

2010

COMMUNITY AFFAIRS

REPORT 2010-2011

**Transformation through Social Innovation
Engaged Scholarship, Collaboration, and Partnerships**

THE UNIVERSITY OF ALABAMA

2011

**DIVISION OF COMMUNITY AFFAIRS
REPORT: 2010-2011**

Transformation through Social Innovation
Engaged Scholarship, Collaboration, and Partnerships

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CONTENTS

A Message from the Vice President 2
Vision and Mission 4
Definitions & Data 5
Applying Engaged Scholarship 8
Emerging Themes 10

Center for Community-Based Partnerships

Office of Community Education 11
Office of Community Development 12
Office of Research and Communication 14
A Special Role for Students 16

Crossroads Community Center 17
Equal Opportunity Programs 20
NOSC 2012..... 21
Other Community Affairs Responsibilities 22
The Future of Community Affairs 24

MESSAGE FROM THE VICE PRESIDENT



COMMUNITY AFFAIRS LEADERSHIP

The University of Alabama will host the 13th annual National Outreach Scholarship Conference from September 30 through October 3, 2012. As official host, Dr. Pruitt will welcome to our campus some 600 delegates from around the world. "Being selected to host this conference," Pruitt said, "is just one more example of our amazing progress in the field of engaged scholarship, as you will see in the pages of this report."

Engaging Communities and Changing Lives

It is with great pride that I invite you to read *Report 2010–2011* of the Division of Community Affairs. These achievements have been made possible by a hard-working faculty and staff, a supportive administration and a dedicated group of students and community partners. As you will see from this highly analytical report, however, there is much remaining to be done as we join forces with communities to improve our state, nation, and world while at the same time making a great university even greater.

2010–2011 Highlights

The Division of Community Affairs comprises Crossroads Community Center, Equal Opportunity Programs, and the Center for Community-Based Partnerships. The latter consists of the offices of Community Development, Community Education, Research and Communication, and Resource Development and Community Partnerships (see Figure 1). All have fulfilled their mission in dozens of ways as highlighted by the following:

- We completed our fourth year of publishing the *Journal of Community Engagement and Scholarship (JCES)*, an internationally prominent peer-reviewed research journal.
- We continued the planning process and launched the marketing campaign to host the 2012 National Outreach Scholarship Conference. Through Community Affairs, the University will be the host, becoming the first non-land-grant institution selected for this honor. The conference will bring the world's leading community-engaged scholars to this campus to help us translate our theme—PARTNER. INSPIRE. CHANGE.—into a memorable experience for some 600 scholars, students, and community partners. A special issue of *JCES* will be published based on submissions to the conference. Four representative committees—Planning and Logistics, Faculty, Community Partners, and Students—have been working since early in 2010 to plan the conference. For more details go to www.nosc2012.ua.edu/.
- We are growing. We have added the Office of Resource

Development and Community Partnerships. Dr. Angelicque Tucker Blackmon joined our team in fall 2011. A former program director at the National Science Foundation, she is developing and executing strategic ways to fund and sustain our current projects and to help launch new and exciting community-based initiatives.

- We distributed another round of seed funds and implemented plans to track the results of these small grants, which now total \$180,000 in four years, producing some \$2.5 million in additional research grants.
- We held our fifth annual Center for Community-Based Partnerships Engagement Awards Program in which the best projects of students, faculty, staff, and community partners were recognized—and rewarded with additional research funds.
- UA had another strong presence at the National Outreach Scholarship Conference, this time at Michigan State University, one of the nation's leaders in the scholarship of engagement. Community Affairs supported the attendance of most delegates. Our delegation over the past few years has been the largest of any outside the state in which the conference was held. Twenty-five of the 33 UA delegates were presenters or co-presenters at the 2011 conference.

Although we are pleased with our accomplishments, we will not rest on our laurels. As you examine this report, we invite you to connect with us as we continue our quest for undisputed leadership in engaged scholarship.

Dr. Samory T. Pruitt
Vice President for Community Affairs

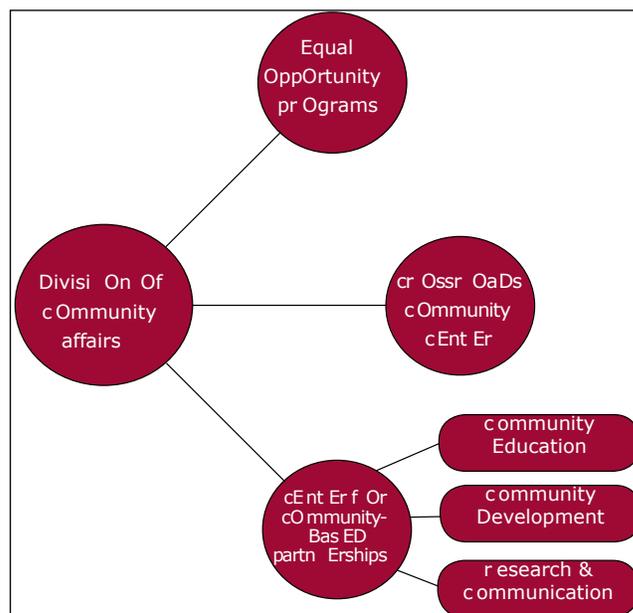


Figure 1. Community Affairs Organizational Chart

VISION AND MISSION

The vision of Community Affairs is to be a nationally recognized leader in university-community partnerships, outreach, and community-engaged scholarship. The central theme of Community Affairs is Engaging Communities and Changing Lives, and the title of this report—*Transformation through Social Innovation Engaged Scholarship, Collaboration, and Partnerships*—sums up our goals and actions.

According to Dr. Samory T. Pruitt, “Community Affairs supports the mission of The University of Alabama by advancing the field of engaged scholarship through the work of the division’s several offices: the Center for Community-Based Partnerships, Crossroads Community Center, Equal Opportunity Programs, and a number of annual programs and special events.”

The vision and mission of Community Affairs align with The University of Alabama’s Strategic Goals and Objectives. UA’s signature expression, “Touching Lives,” conveys the University’s commitment to transform the lives of those who cross paths with the students, faculty, and professional staff serving as university representatives. “Touching Lives” provides the verbal connection for faculty, students, and staff to expand, in a sense “stretch,” beyond classrooms and offices into the surrounding communities.

A national leader in community-engaged scholarship, Pruitt has led UA in reaching beyond the campus into churches, small businesses, non-profits, schools, and other groups. These institutions comprise the external UA community. However, the notion of external should be tempered, as these institutions, though physically external, are inextricably linked with UA socially. What is the link that provides the impetus for this cross-organizational collaboration? The answer lies in the extensive contemporary knowledge both university and community members possess, knowledge that when combined constitutes a powerful force for positive change.

For several decades the adage for most of higher education was “publish or perish.” But today many university leaders understand that the imperative is “partner or perish” (Fitzgerald, 2000). In *Scholarship Reconsidered*, Boyer (1990) contended that in addition to valuing the production of knowledge (the traditional definition of scholarship) higher education should also apply that knowledge through faculty engagement in community-based research, teaching, and service.

Boyer (1994) and others (Harkavy, 1996; Lynton, 1995) have urged universities to use their expertise in innovative and creative ways to work with communities for long-term community

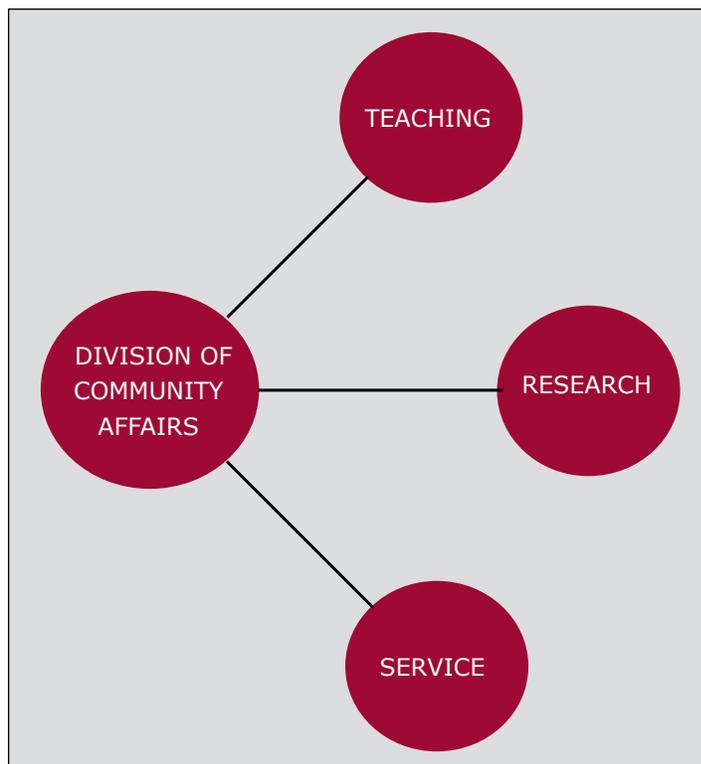


Figure 2. Engaged scholarship emphasizes all three of the traditional functions of higher education.

improvements. At UA not only are new and tenured faculty encouraged to collaborate with communities, but staff and students are also supported to work with communities for long-term improvements.

Community-engaged scholarship enables transformation of communities through social innovation emanating from institutions of higher education. Community-engaged scholarship overlaps with the traditional domains of research, teaching, and service and is an approach to these three domains that is often integrative. As illustrated in Figure 2, community-engaged scholarship can be directly linked with higher education’s functions of research, teaching, and service.

Higher education leaders understand and value the generation and dissemination of knowledge. Community leaders value local and tacit knowledge and are receptive to multiple strategies to disseminate this knowledge. Community-engaged scholarship provides the opportunity for these two cultural systems—based on history, precepts, and constructs of language—to intersect. Community-engaged scholarship is the space for university and community cultural systems to communicate and inform one another for the benefit of both and to ultimately touch and transform lives of people occupying the spaces.

MISSION OF COMMUNITY AFFAIRS

1. To produce knowledge through the creation, development, or refinement of innovative academic and community-based programs, collaborations, and partnerships.
2. To combine and leverage the intellectual, human, and financial capacity of a major research university with community partners by extending the classroom for students and faculty beyond the

campus to improve the quality of life in the local, state, regional, national, and international communities with which we interact.

3. To address changing campus demographics by implementing strategies that increase cultural competencies and inclusiveness.
4. To develop diverse leaders and scholars who can address intellectually and respond strategically to large-scale problems of importance.

DEFINITIONS & DATA

By community-engaged scholarship we mean, “teaching, discovery, integration, application and engagement; clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique that is rigorous and peer-reviewed” (*Linking Scholarship and Communities*, 2011).

By partnerships we mean embedded relationships among individuals and organizations coupled with an overarching strategic need. Greater overlap of these two conditions increases the likelihood of partnership formation and creates a space for partners to accomplish mutual goals that are more likely to be met through embedded relationships (Goodlad, 1994; Gulati & Gargiulo, 1999; Kingsley & Melkers, 2000; Sanders & Epstein, 2000).

In developing this report, it was important to anchor our inquiry in the literature and history of engaged scholarship. We also needed to ask and answer a few key questions to guide and focus the exploration. The gathering of empirical data to answer certain

questions facilitated the development of the report. Finally, in order to document organizational and programmatic impacts, it was necessary to establish a baseline for Community Affairs. In anchoring the exploration and establishing the baseline, the following questions were posed:

1. **What is the prevailing perception of the Division of Community Affairs?**
2. **How do current perceptions shape the division’s identity.**
3. **What are the strengths of Community Affairs?**
4. **What are its opportunities for growth?**

The rationale for answering these questions was to articulate in writing the explicit added value of Community Affairs to The University of Alabama. Answering these questions provides a clear description of Community Affairs, helps further establish its identity, and makes explicit what Community Affairs does.

Further, the report provides the language to convey to both internal and external partners the capacity of Community Affairs to strategically serve as a resource to the University, the State

“Higher education understands and values the generation and dissemination of knowledge, which includes the indispensable experiential knowledge of artisans, craftsmen, shopkeepers, farmers, parents, teachers, students, and others with whom we form partnerships.”

Dr. Angelicque Tucker Blackmon





of Alabama, the Southeast, the nation, and the world. Before delving further, it is important to establish how The University of Alabama created a culture of community and public engagement.

According to Mary Jolley (2008), the recession of the 1980s left an indelible mark on the state. The manufacturing sector alone lost almost 47,000 jobs. Unemployment in Tuscaloosa County was the highest in the state. The University of Alabama and the State of Alabama were struggling with several years of budget cuts.

In his leadership role, newly appointed UA President Joab Thomas, in 1981, made a commitment to assist in building a strong economic base in Alabama. According to Jolley, in his presentation to the University System Board of Trustees, President Thomas established three priorities to drive the University's engagement with the State of Alabama. They were:

- 1. The quality of all University academic programs would be enhanced.**
- 2. The University would become a major research enterprise.**
- 3. The research program would relate strongly to the economic development of the state. A dramatic opportunity to couple research programs with the economic development of the state presented itself in the form of a collaborative partnership between the University and General Motors Corporation (Jolley, 2008, p. 6).**

A three-year strategic plan was agreed upon and a committee consisting of representatives from General Motors, the United Auto Workers, and the University implemented the plan. The

partnership was a huge success, prompting GM to invest \$14 million to transform its Tuscaloosa assembly operations. The University received nationwide recognition that ultimately created an intense demand for assistance from communities throughout the state. In response, the University expanded its strategic plan to include the engagement of other local community organizations.

By 1995, the University had assisted 11 communities and facilitated the establishment of new economic development agencies within the communities. Further, five new centers were eventually created related to this mission. They were the University Center for Economic Development (UCED); the Alabama Productivity Center (APC); the Alabama International Trade Center (AITC); the Alabama Technology Network (ATN); and the Center for Advanced Vehicle Technologies (CAVT).

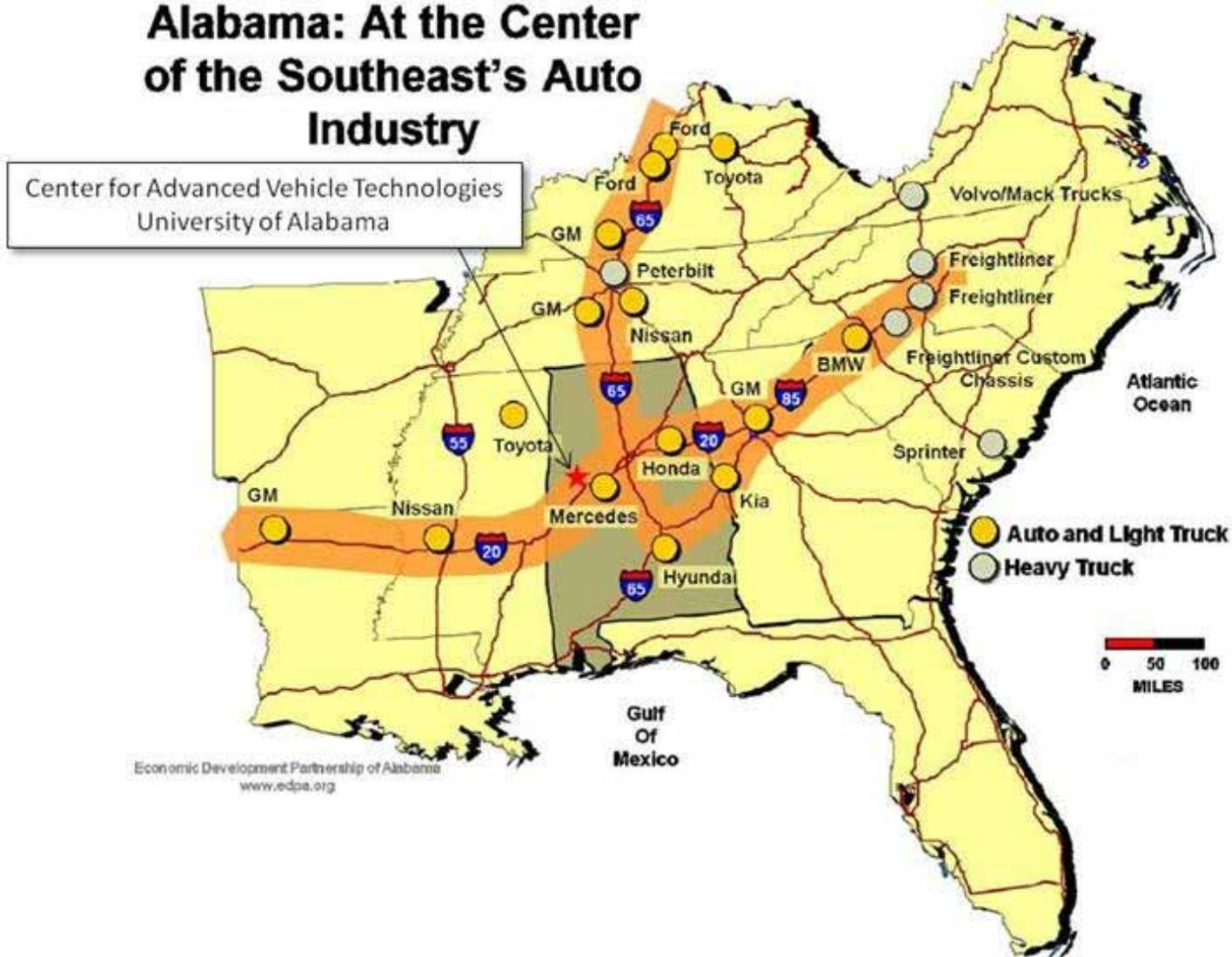
UCED provides technical assistance and applied research to economically distressed areas. APC works to improve Alabama companies' productivity, quality, and competitiveness through University research and educational resources. AITC provides assistance related to imports and exports. ATN is a statewide consortium linking two-year colleges, the University of Alabama System, Auburn University, and the Economic Development Partnership of Alabama (EDPA) to support the state's manufacturing industry. EDPA is a private, non-profit organization that forms public/private partnerships to bring new business and industry to the state and to help companies improve their competitive edge. CAVT is dedicated to the advancement of vehicle technology. It provides the vehicular industry with ideas, scientific consultation, and a new generations of engineers and scientists educated in the latest technologies, helping to make Alabama the leader in automobile manufacturing in the Southeast. Today, each of these organizations has a relationship with Community Affairs.

Currently, Community Affairs has partnerships with 32 centers and some 150 faculty, students, and professional staff as partners. These major centers and individuals have contributed significantly to the economic development and vitality of Alabama.

However, there are still many unexplored opportunities to extend the University's engagement with communities. Also, and this is the most important recommendation of our report, **the history and development of Community Affairs to date points to a unique opportunity to anchor all Community Affairs work in community-engaged scholarship.**

Work in each center and in the offices and programs that constitute Community Affairs provides an opportunity for students and faculty to partner with Community Affairs and advance the field of community-engaged scholarship. Further, the work can bolster the state's national profile with regard to community engagement and volunteering.

Alabama: At the Center of the Southeast's Auto Industry



APPLYING ENGAGED SCHOLARSHIP TO COMMUNITY AFFAIRS

In an effort to answer each question thoroughly, postdoctoral fellow Dr. Rebecca Reamey and Dr. Angelicque Tucker Blackmon, director of Resource Development and Partnerships, analyzed over 500 pages of reports and documents and conducted semi-structured interviews with scholars who received Community Affairs seed funding. Reamey also interviewed 12 CCBP scholars. They were asked questions to determine the prevailing perceptions of Community Affairs and CCBP. These scholars were also asked to share their perspectives on the strengths of Community Affairs and to share their thoughts on how Community Affairs could improve services. Overall, Community Affairs is known because the division's vice president, Dr. Samory T. Pruitt, is known and highly regarded throughout the campus and nationally. And since he is also the executive director of CCBP, it is both well known and highly regarded at the University. In fact, CCBP is better known than its parent Community Affairs because it houses more staff, students, and programs, and because CCBP activities are more visible in the media.

Interview data reveal that individuals are aware of CCBP and its core competencies and major programs; yet, they do not associate these competencies and programs with Community Affairs. In short, the identity of Community Affairs is vague. This situation is complicated by the fact that the highly visible Center for Ethics & Social Responsibility engages in community-based activities that resemble some of those of Community Affairs. The identity is further veiled by the organizational structure of the three offices under Community Affairs—CCBP, Crossroads Community Center, and Equal Opportunity Programs—operating as standalone entities even though all come under Community Affairs and have some features in common.

Document analysis and semi-structured interviews with the directors at CCBP, Crossroads, and EOP reveal that there is little synergy across the three offices. The initial perception might be that the activities, mission, or vision of the offices do not overlap. However being subsumed under Community Affairs provides an opportunity to use creativity and social innovation to articulate synergy across the three offices. Reconceptualizing the three offices as bound together through engaged scholarship would articulate to the larger community that all faculty, professional staff, and students that comprise Community Affairs are scholar-oriented servant leaders who initiate, foster, and value collaboration.

Further, Community Affairs would demonstrate that it values and honors working with diverse people and that it engages stakeholders in ways critical to the University's mission. As Community Affairs solidifies its identity as a leader in engaged scholarship, the professional staff under Community Affairs will deliberately use community-engaged scholarship (Figure 3) as the theoretical framework for all programmatic activities.



Figure 3. Chart represents centrality of community engagement to the Community Affairs mission.

Community-engaged scholarship supports research, teaching, and service. These pillars of academic strength at all research institutions are reflected in activities like community-based research, practice, or participatory-based research, community service, and service-learning. Therefore, as Community Affairs moves into a decade of development, professional staff, students, and scholars will collaborate with internal and external UA partners to bring a level of scholarship that connects service to academic literature, thereby contributing to domains of knowledge in academe and in the community.

In the process of advancing scholarship through service, Community Affairs purposefully acknowledges how it engages the community and communicates research in a way that promotes the expertise of external partners. For Community Affairs, leveraging the multiple intellectual and social resources of community-engaged scholarship becomes the norm and allows Community Affairs to contribute to the development of future engaged scholars and to the welfare of the state, region, nation, and world.

Report of the Commission on Community-Engaged Scholarship in the Health Professions (2011) states:

Scholarship that involves the faculty member in a mutually beneficial partnership with the community. Community-engaged scholarship can be transdisciplinary and often integrates some combination of multiple forms of scholarship. For example, service-learning can integrate the scholarship of teaching, application, and engagement, and community-based participatory research can integrate the scholarship of discovery, integration, application and engagement.

Going forward, Community Affairs will communicate to all partners and interested parties that all Community Affairs offices

and related programs will reflect the tenets of community-engaged scholarship. This will be our strategy for becoming a nationally recognized leader in university-community partnerships, outreach, and community-engaged scholarship. Using the tenets of community-engaged scholarship is how Community Affairs will demonstrate that its activities and services are not duplicative, allowing Community Affairs to establish a solid, credible identity.

Community Affairs will use the *Carnegie Recommendations Report* (2009) and *The University of Alabama Strategic Plan* (2009) to demonstrate its leadership in fostering community-engaged scholarship at UA. The *Carnegie Recommendations*, prepared by the Carnegie Community Engagement Applications Committee, included five recommendations. They first asked the University administration to review and update the language in the University's strategic plan and mission and vision statements to align these plans with community engagement and communicate this alignment through all UA messaging.

Other recommendations that support the growth of community-engaged scholarship at UA include the following:

- **Adapt and/or create systems to continually, systematically, and comprehensively capture and aggregate community engagement information.**
- **Develop and reward a more ecumenical view of scholarship.**
- **Make service learning a hallmark component of the UA student experience.**
- **Improve assessment regarding community engagement.**



What began as a seed fund grant to Dr. Laurie Bonnici (standing right) in the School of Library and Information Studies has grown into million-dollar project through additional grants.

EMERGING THEMES



IRB WORKSHOP

Workshops, such as this IRB workshop sponsored by the young scholars group SCOPE, are critical for developing a culture of engagement scholarship.

Following are themes that emerged from semi-structured interviews with scholars who received seed funds to advance their scholarship in community engagement.

Twelve recipients were interviewed representing the following programs: 100 Lenses, Homegrown Alabama Farmers Market, Community Gardens, Technology Literacy Training, Building a Better Family, Faith-Based Organizations Serving the Elderly Population in Time of Disaster, Biological Science Program for Elementary Kids, SaveFirst, Computer Science with High School Students, Scottsboro Boys Museum, and Our Voices, Our Lives.

The seed fund program began in 2007. Since that time 27 scholars have received funding to launch community-based projects. The number of projects funded per year are as follows: 2007, six; 2008, seven; 2009, eight; 2010, six. Recipients ranged from undergraduate students to faculty.

The following documents were also analyzed:

- **2009-2011 Call for Proposals**
- **Document describing scholar and description of project**
- **Annual reports submitted (2009 and 2010)**
- **History of Successful Seed Fund Grant Applications**

The CCBP seed fund program has had an impact on a wide variety of communities and groups. They include local organizations, UA students, Tuscaloosa city and county high school students and teachers, institutions of higher education across Alabama, local and regional non-profit organizations, and low-income communities and families in the Black Belt region of Alabama.

Recipients of CCBP seed funding said most of the impacts have been positive. However, they were short term and some have not been sustainable due to a variety of factors. In addition to limited

resources (intellectual or financial) to develop sustainable programs with long-term impacts, data from informants revealed that few acknowledged CCBP funding orally or in writing. When asked explicitly, “Do you acknowledge CCBP as the funding source?” most recipients said, “No”. Recipients acknowledged that they have a desire to develop their scholarship on community-based projects, an indication that the program is reaching the right target.

When asked to provide recommendations on how CCBP could improve the program, scholars stated the following:

- Have ongoing workshops for scholars to talk about projects, how they could do research, and other issues a researcher might run into.
- CCBP could facilitate our research projects versus just encouraging us to do research.
- Offer a workshop for grant recipients to say don’t stop here.
- Show recipients other funding opportunities and how to write those grants.
- Encourage junior faculty to get involved in community engagement research. There needs to be some mechanism for CCBP to encourage higher administration to make a statement about the value of this type of research to the tenure and promotion process.

OBSTACLES TO SUSTAINABILITY

- Limited preparation provided on developing sustainable programs.
- Limited support on developing programs and outreach as a research opportunity.
- Lack of support on obtaining IRB approval to gather data for empirical research studies.
- Lack of guidance on developing partnerships.
- No database or infrastructure to track specific impacts.

CENTER FOR COMMUNITY-BASED PARTNERSHIPS

OFFICE OF COMMUNITY EDUCATION

Community Education is under the leadership of Dr. Heather Pleasants.

The vision for the Office of Community Education is to support the mission of Community Affairs by developing knowledge-based leaders and scholars who use creativity and research to produce positive outcomes at multiple levels—individual, group, community, state, nation, and world.

Following is a brief description of three of the most important Community Education programs assessed during the 2010-2011 school term:

Black Belt 100 Lenses. Black Belt 100 Lenses is a joint endeavor of CCBP, the Black Belt Community Foundation, the Alabama State Council on the Arts, and both public and private high schools in Bullock, Choctaw, Dallas, Greene, Hale, Lowndes, Macon, Marengo, Perry, Pickens, Sumter, and Wilcox counties. The project draws upon and extends photovoice methodology to combine photography and film with grassroots social action. During summer 2010, approximately 120 high school students from 12 Alabama Black Belt counties documented and defined what their culture meant to them through the use of photography, film interviews, and written or oral narratives that captured both the positive and negative aspects of their communities. Dr. Samory T. Pruitt characterizes 100 Lenses as “One of the University’s best examples of engagement scholarship, bringing together high school students, college students, community partners, faculty, and staff—all involved in a project that brings pride, value, and understanding to an area of our state often negatively and unfairly stereotyped. We are very proud of the work of graduate student Elliot Knight,

EIGHT KEY COMMUNITY EDUCATION PROGRAMS

- Parent Leadership Academy
- Black Belt 100 Lenses
- HEROES
- Westside Initiative for Literacy, Media, and the Arts
- CCBP Language Laboratory
- Hispanic Community Services
- Our Voices, Our Lives
- SCOPE (Scholars for Community Outreach, Partnership, and Engagement).

Whitney Green [coordinator of the program for the Black Belt Community Foundation], their student assistants, and the students in the Black Belt schools.” Knight is a doctoral student and CCBP research assistant. He presented preliminary results of his Black Belt 100 Lenses research at the 10th Imagining America International Conference in New Orleans in 2010, as well as in many regional and local settings. His doctoral dissertation, in progress, is based on the project.

Heroes. An after-school Supplemental Educational Services program funded through Community Affairs and the Alabama State Department of Education, Heroes focuses on improving reading comprehension and writing skills in elementary school students. College students and other volunteers tutor elementary students in researching and writing about individuals around the world and in their local communities that they perceive as heroes.

Parent Leadership Academy. The Parent Leadership Academy (PLA) is designed to enhance the leadership skills and efficacy of elementary school parents while bringing much-needed assistance to local schools. In 2010, PLA expanded to serve all of the public elementary schools in the Tuscaloosa City and Tuscaloosa County school districts. Dr. Pleasants worked closely with the College of Education, the College of Human Environmental Sciences, and Tuscaloosa city and county school districts to provide leadership training for parents who were nominated by principals. Having completed its fourth year, PLA has developed some 40 parents a year into active leaders in their school community, working tirelessly to ensure the academic success of their children and the schools they attend.



PARENT LEADERSHIP ACADEMY

The signature program of the Office of Community Education for the past five years has been the Parent Leadership Academy. Here, Caroline Fulmer, assistant professor in the College of Human Environmental Sciences, conducts a session for the 2011 PLA students, which has produced some 400 graduates prepared to improve local schools and further their children’s education.



OFFICE OF COMMUNITY DEVELOPMENT

Community Development is under the leadership of Christopher H. Spencer.

Community Development set, and achieved, four goals during the 2010–2011 academic year. They were to:

- Serve as a resource to faculty, students, staff, and community members.
- Increase the number of minority-owned businesses receiving contracts from the University.
- Increase the number of high school students and teachers participating in the Capstone Entrepreneurship Camp and AlabamaREAL programs.
- Add to the number of community agencies, faculty members, and students involved in community-engaged programs.

MAJOR COMMUNITY DEVELOPMENT PROGRAMS, 2010–2011

Engineers Without Borders (EWB). Since its founding in the fall of 2006, the student chapter of Engineers Without Borders has provided solutions to problems in developing communities both locally and internationally. By partnering with local communities and finding out their needs, chapter members use innovative engineering design and implementation to conduct environmentally sustainable, equitable, and economically viable projects that bring to life the CCBP theme of Engaging Communities and Changing Lives. The student chapter formed a partnership with the Hale County Health Department, Hale Empowerment and Revitalization Organization, Inc., and CCBP to replace or improve water and sewer lines in rural Hale County. UA undergraduate students also joined forces in 2010 with CCBP and Hale County officials to revitalize dilapidated recreational facilities such as baseball and softball backstops and dugouts. Another project took them to Peru, to help a village with eco-tourism and safe drinking water projects. A research

MINORITY BUSINESS FORUM

Participants in the Minority Business Forum at one of the many workshops on increasing business with the University since the program began in 2008.

article by engineering professors Pauline and Philip Johnson, based on these activities and the teaching and practice principles they represented, was published in *JCES*.

Minority Business Forum. The initiative focused on increasing minority business owner contracts with the University. Two formal workshops were conducted. Also four informal breakfast meetings with vendors were held. During the breakfast meetings, the Financial Affairs staff, along with Spencer, reviewed the bidding process, information, and opportunities. The number of participants ranged from 13 to 60, with an average attendance of 41. On average, 88% percent of participants surveyed rated the overall effectiveness of the meetings as excellent. There were three distinct areas covered during workshops: construction, goods and services, and Bama Cash. An average of 87% participants who attended any of the sessions rated the sessions as excellent. An average of 95% participants indicated that time set aside for networking with other business owners was useful and ample.

Veteran-Student Academic Wellness Program. In summer 2011, the Tuscaloosa VA Medical Center in Tuscaloosa was awarded a grant to assist with the problems veterans face as they pursue a college degree. Tuscaloosa VA was selected as one of five across the country to offer supportive services to veteran-students on college campuses. The VA Center and Community Development collaborated to establish a safe haven for veterans pursuing higher education with challenges ranging from money problems to scheduling, from health problems to housing while transitioning to civilian and college life. The program provides an opportunity to form a bridge between local colleges and universities and the VA Center. A unique aspect of the program is peer support volunteers, which provides support and encouragement to veteran-students. These volunteers offer their time to contact veteran-students and offer reassurance, letting them know that they can succeed. When discussing this facet of the program, veteran-students expressed much gratitude and appreciation for the help they are getting. Bi-weekly peer meetings are also an important part of the program as they provide veteran-students an avenue to meet with each other on a regular basis and offer camaraderie

within the group. The meetings help veteran-students relate to each other, share common experiences, and provide emotional support. Other groups contributing resources to the program are UA Center for Veteran and Military Affairs, the UA Counseling Center, UA and Shelton State Veterans Association, UA and Shelton State Certifying Officials, Tuscaloosa VA Transition and Vocational Rehabilitation centers, and the Birmingham VA Medical Center. AlabamaREAL is a highly successful partnership between Community Development and the Culverhouse College of Commerce and Business Administration.

Alabama REAL. External partners are high school programs with which AlabamaREAL supports and promotes entrepreneurship education, particularly in Alabama's rural and Black Belt counties. The program educates some 150–200 students, school representatives, and community members each year. Directors David Ford and Tommie Syx and CBA faculty member Dr. Lou Marino partnered with Hillcrest High School in Tuscaloosa County to hold, in August, a three-day entrepreneurship camp, "Journey to Entrepreneurship," for individuals with disabilities. The camp involved nine student participants with one day spent in the classroom, one day visiting the UA campus, and one day visiting local businesses and the Chamber of Commerce of West Alabama. The camp was an offshoot of AlabamaREAL's ongoing project assistance with the school-based enterprise, Perennial Promises, a greenhouse and recycling business venture.

Entrepreneurship Camp. The third annual Entrepreneurship Camp was held on the UA campus June 5–9, 2011. The camp provides entrepreneurship education and training along with a college campus experience. Faculty members and business owners

instruct the students during the camp, which also included a trip to the Federal Reserve Bank in Birmingham. Twenty-seven students participated in the camp. There were 11 female African-Americans, 8 male African-Americans, 1 male Hispanic, 5 female Caucasians, and 2 male Caucasians. Ford and Syx participated in the planning and implementation of activities and awards programs around National Entrepreneurship Week, with 180 guests attending the event. Chris McCullers, an AlabamaREAL certified instructor from Curry High School in Jasper, Alabama, received the 2011 High School Entrepreneurship Educator of the Year award in February. Ford and Syx partnered with the Alabama State Department of Education to deliver a professional development webinar on entrepreneurship. Thirty-two high school teachers participated in the webinar, which also highlighted National Entrepreneurship Week in February 2011.

National Entrepreneurship Week. Syx assisted Sheryl Smedley of the Selma Chamber of Commerce in developing a high school business plan competition to highlight with plans to hold a series of workshops for the area's young people with a focus on components of entrepreneurship and developing business plans and ideas.

Syx annually coordinates the CCBP Awards Program research poster display and she and an area high school teacher presented a research project at NOSC 2011 that highlighted a school/community partnership that produced a recipe book that emphasized local history.

In summary, during 2010–2011, Community Development made numerous positive and significant contributions to many communities internal and external to the University. The success of the office is demonstrated through the increasing number of people who initially had limited access to UA's intellectual and financial resources but today are well connected to them.



ENTREPRENEURSHIP CAMP

Each summer for the past three years, high school students under CCBP's AlabamaREAL initiative attend camp to study the risks, rewards, and adventures of entrepreneurship. In the exercise at left, designed to teach teamwork and leadership, campers are silently building a structure made from gumballs and spaghetti—following a planning period in which duties were assigned.

OFFICE OF RESEARCH AND COMMUNICATION

Research and Communication is under the leadership of Dr. Edward Mullins.

The *Journal of Community Engagement and Scholarship* is a peer-reviewed international journal through which faculty, staff, students, and community partners disseminate scholarly works.

JCES fills a demand for research that integrates teaching, research, and community engagement in all disciplines, addressing critical problems identified through a community-participatory process. The *JCES* audience is comprised of professional scholars as well as the general public. The journal is designed to inform a broad audience about research regardless of their background or level of education. *JCES* is written in a style accessible to a broad base of readers both inside and outside the academy. The publication is also designed to attract undergraduate students and community partners.

JCES was launched in 2008 with the goal of being “a different kind of research journal,” according to editor Dr. Cassandra Simon, UA associate professor of social work, by publishing research that will help solve long-term societal problems.

Funding is provided by the Division of Community Affairs, subscriptions, and a grant from the Engagement Scholarship Consortium (formerly the National Outreach Scholarship Conference). Dr. Samory T. Pruitt, UA vice president for Community Affairs, is the founder and publisher of *JCES*. Simon has been the editor since the beginning, and Dr. Ed Mullins, CCBP director of Research and Communication has been the production editor from the beginning.

As of the end of 2011, *JCES* had had two editorial assistants, graduate students Jessica Averitt Taylor and Kyun Soo Kim, and two graphic designers, Marion Walding and Antonio Rogers. All four have moved on to professional positions in the academy or media and credit their work at CCBP with helping them prepare for the world of work.

Andrea Mabry is the founding and continuing *JCES* website producer. The *JCES* editorial and production staff intentionally focuses on the inclusion and engagement of undergraduate students to produce the journal. For example, the covers of Vol. 3, No. 2 and Vol. 4, No. 1 were the work of graduate students.

The assistant to the editor, who plays a major role in editing and coordination with authors, is a graduate assistant. This intentional inclusion of students in meaningful activities in producing a nationally recognized peer-reviewed journal provides an immersive professional development experience in research, writing, editing, design, and communicating. Undergraduate and graduate students members of the *JCES* team play major roles in the journal’s goal of advancing engaged scholarship on the UA campus and around the world.

JCES operationalized its goal of becoming a “new kind of research journal” in three ways: accessible writing, articles of interest to a broad base of readers, and an appealing design. Achievement of the goal was assessed in four ways: increases in manuscript submissions by community partners and graduate students; solicited and spontaneous feedback from the journal’s multi-disciplinary editorial board; spontaneous feedback from readers; and readability tests on manuscripts pre- and post-production.

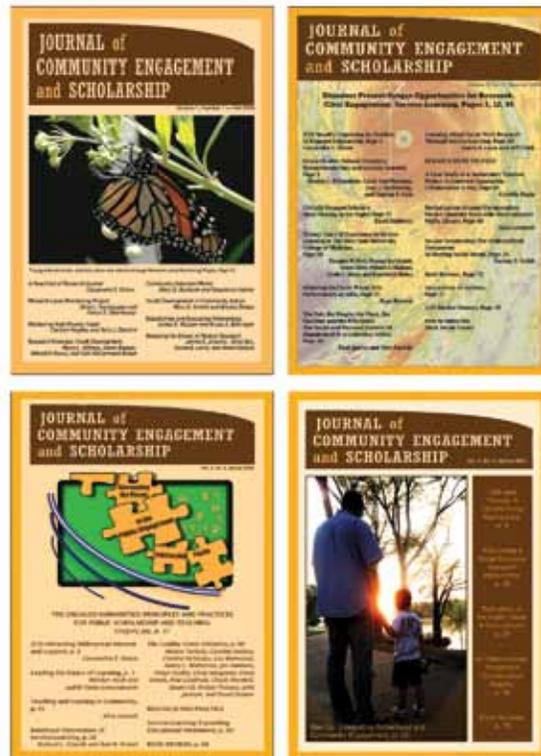
Submissions from students and community partners increased from zero in the first year to four in 2011. Improvements in quality and influence has been repeatedly expressed by members of the editorial board, summed up by this message sent to editor Simon by Dr. Hiram E. (Hi) Fitzgerald, president of the Engaged Scholarship Consortium and associate provost for Outreach and Engagement at Michigan State University, in response to Volume 3, No. 2:

“Congratulations to you and your staff on the absolutely first-rate issue of *JCES*. A nice standard to live up to.”

The *JCES* team has received similar comments from many scholars representing a variety of disciplines. Regarding the objective of being multidisciplinary and accessible to audiences of different backgrounds, the following benchmarks were met during the 2010–2011 academic year:

The *JCES* team has received similar comments from many scholars representing a variety of disciplines. Regarding the objective of being multidisciplinary and accessible to audiences of different backgrounds, the following benchmarks were met during the 2010–2011 academic year:

- Manuscripts from scholars representing disciplines ranged from mathematics and the natural sciences to the arts, humanities, education, law, business, foreign languages, medicine, social sciences, and interdisciplinary studies.
- Text accessible to those who read at the level of high school seniors and college freshmen.
- 1,200–1,500 journals distributed throughout the United States and in many foreign countries.
- Complimentary copies to editorial board members and lead authors.
- Numerous workshops and presentations on the principles underlying the founding and progress of the journal at such meetings as the National Outreach Scholarship Conference (2009, 2010, and



2011); the Gulf South Summit on Service-Learning and Civic Engagement through Higher Education (2009, 2010, 2011).

The staff presented a poster at NOSC 2011 (September 30–October 2) entitled “In the Beginning Was the Word: A Guide to Scholarly Writing and Academic Publishing” regarding the elements that make *JCES* different in the world of academic publishing.

The Office of Research and Communication also prepares the division’s news releases; provides coverage of public events staged by Community Affairs; publishes *PARTNERS*, a feature magazine that focuses on engaged scholarship activities and research on the UA campus, and works with the other offices to keep the division’s websites current.

PARTNERS receives contributions by faculty and staff, but the major content and planning have been the work of graduate and undergraduate students. Students plan, report, write, design, take photographs, and coordinate the production and distribution of the magazine.

The development of an assessment plan to determine the impact of *PARTNERS* on the campus is under way. The magazine is circulated on campus free of charge and is sent to engaged scholarship leaders nationally and to local and state community leaders. Plans to launch an online monthly newsletter and greater emphasis and reader/viewer appeal for the various Community Affairs websites are under consideration. Redesign and updates of the division’s websites are also high priorities for the division.



PROMOTIONAL RESPONSIBILITIES

The Office of Research and Communication publicizes events sponsored by Community Affairs, such as the National Outreach Scholarship Conference. Also shown here are the UA delegations that attended the NOSC 2011 Conference at Michigan State University (top right) and the 2009 conference at the University of Georgia, for which the Office of Research and Communication provided news coverage.

A SPECIAL ROLE FOR STUDENTS

From its inception, a goal of CCBP has been to develop and sustain advanced skills and leadership among its graduate and undergraduate students. During the 2010-2011 academic year and prior, students were involved in everything from planning special events to writing for and producing publications, marketing, shooting and editing video, creating websites, gathering and analyzing data and co-authoring research manuscripts.

These students have been recruited formally and informally by the directors and the students who preceded them.

CCBP internship and graduate student development has been a successful win-win system. Through informal feedback from students for this report, CCBP directors learned the following:

- Students make decisions, not just carry out the decisions of others.
- Students develop a sense of trust and increased responsibility that leads to growth and development.
- They improve their skills through regular evaluation of their writing, design, graphic, marketing, promotion, research, and a variety of computer applications under the direction of faculty and advanced graduate students.
- Work-study student assignments are substantive. They produce news releases, cover meetings, take photographs, shoot video, load software, configure computer networks, conduct telephone interviews, and learn useful computer applications such as Excel, Photoshop, InDesign, and SPSS.
- Graduate students get the opportunity to collaborate with experienced scholars and present research at national



conferences, design video displays, write academic book reviews for publication, prepare posters for presentations at conferences, and serve as co-authors. Research and Communication alone, in the 2010-2011 academic year, worked with 8 graduate assistants; 4 hourly student assistants; and 8 work-study students.

In many ways the students at CCBP become academic associates under the leadership of the respective directors. The various projects within CCBP have contributed significantly to the literature and to preparing students for leadership roles—all through the production and dissemination of engaged scholarship.



STUDENTS PLAY MANY ROLES

Andrea Mabry (top, holding certificate) who worked at CCBP for five years as an undergraduate volunteer and later as a graduate

assistant, receives an award from Provost Judy Bonner for her leadership of Homegrown Alabama. Immediately above: Part of the CCBP team that won the campus-wide fitness award in 2011.

CROSSROADS COMMUNITY CENTER

Crossroads Community Center provides campus leadership in cultural programming and intercultural education. The goals and objectives of Crossroads are accomplished through a variety of events and programs that build community.

Under the leadership of Dr. Beverly Hawk, director, and Brice Miller, assistant director, Crossroads sponsors several key programs. This report will describe Crossroads' activities and programs with emphasis on one of the programs, Sustained Dialogue, which has the greatest impact on undergraduate student development and leadership.

During the 2010–2011 academic year, Crossroads interns and undergraduate student leaders received training and practice in areas such as intercultural communication, facilitation of intercultural dialogue, cultural interviewing and storytelling, managing cross-cultural conflict, and dealing with cultural biases. National specialists from the Sustained Dialogue national office in Washington, D.C., campus specialists, and Crossroads professional staff provided training. Sessions included the viewing of videos and presentations from special guests from the UA Human Resources Department, WVUA-FM radio, departments of Communication Studies, Gender and Race Studies, and American Studies, and the Women's Resource Center and the Study Abroad program.

Undergraduate campus cultural association student leaders were also invited to facilitate sessions or make presentations to students. In 2010, the Crossroads Dialogue Assessment Measure was designed in consultation with Dr. Bob Smallwood, assistant to the provost for assessment, to measure the effectiveness of programs in building relationships across cultures, deepening intercultural understanding, and building students' global competencies.

Crossroads programs were assessed through immediate evaluations of participants following Sustained Dialogue sessions or workshops and through post-program follow-up. Sustained Dialogue helps students understand and discuss important social issues and enables diverse student groups to interact and address cultural variance respectfully and with trust.

The facilitation strategies for Sustained Dialogue are designed to contribute to retention of information by giving students a safe place to connect with one another. Rooted in the conflict resolution work of former senior diplomat Dr. Harold H. Saunders, president of the International Institute for Sustained



UNIFYING THE CAMPUS

Director Dr. Beverly Hawk is shown here with students at a gallery representing some of the many programs sponsored by Crossroads Community Center.

Dialogue, was a key drafter of the Camp David Peace Accords. The program is designed to transform relationships and improve communities. Founded at Princeton University, Sustained Dialogue now serves a network of 14 colleges and universities committed to engaging differences as strengths. In 2010, the UA program had about 40 participants. Eight undergraduate student moderators are selected and trained by the national Sustained Dialogue Campus Network. After training, students moderate group dialogue meetings once a week for the duration of the year. Each discussion group had two moderators representing different backgrounds. The interactive, student-led dialogue sessions were designed to allow students to grow and to understand their peers.

The 2010–2011 dialogue process culminated in two events in April 2011. One event was a discussion about freedom of speech on campus and the other a program entitled “Mental Health Monologues: Erase the Stigma,” which stemmed from a semester-long conversation within a Sustained Dialogue group about mental health issues on campus. After observing the distant relocation of the UA Counseling Center, seeing the negativity surrounding mental health stories in the media on a daily basis, and realizing the need to inform students about campus mental health issues, Sustained Dialogue participants took action. They brought the program to UA to focus campus attention on mental health issues. Approximately 98 people attended the program.

The Crossroads Dialogue Assessment instrument was completed by 17 attendees. On a scale of 1 (strongly disagree) to 5 (strongly agree), overall assessment of the program was 4.82, indicating that a majority of students strongly agreed that the program met their expectations. In response to the question, “Would information presented be useful in their life?,” the average response was 4.47. In response to “This program helps build relationships across cultures,” the average rating was 4.60. The statement “This program helps build intercultural understanding” received a rating of 4.73. Open-ended questions about what topics



ENGAGING STUDENTS

Dr. Pruitt gives much credit for UA's progress in engaged scholarship to student involvement in meaningful activities that advance their education while providing a useful service. This kind of civic responsibility is especially evident among the most academically talented students.

should be addressed in the future elicited a variety of responses, including depression, racism, and issues regarding sex. The success of the monologue introduced the possibility of working with social science and scientific disciplines to develop dialogue opportunities for students about science policy, the culture of different scientific disciplines, interdisciplinary work teams, and the role of culture in the success and failure of project design.

Another well-attended program was Facilitating Intercultural Dialogue, hosted on August 28–29, 2010, for 80 students and staff from 15 campus organizations and departments. This workshop provided professional training on strategies for effective intercultural communication, presenting a foundation for leadership in campus organizations and workplace communities and for lifelong intercultural understanding.

In February 2010, Crossroads Community Center hosted renowned specialists Amy Lazarus and Rhonda Fitzgerald of Sustained Dialogue Campus Network, Washington, D.C., for a campus forum on the Relationship Model of Intercultural Dialogue that forms the basis of Sustained Dialogue pedagogy.

Sustained Dialogue is but one among a constellation of intercultural programs offered by Crossroads. High profile contributions to the campus include RealTalk, First Wednesdays/Global Café, Community Conversations, Turn on the A.C.

(Alabama Culture) Radio Show, Heritage Month Celebrations, and Community CultureFest. A brief introduction to this custom-designed intercultural programming offers insight into the community contributions of the Crossroads team.

RealTalk: Engaging in Conversations that Build Community.

Through monthly RealTalk gatherings, we encourage open, honest, and balanced conversation about intercultural relationships at our University and within the Tuscaloosa community. Personal testimonies are a great way for us to build relationships with our neighbors. Through the RealTalk, we invite students to converse with the campus community in a non-academic setting. They also serve as focus groups for us, helping us to identify concerns on campus. RealTalk offers the opportunity for discussion of community issues in a safe and supportive atmosphere. Facilitated by Crossroads staff, student interns, and Sustained Dialogue moderators, RealTalk conversations have addressed life at UA for members of many cultures and communities: African Americans, white Americans, Hispanic Americans, international students, Muslim Americans, gay students, and students with disabilities. These conversations are opportunities to demonstrate that the UA community cares and to develop positive relationships on our campus and with our neighbors. RealTalk provides a chance for people on campus to learn about one another and share experiences and concerns about campus life.

First Wednesdays/Global Cafe. During the 2010-2011 academic year, Crossroads Community Center hosted First Wednesdays@Crossroads, a casual networking opportunity for campus organizations and individuals with an interest in intercultural work. First Wednesdays is an informal meet-and-greet event that invites students, faculty, and staff to connect with one another. Held at lunchtime in the Crossroads lounge on the first Wednesday of the month, these gatherings offer intercultural fun and friendship and give students a chance to feel connected and learn about supportive organizations across campus. Global Café is merged with First Wednesdays, inviting students to share culture through art. Celebrated each month at the heart of our campus in the Ferguson Center, Global Café offers students an opportunity to relax and enjoy global music and creative expression through photography, dance, spoken word, and music of many traditions. Students lead students in one another's music and dance. Themes for Global Café are as diverse as the students themselves, reaching from neo-soul to country & western. By sharing culture through music and the arts, students of many backgrounds are welcomed and engaged in the campus community.

Community Conversations. The monthly Community Conversations Series invites open, honest, and balanced talk about intercultural relationships and faith traditions of our University and the Tuscaloosa community. Programs included Cultural Sensitivity in Our Campus Community, Being an International Student at UA, Sexual Assault Awareness, Latino Culture at UA, and Remembering Katrina Five Years Later. Students find their voices in the discussion of sensitive topics about inclusion and belonging, engage new acquaintances in candid conversation, and learn directly from their neighbors about the many cultures and experiences we each bring to the university.

Heritage Month Celebrations. United by the title Sharing Cultures, Touching Lives, Crossroads hosts many programs throughout the year that offer individuals the opportunity to share their cultural traditions and learn about one another. Most prominent among these programs are: African American Heritage Month, Scottish Tartan Week, Asian Pacific American Heritage Month, Hispanic Latino Heritage Month, Veterans Day, International Education Week, and Native American Heritage Month. Through Crossroads Network, monthly meetings throughout the year are coordinated by organizing interdisciplinary planning meetings among departments and programs, coordinating scheduling of multicultural events, and publicizing the events through Heritage Month Posters. Many valuable intercultural conversations and lasting friendships are created through the Crossroads Network, as students, faculty, and staff work together to strengthen the impact of one another's programs.

Turn on the A.C. (Alabama Culture) Radio Show. As part of its effort to enhance intercultural communication on campus and between campus and community, Crossroads Community Center sponsors Turn on the A.C. (Alabama Culture), a weekly radio show broadcast live on WVUA-FM, 90.7 The Capstone. On this show, Crossroads student interns develop their own intercultural leadership skills and confidence in public speaking about cultural issues as they host interesting cultural interviews

on fun topics, discuss culture through World Music, and engage listeners in cultural exploration.

Community CultureFest. Engagement events in the community publicize the University's commitment to diversity as part of our educational mission and develop relationships between campus and community. One example of these events is Community CultureFest. In its third year, Community CultureFest acts as an instrument of engagement between the University and our surrounding community, communicating our commitment to diversity. Crossroads Community Center has coordinated the planning and production of CultureFest gatherings in different neighborhoods—in McKenzie Court, in downtown Northport, and in the Holt community. On April 17, 2011, The University of Alabama, Holt High School, Nucor Steel, and many Holt community organizations hosted CultureFest in Holt. In cooperation with local civic leaders and community organizations, Crossroads Community Center facilitated conversation and nurtured networks during the development process for community musical festivals over the past three years. Thousands of people attended these annual events and visited the many community organization information booths that are central to their success. Local African-American and Latino communities were partners in the planning and implementation of these events. Crossroads staff made a research presentation about the CultureFest community impact at the National Outreach Scholarship Conference at Michigan State in 2011.

The University of Alabama spotlights organizations and individuals in the community important to the University throughout the year, and Crossroads communicates UA's commitment to serve all communities, including youth. As a result they become informed about the opportunities of a college education.

The University of Alabama has created Crossroads Community Center to facilitate meaningful engagement among students, employees, and community. Through these initiatives, students and staff honor heritage, develop their global skills, and shape a positive environment on our campus. Crossroads is a facilitator of needed community conversation and a host for interdepartmental cooperation. Through our programs we welcome the many cultures and faiths that grace the Capstone and build a positive campus environment.

Through these key programs, Crossroads fulfills its theme: We host the conversations that build community.

EQUAL OPPORTUNITY PROGRAMS (EOP)

EOP is responsible for promoting a positive climate for diversity and for ensuring that the University has adequate policies and procedures in place to guard against and prohibit discrimination and/or harassment on the basis of race, color, religion, national origin, sex, sexual orientation, age, disability, or veteran status. EOP provides an avenue whereby students, faculty, and staff may address concerns regarding illegal discrimination or harassment, and supports UA efforts to foster a diverse student body and workforce.

Following were the four major EOP goals in 2010–2011:

1. Provide consultation for employees, students, and others with discrimination concerns or complaints regarding University policies, practices, or actions and conduct internal investigations to resolve allegations of unlawful discrimination and ensure compliance with applicable federal laws and University policies in the form of webinars and workshops each semester on related equal opportunity, affirmative action, and diversity topics to unit equal opportunity coordinators (harassment, affirmative action, Americans with Disabilities Act) to promote awareness and understanding of University equal opportunity requirements and to prevent discrimination and/or harassment within the University.
2. Provide high quality continuing education and training in the form of webinars and workshops each semester on related equal opportunity, affirmative action, and diversity topics to unit equal opportunity coordinators (harassment, affirmative action, Americans with Disabilities Act) to promote awareness and understanding of University equal opportunity requirements and to prevent discrimination and/or harassment within the University.
3. Facilitate the education of the campus on illegal harassment via an online harassment tutorial for students, faculty, and staff (supervisory and nonsupervisory).
4. Develop a process for communicating and assessing best practices in creating diverse applicant pools to be implemented with the involvement and support of affirmative action coordinators and search committee chairs and members.

Assessment data revealed that three of the four goals were met. During the 2010–2011 academic term, EOP offered seven online webinars on disability and ADA compliance to campus ADA coordinators and the UA Accessibility Committee. These

SPECIAL RESPONSIBILITIES

The Office of Equal Opportunity Programs works with University administration, departments, and committees to ensure that University policies and programs comply with applicable nondiscrimination requirements. EOP provides an avenue whereby students and employees may address concerns regarding discrimination and/or harassment.

The University Compliance Officer, Gwendolyn Hood, serves as the campus coordinator for Title IX of the Education Amendments of 1972, the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973.

webinars were initiated in response to the 2010 federal ADA regulations. EOP offered one webinar on affirmative action. This webinar was offered to affirmative action coordinators and others responsible for affirmative action and recruitment of diverse faculty and staff.

Participants in the seven ADA webinars indicated that the training was understandable and related to their work. All 12 participants in the affirmative action webinar indicated that the training was easily understood and useful to their work. Two participants reported that the inclusion of content not related to higher education was a drawback.

In addition to hosting webinars on ADA regulations and affirmative action, EOP facilitated campus-wide online harassment tutorials for students, faculty, and staff. Approximately 517 people completed the harassment tutorials. Organizers attributed the high participation to the collaboration between EOP and Human Resources. There were 255 faculty, 87 supervisory staff, 128 non-supervisory staff, and 47 student participants. All indicated that they were satisfied with the attention EOP staff provided in addressing their concerns.

NOSC 2012

By Hosting Conference, UA Joins Elite Group

The University of Alabama will host the 13th annual National Outreach Scholarship Conference (NOSC) September 30–October 3, 2012. Special emphasis will be on increasing attendance and involvement by students and community partners under the theme **PARTNER. INSPIRE. CHANGE.**

In announcing that UA would host the conference, Dr. Samory T. Pruitt, vice president for Community Affairs and a member of the NOSC Board of Directors said: “The purpose of the conference is to provide institutions of higher learning and their community partners with an opportunity to work together to enhance university-community partnerships rooted in scholarship and academic life. We are pleased that The University of Alabama has been chosen to host this prestigious conference.”

The annual conference showcases outstanding engaged scholarship projects from all over the United States and some foreign countries. Janet Griffith, assistant provost for communications, and Dr. Ed Mullins, director of research and communication for CCBP, are co-chairs of the Conference Leadership Committee, composed of members from each NOSC campus.

“We see it as a major event that will have a lasting impact on the campus as a whole,” said Janet Griffith. “We have wanted to host a major academic meeting for many years. Our leadership role in community-based partnerships nationally and with the National Outreach Scholarship Conference has put us in line to host this meeting in 2012.”

NOSC is a collaborative venture of the National Outreach Scholarship Partnership. UA is one of 17 members of the conference and was the first non-land-grant institution to become a member. Other members are: American University of Nigeria, Auburn University, Colorado State University, East Carolina University, Michigan State University, Montana State University, North Carolina State University, Ohio State University, Oregon State University, Pennsylvania State University, Purdue University, Texas Tech University, University of Alberta, University of Georgia, University of Kentucky, and University of Wisconsin Extension.

Several committees worked throughout 2010 and continued to meet in 2011 to prepare for a world-class conference on our campus. This will be the final meeting of NOSC by that name. Following the UA conference, the name of the organization will change to Engagement Scholarship Consortium. NOSC 2012

committees, members, and responsibilities are listed below:

Conference Leadership Committee. The duties of the Conference Leadership Committee are to plan all components of the conference, any pre- or post-conference workshops associated with the conference, coordinate with the host campus on all scheduling and other logistical matters, and articulate the theme so that member institutions can buy-in and support the conference. The committee has representatives from all member institutions and reports its decisions to the Board of Directors for approval. Janet Griffith and Ed Mullins, are co-chairs.

NOSC Advisory Committee. This committee coordinates the activities of the various committees and implements the conference theme to bring about a meeting that advances the theory and practice of engaged scholarship. NOSC 2012 will differ from prior conferences is its emphasis on achieving a balance between participation by faculty,

students, and community partners. In prior conferences, faculty and university administrators have been the primary participants. Chair of the committee is Dr. Pruitt. Members are Gary Creek, Continuing Studies; Dean Carolyn Dahl, Continuing Studies; George Daniels, Journalism; Art Dunning, Chancellor’s Office; Ed Mullins, CCBP; Dean David Francko, Graduate School; Janet Griffith, Academic Affairs; Karl Hamner, Social Work and Nursing; Tyra Hilliard, get her affiliation; Felecia Jones, Black Belt Community Foundation; Heather Pleasants, CCBP; Becky Reamey, CCBP; Leonard Smith, Continuing Studies; Cresandra Smothers, University Relations; Chris Spencer, CCBP; Joanne Terrell, Social Work; and Evette Woods, Black Belt Community Foundation.

Faculty Committee. The duties of the Faculty Committee are to support the involvement of faculty within and beyond NOSC 2012 and to focus the discussion of engaged scholarship at the University before, during, and after the conference. To reach these goals, the committee has drafted a document focused on faculty involvement in community-engaged research. This document will be shared with department chairs, promotion and tenure committee chairs, and others. Heather Pleasants, CCBP, is chair. Members are Marysia Galbraith, New College; Laurie Bonnici, Communication and Information Sciences; Lisa Hooper and Shannon Henderson, Education; Jeff Gray, Engineering; Cassie Simon and Michael Robinson, Social Work; Norma Cuellar, Nursing; Michael Innis-Jimenez and Jeff Parker, Arts and Sciences, Pamela Payne-Foster, Community Health Sciences; and Hyun-Joo Jeon, Human Environmental Sciences Hyun-Joo Jeon.



Community Involvement Committee. The Community Involvement Committee established two major goals: 1) to register 50 community partners at the conference and to promote their participation in the conference in significant ways, for example in leading sessions and making presentations; 2) to provide support for the “Voice of the Community-Partner Track” and 3) to identify potential speakers. To reach these goals, the committee met with community organizations like the Black Belt Community Foundation to involve them in conference planning, making recommendations for plenary sessions, and inviting key partners to be conveners and reviewers of proposals. Christopher H. Spencer, CCBP, is chair; members are Talitha Bailey, Law; Karl Hamner, Nursing and Social Work; Mary Jolley, community volunteer; Stephen Katsinas, Education; Marian Loftin, community volunteer; Pamela Payne-Foster, Community Health Sciences; Kelley Parris-Barnes, Alabama Department of Child Abuse and Neglect Prevention; Margaret Purcell, New College; Tommie Syx, AlabamaREAL; Valerie Thornton, Child Development Resources.

Student Committee. The student committee, working with UA’s SCOPE group, set a goal of attracting the largest contingent of UA students to the conference. SCOPE, which stands for Scholars Committed to Outreach, Partnership, and Engagement, is comprised of students, both undergraduate and graduate, along with a number of faculty members, to promote

Annette Watters, chair of the seed funds committee, makes a point during her presentation at NOSC 2010 about a partnership between UA and rural communities.



and conduct engaged scholarship among students and young scholars. The Student Committee and SCOPE reached out to SCOPE counterparts on other campus in an effort to build student participation in the conference. Becky Reamey, CCBP, is chair; members are George Daniels, Journalism; Dean David Francko, Graduate School; Samory Pruitt, Community Affairs; and Wahnee Sherman, Community Service Center.

OTHER COMMUNITY AFFAIRS RESPONSIBILITIES

On January 14, 2011, The Martin Luther King, Jr., Realizing the Dream Committee and the Tuscaloosa Chapter of the Southern Christian Leadership Conference sponsored the third annual Legacy Banquet as part of the 22nd annual MLK events. The Leadership Conference recognizes individuals who have made and continue to make significant contributions to the legacy of Dr. Martin Luther King Jr.

The banquet keynote speaker was Hank Klibanoff, former *Atlanta Journal-Constitution* managing editor and author of the Pulitzer Prize winning *The Race Beat: The Press, the Civil Rights Struggle, and the Awakening of a Nation*. Klibanoff grew up witnessing the civil rights movement and the evolution of race relations in the South. Those experiences, along with his 35 years in journalism, were key influences. Klibanoff now is James M. Cox Jr. Professor of Journalism at Emory University in Atlanta.

PROGRAMS

- Sean L. Hudson, a sophomore majoring in social work and psychology at UA, Horizon Award, which goes to a youth or young adult who demonstrates a vision promoting social justice, equality, and peace.
- Harrison L. Taylor, president of the Tuscaloosa City Council, received the Call to Conscience Award, presented for demonstrating outstanding leadership and courage in promoting social justice, equality, and peace.
- William H. Lanford, CEO, civic leader, and former elected official, received the Mountaintop Award for a person who demonstrates an unyielding commitment to social justice, equality, and peace.

January 15, 2011. The Alabama Symphony Orchestra, with guest conductor Michael Morgan and featured performers Daniel Bernard Roumain, violinist, and the Martin Luther King, Jr. Concert Choir, performed at the Moody Music Building, sponsored in part by the Narramore Moody Foundation.

January 17, 2011. Unity Breakfast was held at Stillman College. The speaker was the Rev. Schmitt Moore, pastor, Beulah Baptist Church, Tuscaloosa. The Unity March originated at Martin Luther King Jr. Elementary School and proceeded to Tuscaloosa City

INDIVIDUAL AWARDS AND SPECIAL



Each year, Community Affairs sponsors events dedicated to the legacy of Dr. Martin Luther King Jr. The program includes a musical or theatrical performance in the Moody Music Building and a legacy dinner and lecture.

Hall. The annual mass rally followed at 6 p.m. at the First African Baptist Church of Tuscaloosa, with speaker the Rev. Frank Kennedy Sr., pastor of the Mt. Pilgrim Baptist Church in Northport.

February 4–13. The Performing Arts Presentation component of the MLK celebration staged Theatre Tuscaloosa’s “The Miracle Worker” at the Bean Brown Theatre on the Shelton State campus.

February 22. The MLK Distinguished Lecture Series featured Dr. Linda Royster Beito, associate professor and chair of the social sciences department at Stillman College. Beito is the co-author, with her husband, David T. Beito, professor of history at the University of Alabama, of *Black Maverick: T.R.M. Howard’s Fight for Civil Rights and Economic Power*.

Plans for the 23rd Annual MLK Celebration. Chris Kozak Jazz Quintet Concert, with Birmingham R&B guest performer Eric Essix, on January 14; Legacy Banquet, with speaker U.S. Rep. Terri A. Sewell of Selma, who represents the 7th Congressional District of Alabama, on January 13; also, Unity Breakfast at Stillman College followed by the mass rally. MLK Realizing the Dream activities are planned by a committee from UA, Stillman College, Shelton State Community College, and the Tuscaloosa chapter of the Southern Christian Leadership Conference to raise consciousness about injustice and to promote social justice.

OTHER PARTNERSHIPS, PROJECTS, AND INTERESTS

Black Belt Community Foundation. Community Affairs and the Black Belt Community Foundation (BBCF) have been mutually supporting organizations for many years. Vice President Pruitt is a member of the BBCF Board of Trustees, and Felicia Jones, executive director of BBCF, is a member of the CCBP Council. Projects in which the two organizations have cooperated over the years include Black Belt 100 Lenses and summer camp, NOSC and BBCF annual conferences, publications, media production, and entrepreneurial and youth art programs.

Tuscaloosa Consortium for Higher Education. Under the consortium, UA, Stillman, and Shelton State combine resources and personnel to promote curriculum development, research, public service, and cultural activities of the three institutions.

Multicultural Journalism Program. CCBP has frequently provided grants and personnel support to this 30-year-old program to diversify U.S. news media in partnership with the College of Communication and Information Sciences.

CCBP Awards Luncheon. Since 2007, CCBP has held an annual awards program to recognize the best in engaged scholarship produced by students, community partners, faculty, and staff. A prominent national speaker with credentials in outreach and engagement delivers the keynote address, and a poster presentation highlights the campus’ outstanding engagement research.

THE FUTURE OF COMMUNITY AFFAIRS

Progress by the various units within Community Affairs in 2010–2011 continued to move the division toward its goal of becoming an international leader in engaged scholarship.

In amplifying the Engaging Communities and Changing Lives theme, Community Affairs (1) produced knowledge through the creation, development, and refinement of innovative academic and community-based programs; (2) combined and leveraged intellectual, human, financial, and community-based resources to improve the quality of life for individuals and groups; (3) addressed the changing campus demographics through the implementation of best practice strategies to improve cultural competency skills; and, (4) developed diverse leaders and scholars who can respond to large scale problems of national and international importance.

Community Affairs will continue to use the research literature, socio-historical experiences, and contemporary practices to unveil the essence of The University of Alabama and its core values of research, teaching, and service and by partnering with community organizations in ways that touch and transform lives.

Community Affairs will convey the essence of The University of Alabama through the publication and dissemination of knowledge generated as a by-product of community-engagement, collaboration, and partnering practices. We affirm that programming activities have had a positive impact on ourselves and our partners and are working to ensure that these programs move beyond short-term gains to sustainable programs that meet the standards of community-engaged scholarship.

Scholars who have received seed funds provided exceptionally valuable feedback. They shared their perspectives about CCBP and Community Affairs. This information will allow the division to adjust and advance in the space of community engagement and scholarship, while further acknowledging that a crucial element of community engagement is participation by individuals, community-based organizations, and institutions that will be affected by social innovations.

The value of community-based participation, as opposed to individual participation, stems from research findings that mobilizing the entire community, rather than engaging people on an individualized basis, leads to more effective results (Braithwaite et al., 1994). Simply stated, community-based change "...is more likely to be successful and permanent when the people it affects are involved in initiating and promoting it" (Thompson & Kinne, 1990, p. 46).

The literature affirms that engaging and supporting the empowerment of the community for decision-making and action are critical elements in improving the vitality and economic health of a community.

We are confident that these strategic steps can lead to community transformation inspired by social innovation and discourse. The Division of Community Affairs looks forward to continuing to cultivate relationships and partnerships across multiple contexts



Graduate student Elliot Knight of Black Belt 100 Lenses and students attending the program's summer camp. The nationally recognized project integrates local history, art, and leadership.

that support our strategic goals and vision. For more information on the events and offices that comprise the Division of Community Affairs view the websites below:

- <http://www.nosc2012.ua.edu/> (NOSC 2012).
- <http://communityaffairs.ua.edu/> (Community Affairs).
- <http://ccbp.ua.edu/> (Center for Community Based Partnerships).
- <http://crossroads.ua.edu/> (Crossroads Community Center).
- <http://eop.ua.edu/> (Office of Equal Opportunity Programs).

DIVISION GROWTH

A new office was added to the division at the end of the 2010-2011 fiscal year, the Office of Resource Development and Community Partnerships within the Center for Community-Based Partnerships.

Filling the position is Dr. Angelicque Tucker Blackmon, who holds two degrees in chemistry – a bachelor's from Southern University and a master's from Georgia Tech – and a doctorate in educational studies from Emory University.



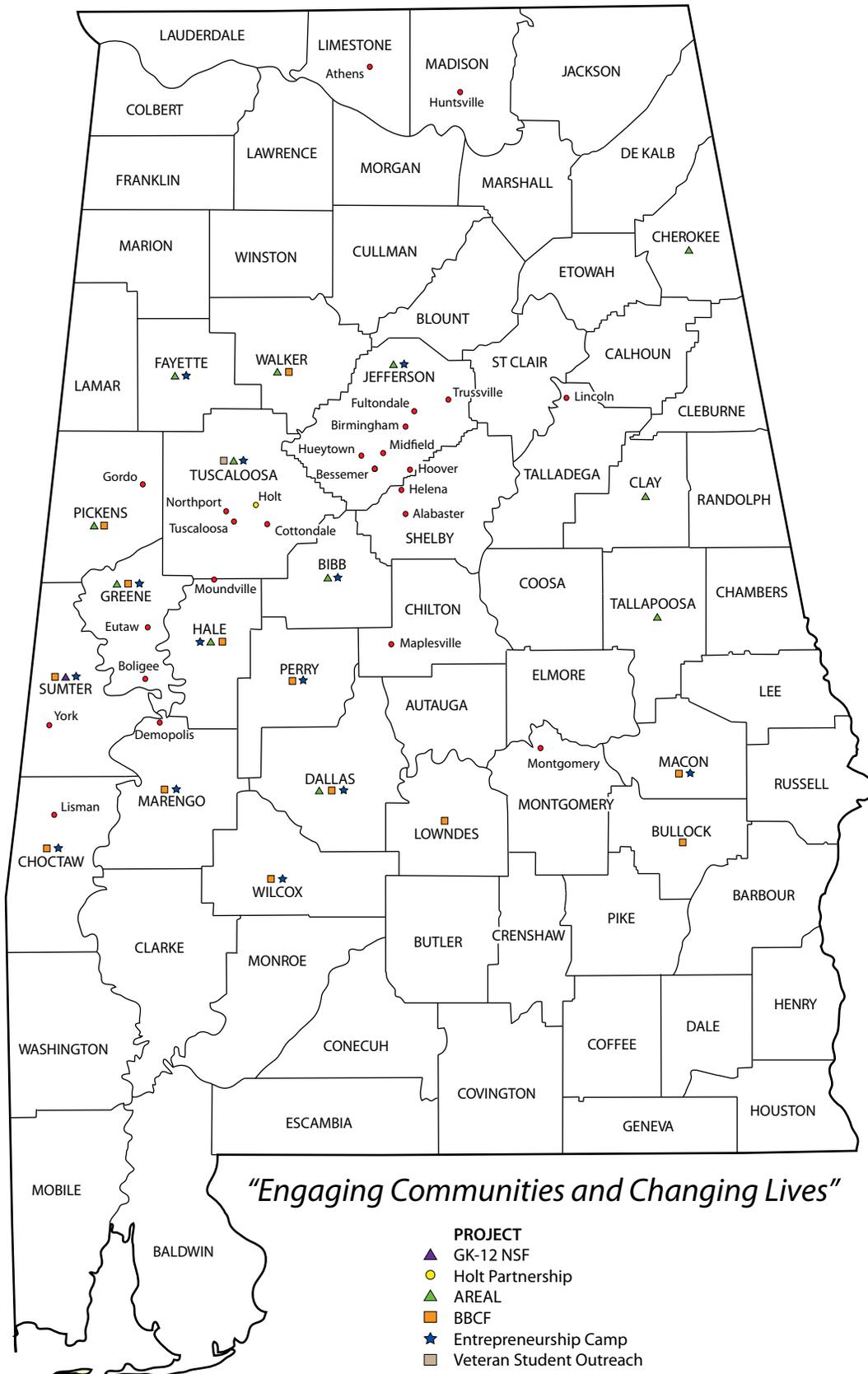
Dr. Angelicque Blackmon, director of Resource Development and Community Partnerships.

The role of this new office will be to promote and develop the division's sponsored research. Blackmon is a former program director for the National Science Foundation.

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Center for Community-Based Partnerships Office of Community Development Impact Zone



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