

UNIVERSITY  
OF  
NORTH ALABAMA

**STRATEGIC DIVERSITY PLAN**

APRIL 14, 2008

**UNIVERSITY OF NORTH ALABAMA**  
**TASK FORCE FOR A STRATEGIC DIVERSITY**  
**PLAN**

*MEMBERSHIP*

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## EXECUTIVE SUMMARY

The University of North Alabama values and celebrates diversity in all of its forms. The educational environment of our University is enriched by diversity of individuals, groups, and cultures that come together in a spirit of learning.

The University of North Alabama is comprised of members of a variety of backgrounds, races, and ethnicities. The University encourages all of its members to become fully engaged in its activities. The University community includes administrators, faculty, staff, and students. It values the understanding and appreciation of diversity both internally and globally.

Moreover, the University of North Alabama is fully committed to creating, supporting, and sustaining an atmosphere of diversity on campus and within the greater community in which it operates. It embraces an inclusive definition of diversity. It acknowledges and recognizes difference and advances knowledge about race, ethnicity, national origin, age, gender, socio-economic status, religion, sexual orientation, veteran's status, disability, and intellectual perspective.

A significant imperative for the creation of this plan is rooted in the *Knight v. Alabama* court case which began in 1985. As a part of the October 2006 legal settlement of *Knight v. Alabama*, state-funded universities and colleges agreed to create a strategic diversity plan. In accord with the spirit of *Knight v. Alabama* and its subsequent settlement, the University of North Alabama Strategic Diversity Plan attempts to rectify historical and systemic problems with diversity associated with race, class, gender, and age, while also providing the strategic framework and assessment tools necessary for addressing, creating, and promoting all components of diversity as stated in the above University-accepted definition of diversity.

The challenge to develop a Strategic Diversity Plan for the University of North Alabama was an undertaking of enormous significance. Names for a task force were solicited from the Faculty Senate, Staff Senate, and Shared Governance Committee. The work began with an open forum meeting with University President Dr. William G. Cale, Jr. The Task Force for a Strategic Diversity Plan was named and then began a year-long process that culminated in the initial draft of this document. Three key documents served as the foundation for directing the efforts of the Task Force – the *Knight v. Alabama* Settlement Agreement, the summary and findings of the Alabama Public Universities Task Force for Recruitment and Retention, and the UNA Strategic Plan.

In order to achieve diversity as a core institutional value and as a foundation for the future, this plan outlines three strategic goals coupled with measurable implementation initiatives:

**GOAL 1: Promote, Integrate, and Take Action to Create a Diverse University Community.**

**GOAL 2: Increase the Recruitment and Retention of Minority Faculty, Staff, and Students.**

**GOAL 3: Develop Initiatives That Enhance the Representation of Faculty, Staff, and Students in the University without Regard to National Origin, Gender, Race, Religion, Socio-Economic Status, Sexual Orientation, Veteran's Status, Disability, or Intellectual Perspective.**

UNA's Strategic Diversity Plan with its vision, goals, and initiatives must be recognized as a fluid document – one that outlines current challenges, solutions, and accountability measures. Likewise, it will serve as a foundation for the continual development and nourishment of a culturally diverse and inclusive learning community at the University of North Alabama. As the Plan is reviewed annually, revisions, updates, and additions are anticipated. This will be done in an effort to ensure the continual development of the Plan and to reaffirm the University's commitment to diversity.

The Strategic Diversity Plan lays the foundation for the University to proactively engage faculty, staff, students, administrators, and community members as we explore and experience diverse cultures and lifestyles. As a learning community, we also welcome this opportunity to seek a better understanding regarding how various cultural backgrounds, life experiences, and orientations interact on the world-stage. These interactions serve to enhance the worldview of each member of our University community.

By fostering an environment where diversity in all of its forms is celebrated, affirmed, and vigorously pursued, the University of North Alabama endeavors to be a leader in the State and within our local community. It is our goal to create a community of individuals that places an equal value on the understanding and appreciation of our differences as it does on our similarities. We strive to instill in each member of the University community the skills, attitudes, and sensitivities that are essential to become leaders and change agents in our diverse multicultural world.

## **MISSION AND VISION STATEMENT\***

As a regional, state-assisted institution of higher education, the University of North Alabama pursues its **Mission** of engaging in teaching, research, and service in order to provide educational opportunities for students, an environment for discovery and creative accomplishment, and a variety of outreach activities meeting the professional, civic, social, cultural, and economic development needs of our region in the context of a global community. The **Vision** of the University of North Alabama builds upon nearly two centuries of academic excellence. We commit ourselves to design and offer a rich undergraduate experience; to respond to the many educational and outreach needs of our region, including the provision of high quality graduate programs in selected disciplines; to provide an extracurricular environment that supports and enhances learning; to provide a global education and participate in global outreach through distance learning programs; and to foster a diverse and inclusive academic community. We promote global awareness by offering a curriculum that advances understanding of global interdependence, by encouraging international travel, and by building a multinational student population. We **pledge** to support and encourage intellectual growth by offering primarily small, interactive classes taught by highly educated professionals, and through mentoring, internships, and other out-of-class educational opportunities.

## **UNIVERSITY VALUES\*\***

The members of the community of the University of North Alabama do hereby establish and maintain a culture that:

- Adheres to personal academic and intellectual integrity;
- Embraces the diversity of cultural backgrounds, personal characteristics, and life situations represented in this community;
- Values an environment for the free expression of ideas, opinions, thoughts, and differences in people; and
- Respects the rights, dignity, and property of all.

The members of the community of the University of North Alabama will promote an atmosphere free of discrimination based on but not limited to the following: age, culture, ethnicity, gender, nationality, national origin, political affiliation, physical ability, physical attributes, race, religion, sexual orientation, and/or socio-economic status.

All members of the University community recognize that we are an integral part of the community and will respect, honor, and protect the freedom and dignity of all individuals.

*\*Approved by the UNA Board of Trustees on December 12, 2005*

*\*\*Approved by the UNA Board of Trustees on June 12, 2006*

## **UNA STRATEGIC PLAN 2007-2012**

### **GOALS**

The University of North Alabama has identified five broad university goals that guide planning and resource allocation throughout the University. These goals are intended to be aspirations in that they are assumed to inspire, to guide, and to be on-going. Each university goal should result in a number of long-term and annual initiatives that support progress toward accomplishing the broader aspiration. The five university goals are:

- To offer high quality programs;
- To build and maintain a student-centered university;
- To promote and celebrate diversity;
- To foster a strong university community; and
- To enhance and support regional development and outreach.

### **PRESIDENT’S STATEMENT ON DIVERSITY**

The University of North Alabama has chosen “To Promote and Celebrate Diversity” as one of five aspirations to which we commit ourselves for the long term. In so doing we have implicitly recognized that our campus must constantly change as we prepare students for the future, that progress is sometimes made in a day and sometimes over months and years. UNA chooses to embrace within its campus culture those values and experiences that enrich human understanding. We choose to be a campus where civil discourse triumphs over ignorance. We choose to be a campus that prepares our students for participation in a world that may transcend geographic borders but not the unique identity of each individual. We believe that creating and sustaining a diverse university community serves our educational mission, our values, and our purpose.

It is all too obvious that creating such a university community is not so simple as placing words on a page. But that is where we must begin, by documenting our thoughtful consideration of the ways in which we believe we can promote diversity on our campus. This document is our starting place, our plan. This plan takes life through our actions, through an equally thoughtful implementation strategy. I look forward with great anticipation to working with the university community as we initiate this plan. We should look toward the future with optimism and with a sense of commitment to the success of our graduates through the learning environment we build for them.

William G. Cale, Jr., President  
January, 2008

# UNIVERSITY OF NORTH ALABAMA

## STRATEGIC DIVERSITY PLAN

### INTRODUCTION

The University of North Alabama is a diverse community comprised of faculty, staff, and students. As its citizens come from a variety of backgrounds and are members of different races and ethnicities, the University places a high premium on the campus-wide acceptance and appreciation for diversity. It also encourages all members of its community to become fully engaged in campus activities and organizations. UNA's commitment to diversity is not new; the institution is about to celebrate the 10th anniversary of its Presidential Mentors Academy and the 12th anniversary of its Multicultural Advisory Committee. The Presidential Mentors Academy is a scholarship program aimed at the recruitment and retention of promising students of color. The purpose of the Multicultural Advisory Committee is to enhance awareness of cultural diversity; to work towards the elimination of cultural barriers on our campus; and to strengthen the intellectual and professional development of faculty, staff, and students at all levels.

The University of North Alabama is fully committed to creating, supporting, and sustaining an atmosphere that not only welcomes diversity, but one that also seeks ways to link to the major ethnic and minority groups in the greater off-campus community. As the University of North Alabama embraces an inclusive definition of diversity, it acknowledges/recognizes difference and advances knowledge about race, ethnicity, national origin, age, gender, socio-economic status, religion, sexual orientation, veteran's status, disability, and intellectual perspective. Since UNA's definition embraces an institutional commitment to diversity and access, it became necessary to set parameters for the goals set forth in this document.

A significant imperative for the creation of this plan is rooted in the *Knight v. Alabama* court case, which began in 1985. As part of the October 2006 legal settlement of *Knight v. Alabama*, state-funded institutions agreed to create individually tailored strategic diversity plans. In accord with the spirit of *Knight v. Alabama* and its subsequent settlement, UNA's Strategic Diversity Plan attempts to rectify historical and systemic problems with diversity associated with race, class, gender, and age, while also providing the strategic framework and assessment tools necessary for addressing, creating, and promoting all the components of diversity as stated in the above university-accepted definition of diversity.

**SUMMARY**  
**STRATEGIC DIVERSITY GOALS**

- GOAL 1: Promote, Integrate, and Take Action To Create a Diverse University Community.**
- GOAL 2: Increase the Recruitment and Retention of Minority Faculty, Staff, and Students.**
- GOAL 3: Develop Initiatives That Enhance the Representation of Faculty, Staff, and Students in University Governance without Regard to National Origin, Gender, Race, Religion, Socio-Economic Status, Sexual Orientation, Veteran’s Status, Disability, or Intellectual Perspective.**

## **STRATEGIES and TACTICS**

### **GOAL 1: Promote, Integrate, and Take Action to Create a Diverse University Community.**

#### **Strategy #1: Administrative Reorganization**

*In an effort to enhance on-going support and visibility for minority faculty, students, and staff, the University must consider creating an **Office of Diversity & Institutional Equity (ODIE)**.*

*By expanding the current portfolio for the Assistant to the President for Minority Affairs, this new office can be created without incurring major additional operational costs.*

*Implementation Date: Fall, '08*

#### **Tactic #1: Develop a Mission Statement**

*The broad purpose of the Office of Diversity & Institutional Equity at the University of North Alabama is to foster a climate that promotes and nurtures diversity and equity for all stakeholders at the University. While the general responsibilities of this office could include initiating and coordinating a systematic review of the University's Strategic Diversity Plan and assessing the effectiveness of diversity initiatives across the campus, a more detailed portfolio of responsibility should be developed.*

#### **Tactic #2: Staff / Space / Budget**

##### *1. Develop Job Description for Director*

*While the specific responsibilities of the unit and its director should be developed by a separate committee, a sample list of possible duties (based on similar offices at peer institutions) is suggested in Goal 2 and attached in Appendix E, page 35.*

##### *2. Staff for ODIE*

- a. Director*
- b. Clerical Assistant*
- c. Dedicated Office / Standard Equipment*
- d. Budget (The current budget of \$14K/year for Assistant to the President for Minority Affairs is insufficient. The Task Force recommends an increase to \$50K/year exclusive of salaries for staff.)*

**Tactic #3: Reporting Relationship/Credibility**

1. *Report directly to the University President.*
2. *Member of President's senior advisory team, the **Executive Council**.*

**Strategy #2: Accountability**

*In an effort to ensure that the entire University community is fully committed to establishing diversity as a major institutional priority, the major cost centers will document their respective initiatives/accomplishments.*

**Tactic #1: Major Cost Centers**

1. *Office of the President*
2. *Vice President for Academic Affairs & Provost*
3. *Vice President for Student Affairs*
4. *Vice President for Business and Financial Affairs*
5. *Vice President for University Advancement*
6. *Director of Athletics*

**Tactic #2: Other Areas**

**Review of UNA Strategic Diversity Plan**

*As ODIE is committed to fostering a climate that encourages and nurtures diversity and opportunity for all University stakeholders, this goal will be fulfilled, in part, by initiating and coordinating a systematic review of the University's Strategic Diversity Plan.*

1. **Review of other diversity initiatives at UNA**  
*Set up a schedule for periodic assessment of the effectiveness of campus initiatives.*
2. **Lines of Communication**  
*Results from assessment of campus initiatives along with any recommendations for improvement should be reported to the President and shared with the broader University community in the spirit of promoting continuous improvement.*
3. **Feedback**  
*The Office of the University President will provide feedback to the University community regarding reports from major cost centers.*

**GOAL 2: Increase the Recruitment and Retention of Minority Faculty, Staff, and Students.**

*The following is a sampler of the activities that could be sponsored through the Office of Diversity & Institutional Equity (ODIE):*

- a. Establish relationships with HBCU's (Historically Black Colleges and Universities) and other recruiting mechanisms in an effort to create a more diverse pool of candidates;*
- b. Establish relationships with various recruiting sources targeted at minorities in an effort to enrich applicant pools with qualified minority applicants;*
- c. Create a University Multicultural Center;*
- d. Organize a University Minority Faculty and Staff Association;*
- e. Organize workshops to assist ALL faculty with promotion and tenure applications;*
- f. Organize workshops for search committees;*
- g. Ensure minority representation on search committees;*
- h. Ensure opportunities for minority faculty members to chair university search committees;*
- i. Work collaboratively with the Office of Student Financial Services in the administration of funds for the recruitment and retention of minority students through enhanced scholarship support; and*
- j. Work collaboratively with the Office of Student Financial Services in the administration of funds appropriated for minority scholarships.*

**Strategy #1: Office of Human Resources and Affirmative Action Working Collaboratively with Office of Institutional Research**

With assistance from the Office of Human Resources and the Office of Institutional Research, the University will conduct a diversity needs assessment of each major division of the University (Academic Affairs, Student Affairs, Business & Financial Affairs, and Advancement).

**Tactic #1: Develop Goals**

*Each major area will identify goals, develop initiatives, and set timetables for achieving its goals based on the needs assessment.*

**Tactic #2: Collaboration**

*As collaboration across vice-presidential lines is encouraged, Academic Affairs and Student Affairs (in particular) should work together to identify goals and timetables for the recruitment and retention of minority students at the University.*

**Tactic #3: Timetable\***

*Each area should create a timetable for achieving a critical mass of African-American representation in faculty and staff positions as well as in “administrative” level positions over the course of a five-year planning horizon.*

**Tactic #4: Search Committees\***

*There should be one, and, if practicable, two African-American representatives on all search committees for presidents and “administrative” level positions and on all search committees for faculty.*

**Tactic #5: Diversity Considered\***

*Diversity shall be considered in hiring for all faculty, staff, and administrative positions.*

*\*Note: This language was taken from Section II, Paragraph 2 of the Knight court order (see p. 17.)*

**Strategy #2: Scholarships**

*To the extent allowed by law, the University should set aside a portion of its scholarship funds for minority students. While the scholarship amounts may differ from traditional awards at the University, these scholarships are not need-based. Recipients must meet the admission criteria for regular admissions into the University.*

**GOAL 3: Develop Initiatives That Enhance the Representation of Faculty, Staff, and Students in University Governance without Regard to National Origin, Gender, Race, Religion, Socio-Economic Status, Sexual Orientation, Veteran’s Status, Disability, or Intellectual Perspective.**

**Strategy #1: Search Committee Membership**

*Work with the ODIE to ensure minority representation on University search committees.*

**Strategy #2: Assessment**

*In an effort to document institutional accomplishments and to gauge institutional progress, the University will develop mechanisms to acknowledge progress as seen in annual reports from each budget center as well as from students and staff.*

**Tactic #1: Develop Custom-Tailored Survey Instruments for Different Groups**

1. *Administration*
2. *Faculty*
3. *Professional Staff*
4. *Students/Student Groups*

**Tactic #2: Review of Institutional Accomplishments**

1. *Review will include a summary of reports submitted to the Office of Diversity & Institutional Equity.*
2. *The President’s Office will oversee the proper conduct of the review.*

# **APPENDICES**

**IN THE UNITED STATES DISTRICT COURT FOR THE  
NORTHERN DISTRICT OF ALABAMA SOUTHERN DIVISION**

**JOHN F. KNIGHT, JR. and ALEASE S. SIMS**, et al., individually and on behalf of others  
similarly situated,

Plaintiffs and Plaintiffs – Intervenors, **UNITED STATES OF AMERICA**, Plaintiff-Intervenor,

v.

**THE STATE OF ALABAMA**, et al., Defendants

Civil Action No. 2:83-cv-1676-HLM

**SETTLEMENT AGREEMENT BETWEEN THE KNIGHT-SIMS PLAINTIFFS AND  
DEFENDANT UNIVERSITY OF NORTH ALABAMA**

**I.**

**Purpose and Basis of the Agreement**

This Agreement is entered into by John F. Knight, Jr., and Alease S. Sims et al., on behalf of themselves and the plaintiff class they have been certified to represent, and by defendant University of North Alabama (hereafter “defendant University,” “defendant,” or “the University”). The purpose of this agreement is to specify the terms on which the Knight-Sims plaintiffs will join defendant University in requesting that the Court enter a judgment finally dismissing the claims against defendant University in this action.

Defendant University acknowledges that since the Court’s July 12, 1985, entry of the Consent Decree to which the Defendant University was a party, it has been required to implement certain actions consistent with the objectives of the Fourteenth Amendment and Title VI. Defendant University further acknowledges that since the entry of the Court’s 1991 Remedial Decree, all defendants have been enjoined from maintaining vestiges of *de jure* segregation and from engaging in practices which have the effect of impeding the desegregation of the state’s institutions of higher education. Since the Consent Decree was entered into by the Defendant University in 1985, substantial progress in conditions, policies and practices at defendant University has been achieved. The parties agree that this progress should continue. The parties further agree that continued progress does not depend on continued federal court supervision. It is in this spirit that the parties have reached this Settlement Agreement (“Agreement”).

Applicable desegregation law requires the Court to determine that vestiges of segregation have been eliminated to the extent practicable and consistent with sound educational practices. By entering into this Agreement, the Knight-Sims plaintiffs acknowledge that defendant University has satisfied this legal burden. Similarly, by entering into this Agreement, defendant University pledges to continue the substantial progress toward greater diversity in student, faculty, staff and administrative populations of the University community that has been achieved over the course of this litigation and toward redressing historical discrimination in higher education against African-American citizens of this state. To that end, this Agreement's primary focus is on continuing to improve African-American participation in Alabama's system of public higher education. Without limiting its agreement to continue this progress, defendant University agrees to take the following specific steps.

## **II. Specific Obligations of Defendant**

1. Defendant University agrees that it will develop and implement a Strategic Diversity Plan as an integral component of its overall university strategic plan. The timing of the development of the Strategic Diversity Plan shall be coordinated with the development of the overall university strategic plan. Implementation of the Strategic Diversity Plan shall begin no later than the date upon which University's overall strategic plan is adopted by its Board of Trustees, a date which shall occur not later than December 31, 2008.
2. Defendant University will develop and tailor its Strategic Diversity Plan to its own institutional circumstances, utilizing best practices that are being developed nationally and complying with the relevant legal and constitutional guidelines. However, at a minimum, defendant University agrees as follows:
  - a. Defendant University will include in its strategic planning processes the Advisor to the President for Minority Affairs, the Minority Student Advisor, the Equal Opportunity Officer, or persons exercising the functions of such positions. Said participants may designate a substitute faculty or staff member or student representative in the event of conflict or incapacity.

African-American faculty and staff at defendant University shall be permitted to designate representatives to participate in the development of the Strategic Diversity Plan.

The objective will be to make the Strategic Diversity Plan the product of inclusion and consensus. The parties acknowledge that the Plan should address under-represented elements of the community, not just African-Americans. Nevertheless, in Alabama, where the history and effects of segregation are well known, diversity efforts will of necessity focus upon increasing African-American representation on faculty, staff and "Administrative" level positions.

- b. The Strategic Diversity Plan will include the development of goals and timetables for achieving critical mass of African-American representation on the faculty, staff and in “Administrative” level positions over the course of the five-year planning horizon, not as legally or contractually enforceable quotas but as standard management techniques for determining the plan’s effectiveness. The University shall periodically review and modify these goals and timetables in light of experience with implementation of the Plan and changing circumstances, with the overall goal of increasing diversity throughout the University community.
        - c. The President and all deans and department heads will be held administratively accountable by the University for, and their job performance shall be evaluated, at least in part, on the basis of progress toward achievement of the overall university strategic plan, including the Strategic Diversity Plan.
        - d. The Strategic Diversity Plan will provide for at least one and, if practicable, two African-American representatives on all search committees for presidents, “Administrative” level positions on all search committees for faculty.
        - e. The Strategic Diversity Plan shall, to the extent allowed by law, require that diversity be considered in hiring for all faculty, staff, and administrative positions.
3. While creation of a new position is not necessarily required, Defendant University agrees to assign oversight of implementation of the strategic Diversity Plan to a Vice President or other cabinet level administrator.
4. Defendant University agrees that its Strategic Diversity Plan shall be endorsed by its Board of Trustees.
5. Defendant University agrees to attend to annual conferences, if held, with other defendant universities to review and critique the development, terms and implementation of their strategic diversity plans and to exchange information about best practices. At least three faculty representatives appointed by the University’s Advisor to the President for Minority Affairs, one of whom may include said Advisor, and representatives of the defendant University’s African-American faculty and/or any African-American organization that might be organized at the defendant University, shall be allowed to attend and to participate fully in these conferences. Defendant University agrees to post on its web site a report of the conference as delivered to the President by said Advisor, including any minority reports and recommendations of other participants.
6. Defendant University agrees to post its web site by February 1, 2007, and by February 1 of each year thereafter a report on the status of faculty, staff and administrative diversity that, at a minimum, includes 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 “Administrative” level persons from 1991 to the present;
- e. The number of African-Americans considered for these faculty and “Administrative” positions.
- 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, staff and “Administrative” level positions and students.

### **III.**

#### **Dismissal of Action and Settlement Implementation**

##### **A. Preliminary Court Approval of Agreement.**

Promptly after execution of this Agreement, but in no event later than 10 days after the execution of this Agreement, the parties by joint motion shall submit the Agreement to the District Court requesting that the Court enter an order granting preliminary approval of the Agreement. The District Court shall be requested to direct the giving of notice to the plaintiff class and to schedule a fairness hearing. In the event the Court declines preliminarily to approve the Agreement, or finds the Agreement does not provide an adequate basis for issuing notice and scheduling a fairness hearing, then the entire Agreement shall become null and void unless the parties promptly agree in writing to other mutually satisfactory settlement provisions and agree to proceed with the Agreement, subject to approval by the Court.

##### **B. Final Judgment.**

At the final hearing on fairness, adequacy, and reasonableness of the settlement as set forth in this Agreement, the parties, and each of them agree to cooperate in good faith to achieve the expeditious approval of the settlement, and shall request the Court to grant final approval of the Agreement and to enter judgment thereon (“Judgment”). In order to satisfy the requirements of the Agreement, the Judgment must include, by specific statement or by reference to the Agreement to the extent permitted by law and the rules of court, provisions which:

- 1. Affirm certification of the proceeding as a class action pursuant to Rule 23, Fed. R. Civ. P., with the plaintiff class as previously defined by the Court;

2. Find that the notice given to class members satisfied the requirements of both Rule 23, Fed. R. Civ. P., and due process, and that the Court has jurisdiction over the class;
3. Find that the Agreement is fair, adequate, and reasonable in all respects;
4. Order the defendant University shall implement the Settlement Agreement;
5. Pursuant to Rule 42(b), Fed. R. Civ. P., sever from this action the claims that are pending resolution of the Knight-Sims plaintiffs' appeal from this Court's orders of October 5, 2004, and February 10, 2005, denying plaintiffs' requests for relief based on said claims;
6. Subject only to final resolution of the claims pending on appeal or severed, find that on judicial approval of this Agreement, including the commitments contained herein, defendant University shall be in full compliance with the law, and that therefore, there are no continuing policies or practices of defendant University, 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;
7. Subject only to final resolution of the claims pending on appeal or severed, dismiss on the merits and with prejudice (i) all claims against defendant University set forth in the compliant, and amended, (ii) all claims against defendant University set forth in the compliant-in-intervention, and (iii) all claims against defendant University of racial discrimination asserted before the Court throughout the pendency and trials of the action, including, without limitation, claims of system or institutional aspects, features, policies and practices alleged to be remnants of the de jure system.

**C. Finality and Term of Agreement.**

This Agreement shall become final upon the occurrence of the following events: (i) approval of the Agreement in all respects by the District Court as required by Rule 23(e), Fed. R. Civ. P., and (ii) entry of the Judgment as provided for above.

The term of the provisions of this agreement shall be for five years from the date it is finally approved by the Court or for four years from the date the University begins implementing its Strategic Diversity Plan, whichever term is longer. The Agreement shall be binding upon the successors of any University official (in his or her official or representative capacity) for the term hereof, and upon any person or party claiming by, under, or on behalf of named plaintiffs or any member of the plaintiff class.

**D. Enforcement**

1. The parties to this Agreement, including all class members, agree that litigation regarding enforcement of this Agreement is counterproductive. If there is a claim that defendant University has not complied with the terms of this Agreement, then the parties agree that resolution of any such allegation should first and foremost be achieved by informal discussions and negotiations between counsel for the Knight-Sims Plaintiffs and counsel for the defendant University. Counsel for Knight-Sims Plaintiffs, acting on behalf of the class members, shall notify counsel for defendant University of the specific provision(s) of this Agreement that the University has allegedly not complied with. Upon receipt of that notice, counsel for defendant University agrees to work with his client within a reasonable time period to respond to the allegation, and if it concedes non-compliance, to make reasonable efforts to cure any alleged breach. Counsel for both parties agree to use good faith efforts to resolve legitimate disputes regarding differences of interpretation of the settlement agreement.
2. In the event that the parties are unable to resolve any matter as set out above, they agree to select a mediator acceptable to all the parties to reach a resolution of the issue. Each party will pay for its own fees and expenses associated with any dispute regarding compliance with the terms of this agreement. If the parties are unable to resolve the matter by mediation as set out above then such matter shall be resolved by binding arbitration administered by the American Arbitration Association (the "AAA") in accordance with the Arbitration Rules of the AAA and, to the maximum extent applicable, the Federal Arbitration Act (Title 9 of the United States Code).

The \_\_\_ day of October, 2006.

For the Knight-Sims Plaintiffs  
And plaintiff class,

For defendant University of  
North Alabama,

---

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## **ALABAMA PUBLIC UNIVERSITIES TASK FORCE FOR RECRUITMENT AND RETENTION**

### **Purpose**

The state is currently under court order in the Knight Case and by that order, institutions are to recruit and retain Black faculty. At the conclusion of the Knight Case, which may be at anytime, there will be a need to continue the recruitment and retention of minority faculty and students.

The Alabama Public Universities Task Force for Recruitment and Retention was established to (1) review minority faculty and student recruitment and retention efforts, (2) identify current best practices and (3) make recommendations to sustain these efforts.

**Institutions and organizations represented:** Alabama A&M University, Alabama Commission on Higher Education (ACHE), Alabama State University, Auburn University, Auburn University at Montgomery, The University of Alabama, The University of Alabama at Birmingham, The University of Alabama System, Troy University, University of Alabama in Huntsville, University of Montevallo, University of North Alabama, University of South Alabama, and the University of West Alabama.

### **Task Force Summary Report**

Recent activities surrounding the Knight vs. Alabama litigation prompted the Alabama Public Universities Task Force for Recruitment and Retention to convene to discuss the recruitment and retention of minorities and to identify best recruitment and retention practices. It was determined that all institutions could profit from the knowledge and general discussions of individual institutions' efforts. These discussions also included the recruitment and retention efforts resulting from funds provided by the state at the request of the court, obstacles to minority faculty and student recruitment and to minority faculty and student retention. As a result of these discussions, the task force was asked to provide input for a final report that addresses:

1. Proposed strategies and best practices for minority faculty and student recruitment.
2. Proposed strategies and best practices for minority faculty and student retention.

It is recognized that while some of the best practices noted in this document are specifically aimed at minority faculty and students there are others that could easily apply to all of the constituent populations at Alabama public universities. Therefore, we believe that the ideas and recommendations discussed in this document can positively and broadly impact the academic

environment at all of the institutions of higher learning. Moreover, a goal of this task force is to use these best practices to develop innovative methods of recruiting, employing, and retaining minority faculty and recruiting, enrolling, retaining, and graduating minority students within the legal framework.

### **Strategies and Best Practices for Minority Faculty and Student Recruitment and Retention**

Given the progress that has been made by the universities and the willingness of the universities to continue their efforts, the task force determined it appropriate to focus on proposed strategies and best practices for minority faculty and student recruitment and retention.

#### **Faculty**

1. Institutions should appoint a campus committee, if one does not already exist, to advise the president through recommendations and monitoring activities regarding programs and services aimed at the successful recruitment, employment and retention of African American and other minority faculty. Funds should be made available to the committee to support these activities.
2. Ensure that all efforts are made to disseminate information about available positions to as broad and diverse a population as possible, although all universities are legally obligated to have open searches for all hires. This should include professional publications specific to the research area of the faculty and other publications generally read by interested minority faculty.
3. Announcements of job openings should be sent to local and area universities and to institutions that have a large number of minority Ph.D. graduates. (Howard University, Florida A&M University, Texas Southern University, North Carolina Central University, Georgia State University, etc.)
4. A consistent message should be sent from central administration to academic units that hiring, retaining and promoting minority faculty are priorities that must be supported by competitive salaries. Institutions should continue to fund programs and services that support African American faculty and other minority recruitment and retention efforts. Both Knight funds and institutional funds should be used to support these efforts.
5. Institutions should get current minority faculty and staff involved in faculty recruitment and retention efforts. One of the best strategies for recruitment is through personal contact with potential candidates. This can often be facilitated by current minority faculty and staffs at the universities since those persons are most likely to know available and qualified candidates.
6. Enhance the hiring and retention practices for minority faculty by providing them with the right tools essential for success: adequate staff, mentor, adequate space and equipment, funds for sabbatical leave and a supportive environment.

7. Continue to employ fair and equitable search and selection practices and to make sincere efforts to hire and retain minority faculty.
8. Make Alabama a more attractive environment for minority and other faculty by raising all faculty salaries to the regional average.
9. Create or continue programs focused on assisting faculty without doctorates to attain such (financial assistance and/or release time). Look to the current graduates as potential faculty at the institution.
10. Recruit Southern Regional Education Board (SREB) students by requesting that Alabama Commission on Higher Education (ACHE) create and maintain a data base for prospective candidates and forward this information to all Alabama public universities and colleges for consideration of open positions.
11. Alabama public universities should provide SREB with a list of all faculty vacancies at the beginning of each school year in order that SREB can make these vacancies available to graduates of the Doctoral Scholars Program.

*Note: the SREB/Alabama Doctoral Scholars Program is based on the need to increase minority faculty members at institutions where they are underrepresented; ACHE joined six other state higher education agencies in 1993 to establish the Southern Regional Education Board's Minority Doctoral Scholars Program. Please see Appendix #2 for a description of the program.*

## **Students**

1. Develop an institutional function(s) (office, programs, etc.) that promotes the recruitment, enrollment, retention and graduation of African American and other minority students, if not already in place. Funds should be made available to the office or program to support these activities.
2. Visit minority serving high schools and colleges and offer the students support packages that will allow them to overcome the financial hurdles that minority students often face.
3. Create new initiatives (marketing), focused on providing student, parents and counselors awareness of all of the programs available at the institution (this may need to start in the middle school or early high school grades and with the counselors).
4. Implement or expand student recruitment day-type activities within service area school systems.
5. Offer diversity scholarships and increase funding for scholarships, assistantships and fellowships.

6. Establish effective campus visitation programs and minority student summer programs.
7. Provide prospective students the opportunity to ask questions and discuss their concerns with other students. The university can facilitate healthy mentoring relationships by providing appropriate opportunities for students and faculty to interact and address significant concerns.

## Recommendations

Data presented to the task force by ACHE shows that there has been some growth in minority faculty hiring and minority student enrollment in Alabama public colleges and universities during the past 14 years. The chart below summarizes this information.

*Total of Black Faculty and Students in Alabama Public Colleges and Universities*

<i>Year</i>	<i>Faculty</i>			<i>Students</i>		
	<i>Total</i>	<i>Black</i>	<i>Percent</i>	<i>Total</i>	<i>Black</i>	<i>Percent</i>
1991	6,351	448	7.05	135,698	22,707	16.73
2004	6,994	630	9.01	145,164	35,619	24.54

After giving consideration to the student preparation issues for college, the pool of black applicants for faculty positions and strategies and best practices for minority faculty and student recruitment and retention listed previously, the task force makes the following recommendations:

1. All Alabama public colleges and universities should make diversity an integral part of academic planning, faculty hiring, student enrollment, research agendas, curricular development and program development.
2. Institutions should establish a pipeline of future faculty through the SREB program to tap into the growing pool of minority scholars.
3. Institutions should appoint permanent diversity committees with responsibilities in line with the Knight Case court ordered committees, if not already in existence. Similar committees should be appointed to address minority student recruitment, enrollment, retention and graduation issues.
4. Academic administrators should be held accountable for promoting a diverse academic climate by providing annual reports at the department, division and campus levels, coupled with monitoring and resource-based incentives for diversity efforts.
5. Each institution should appoint a high-level academic administrator, if not already in existence, to focus specifically on faculty and student diversity and develop resources as well as a web site to address these issues.

Faculty and student diversity is one of the most pressing issues facing higher education today. Alabama is in a position to take a leadership role in developing solutions to this problem.

### **Task Force Members**

- Dr. Louis Dale, Chair, Vice President for Equity and Diversity, The University of Alabama at Birmingham*
- Dr. Carolyn Braswell, Assistant Vice President for Equity and Diversity, The University of Alabama at Birmingham*
- Ms. Brenda Campbell, Director of Graduate Admissions, Troy University*
- Dr. Lelon Davidson, Professor of Education and Assistant to the President for Minority Affairs, University of North Alabama*
- Dr. Ernestine Davis, Professor of Nursing and Coordinator of Presidential Mentors Academy, University of North Alabama*
- Ms. Barbara Forrest, Acting Director of Personnel, EO and Risk Management, University of Montevallo*
- Dr. Keith Harrison, Associate Vice President of Academic Affairs, University of South Alabama*
- Ms. Gwendolyn D. Hood, Director & University Compliance Officer, The University of Alabama*
- Dr. Lisa M. James, Director of Institutional Development Center and Assistant Professor of Mathematics, Alabama State University*
- Dr. Overtoun Jenda, Associate Provost for Diversity & Multicultural Affairs, Auburn University*
- Dr. Adriel D. Johnson, Associate Professor, Biological Sciences, University of Alabama in Huntsville*
- Dr. Judd Katz, Interim Vice Chancellor for Academic/Student Affairs, Auburn University at Montgomery*
- Dr. Paul Mohr, Director of Special Programs, Alabama Commission on Higher Education (ACHE)*
- Dr. Charles Ray Nash, Vice Chancellor of Academic Affairs, The University of Alabama System*
- Ms. Patricia Pratt, Assistant to the Provost and Director of Institutional Effectiveness, University of West Alabama*
- Dr. Glen E. Ray, Interim Assistant Vice Chancellor, Academic and Graduate Affairs, Auburn University at Montgomery*
- Dr. Chandra Reddy, Dean School of Graduate Studies, Alabama A&M University*
- Ms. Cynthia Scott, Director Minority Student Retention, The University of Alabama at Birmingham*
- Dr. Johnny Scott, Director of Health Affairs, The University of Alabama at Birmingham*
- Dr. Edward Thomas, Associate Professor, Physics, Auburn University*
- Ms. Bettye Wilson, Associate Professor, School Health Related Professions, The University of Alabama at Birmingham*
- Dr. Floyd Woods, Associate Professor of Horticulture, Auburn University*

## PRESIDENTIAL MENTOR'S ACADEMY ANNUAL REPORT – 2007

The Presidential Mentor's Academy (PMA) provides opportunities for students whose racial group is under-represented at the University of North Alabama. It is a scholarship program offered to freshmen who meet the University's criteria for regular admission. The students who accept the scholarships agree to the conditions/criteria set forth by the Director of the program. While the Academy supports and enhances the institution's goal for diversity, it provides minority students with critical living and learning experiences all of which are aimed at enhancing the probability for academic success and social assimilation.

### Application Process

- Submit standard application for admission prior to deadline.
- Submit resume listing qualifications for leadership and/or academic scholarship.
- The University will determine eligibility for academic and/or leadership scholarships.
- Students who do not receive academic or leadership scholarships but who are eligible for regular admission will be offered a PMA scholarship (2.5 GPA high school, 17 ACT score or top 50% of class).

**The following is a list of scholarships awarded for the 2007-2008 academic year. Additional information includes the number and year of students admitted into PMA and the number who graduated or transferred.**

Year	Number admitted	Number/year graduated (G); transferred (T); withdrew (W)
<b>1998</b>	2	2 (G)
<b>1999</b>	10	8 (G); 2 (T)
<b>2000</b>	12	5 (G); 7 (T)
<b>2001</b>	13	13 (G)
<b>2002</b>	11	5 (G); 5 (T); 1 (W)
<b>2003</b>	11	4 (G); 5 (T); 2 ( <i>presently enrolled</i> )
<b>2004</b>	9	3 (T); 1 (W) 5 ( <i>presently enrolled</i> )
<b>2005</b>	10	2 (W); 8 ( <i>presently enrolled</i> )
<b>2006</b>	15	1 (T); 14 ( <i>presently enrolled</i> )
<b>2007</b>	13	13 ( <i>presently enrolled</i> )

- Total number transferred from 1998-2003-----23
- Total number graduated from 1998-2003-----37
- Total number admitted from 1998-2003-----59
- Total number admitted from 2004-2007-----47
- Total number of presently enrolled-----42
- Total number admitted from 1998-2007-----106

**Amount of PMA Scholarship 2007-2008**

	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>	<b>Fifth year</b>
<b>Scholarship</b>	\$800	\$900	\$1,000	\$1,100	\$1,100
<b>Mane Card</b>	\$0/semester	\$200/semester	\$200/semester	\$200/semester	\$200/semester

*REVISED October 24, 2007*

**PROJECT OPEN –  
OPPORTUNITIES FOR ENTRY INTO NURSING:  
INCREASING NURSING WORKFORCE DIVERSITY**

Project OPEN provides federal funding to increase nursing education opportunities for individuals from disadvantaged backgrounds, including African-Americans and other underrepresented minorities.

OPEN objectives are:

1. Prepare African-Americans and other underrepresented minority students from disadvantaged backgrounds for entry into the nursing program.
2. Provide financial support for 60-65 OPEN students through a stipend awarded and develop an Endowment Fund.
3. Provide ongoing academic and social support to enable Project OPEN students accepted into nursing to graduate and pass the HESI Exit and the NCLEX-RN exams.

Project OPEN's three objectives and eight sub-objectives are designed to address pre-entry preparation, retention activities, and the provision of student stipends.

*This project is/was supported by funds from the Division of Nursing (DN), Bureau of Health Professions (BHP), Health Resources and Services Administration (HRSA), Department of Health and Human Services (DHHS) under grant number D19HP07376, Project OPEN Opportunities for Entry into Nursing for \$1,323,459. The information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any official endorsement be inferred by the DN, BHP, HRSA, DHHS, or the U.S. Government.*

## Project OPEN Evaluation: Year 1 (2006 – 07)

1. Total number of students recruited into Project OPEN - **235**
2. Total number of students admitted to Project OPEN - **52**
3. Demographics of students recruited (race/ethnicity, age, gender, disability)

<b>American Indian</b>	-	<b>22</b>
<b>Hispanic</b>	-	<b>9</b>
<b>Black</b>	-	<b>147</b>
<b>Non-specified</b>	-	<b>57</b>
<b>Females</b>	-	<b>201</b>
<b>Males</b>	-	<b>34</b>

4. Demographics of students admitted (race/ethnicity, age, gender, disability)

<b>American Indian</b>	-	<b>4</b>
<b>Asian</b>	-	<b>4</b>
<b>Black</b>	-	<b>39</b>
<b>Puerto Rican &amp; German</b>	-	<b>1</b>
<b>African</b>	-	<b>4</b>
<b>Females</b>	-	<b>45</b>
<b>Males</b>	-	<b>7</b>

5. Documentation of completion of core coursework

***An updated transcript is in each student's file which shows classes completed***

6. Documentation of application submission

***Individual applications are in each student's file. Non-admitted students' applications are located in separate file. Applications are located in Project OPEN's personnel Files.***

7. GPA

***Updated transcripts in each student's file shows recent g.p.a. The Counselor compiles and maintains a list of OPEN g.p.a.'s. The recognition of students with a 3.0 or above for each semester and comparison of actual g.p.a. to goal g.p.a. was initiated by the Counselor.***

8. Score on Mosby Assessment Test

***Test scores are maintained in a secured office file located in the Counselor's office***

9. Documentation of economic disadvantaged

***Documentation of economic disadvantaged is in each student's file. Information is obtained from the UNA Financial Aid Office and is compiled from information in the Project OPEN student application.***

10. Documentation of educational disadvantaged

***Documentation of educational disadvantaged is in each student's file. Information is compiled from information in the Project OPEN student application, official ACT scores provided from UNA Admissions Office, and transcript.***

11. English placement test results

***The Nelson Denny test is used to identify area(s) in need of improvement in English and Reading. The scores are shared with Project OPEN's faculty and staff and are kept in the student's learning portfolio. The test is administered at the beginning of each semester. Files are maintained in a secured cabinet located in the Counselor's office.***

12. Learning 2<sup>nd</sup> Study Strategy Inventory (LASSI) test results

***The LASSI tests results are kept in the student's learning portfolio and shared with OPEN's faculty and staff. Results shared with each student are used in setting study goals. The test is administered at the beginning of each semester. Files are maintained in a secured cabinet located in the Counselor's office.***

13. Collegiate Assessment of Academic Progress (CAAP) Sub-test on Critical Thinking Results (in Freshman Composition)

***The CAAP results are kept in each student's learning portfolio and shared with OPEN's faculty and staff. The results are shared with each student and used in identifying area(s) in need of improvement. The test is administered at the beginning of each semester. Files are maintained in a secured cabinet located in the Counselor's office.***

14. Nelson Denny Reading Test (in Freshman Composition)

***The Nelson Denny test is used to identify area(s) in English and reading in need of improvement and the scores are shared with OPEN's faculty and staff and are kept in the student's learning portfolio.***

15. Number of students who complete freshman year in Project OPEN

***Sixteen (16) freshmen were admitted to Project OPEN. Of the 16 freshmen, 10 students completed the freshman year in Project OPEN. (Freshman is defined as first semester student & not transfer student.)***

16. Number of students who complete sophomore year in Project OPEN

***Twenty-seven (27) sophomores were admitted as sophomores to Project OPEN. Of the 27 sophomores, 19 students completed their sophomore year. (Sophomore is defined as a second year student not admitted into nursing.)***

17. Documentation in students learning portfolio of progress towards achievement of learning goals.

***Individual student learning portfolios are maintained and contain identified goals, progression techniques, and a process for achieving these goals.***

18. Total # Project OPEN students admitted to BSN program

***Fall 2006 - 3***  
***Spring 2007 - 3***

19. Demographics of Project OPEN students admitted to BSN program (race/ethnicity, age, gender, disability)

**Fall 2006**

<b><i>Native American</i></b>	-	<b><i>1</i></b>	<b><i>Age 20</i></b>
<b><i>Puerto Rican &amp; German</i></b>	-	<b><i>1</i></b>	<b><i>Age 22</i></b>
<b><i>Black</i></b>	-	<b><i>1</i></b>	<b><i>Age 21</i></b>
<b><i>Females</i></b>	-	<b><i>3</i></b>	
<b><i>Disability</i></b>	-	<b><i>None noted</i></b>	

**Spring 2007**

<b><i>Black</i></b>	-	<b><i>3</i></b>	<b><i>Ages 21, 22, 26</i></b>
<b><i>Females</i></b>	-	<b><i>3</i></b>	
<b><i>Disability</i></b>	-	<b><i>None noted</i></b>	

20. Total # of non-Project OPEN students admitted to BSN Program

***Fall 2006 - 44***  
***Spring 2007 - 47***

21. Demographics of non-Project OPEN students admitted to BSN program (race/ethnicity, age, gender, disability)

**Fall 2006**

<b><i>Black</i></b>	-	<b><i>1</i></b>
<b><i>International</i></b>	-	<b><i>1</i></b>
<b><i>White</i></b>	-	<b><i>40</i></b>
<b><i>Non-specified</i></b>	-	<b><i>2</i></b>
<b><i>Males</i></b>	-	<b><i>5</i></b>
<b><i>Females</i></b>	-	<b><i>39</i></b>

***(Average age range – 20 – 26)***

<b><u>Spring 2007</u></b>	<b>Black</b>	-	<b>1</b>
	<b>International</b>	-	<b>1</b>
	<b>White</b>	-	<b>39</b>
	<b>Non-specified</b>	-	<b>3</b>
	<b>Males</b>	-	<b>11</b>
	<b>Females</b>	-	<b>36</b>
	<b>(Average age range – 20 – 26)</b>		

22. Number of Project OPEN students who pass HESI or other exit exam

<b>Fall 2006</b>	-	<b>5</b>
<b>Spring 2007</b>	-	<b>1</b>

23. Number of non-Project OPEN students who pass HESI or other exit exam

<b>Fall 2006</b>	-	<b>45</b>
<b>Spring 2007</b>	-	<b>38</b>

24. NCLEX-RN pass rate of Project OPEN students - **100%**

25. NCLEX-RN pass rate of non-Project OPEN students - **100%**

26. Number of Project OPEN students who passed NCLEX-RN within 1 year of graduating from BSN program -

<b>Fall 2006</b>	-	<b>5</b>
<b>Spring 2007</b>	-	<b>1</b>

27. Number of non-Project OPEN students who passed NCLEX-RN within 1 year of graduating from BSN Program

<b>Fall 2006</b>	-	<b>33</b>
<b>Spring 2007</b>	-	<b>45</b>

28. Percentage of Project OPEN graduates available for employment who receive offer of a position as RN in the area (3 and 6 month postgraduate employment surveys)

**100%**

29. Lessons learned by faculty from implementing research-based best practices in developmental education with Project OPEN students

***OPEN Students enrolled in Research NU 406 were taught evidence-based practice and were active participants in research problem identification. Opportunities to relate research findings and problems identified in clinical/community settings were analyzed and evaluated. An extensive review of the literature was required.***

***Annual seminars in research were presented by OPEN students. Clinical and community health professionals were invited to attend as well as UNA community. Research projects were presented by NU 406 students and were evaluated by senior nursing students in leadership/ management NU 411.***

30. Advisor activities with Project OPEN students that worked well/did not work well and recommendations for change

**Advisor/Counselor activities that worked well: The contracts, the visual aids, the affirmations, the warning system, the motivational quotes and the activities in the learning community. Advisor required that students maintain a planner for time-management.**

**Didn't work well: More frequent monthly appointments for some students**

**Recommended change: Increase monthly appointments.**

31. Project OPEN students' perceptions of research-based best practices in developmental education that were beneficial/not beneficial to their learning

**Most students agreed that they were challenged to think critically and to use the active learning approach.**

**Weekly conferences and study remediation sessions of difficult topics, i.e. Fluid and Electrolytes as well as HESI Exit Exam remediation and one-on-one study sessions were all indicated by the students as beneficial to learning.**

**(1) Medical terminology seminar/with dosage calculation review received positive evaluations.**

**(2) NCLEX Review (Saturday) positive – Students felt the review session enhanced content learning and enabled them to pass the NCLEX. Saturday session was difficult to attend. One student lived approximately 2 hours from the site and one student was working. Students suggested a need to increase the number of HESI Exit and NCLEX review sessions.**

32. Students' perceptions of Advisor activities that worked well/did not work well, and recommendations made

**Most students benefited from the motivational and goal setting activities provided by the Counselor. Students would like to have more choices for available study sessions.**

**Advisor obtaining and maintaining students course and clinical progress from faculty, test scores, assignments, attendance, and identified learning needs or problems were recommended favorably.**

**On-going small group study sessions including test taking strategies, one-on-one remedial assistance, were highly effective. Weekly conferences based upon need of students were reported favorably.**

33. Project OPEN faculty/support staff perceptions of overall effectiveness of Project

**The OPEN staff was very pleased with the effectiveness of the first year.**

34. Project OPEN students' perceptions of overall effectiveness of project

***The OPEN students were very pleased with the benefits and effectiveness of the first year. The program promoted academic success through advising, providing study sessions, mentoring and additional retention efforts that enhanced student success. Students enjoyed setting, planning, and achieving their personal and academic goals as well as participating in scholarly and cultural activities.***

35. Opportunity Scholarship Endowed Fund

***The UNA Foundation is assisting the College of Nursing and Allied Health in soliciting contributions to the Opportunity Scholarship Endowed Fund. The goal of the campaign is to raise \$35,000/year for three years. The purpose of the funds will be to establish an endowed fund to continue the Project OPEN Scholarship after the \$1,000,000 grant expires.***

**SAMPLER LIST OF RESPONSIBILITIES  
FOR  
OFFICE OF DIVERSITY AND INSTITUTIONAL EQUITY  
(ODIE)**

*This list is drawn from the responsibilities of similar units at other universities. The proposed Office at UNA could include, but not limited to, the following set of responsibilities:*

- Organize collaborative efforts with the following University offices: Human Resources & Affirmative Action; and University Ombudsman.
- Provide additional administrative oversight over Presidential Mentor's Academy and Project OPEN (*if grant is not renewed*).
- Partner with the HR office to develop and implement a **diversity sensitivity training module** to be completed by all persons involved in faculty and staff search committees.
- As admission to the UNA is the beginning of a four-or-more year institutional commitment, the University should consider developing a series of academic, social, financial support **mentoring programs**.
- Establish relationships with HBCU's (Historically Black Colleges and Universities) and other recruiting mechanisms in an effort to create a more diverse pool of candidates.
- Provide the leadership necessary to assure that diversity initiatives are diffused across each academic college and department as well as in other support units within the University. As a part of this function, the ODIE should undertake a periodic audit and inventory of diversity initiatives that have been undertaken.
- Sponsor and/or develop educational programming.
- Create an annual **Diversity Enhancement Award** to recognize individuals and/or units that make the greatest strides toward meeting the goals of the University's Strategic Diversity Plan. The recipient of this award would be determined by the President's Executive Council and the Office of Diversity and Institutional Equity. There would be a budgetary dimension to this award. The result would be a permanent increase in the operating budget for the department/unit.
- Collect and study data developed by the Office of Institutional Research that documents the retention and graduation rates of minority students.

- Considering the high attrition rates on non-white students, the University should develop a **Summer Academy**. Students in the Presidential Mentor's Academy could comprise one group of students who would attend the Summer Academy.
- Provide periodic review and assessment of the ODIE action plan.
- Establish a Diversity Advisory Board.
- Provide periodic progress reports and recommendations to the University President regarding progress.

For further reference and access to greater detail, the following is a list of very different institutions that have implemented these and other diversity initiatives:

Grand Valley State University  
Appalachian State University  
James Madison University  
UCLA  
University of Colorado  
Xavier University  
Kennesaw State University.