

Introduction and Institutional Overview

The University of Alabama at Birmingham (UAB) is a public coeducational, urban university that began as an academic extension center of a residential campus, The University of Alabama, located in Tuscaloosa, Alabama. In 1969, the Board of Trustees of The University of Alabama chartered the institution as an independent comprehensive urban university and medical center within the University of Alabama System and appointed an administration to oversee the institution. Administrative changes in the institution since the last NCATE review include the Board of Trustees naming Dr. Carol Z. Garrison the sixth president of the University of Alabama at Birmingham and the appointment of Provost, Dr. Eli Capilouto. A full description of the administrative structure of the institution can be seen in the *UAB Facts & Figures 2004-2005*, www.iss.uab.edu.

The institution is situated in Birmingham, Alabama, the largest city in the state and the county seat of Jefferson County. The Birmingham Metropolitan Area, comprised of five counties (Jefferson, Shelby, Walker, St. Clair, and Blount), is a major population center located in the foothills of the Appalachian Mountains with a population of over 1 million. Because of its rapid growth in the late 19th and early 20th centuries, Birmingham has an international flavor and ethnic diversity that is unusual in the South. This diversity has been enhanced in the last three decades by the phenomenal growth of UAB.

Table 0.1: 2000 Census Data for Service Area/State

	Birmingham	B'ham Metro Area	Alabama
TOTAL POPULATION	242,820	1,010,562	4,500,752
African-American	74.0%	28.0%	26.0%
American Indian and Alaska Native	0.2%	0.2%	0.5%
Asian	0.8%	0.7%	0.7%
Hispanic or Latino origin	1.6%	2.0%	2.0%
White (not of Hispanic/Latino origin)	24.0%	69.0%	70.0%
Language other than English spoken at home	4.7%	4.0%	4.0%
Persons below poverty	24.7%	9.0%	16.0%
Persons with a disability	19.2%	20.0%	21.0%

Health care and education have replaced other types of industry as Birmingham's economic base. The University of Alabama at Birmingham is now the leading employer in the Birmingham Metropolitan Area with a work force of 18,481. The overall economic impact of UAB to the community and surrounding area is nearly 2.9 billion. (See *UAB Facts & Figures 2004-2005*, www.iss.uab.edu)

Table 0.2: UAB Work Force FY 2004-05

Job Category	Full-time		Part-time		Total		Grand Total
	Men	Women	Men	Women	Men	Women	
Executive/Administrative	123	126	10	8	133	134	267
Faculty	1,284	615	93	67	1,377	682	2,059
Professional Non-faculty	1,954	3,566	662	1,392	2,616	4,958	7,574
Secretarial/Clerical	168	1,905	848	1,912	1,016	3,817	4,833
Technical/Paraprofessional	474	927	109	187	583	1,114	1,697
Service Maintenance	351	1,017	79	217	430	1,234	1,664
Skilled Crafts	329	8	42	8	371	16	387
TOTAL	4,683	8,164	1,843	3,791	6,526	11,955	18,481

The campus of The University of Alabama at Birmingham stretches across 82 city blocks (342 acres) and occupies 228 buildings. It is known for its outstanding research and patient care and its innovative educational programs. In addition to its reputation for biomedical programs, UAB's expertise extends to business, education, music technology, engineering, social sciences and many other fields. The institution offers 138 degrees and certificates – baccalaureate, master, specialist, doctoral and first professional. The degree programs are housed in the institution's twelve schools: Arts & Humanities, Business, Dentistry, Education, Engineering, Health Related Professions, Medicine, Natural Sciences & Mathematics, Nursing, Optometry, Public Health, and Social and Behavioral Sciences. The University of Alabama at Birmingham is also home to a large graduate school, a world-renowned health care complex and more than 70 research centers.

Fall 2004 reporting data shows The University of Alabama at Birmingham's enrollment totaling 16,693 students (11,441, undergraduates, 4,755 graduates, 977 first professional). It should be noted that the total enrollment figure does not include the 1,047 full-time advanced professionals. The largest proportion of the student population, 48%, comes from Jefferson County. An additional 24% comes from surrounding metro area counties and 24% from other Alabama counties. Out-of-State students represent 9% of the student population and out-of-country students comprising the remaining 6%. (See *UAB Facts & Figures 2004-2005*, www.iss.uab.edu)

Institution Strategic Plan — In January 2003, President Garrison selected a committee of 12 to guide the planning process to chart a university-wide blueprint for success. Implemented February 2004, the Strategic Plan, reflecting feedback from UAB faculty, staff, students, and the community, define the vision, mission and goals of the institution.

Institution Vision and Mission Statements – The **vision** of the University of Alabama at Birmingham is to be an internationally renowned research university — a first choice for education and health care. The **mission** is to be a research university and academic center that discovers, teaches and applies knowledge for the intellectual, cultural, social and economic benefit of Birmingham, the state and beyond.

Institutional Goals – Teaching and research are recognized at The University of Alabama at Birmingham as mutually supportive activities. Therefore, while a high priority is the development of student potential through excellent teaching, the promotion of research that is recognized at national and international levels is also of major significance. The results of the strategic planning process were the emergence of six goals designed to guide The University of Alabama at Birmingham in reaching its vision and mission. These goals focus on: (1) **Undergraduate Education**; (2) **Graduate and Professional Education**; (3) **Research and Scholarship**; (4) **Service to the Community and State**; (5) **Community and Financial Support**; and (6) **Positive Work Environment**. For a complete description of these goals see *UAB Facts & Figures 2004-2005*, www.iss.uab.edu.

UAB Core Curriculum – The University of Alabama at Birmingham, like all public four-year institutions in the state, accepts applicants who have: (1) attained credit from community colleges or other four-year institutions; and (2) those that have attained an Associate of Arts degree from a state community college. In March 1994, the Alabama Legislature created the Alabama Articulation and General Studies Committee (AGSC) to develop a statewide freshman- and sophomore-level general studies curriculum to be taken at all public colleges and universities, and to develop and adopt a statewide articulation agreement for the freshman and sophomore years for the transfer of credit among all public institutions of higher education in Alabama. The articulation agreement insures that transfer students have met the general education requirements consistent with those for students who begin the state's four-year institutions as freshmen. Based on the articulation agreement, the UAB Core Curriculum serves two essential purposes as the

institution strives to achieve its goals. First, courses offered within the Core provide an intellectual foundation for the focused and detailed academic work that students are expected to perform in their majors. Second, courses offered within the Core provide a wide exposure to ideas, perspectives, issues, and knowledge that lie beyond the narrow parameters of any individual major. This broad intellectual experience enables students to gain perspective on the complexity, the diversity, and the beauty of the world we all inhabit. In summary, the UAB Core Curriculum represents a strong arts and sciences foundation that prepares students for discipline-based majors and for professional programs such as those in the School of Education. (See <http://www.catalog.uab.edu/UAB-Catalog2004-2006/>)

From its beginning, The University of Alabama at Birmingham has been committed to accreditation and the alignment of programs to national standards. The institution has been accredited by the Southern Association of Colleges and Schools since 1969. Professional schools are not only encouraged, but expected to hold professional and programmatic accreditation. Every program in the institution that has sought professional accreditation has achieved it. (See *Facts & Figures*. <http://www.iss.uab.edu>)

Overview of the School of Education/Unit

The vision and mission of the professional education unit are consistent with the vision, mission, and goals of The University of Alabama at Birmingham and are seen throughout the conceptual framework. This consistency ensures that professional education candidates have a wide general knowledge, a deep knowledge of the content they will teach, and a deep understanding of how individuals learn.

Unit Vision and Mission Statements – The **vision** of the unit is to be a recognized leader in preparing professionals to meet the needs of a diverse society throughout the 21st Century. It is the **mission** of the unit to prepare and support skillful, reflective professionals who improve the quality of life in diverse communities. We accomplish our mission through implementation of learner-centered programs that are developmental, inquiry-focused, and standards-based.

Unit Characteristics – Professional education programs at The University of Alabama at Birmingham are housed in the School of Education. Dean Michael J. Froning serves as head of the unit. The unit is comprised of three academic departments: **Curriculum and Instruction (C & I)** – Dr. Charles Calhoun, Chair; **Human Studies (HS)** – Dr. David Macrina, Chair; **Leadership, Special Education, Foundations and Technology (LSEFT)** – Dr. Boyd Rogan, Chair. The unit provides support to faculty, candidates, the UAB community, and the community at large through the following offices: (1) **Academic Computing and Technology**; (2) **Student Services**; (3) **Clinical Experiences**; (4) **Development**; (5) **Research, and Grant Support**. (See Organization Chart, www.ed.uab.edu/soe)

Unit Centers and Grants

Just as the UAB medical complex makes a dramatic impact on the field of medicine and research at the local, state, national, and international levels, the professional education unit is also positioned to make a significant impact on the local, state, and national P-12 community in a number of different areas. This is due not only to the quality of its programs, but also because of a number of different entities housed within the unit that includes two centers and a number of major grants. Grants housed in the unit include: Urban Education Project; Project TEACH; Supporting Urban Science and Mathematics Educators; English as a Second Language; Alabama Teacher Training and Induction Network; Alabama Hands-On Science Program; and Red Mountain Writing Project. (See Standard 5 and exhibits)

UAB Regional Inservice Center, Dr. Boyd Rogan, Director (School of Education) – UAB's Regional Inservice Center (Region 5) includes eight of the twelve school systems in the unit's service area. The Center is involved in implementing and facilitating four major regional and state-wide professional

development programs at this time: Alabama Reading initiative, Alabama Reading First initiative, Technology in Motion and Alabama Leadership Academy. A full description of the UAB Regional Inservice Center is in the evidence room.

Center for Educational Accountability, Dr. Scott Snyder, Director (School of Education) – The purpose of the Center is to improve educational accountability through a program of research and service that addresses the issue from kindergarten through higher education levels for local, state and national sectors. The Center staff, consisting of skilled faculty, researchers, graduate assistants, interns, administrative, and technical personnel, enables the Center to report the relationships among resources available for education, educational processes and outcomes of education. A full description of the Center for Educational Accountability is in the evidence room.

Unit Enrollment

As shown in Table 0.3, the unit has experienced fluctuations in enrollment figures of both undergraduate and graduate programs since the last review.

Table 0.3: Unit Six Year Enrollment Data

	2000	2001	2002	2003	2004	2005
Undergraduates	936	799	808	735	789	798
Graduate	728	764	799	948	926	822
Total Enrollment	1,664	1,563	1,607	1,683	1,715	1,620
Credit Hour Production	42,238	36,366	38,729	39,142	36,017	N/A

Between 2000 and 2002 the unit experienced a decline in undergraduate enrollment while the graduate enrollment increased. Since 2003 the unit has experienced a reversal in enrollment numbers with undergraduate enrolled slightly increasing each year and graduate enrollment decreasing. The *No Child Left Behind Act* of 2000 and faculty in the unit obtaining training grants accounts for the rapid increase in graduate enrollment in the academic years of 2003 and 2004. (See *UAB Facts & Figures 2004-2005*, www.iss.uab.edu)

Unit Programs

The following programs, leading to both initial and advanced Alabama licensure, are offered by the unit: Early Childhood Education (P-3), Elementary Education (K-6), Secondary Education (6-12) and Health Education (6-12), P-12 programs (Art, Music, Foreign Language, Physical Education and Special Education). It is important to note that all secondary programs at the undergraduate level are designed as double majors. Candidates in these programs have a major in education plus an academic major in their field of certification. At the initial certification level, the unit has designed a P-6 program (Early Childhood Education and Elementary education). Candidates completing this program are awarded certification in both early childhood education and in elementary education. Programs for other school personnel that lead to advanced certification include Educational Leadership and School Counseling. Advanced certifications in Reading and in English as a Second Language have been added and approved by the Alabama Board of Education since the 1999 review. Due to viability issues the School Psychometry program was changed from a full degree program to certification only. The School Psychology program has not been submitted for renewal. The unit also offers three doctoral programs: Early Childhood Education, Educational Administration, and Health Education/Health Promotion. (See Table 0.4)

Table 0.4: Unit Programs

Program Name	Level of Program/Certification				Number of Hours Required for Completion					Number of Candidates (Fall, 2005)	Agency or Association Reviewing Program	Status of National and State Program Review	
	Initial B	Initial Masters MAE	Advanced Masters MAE	Advanced Ed.S /AA	Initial B	Initial Masters	Advanced Masters	Advanced Ed.S	Advanced AA			Submitted	Current Status of Initial Review
Art (K-12)*	X	X	X		137	44	36			3	ALSDE	7/1/05	Approved
Biology (6-12)	X	X	X	X	139	41-48	33-39	34-37		10	ALSDE	7/1/05	Approved
Chemistry (6-12)	X	X	X	X	142-144	42-48	33-39	34-37		8	ALSDE	7/1/05	Approved
Collaborative Teacher (K-6)	X	X	X	X		51-54	40-46			25	ALSDE	7/1/05	Approved
Collaborative Teacher (6-12)		X	X	X	122	49-52	40-46			9	ALSDE	7/1/05	Approved
Early Childhood (P-3)**	X	X	X	X	123	48-51	33-36	33-36	32-35	300	ALSDE	7/1/05	Approved
Early Childhood- Special Ed. (P-3)		X	X			40-46				11	ALSDE	7/1/05	Approved
Education Administration		X	X	X			33		39	125	ALSDE	7/1/05	Approved
Elementary (K-6)**	X	X	X	X	123	48-51	33-36	33-36	32-35	331	ALSDE	7/1/05	Approved
English as a Second Language (K-12)		X	X			39-45	33-36			61	ALSDE	7/1/05	Approved
English Language Arts (6-12)	X	X	X	X	136	42-48	33-39	34-37		26	ALSDE	7/1/05	Approved
French (6-12)	X	X	X		123	39-45	33-39			1	ALSDE	7/1/05	Approved
Health Education ()	X	X	X	X	130	43-49	34-37		33-36	101	ALSDE	7/1/05	Approved
History		X	X	X		42-48	33-39	34-37		15	ALSDE	7/1/05	Approved
Mathematics (6-12)	X	X	X	X	125	42-48	33-39	34-37		24	ALSDE	7/1/05	Approved
Music-Instrumental (K-12)***	X	X	X			42-45	32-35			3	ALSDE	7/1/05	Approved
Music- Vocal, Choral (K-12)***	X	X	X			45	32-35			1	ALSDE	7/1/05	Approved
Physical Education (K-12)	X	X	X	X	125-128	34-40	31-37		31-37	136	ALSDE	7/1/05	Approved
Physics (6-12)	X	X		X			33-39	34-37		1	ALSDE	7/1/05	Approved
Reading Specialist (K-12)			X				33			10	ALSDE	7/1/05	Approved
School Counseling (K-12)			X				49-52			83	ALSDE	7/1/05	Approved
School Psychology			X				42-45			3	ALSDE		Approved
School Psychometry ****			X				32-37			11	ALSDE	7/1/05	Approved
General Social Science (6-12)	X	X	X	X	127		33-39			26	ALSDE	7/1/05	Approved
Spanish (K-12)	X	X	X		123	39-45	33-39			16	ALSDE	7/1/05	Approved
Visual Impairment		X	X			42-45	39-42			19	ALSDE	7/1/05	Approved
Doctoral Programs													
Early Childhood Education	PhD									7			
Educational Administration	EdD, PhD									41			
Health Education and Health Promotion	PhD									31			

Notes:

ALSDE – State Department of Education
 B – Bachelor w/Initial Certification
 MAE – Master of Art sin Education w/Initial Certification
 MAE – Master of Arts in Education w/Advanced Certification
 Ed.S. – Education Specialist Degree w/Post Masters Certification
 AA – Post Masters Certification
 EdD – Doctor of Education
 PhD – Doctor of Philosophy

*At the B level, candidates 1st major is Art and 2nd major is Education
 **At the B Level candidates have a double major. Figures reflect dual enrollment
 ***At the B level, candidates 1st major is music and 2nd major is Education
 ****Certification only program

Note: These numbers do not reflect the 266 candidates enrolled in non-certification programs

In Alabama, the State Board of Education (ASDE) grants approval of all certification programs. The state of Alabama has been recognized by NCATE as a partnership state since 1988 and has aligned its review process with NCATE 2000 Standards, making the on-site visit a joint SDE/NCATE review. In addition to NCATE standards, all state initial and advanced teacher certification programs are modeled after the Interstate New Teacher Assessment and Support Consortium (INTASC) as reflected in the professional studies section of the Alabama Code. In addition, advanced programs in teacher education are aligned with the National Board for Professional Teaching Standards (NBPTS). The state technology standards are aligned with the International Society for Technology in Education (ISTE) standards. The school counseling program is aligned with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. The professional education unit has aligned the educational administration program with the six Interstate School Leaders Licensure Consortium (ISLLC) standards. The professional education unit rigorously adheres to the Alabama State Department of Education standards for initial and advanced teacher education, educational administration, and school counseling programs.

Off-Campus Sites – At this time, the professional education unit does not offer full degrees at off-campus sites, only courses and parts of graduate programs. All candidates are required to attend classes on campus in order to meet program requirements. The University of Alabama at Birmingham does not have branch campuses so courses are offered in schools where agreements have been made with the appropriate administration. Two of the academic departments are now offering courses at three off-campus sites: (1) Bryan Elementary, Jefferson County Schools (C & I); (2) Green Valley Elementary, Hoover System City Schools (C & I); and (3) St. Barnard Preparatory School, Cullman (C & I and LSFT). The Alabama Commission on Higher Education (ACHE) requires that all off-campus sites have ACHE approval before any course can be offered. Because of the small number of courses offered at each of the unit’s sites and the capability to access University’s libraries through the Internet, ACHE does not require on-site library facilities.

Distance Learning Courses – The professional education unit offers only a limited number of courses via the Internet. At this time the unit does not offer any full degree programs through distance learning.

Table 0.5: Distance Learning Courses

Department	Courses
Human Studies	HPE 200 – Quality of Life
	ECG 630 – Career Development, Theory & Research
	ECG 635 – Medical & Psychosocial Information
	ECG 704 – Seminar on Current Issues in Counselor Supervision
	EPR 695 – Survey Methods in Educational Research
LSFT	EDT 300 – Teaching and Technology

Institutional/Unit Changes – In 2001, the institution/unit converted to a semester calendar. This was in response to a mandate of the Alabama legislature that all higher institutions (community colleges and four year institutions) in the state would follow a semester calendar. A second major change in the institution/unit came when the former president instructed all professional units to decrease degree programs to 120 hours.

Changes in the Unit – At the time of the last NCATE review, a new dean, Dr. Michael J. Froning, had been in the unit only three weeks. While no re-organizational changes have occurred in the unit under his leadership, there have been a number of notable changes.

In addition to program revisions brought about by institutional changes, other significant changes have occurred in the programs. One of the major impetuses for change was the No Child Left Behind Act of 2001. Programs in the unit were revised to meet the standards outlined in the *Alabama Model for Identifying Highly Qualified Teachers*. (See www.alsde.edu)

A second change occurred in 2002 when the Alabama State Board of Education adopted technology standards for all initial and advanced programs. These standards were developed through a grant awarded to the state, *Preparing Tomorrow's Teachers to Use Technology*. The UAB professional education unit played a dominant role by: (1) assisting with the development of technology standards for Alabama's Teacher Education Programs, (2) housing grant staff, and (3) providing evaluation services for the grant. These standards have been integrated into the professional education unit's existing courses at the initial and advanced levels and implemented spring 2003.

In the academic year 2002-2003, following many discussions and an extensive examination of different electronic portfolio management systems, faculty in the unit voted to adopt *College LiveText* for use as a mechanism for developing candidate portfolios for all initial certification programs. The *College LiveText* system was implemented in the fall of 2004 and continues to undergo refinements each semester to make the system more user friendly to candidates and faculty.

Another major change in the unit occurred in spring 2005 when consensus was reached in a case that had been in the courts since the early eighties concerning teacher testing in the state. Prior to this, the state could not require passing a standardized test as part of the certification process. Immediately, following the settlement of this case, the Alabama Board of Education announced that all persons applying for initial certification beginning May 2005 would be required to show proof of taking the Praxis II test prior to licensure being issued. The NCATE institutions in the state fully supported this move. Praxis scores will assist the institutions in showing evidence that candidates meet NCATE Standard 1 in regard to knowledge.

The most recent change is the revision of programs to meet the new State Department of Education standards adopted by the Alabama Board of Education in 2004. Many of the changes in the code focused on the knowledge and skills teacher education candidates needed in regard to working with students with exceptionalities. The unit submitted all programs to the State Department of Education for review July 2005.

Efforts to Correct Weaknesses Cited in 1999 BOE Report (1994 NCATE Standards)

Continued Weakness: I.A. Conceptual Framework (Initial & Advanced)

The conceptual framework for the programs has not been fully articulated nor integrated into initial and advanced programs.

A full explanation concerning the unit's response to this weakness is described in the discussion of the conceptual framework section of this document.

New Weakness: II.C. Candidates in Professional Education

- 1. The professional advisors and clerical staff in the Advising Center do not demonstrate efficiency and accommodation in responding to candidates' needs.*
- 2. Professional advisors in the Advising Center serve an excessive number of candidates.*

In response to the weakness cited, the unit began the process, following input from candidates, exit surveys, faculty and administrators, of developing a plan to address the issues cited by the NCATE review team. This resulted in reorganization of the Office of Student Services that included appointing a Director the Office of Student Services and adding two additional professional advisors to better meet the needs of candidates and faculty.

In 2001, the unit appointed a director who reports to the Associate Dean and who is responsible for working with staff to establish a student friendly operation, monitoring the flow of paperwork to assure accuracy and timeliness, training staff to assure accuracy in advising candidates in the areas of program changes and/or university requirements, serving as a resource for department chairs, faculty and staff, and representing the unit on university committees. The director is also responsible for the evaluation of office staff, monitoring the office budget and assisting in the preparation of required NCATE, State Department of Education reports and reviews.

The reorganization plan also included the addition of two professional advisors. This increased the total number of advisors to four. The plan required that each advisor be assigned a specific group of candidates to more evenly distribute the work load. Candidates fall into two categories that include undergraduate candidates seeking admission into the Teacher Education Program. Two of the advisors were designed to be undergraduate advisors. The candidates were then divided between the two. Undergraduate advisors work with these candidates providing the support and advising needed until they have been admitted into the Teacher Education Program. At that time, the candidates are assigned a faculty advisor.

The second category includes graduate candidates who are (1) seeking admission to an alternative 5th year program; (2) seeking admission to a regular master's program; or (3) renewing certificates. These candidates are also divided between two advisors with one advisor assigned the Alternative 5th year candidates and the other advisor working with those seeking admission to a graduate programs and those simply renewing certificates. The reduction in the number of candidates served by each advisor has resulted in an office that is more efficient and prompt in addressing the needs of candidates in the unit.

Since 2000, progress in addressing all concerns identified by the review team has been somewhat hindered due to changes in the director's position. The first change came when the director requested to move to a part-time position due to a pregnancy. The unit proceeded to appoint a new director who was only in place for slightly over a year due to the out-of-state transfer of her spouse. The new director has been in place since October 2003 and much progress has now been made toward the goal of having a highly effective and accommodating Office of Student Services.

An issue that surfaced during the last review was the fact that a number of candidates stated that they found the office staff in the student services office discourteous and unresponsive to their

needs. Great effort has been made to address this issue and improvements have been made. Candidates who completed their initial certification program in spring 2005 provided the following feedback during their exit survey (Table 0.6). It should be noted that while graduate satisfaction with staff in the Office of Student Services (Room 100) has increased to a mean of 2.05, showing that improvements efforts have been successful, the unit views this as unacceptable. The unit is in the process of implementing further structural changes and will continue to strive for full satisfaction of its candidates in regard to Room 100 and with other staff in the unit.

Table 0.6: Spring 2005 Advising Survey

Criteria (1=strongly agree, 2=agree, 3=neutral, 4=disagree, 5=strongly disagree)	Mean
The overall quality of advising I received from staff in Room 100 was excellent	2.05
Staff in School and department office was prompt and friendly	2.19

Data from alumni who graduated between 2002 and 2005 and were surveyed in the spring of 2005 provided a mean rating of 2.89 on a similar scale when asked about the quality of advising received from Room 100. These data indicate that efforts since 2004 to improve the functioning of Room 100 and staff/candidate relationships have been successful. Similar data regarding candidate and alumni evaluations of advising and staff are provided in the exhibits.

Weaknesses Cited Related to Diversity

(1) *Revised Weakness: II.B Candidates in Professional Education*

The unit does not have adequate policies to attract a diverse student population.

(2) *New Weakness: III.B. Professional Education Faculty*

1. *The full-time faculty lacks sufficient cultural diversity.*
2. *The unit has no explicit plan with goals to ensure hiring and retaining a diverse faculty.*

The University of Alabama at Birmingham is firmly committed to providing an environment that is free from discrimination and where all are respected and recognized for their individual differences. Diversity is a core value at the institution and is defined as the full range of human difference and potential that manifests itself in individual members of the campus community. Included in this range are many differences – race, gender, age, ethnicity, culture, national origin, religious belief, physical ability, sexual orientation, socioeconomic class, lifestyle preference, political conviction, and any other differences. The University values diversity among its students, faculty, and staff, recognizing that our differences contribute to our strength as an academic institution. There is evidence of a renewed sense of awareness in regard to diversity across the campus. This is especially evident since the appointment of President Garrison. A number of events have occurred that have served to assist the professional education unit in its efforts to address the two weaknesses cited by the 1999 review team. Following is a brief discussion of these events.

The authenticity of the institution’s commitment to diversity has been demonstrated with establishment of the Office of Equity and Diversity. The mission of this office is to increase, retain and enhance faculty, student, and staff diversity at all levels of the University and to ensure equity. Further evidence of the institution’s commitment to diversity was demonstrated when the President decreed that all employees of the University would be required to attend diversity awareness training. The training occurs in two parts: the first is a computerized session and the second is a two-hour workshop. To date, 7,609 employees have completed the training. In the professional

education unit 65 faculty and staff have participated in the training. It should also be noted that diversity awareness training has also been integrated into the new employee orientation. The diversity awareness training is under the auspices of the Vice President for Equity and Diversity.

Another step taken by the Vice President to promote a discrimination free campus was to request that all schools in the institution establish a Diversity Committee, made of faculty, staff, and students. The unit's Diversity Committee was established by the dean September 2005. The purpose of the committee is two-fold: (1) to serve as a liaison between the School of Education and the UAB Office of Equity & Diversity; and (2) to promote a healthy and supportive social and professional climate for diversity within the School of Education. The priority area for the committee for the 2005-2006 academic year is increasing student diversity in the unit. Committee members launched this initiative in April with an interactive field trip for the Council Elementary Young Teachers Association. This event exposed young African-American students who have expressed an early interest in teaching to the unit and the teaching profession.

It is noteworthy that the Vice President also requested the counseling education faculty in the unit to develop a diversity workshop for university teaching faculty. The counseling faculty complied and created the "Facilitating Diversity Discussions in the Classroom" workshop. Sponsored by the Office of Equity and Diversity, the goals of the workshop are to increase faculty self-awareness regarding their own values, assumptions, and comfort level regarding issues of diversity; assist faculty in modeling openness and appreciation for discussions about diversity to enhance student learning; and to offer faculty strategies for promoting safe and intellectually stimulating discussions about diversity in the University classroom. The workshop has been offered to faculty across campus a total of three times. Faculty that attended rated the workshop as very informative and worthwhile. (See www.uab.edu/equityanddiversity/mission.htm)

Weakness 1: Candidates — In response to the weakness regarding candidates, the unit appointed a Recruitment Officer. A major responsibility of the officer was to enhance and organize the unit's efforts to recruit diverse candidate populations. Efforts to reach out to and recruit from diverse student populations have included forming relationships with various constituencies. These include Council Elementary, a Birmingham City school with a predominantly African-American population and Project Apprende, a Blount county based Hispanic outreach organization. The partnership with Council Elementary School has included a field trip for fifth graders to UAB's School of Education with a library trip and hands-on science activities tailored to the students. In addition, the partnership includes a speaker's bureau assembled from the faculty to educate students on topics ranging from school bullying to health effects of smoking. The fifth grade students were targeted because research has shown that, within minority populations, this age is crucial in terms of forming opinions regarding a future profession. Our partnership with their school hopefully planted two seeds: one, that teaching is an honorable and worthwhile profession, and two, that the UAB School of Education welcomes them as future teacher education students.

The partnership with Project Apprende serves to familiarize area Hispanic students and their families with education as a profession and with the UAB School of Education. Future events include a campus visit for families and students with programs tailored to their needs, including how to navigate the college admissions process and tips on writing college admissions essays. These two partnerships serve as examples of ways in which the position of Student Recruitment is working to increase diversity within the UAB School of Education. See Standard 4 for further

information concerning diversity activities. For the purpose of Table 0.7, the term *minority* includes African-American, American Indian, Asian/Pacific Islander, and Hispanic candidates. Data in Table 0.7 shows an increase in minority enrollment between the years of 2000-2004. However, newly released fall 2005 figures show that the unit has experienced a drop in enrollment of 95 candidates with a 1% drop in minority candidates.

Table 0.7: Candidate Diversity

School of Education	2000	2001	2002	2003	2004	2005
Minority	29%	31%	32%	30%	32%	31%
White, non- Hispanic	71%	69%	68%	70%	68%	69%
Male	387	332	326	324	325	332
Female	1,277	1,231	1,281	1,359	1,390	1,288
GRAND TOTAL	1,664	1,563	1,607	1,683	1,715	1,620

Weakness 2: Faculty — Diversifying the faculty is a top priority for the institution and the unit. The support provided by the institution has assisted the unit in its efforts to diversify the faculty. The unit has been the recipient of Title VI funds the institution has available to assist units within the university endeavoring to recruit African-American faculty. The UAB Black Faculty Recruitment Initiative (BFRIP) is designed to provide funds to support and encourage units, divisions, departments, and programs to seek and recruit African-American applicants for regular full-time tenure-track positions. The BFRIP provides seed salary support for such appointments on a sliding scale over a three-to-five year period.

With these additional funds the professional education unit has been able to recruit three additional African-American faculty members. The unit also has a goal of not only recruiting minority faculty but providing the support necessary to retain all new faculty. Since the last review the Faculty Development Committee has developed a mentoring program for faculty new to the unit. This program is based on “best practices,” as described by the literature, and on the results of a needs assessment of the new faculty. The institution has also provided assistance to the unit in the area of retention through additional Title IV funds earmarked for African American faculty retention efforts. The UAB Black Faculty Mini-Grant Retention program allows African-American faculty to request up to \$25,000 for promotion and/or tenure activities through the submission of proposals to the Title VI committee. In 2002-2003 the hiring season started with six vacancies in the regular faculty. A goal was set for a fifty percent hire rate in filling these positions. Three African-American faculty members were hired. Each was the first or second choice of the search committee prior to coming to campus for interviews. One made such a strong showing she was offered tenure. Minority faculty members were hired in Special Education, Health Education, Social Foundations, and Counselor Education. (See Standard 4 for further information)