

UNIVERSITY OF SOUTH ALABAMA
STRATEGIC PLAN FOR
RACIAL AND ETHNIC DIVERSITY
DECEMBER 2007

OVERVIEW

***Good schools, like good societies and
good families, celebrate and cherish diversity - -
Deborah Meier***

The University of South Alabama was chartered in 1963 by the State of Alabama as a comprehensive, coeducational institution of higher education. The University serves as a major center of high-quality and accessible undergraduate, graduate and professional education for metropolitan Mobile, the State of Alabama, the Gulf Coast region and the southeastern United States.

The University's mission actively embraces the functions of teaching, research, public service and health care through which it vigorously pursues the preservation, discovery, communication and application of knowledge. The University is committed to the education of the whole person, the creative person. The University of South Alabama's programs of education, research, public service and health care are all founded upon the basis of a reciprocal relationship between the institution and the community of Mobile, Alabama and the central Gulf Coast. Instruction, research, scholarship, public service and health care that enhance the economic development of the State and improve the quality of life and health of its citizens are integral and essential parts of its mission as a comprehensive, metropolitan university.

As it grows and develops, the University will continue to focus on its strengths to produce programs of interdisciplinary excellence that address the special needs of the people it serves. The University's environment must encourage and foster the qualities expected of leaders, such as integrity, service, stewardship, involvement and respect for individuals as well as an appreciation for diversity.

The University of South Alabama now has over 14,000 students and employs more than 5,000 people on its academic campuses in Mobile and Baldwin counties and its two hospital campuses.

The University of South Alabama, like its home community of Mobile, Alabama and the central Gulf Coast, is growing and becoming more diverse and dynamic each day. Crucial to its mission to utilize “instruction, research, scholarship, public service and health care [to] enhance the economic development of the State and improve the quality of life of its citizens,” the University of South Alabama is committed to diversity both within the University of South Alabama family and as a leader in the community.

The purpose of this Strategic Diversity Plan is to define and clearly identify, within a legally sustainable structure, goals and measurable outcomes for diversity at the University of South Alabama. The University recognizes and values the contributions made by African-American and other under-represented populations and desires to make the University an even more attractive and inclusive place for people of all races, ethnicities, faiths and cultures to study and work in a supportive, diverse community.

Copies of this plan as well as measurable outcomes will be available on-line at the University’s website, www.southalabama.edu, and in hard-copy in the University of South Alabama Library during normal business hours.

INTRODUCTION

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In 1985, as part of litigation affecting the public four-year post-secondary institutions of higher education in the state, the University of South Alabama entered into a consent decree with the United States government in a case known as *Knight, et al v. United States of America, et al.* The purpose of this litigation and the decrees which flowed therefrom was to “eliminate the vestiges of racism which still exist in Alabama’s college and university system.” As part of that decree and subsequent extensions, the University entered into a twenty year enforcement period wherein its diversity efforts were monitored by the Court. In 2006, upon conclusion of the enforcement period, the University entered into a settlement agreement with the plaintiffs which the Court recognized as a demonstration of the institution’s “commitment to continuing to operate in a constitutional and non-discriminatory fashion. . .” The Court went on to find, and the plaintiffs agreed, that the University of South Alabama is “in full compliance with the law, and that, therefore, there are no continuing policies, or practices, or remnants, traceable to de jure segregation, with present discriminatory effects which can be eliminated, altered or replaced with educationally sound, feasible and practical alternatives or remedial measures. . .” (Order and Final Judgment, *Knight, et al. V. United States of America, et al.*, December 12, 2006). As part of the settlement agreement made with the plaintiffs in 2006, the University of South Alabama agreed to draft a *Strategic Diversity Plan* to help guide the University in its continued efforts to expand and increase diversity at the University.

This Plan was originally drafted by a committee of twelve persons. The Strategic Diversity Committee Membership is attached to the Plan as Exhibit A. The President of the University appointed Dr. Pat Covey, Senior Vice President of Academic Affairs, to Chair the Committee. The Committee is composed of persons nominated by the University

community and appointed by the University President. The committee contains six African-Americans, one Pacific Islander and five Caucasians. Four of the committee members are women. The committee included members from all areas of the University community, specifically, four members representing the students (including the President of the Student Government Association, the President of the African-American Student Association, the Manager of Multi-Cultural Student Affairs and the Associate Vice-President of Enrollment Services), five faculty members and two members representing University staff (including the Director of Human Resources and the University Investment Manager) and a member of the University of South Alabama Board of Trustees. After the committee finalized its draft, the draft plan was posted on the University's website and placed in the library for a period of public comment. Following the public comments, and revisions as appropriate, the final Plan was presented to the University Board of Trustees prior to its December 2007 Board Meeting. The Board of Trustees voted on the Plan at its December 2007, Board Meeting, and, as approved, the Plan became effective immediately.

In drafting this Plan, the Strategic Diversity Plan Committee spent time, effort and energy reviewing diversity plans currently in place at other institutions in Alabama and across the United States. The Committee carefully considered the programs currently in place at the University and evaluated the success of the particular program, the program's long-term viability, and whether the program remains legally viable.

The committee also considered the business imperative of diversity. Diversity helps businesses grow and become more profitable. Diverse participants in University communities provide competitive advantages to the institutions by representing the interests of a broad range of people which, in turn, results in a better understanding of the individual and collective needs. This better understanding of the individual and collective

needs naturally flows to enhancement of services provided, improved student, patient and staff satisfaction and enriched financial resources. Moreover, it is apparent that in some job classifications, particularly nurses, physicians and technicians, due to national shortages, without attracting more under-represented populations into those career paths, the shortages will become still more dire.

Finally, committee members conducted extensive interviews with current members of the University community, including students, faculty and staff, colleagues from other similar institutions, and the community at large to better ascertain common problems and solutions.

The University believes that this Plan embodies the best of what the Committee found in its research and positions the University to continue successfully increasing diversity at the University of South Alabama through even greater inclusion of African-American and other under-represented populations at the University of South Alabama.

DEFINITIONS

DEFINITIONS

In drafting this Plan, the Strategic Diversity Committee worked under a charge from the *Knight* settlement to draft a Strategic Diversity Plan that continues to increase racial and ethnic diversity in all areas of the University, with a particular emphasis on African-Americans.

The Committee recognizes that certain terms and phrases can be sensitive and may have unwelcome and/or non-inclusive connotations. For that reason, after thoughtful deliberation, the Committee has embraced the term “African-Americans and other under-represented populations” to include those individuals whose representation at the University of South Alabama has traditionally been less than optimal for the University to create a fully diverse, thriving community of learning.

For the purpose of faculty and staff diversity reporting, the University and this Plan will utilize the United States Department of Labor classifications in use at the time of reporting.

For the purpose of student diversity reporting, the University and this Plan will utilize the United States Department of Education classifications in use at the time of reporting.

**CHARGE TO
STRATEGIC DIVERSITY COMMITTEE**

CHARGE TO STRATEGIC DIVERSITY PLAN COMMITTEE

April 2007

The University of South Alabama (“USA”) will develop a comprehensive institution-wide Strategic Diversity Plan (the “Plan”). The Plan will identify and implement strategies for searching, hiring and retaining a diverse faculty and staff and for recruiting and retaining students of diverse backgrounds as agreed to by USA in its settlement of *Knight v. The State of Alabama* in December 2006. In developing a Plan, the committee will review and assess existing plans for diversity at USA. Faculty and administrators providing diversity-related services and programs may be asked to present information and facts to the committee, or its sub-committees, for discussion and recommendation. As part of its charge, the committee may make recommendations to accept existing programs, modify the plans and programs, request and/or develop and adopt an entirely new plan and/or program.

Objective 1

Promote diversity across all levels of the USA community.

Action Step 1A

Develop and approve a comprehensive plan for diversity at USA.

Action Step 1B

Incorporate outcomes and related assessments in the Plan.

Objective 2

Increase effectiveness in recruiting, hiring and retaining diverse faculty and staff at all levels at USA.

Action Step 2A

Assess current efforts to recruit and hire diverse faculty and staff, and design and implement an institutional recruitment plan for faculty and for staff based on the results of that assessment.

Action Step 2B

Research and develop a plan for implementing known approaches to legally increase hiring and retention of faculty and staff.

Action Step 2C

Assess effectiveness of the plan as a tool for implementing viable legal approaches to increasing hiring and retention of faculty and staff.

Action Step 2D

Assess and improve the campus climate for diverse faculty and staff, including orientation and on-going development for all faculty and staff as necessary in the area of diversity.

Objective 3

Strengthen recruitment and retention of a diverse student population consistent with the University's academic goals.

Action Step 3A

Assess annually recruitment of diverse students; design, implement and assess plans for more effective recruitment as needed.

Action Step 3B

Review outcome-based plans for those departments providing services and programs directed toward retention of diverse student populations; establish clear and measurable service outcomes and assessment plans as legally sustainable.

SYNOPSIS OF GOALS

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The University of South Alabama is an Equal Opportunity/Equal Access Institution and an Equal Opportunity/Equal Access employer. Although the University of South Alabama has made significant strides towards increasing diversity within the University community, the University recognizes that there are still gains to be made. At the time of adoption of this Plan, the presence of African-American and other under-represented populations on campus is less than optimal for the University to enjoy the full benefits available to a diverse University community located in Mobile, Alabama.

As a crucial first step in this Plan, the University reaffirms its dedication to providing a diverse, inclusive and stimulating learning and working environment and to continue serious and substantial assessment of the University's progress toward further increasing the diversity of the University of South Alabama by even greater inclusion of African-Americans and other under-represented populations at the University of South Alabama.

A university community is comprised of three primary groups, students, faculty and staff. Given the inherent dynamics of the particular groups and the University's resources, student, faculty and staff diversity have each grown at different paces based upon the opportunities and pressures unique to that group. Therefore, in some areas of this report, global generalities applicable to the entire University community are appropriate, but, in other areas, in order to fully review and chart progress, the groups are sub-divided into students, faculty and staff.

GOALS

ONE

Continue to recognize the importance of, and the University of South Alabama's commitment to, increasing representation of African-Americans and other under-represented populations at the University of South Alabama.

TWO

Educate all students for an increasingly multi-cultural society in Alabama, the United States and the world and continue to foster respect for the multi-cultural communities at the University of South Alabama.

THREE

Continue to develop recruiting and retention initiatives designed to enable students to enroll and progress at even higher levels at the University of South Alabama.

FOUR

Develop legally viable programs to assist with the recruitment and retention of African-American and other under-represented staff, including executive, administrative and managerial employees, at the University of South Alabama and engage in consistent review and assessment of those efforts.

FIVE

Develop a legally founded action plan to assist with the recruitment and retention of African-American and other under-represented faculty at the University of South Alabama and engage in consistent review and assessment of those efforts.

SIX

Increase community outreach programs in an effort to facilitate recruitment and retention of qualified African-American and other under-represented students, faculty and staff at the University of South Alabama and to enhance the perception in the University's main service area of the University as a place open and eager to educate and employ persons of all races, creeds, religions and national origins.

SEVEN

Increase resources in an effort to provide more support to economically disadvantaged students in their studies at the University of South Alabama.

**BACKGROUND OF AND
IMPLEMENTATION STRATEGIES
FOR GOALS**

GOAL ONE

Continue to recognize the importance of, and the University of South Alabama's commitment to, increasing representation of African-Americans and other under-represented populations at the University of South Alabama.

A. The Institutional Environment

1. The University of South Alabama is proud of its commitment to diversity in all aspects of its higher education community, student, faculty and staff. African-Americans and other under-represented populations comprise a higher percentage of the University of South Alabama's total enrollment than the national average of similar institutions. Additionally, the representation of African-Americans and other under-represented populations in the faculty and staff areas trends toward the national average - - statistics of which the University of South Alabama is rightfully proud given the fierce competition for African-American and other under-represented populations across America and the University's financial resources. Nonetheless, the University is and will continue to implement legally viable programs designed to make this university community an even more welcoming place for all students, faculty and staff to live and work.
2. Current Statistics - Please see Exhibit B.

B. Institutional Requirements

1. To maintain the University's focus on and commitment to diversity, the President, vice presidents, deans and department heads will be responsible for providing leadership to accomplish the goals of this plan.
2. Each college is currently charged with submitting to the Vice-President for Academic Affairs an annual report on its accomplishments and objectives related to diversity. These reports are reviewed by the Vice-President who, in turn, advises the University President and the Board of Trustees on the University's diversity initiatives and outcomes.
3. The annual requirement for submission of these reports by individual academic departments will continue during the life of this Strategic Diversity Plan. Each plan should include an assessment of the department's institutional environment as it relates to diversity on campus and should include specific numerical data substantiating the findings contained in the report. While the University may not and will not set numerical goals as the measurement of diversity, the University does expect and require each department and/or division, as applicable, to submit substantive, hard data to support its conclusions as contained in its annual reports.
4. Commitment to diversity as evidenced by these departmental and/or division annual reports and other factors will be a part of the job description and required job goals and objectives for each person responsible for submitting and/or reporting on these plans.

5. The University will maintain its Advisory Committee on Diversity (founded in 2002), and this committee shall meet and report to the President as necessary to effectively provide input into and guidance for the future progress of diversity programs at the University. The current membership of this committee is attached as Exhibit C. Future membership will be documented in the Strategic Diversity Plan Yearly Updates.

6. The University will send at least two representatives to annual diversity conferences, if held, and will post a report on the University's website regarding the conference(s) and any recommendations resulting from participation in such conference(s). The two representatives will be selected by the University's African-American faculty and administration.

GOAL TWO

Educate all students for an increasingly multi-cultural society in Alabama, the United States and the world and continue to foster respect for the multi-cultural communities at the University of South Alabama.

A. Multi-cultural Climate

1. For nearly four hundred years, the flow of new arrivals to the United States has made issues of racial and ethnic diversity a continuous public and private concern. America's leadership of an ever-expanding global economy suggests that racial and ethnic diversity will remain major public policy issues.
2. The University of South Alabama is committed to preparing its students, graduates and the communities it serves to not only compete in a global economy but also to understand how interaction with and knowledge of diverse peoples and cultures enriches lives and contributes to a vibrant and energizing campus environment.
3. To aid in fostering a campus community that enhances learning and appreciates and respects diversity, the University will, to the best of its ability:
 - a. Sponsor and encourage programs that expose students and the University community to racial and ethnic diversity, inter-group relations and conflict resolution.

- b. Study the feasibility of increasing University Library holdings, including electronic resources, related to African-Americans and other under-represented populations.
- c. Sponsor and encourage research, publication and professional development in African-American and under-represented population studies.
- d. Explore the feasibility of expanding the African-American studies program to include a major.
- e. Explore the feasibility of creating a multi-disciplinary center for the study of race and ethnicity that would focus on research, teaching and public programs.

GOAL THREE

Continue to develop recruiting and retention initiatives designed to enable students to enroll and progress at even higher levels at the University of South Alabama.

A. Student Diversity

1. Undergraduate Student Diversity

- a. The University of South Alabama currently has under-represented population enrollment of 24.8% of its undergraduate student body. Almost nineteen (18.7%) percent of the undergraduate student body is African-American. This number exceeds the national average of 13.1% undergraduate African-American students. Based on these data, University of South Alabama graduate responses to exit surveys and the general climate in existence at the University, the University believes that its current recruitment initiatives are successful and that the African-American and other under-represented populations enrollment will continue to grow as the University's recruitment and retention programs continue their current success.
- b. The University will focus on increasing recruitment and retention of qualified applicants across all undergraduate populations with increased emphasis on programs specifically designed to assist less academically prepared students with the transition to successful collegiate studies at the University.

2. Graduate Student Diversity

- a. The University of South Alabama, like most other universities in the United States, would like to increase its recruitment and retention of African-American and other under-represented populations in its graduate degree programs. Currently, approximately seventeen (17.3%) percent of graduate students enrolled at the University of South Alabama are African-American or other under-represented populations compared to a national average of approximately twenty-two percent (22.7%). African-American graduate students comprise approximately fourteen (14.1%) percent of the graduate students at the University of South Alabama. Nationally, African-Americans represent approximately ten (10.7%) percent of the graduate students.
- b. Recruitment is affected by the smaller pool of African-American and other under-represented population students who choose to go on to graduate studies and by the preparation of the applicants for these studies. Academic preparation affects both the student's chances of acceptance to graduate school and the student's ability to succeed if matriculated into graduate school.
- c. As part of the *Knight* settlement, the University put in place certain programs designed specifically to help minority students more successfully transition to the rigors of graduate school, particularly medical school. These programs are no longer legally viable alternatives.

- d. The University will develop and, to the extent practicable, implement other, legally viable programs to assist under-prepared students (which is not synonymous with African-American and other under-represented populations) to succeed in graduate programs.
3. Continue to look for innovative and exciting programs to legally grow both enrollment and retention of African-American and other under-represented student populations.
4. To the extent feasible, support and nurture the programs currently in place to recruit and retain African-American and other under-represented student populations.
5. Review, analyze and, to the extent practicable, expand mentoring programs available to students.
6. Student Diversity Tables and Programs are contained in Appendix “A”.

GOAL FOUR

Develop legally viable programs to assist with the recruitment and retention of African-American and other under-represented staff, including executive, administrative and managerial employees, at the University of South Alabama and engage in consistent review and assessment of those efforts.

A. Staff Diversity

1. The University of South Alabama recognizes the crucial link that current and prospective staff diversity plays in continuing to increase the diversity of its student body, faculty and staff. The University's staff is often the first and most frequent encounter people have with the University community. Clearly, having a diverse workforce will help lead persons of African-American and other under-represented populations to think of the University when seeking education and employment.
2. In some position classifications and geographical locations of University campuses, the University of South Alabama has been very successful at recruiting African-American and other under-represented populations. This is particularly the case at the hospitals which are geographically situated closer to the under-represented populations of Mobile, particularly the African-American population.
3. The University of South Alabama, like all higher educational institutions in America, has faced more challenges in recruiting and retaining African-American and other under-represented populations in the higher pay classifications, specifically

executive, managerial and administrative classifications. The causes of this are rooted in multiple, complex factors, including fierce competition within and between both the higher education sector and the private enterprise sector for talented professionals, executives and managers and the limited financial resources of the University.

4. All search committees for executive, administrative and managerial positions will have African-American representation.
5. To the extent allowed by law, the University will emphasize to the search committees for all executive, administrative and managerial positions that diversity is an important selection criterion.
6. To increase African-American and other under-represented populations representation across all staff positions, the University will identify a multi-faceted approach designed to increase retention and promotional opportunities in the lower pay classification and increase recruitment and retention in the higher-pay classifications. This recruitment/retention strategy is attached as Exhibit D.
7. Additionally, although some University of South Alabama salaries may not be as lucrative as those offered by other institutions, particularly in mid-level professional, executive and managerial positions, the University does have a very competitive benefits package which, when considered in combination with salary, makes the total benefits package attractive to persons employed at the University and living in Mobile competitive with that offered by other institutions in

other areas. To highlight the advantages of the total compensation package, including both salary and benefits, the University's Human Resources Department will continue its outreach efforts to educate both current and prospective staff members about the opportunities and compensation available at the University.

8. Support grassroots effort to create organizations focused on the unique issues faced by African-American and other under-represented populations staff members.
9. To the extent practicable, provide additional classes and resources to assist employees in learning about and becoming qualified for additional employment opportunities at the University of South Alabama.
10. Review current hiring practices to ensure that information related to working for the University and living in the Mobile area is easily and readily available to prospective employees.
11. Staff Workforce Analysis Information is contained in Appendix B.

GOAL FIVE

Develop legally viable programs to assist with the recruitment and retention of African-American and other under-represented faculty at the University of South Alabama and engage in consistent review and assessment of those efforts.

A. Faculty Diversity

1. A University's faculty occupies a special and distinct role in the life and energy of a University. Students look to faculty members not only as educators but also as mentors and role-models. The community's perception of a University is often, in no small sense, formed by people's perception of the University's faculty. For a University to enjoy the full benefits of a vibrant and free exchange of ideas, multiple ideas must be present. As ideas are shaped by background and experience, without a diverse and broad proliferation of ideas and backgrounds, the overall University experience cannot be completely fulfilled.
2. The University of South Alabama has enjoyed success in the recruitment of African-American and other under-represented populations consistent with that enjoyed by the University's peer institutions. Currently, more than fifteen (15.5%) percent of the University's full-time faculty is identified as African-American or other under-represented populations. The national average for full-time faculty is approximately sixteen (16.5%) percent.

3. Efforts to increase African-American and other under-represented populations faculty at the University of South Alabama is hampered by the reality of the market-place – relatively few African-American and other under-represented population students attain graduate degrees, and many of those who do attain graduate degrees choose to work in the private sector rather than at universities. Additionally, the competition for these graduates is so fierce that talented young professors are often recruited away to schools with more financial resources than the University of South Alabama.
4. In an effort to increase recruitment and retention of African-American and other under-represented faculty, the University of South Alabama has identified the recruitment/retention strategy attached as Exhibit E.
5. Support grassroots efforts to form a faculty and/or staff group dedicated to the unique concerns of the African-American and other under-represented populations faculty members.
6. To the extent practicable, all search committees for faculty positions will have African-American representation.
7. To the extent allowed by law, the University will emphasize to the search committees for all faculty positions that diversity is an important selection criterion.
8. Review current faculty hiring practices to ensure that faculty candidates are provided relevant information on both the University community and the Mobile area.

9. Review current faculty hiring practices to ensure that new faculty members receive ample opportunity for mentorship both within their departments and, as necessary, from faculty members outside their departments.
10. To the extent practicable, provide additional mentoring opportunities designed to ease the transition for all faculty members to academia, the University of South Alabama and Mobile, Alabama.
11. Faculty Diversity and doctoral statistics are contained in Appendix C.

GOAL SIX

Increase community outreach programs in an effort to facilitate recruitment and retention of qualified African-American and other under-represented students, faculty and staff at the University of South Alabama and to enhance the perception in the University's main service area of the University as a place open and eager to educate and employ persons of all races, creeds, religions and national origins.

A. Community Outreach

1. In an effort to ensure that the University of South Alabama continues to be seen as a great place for African-American and other under-represented populations to become students and/or employees, the University will stress to its students, faculty, staff and alumni the importance of developing and maintaining solid relationships with the African-American and other under-represented population communities in the University's geographical area. The University will identify key persons to be charged with general oversight of the University's efforts in this area. The identified persons will be asked to document the University's efforts in these areas and suggest and/or oversee the development of new, legally sustainable efforts. To the extent possible, the University will consider ways that funding for community initiatives, both people and programs, might be available.
2. The University will review and determine the viability of a "Community Leadership Committee" to be composed of community leaders from across the University's geographical drawing area for the purpose of providing increased recognition

of the programs and opportunities available at the University for African-Americans and other under-represented populations.

3. The University will actively seek ways to utilize its resources to provide professional development, training and advancement opportunities for current and prospective University faculty and staff.

GOAL SEVEN

Seek additional resources in an effort to provide more support to economically disadvantaged students in their studies at the University of South Alabama.

A. University of South Alabama Fund-Raising

1. In 2006, the University initiated its first-ever comprehensive campaign, Campaign USA: Leadership. The goal of this campaign is to raise 75 million dollars by March, 2009, to help underwrite the needs of the University. These needs include funding for undergraduate scholarships, graduate assistantships, endowed faculty positions, classroom and laboratory equipment, medical equipment, and capital construction. The University believes that successful fund-raising for these purposes will expand opportunities for more students to study in better educational environments while at this University.
2. The University maintains a Development Office whose goals include soliciting funds for the University to offer increased scholarship opportunities thereby making the University of South Alabama more accessible for more students and assisting in enabling those students to thrive while here by offering more financial and classroom support.
3. The University of South Alabama Financial Aid Office will continue to work to make the University affordable for all admitted students.

4. From 2000 through 2006, grants and sponsored research activities at the University of South Alabama has grown by almost forty (39%) percent. While all of these programs have an effect on the availability of programs to students at the University, some of these programs are targeted to specifically provide opportunities for funding to students. The University will continue to look for ways to offer increased sources of direct funding to students.

5. In 2002, the University and the USA Research and Technology Corporation developed the USA Research and Technology Park located adjacent to the main campus of the University of South Alabama. One of the main features of this collaborative effort between the University, USA Research and Technology Corporation and the tenants who lease space in the USA Research and Technology Park is to provide internship opportunities and future job prospects for students at the University of South Alabama. As the venture continues to grow and develop, opportunities for University students will likewise grow and develop.

MONITORING FOR EFFECTIVENESS AND ACCOUNTABILITY

Monitoring of Strategic Diversity Plan for Effectiveness and Accountability

The University of South Alabama recognizes the importance of a systemic, thorough and routine review of its efforts towards increasing African-American and other under-represented populations diversity at the University of South Alabama. To this end, the Strategic Diversity Plan will be subjected to the following measures of accountability and review (and any others deemed appropriate):

1. The President will designate an employee of the University with the responsibility of overseeing the implementation and continuing obligations of this Strategic Diversity Plan. That individual will designate persons and/or departments with specific responsibilities pursuant to the plan.
2. As part of his/her annual performance review for at least the next five years, all University personnel charged with specific responsibilities pursuant to this plan shall be accountable for his/her responsibilities under the plan, including, to the extent applicable, a review of: (1) progress toward goals; (2) campus environment; and (3) recruitment and retention efforts for African-American and other under-represented populations. Goals set will not be in the form of set-asides or quotas, may vary depending upon job market, job openings, and student applicant pool, and will serve as only a management tool for assessing the effectiveness of ongoing diversity programs.
3. The University will post on its website by February 1st of each year, beginning in 2008, a report regarding the implementation of the Strategic Diversity Plan that will include the following:

- a. Racial composition data of student body (total, undergraduate, and graduate) from 1991 to the present;
 - b. Racial composition of the students awarded bachelor, graduate and professional degrees;
 - c. Racial composition of full-time faculty from 1991 to the present;
 - d. Racial composition of presidents, provosts, vice presidents, deans, department chairs and other EEO-1 level administrators 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; and
 - 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 level administrators, and students.
4. These annual reports will be distributed to the Board of Trustees each year.
 5. The Strategic Diversity Plan and the annual reports will remain readily available to the public in both the University Library and on the University's website.

EXHIBIT A

STRATEGIC DIVERSITY PLAN COMMITTEE
APRIL 2007

Dr. Pat Covey, Senior Vice President for Academic Affairs
Ms. Pam Henderson, Director Human Resources
Mr. Terry Albano, Investment Manager
Dr. Barbara Broome, Associate Dean, Nursing
Dr. Donald Devore, Associate Professor, History
Dr. Andre Green, Assistant Professor, Leadership and Teacher Education
Dr. Irene McIntosh, Associate Professor, Education, Professional Studies
Dr. David Stearns, Associate Vice President, Enrollment Services
Dr. Carl Cunningham, Manager, Multi-Cultural Student Affairs
Mr. Will Jackson, President, Student Government Association
Mr. Jonathan Correia, President, African-American Student Association
Mr. Cecil Gardner, Member, USA Board of Trustees

EXHIBIT B

AFRICAN-AMERICAN STUDENT, FACULTY AND STAFF
AT THE UNIVERSITY OF SOUTH ALABAMA

STUDENTS

USA	NATIONAL
17.4%	12.5%

FRESHMEN

USA	NATIONAL
18.0%	11.3%

FACULTY

USA	NATIONAL
4.23%	4.3%

STAFF - 110

USA	NATIONAL
8.2%	10.3%

STAFF - 130

USA	NATIONAL
19.0%	N/A

USA Numbers are from Fall 2006
National numbers are from *Chronicle of Higher Education* Almanac Issue 2006-2007

EXHIBIT C

ADVISORY COMMITTEE ON DIVERSITY
MEMBERSHIP
8/28/2007

Dr. Pat Covey, Senior Vice President for Academic Affairs
Mr. Keith Ayers, Director of Public Relations
Dr. Barbara Broome, Associate Dean, College of Nursing
Dr. Isabel Brown, Associate Professor, Dept. of Foreign Languages and Literature
Dr. Diane Abercrombie, Assistant Professor, Dept. Of Physician Assistant Studies
Dr. David Johnson, Dean, College of Arts and Sciences
Dr. Jeanne Maes, Professor, Department of Management
Dr. Hattie Myles, Assistant Dean, College of Medicine
Mr. Shelton Perry, Environmental Services, USA Children's and Women's Hospital
Ms. April Dupree- Taylor, Instructor, Dept. of Communication
Dr. Harvey White, Director, Center for Healthy Communities
Dr. Robert Shearer, Assistant to the President
Ms. Jean Tucker, Senior University Attorney
Ms. Pamela Henderson, Director of Human Resources

EXHIBIT D

EXHIBIT E

RECRUITMENT TABLE - ACADEMIC EMPLOYEES
 CREATING EXCEPTIONAL AND DIVERSE APPLICANT POOLS
 REFLECTING OUR STUDENT AND COMMUNITY POPULATIONS

Classification:	Job Title	Type of Recruitment	Sources	Retention Strategies
Academic *	Tenure	Intensive regional or national search, International search	Outreach to targeted sources: professional organizations, graduate institutions and HBCUs, newspapers, professional journals, networking at professional meetings	Mentoring, Research Opportunities, Time toward tenure for previous academic career, Promotion acceleration based on previous academic career, Rank at time of hire, Workload consideration Committee load
Academic *	Non Tenure	Intensive regional or national search	Outreach to targeted sources: Local and national professional organizations, Newspapers, graduate institutions and HBCUs	Mentoring, Personal development time, Workload consideration Committee load
Academic *	Temporary	Regional	Outreach to targeted sources: Local professional organizations	Mentoring

* **To the extent practicable, all search committees for faculty positions will have African-American representation**

APPENDIX A

TOTAL AFRICAN-AMERICAN ENROLLMENT

YEAR	AFRICAN-AMERICAN	TOTAL UNDER-REPRESENTED
1998	12.6%	17.0%
1999	14.2%	19.0%
2000	14.7%	19.5%
2001	15.8%	20.1%
2002	16.9%	21.3%
2003	16.3%	21.1%
2004	16.8%	21.7%
2005	16.8%	21.2%
2006	17.4%	22.3%
2007	17.5%	23.1%

EFFORTS BY THE OFFICE OF MULTICULTURAL STUDENT AFFAIRS TO SUPPORT THE SUCCESS OF AFRICAN-AMERICAN STUDENTS AT USA

Abeneefoo Kuo Honor Society – This African-American honor society consists of students who have shown outstanding abilities in academics, leadership and service with a 3.0 GPA or better. For the years 2002-2005, the group was inactive. The honor society was subsequently reinstated in February of 2006. In the Spring of 2007, there were over 30 USA students inducted with a total of 150 guests present.

African-American Leadership Conference – Every January, African-American students from USA attend the National African-American Leadership Conference at Rust College in Holly Springs, Mississippi. This year's theme was "*Mission Oriented Leadership: If Not You: Who? The Baton Must Be Passed.*"

African-American Student Association (AASA) – The African-American Student Association is one of the most well-known and influential student organizations on USA's campus. The organization is a strong support structure for not only African-American students but all students on campus. The AASA provides in-depth learning experiences of Black History and opportunities for students to excel in leadership positions and academics.

African-American Student Association Gospel Choir – The African-American Student Association Gospel Choir is an ensemble of about 30 students from USA. This choir builds confidence and self-esteem in the students through their many performances and is an opportunity for the students to network and talk about their classes or course work.

Alabama Louis Stokes Alliance for Minority Participation – A select group of scholars are chosen for their excellence in academic coursework and their pursuit of graduate studies for a challenging career in science, technology, engineering or mathematics.

Dr. Martin Luther King Scholarship – Five to six African-American students are awarded \$500 scholarships once per year. The scholarship is based on GPA, community and campus involvement, and a one page statement on why that student should be selected for the scholarship.

Men of Excellence (MOX) – The purpose of this organization is to ensure, encourage, and motivate African-American men at USA and for members to establish and use leadership skills. This organization, which was founded in March of 2006, focuses on class scheduling, career opportunities, etiquette, and student involvement on campus.

National Pan-Hellenic Council (NPHC) – The NPHC is the governing body of the Historically Black Greek Letter organizations at USA. Students are encouraged to get involved on campus and in the Mobile community. Students are also taught how to put together step shows in the Mitchell Center for the community.

Showcase of Excellence – The Showcase of Excellence is a family oriented program that acknowledges students of color at USA for their academic achievements. This past year, there were 200 guests present for this event. There is always a dynamic speaker that presents words of encouragement to the students. Parents are always impressed with this event because they see the university taking time to recognize their child or children.

Involvement in Local Schools – The Manager of the Office of Multicultural Student Affairs speaks and volunteers often at different schools in the Mobile County Public School System. This provides opportunities to advertise USA in the community and in particular in the African-American community. Whenever possible, USA students participate in these events. As a result, the students become better academically, are more focused, and are proud to say they attend the University of South Alabama.

USA Homecoming Activities – African-American students are encouraged to participate in all facets of homecoming. For the past few years, there have been African-American Homecoming Kings and Queens and students that have placed in the top five. The Office of Multicultural Affairs is used to encourage and prepare students for such an undertaking.

USA Science and Education Camp - This program is focused on getting high school students excited about science and education. The program is also used as a recruitment tool for USA. The Manager of the Office of Multicultural Student Affairs travels to every high school and meets with school counselors and principals about the program.

Women of Excellence — The purpose of this organization is to ensure, encourage, and motivate African-American women at USA and to establish and use leadership skills. The organization, which was founded in March of 2006, focuses on class scheduling, career opportunities, etiquette, and student involvement on campus. Dr. Denise McAdory is a co-advisor.

Michael A. Figures Leadership Experience – The goal of this program, founded by Senator Vivian Figures and administered through the School of Continuing Education and Special Programs, is to encourage young Alabamians who demonstrate the potential for leadership but may not have had the opportunity to develop this potential. By choosing rising ninth graders as participants, program coordinators endeavor to seize the moment of youth when young people begin developing the self concepts, values, and sense of place that will set the future direction of their lives.

Upward Bound – This program, which is funded by the US Department of Education, is a pre-college academic program designed to help students develop the skills that are required for academic success in high school and college. The goals of the program are to improve academic skills, promote personal growth and responsibility, provide experiences in diverse cultural and educational activities, and assist students in making realistic career decisions and developing behavior patterns and survival skills.

STUDENT RETENTION RELATED ACADEMIC INITIATIVES AT USA

Freshman Seminar - All new freshman students are required to take a Freshman Seminar course in which they learn skills related to college academic success. This course is aimed at student retention.

Writing Center - The Writing Center provides consultants to help students learn techniques and strategies to improve their own writing skills. It is open to students across the university community.

Developmental Studies - Development Studies offers a variety of programs for students who are not academically well prepared. By using concentrated review activities, students become better prepared for required courses, especially in Math and English.

Supplemental Instruction - Supplemental Instruction is an academic enrichment program that assists students in historically difficult courses.

LAS 100 Course – This is a new course aimed at regularly admitted students with relatively low English skills. These students often have trouble in English and suffer low retention. It is intended to provide extra preparation for these students so they can be successful in their required college English courses and their subsequent college career.

Math Tutoring Lab – The Math and Statistics Department offers free tutoring to students through the Math/Statistics Lab. Tutors are available during scheduled hours throughout the semester except term breaks and the week of finals.

Physics Tutoring – Free tutoring in physics is available each semester, including summer, through the Physics Department.

Engineering Tutoring – Free tutoring is available through the Tau Beta Pi Honor Society.

Nursing Tutoring – Professional students in the College of Nursing have access to the College of Nursing Learning Center. Faculty members are assigned to the Center to assist students with their learning needs.

Computer and Information Sciences Tutoring – Free tutoring is available through the student chapter of the Association for Computing Machinery.

Foreign Language Tutoring – The Foreign Languages Department typically offers free tutoring in French, German, Russian and Spanish during the Fall and Spring Semesters.

Learning Skills Seminar – For the past several years, the History Department has offered a program of Learning Skills Seminars open to students in any USA history class.

USA Honors Program – The USA Honors Program challenges exceptional students with scholarly creative activities, exposes them to cultural enrichment, and requires them to engage in community service. This program is effective in attracting and retaining highly qualified students.

Project Success – Project Success is a mentor program by Minority Student Activities focusing on improving retention of minorities.

LSAMP – the Louis Stokes Alliance for Minority Participation is a new program at USA. This program focuses on recruiting and retaining minority students in science and engineering majors. A key component of the program is a Drop-In Center in which students study together and build mutual support relationships.

Student Support Services – This is a program funded by the Department of Education to increase the retention of eligible students: those students that are first generation college students, income eligible, and in need of academic support. Among the services provided are tutoring, study skills, training, and mentoring.

Undergraduate Research Program – Students from all disciplines participate in undergraduate research during the summer term with this program. One benefit from undergraduate research is increased motivation to finish the degree.

Computer Science, Engineering, and Mathematics Scholarship (CSEMS) Program – CSEMS is a National Science Foundation program for computer science, engineering, and mathematics students who receive scholarship funding and are expected to participate in an undergraduate research experience. This program is aimed at increased retention of eligible students.

APPENDIX B

**UNIVERSITY OF SOUTH ALABAMA
WORK FORCE ANALYSIS
"110" EMPLOYEES
(MANAGERIAL, ADMINISTRATIVE, EXECUTIVE)**

<u>RACE</u>	<u># OF EMPLOYEES</u>	<u>% OF EMPLOYEES</u>
White	254	90.7%
Black	23	8.2%
Other	3	1.1%
TOTAL:	280	100.0%

**UNIVERSITY OF SOUTH ALABAMA
WORK FORCE ANALYSIS
"130" EMPLOYEES
(PROFESSIONALS)**

<u>RACE</u>	<u># OF EMPLOYEES</u>	<u>% OF EMPLOYEES</u>
White	1214	76.4%
Black	302	19.0%
Other	72	4.6%
TOTAL:	1588	100.0%

APPENDIX C

**UNIVERSITY OF SOUTH ALABAMA FACULTY
1998-2006**

	<u>Fall 1998</u>	<u>Fall 2006</u>
Total Number Faculty - University of South Alabama	738	755
African-American Faculty - University of South Alabama	19	32
Percentage of African-American Faculty - Univ. of South Alabama	2.57%	4.23%
Percentage of African-American Faculty Nationally (in all 4-year public institutions)	-----	4.30%

EARNED DOCTORATES IN THE UNITED STATES 2004 *

Total Doctorate Recipients	48,378
Number of African-American Doctorate Recipients	2,900 (6.0%) (39.2% of all African-American Doctorate recipients in 2005 were in Education **)

Primary Employment Plans of Doctoral Recipients in 2004:

Teaching	41.4%
Research and Development	31.2%

* *Chronicle of Higher Education*, August 25, 2006
 ** *Chronicle of Higher Education Almanac* 2006-2007