about the degree to which progress toward diversity can be made during this period of time. These projections are to be made in "good faith" but with the understanding that the institution's plans and efforts are subject to influence by a number of variables beyond its control and ability to forecast.

b. In addition to its annual goals, the University will establish, with the opportunity for input from its African-American faculty and senior-level administrators, multi-year goals for African-American, female, and minority representation in its faculty and senior administrative positions and for African-American and other minority representation in its student body. The University will submit to the Chancellor annually data or performance indicators regarding its progress with respect to such goals.

c. The University's goals and objectives are not to be regarded as creating set-asides for any particular group or legally or contractually enforceable quotas, nor are they intended to cause merit selection principles to be ignored or compromised. The University will continue to make its employment decisions in a nondiscriminatory manner without engaging in the use of preferences for an individual based on his/her sex or minority status or any other factor.

d. The University commits itself to a good faith and reasonable effort to enhance employment and enrollment opportunities for African-Americans, females, and other minorities, as reflected in any goals and objectives that it establishes. This commitment derives from an intention to comply with applicable federal law. It also, in a more fundamental sense, arises out of a desire to assist in the advancement, through employment and educational opportunities, of individuals vulnerable to adverse societal attitudes.

4. An annual Strategic Diversity Report is to be prepared, with the following information included:

a. Racial composition data for the undergraduate, graduate, and total student body for the period from 1991 to the prior Fall Semester.

b. Racial composition data for students awarded bachelor and graduate degrees for the prior academic year.

c. Racial composition data for full-time faculty for the period from 1991 to the prior Fall Semester.

d. Racial composition data for all senior-level administrative positions for the period from 1991 to the prior Fall Semester.

e. Analysis by race of appointments and hires for all faculty and senior-level administrative positions for the previous academic year, including the number of African-American applicants for each position.

f. An assessment of progress made by the University in achieving its diversity goals and enhancing diversity, with an emphasis on the representation of African-American faculty, senior-level administrators, and students.

This annual Report will be made available to campus personnel by placing it on reserve in the Salmon Library and by posting it on the University's website.

5. Human Resources personnel shall conduct exit interviews with all employees leaving the University to obtain feedback about the extent of positive or negative attitudes in their respective units and the University generally about diversity and equity.

6. The Chief Diversity Officer will seek other ways and systems, such as surveys, for assessing the campus climate regarding diversity and for formulating future diversity enhancement strategies.

7. Diversity and equity expectations shall be integrated into the programmatic review process for primary units (Colleges and Departments).

8. Senior UAHuntsville officials who have special responsibilities in the recruitment and retention of faculty, staff, and students will be encouraged to attend statewide meetings of public universities sponsored or hosted by The University of Alabama System, when such meetings occur, convened to identify, review, and discuss effective and legally permissible practices for the recruitment/retention of African Americans and other minorities. The University will review and give immediate consideration to any reports or recommendations emanating from such meetings.

8/4/08