THE UNIVERSITY OF ALABAMA®

Division of Student Life
Blackburn Institute

Student Resource Book

2021 - 2022

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Student Expectations

Each and every interaction with a Blackburn Student, Fellow, Advisory Board member, or friend of the Institute provides you with a unique opportunity to build your personal brand through positive networking experiences. Be mindful that your behavior reflects not only on yourself, but the Blackburn Institute and The University of Alabama, as well as the state of Alabama.

Broadening Horizons

A primary mission of the Blackburn Institute is developing ethical, broad-thinking leaders. In order to become a leader of this caliber, individuals must be willing to entertain new ideas and expose themselves to new people and experiences.

- Have the courage to not only embrace, but to seek out, new experiences.
- Show empathy and understanding for others in all that you do.
- Tolerate and learn from differing viewpoints.
- Develop a positive attitude towards interacting with people unfamiliar to you.

Professionalism

As a leadership development organization, the Blackburn Institute places a heavy emphasis on professionalism. Ethical leaders should exemplify professional ideals in their daily lives, but especially during Blackburn-sponsored events.

- Engage in meaningful dialogue aimed at increasing mutual understanding; never adversarial debate aimed at conquest or victory.
- Respect every individual regardless of class, rank, title, or responsibilities.
- Ask insightful questions in search of knowledge and understanding; never use questioning as a mechanism to trap or discredit someone.

Student Expectations

General Decorum

Ensure that you always use proper etiquette at Blackburn-sponsored events and keep in mind any useful tips learned from Blackburn programs.

- Utilize appropriate dining etiquette.
- Maximize networking opportunities.
- Engage in civil discourse and dialogue.
- Ask thoughtful and respectful questions.
- Show respect and courtesy to members of the Blackburn Institute, speakers, invited guests, and others.

Conduct

As a member of the Blackburn Institute, you represent the Institute and The University of Alabama at all Blackburn events.

- Remember, you will be held accountable for all policies contained in the Code of Student Conduct when off campus representing The University of Alabama and the Blackburn Institute.
- Consuming alcohol is strictly prohibited for all students on travel experiences. These guidelines are in place to produce the highest quality programming and you are expected to follow them accordingly.
- From The University of Alabama's Alcohol and Other Drug Policy: "The University of Alabama is an institution of higher education which seeks to create a community that promotes respect, responsibility for actions, civility, upholds state and federal laws, and fosters an environment conducive to learning for members of the academic community. The misuse of AOD can hinder the University's mission and its role in preparing students for responsible citizenship through appropriately focused educational, environmental and enforcement activities related to student health, safety and wellbeing."
- Consuming and/or being under the influence of alcohol or other drugs are strictly prohibited for all students in all Blackburn Student programs. A limited exception for alcohol is made for students age 21 and over during institute-designated events with Fellows and Advisory Board members. Expectations of appropriate conduct, decorum, and professionalism remain in place at all times.

Participation Expectations

Required and Recommended

In advance of the recruitment of each new class of the Blackburn Institute, the staff members establish dates for all of the required elements of the new student curriculum. These are included in all materials as part of the recruitment and selection process and establish the core learning outcomes of the program. If you learn of a conflict with one of the required activities, you must contact the Director or Assistant Director as soon as possible to explore your options. Accommodations for partial participation may be available, but they require adequate time to prepare and arrange.

Additionally, many of the recommended activities of the Institute are also planned in advance, with some flexibility for guest speakers and other programs that arise. These recommended activities are optional for students, but contribute substantially to the learning that occurs through the Blackburn Institute. There is no set minimum participation requirement for these activities, but students are encouraged to engage with as many as possible.

Requests for Excused Absences from Classes

Although every effort is made to minimize disruptions to your academic coursework, there are a limited number of activities that occur during times when classes are in session. Prior to each required event in the new student curriculum, students will be offered the opportunity to receive letters requesting excused absenses from conflicting classes or other academic commitments. Understand that the Institute cannot require a faculty member to excuse you from a class, but it is the responsibility of each student to make the request. Letters are generated approximately a week in advance of events and are available for pick up from the Blackburn office.

Removal from Class

In rare circumstances where students are unable to maintain their commitments to the program, they may be subject to removal from the class. This is a last resort, and students are encouraged to be proactive about addressing conflicts with program requirements. While accommodations may be made for individual activities, consistent absences hinder learning and development to the point that continued participation is not warranted.

2021-22 Calendar

Date	Time	Event	Level
April 12, 2021	6:00-9:00pm	Spring Networking Dinner	Recommended
April 21, 2021	5:00-7:00pm	End of the Semester Social	Recommended
August 18, 2021	5:00-7:00pm	Fall Kickoff	Recommended
August 27-28, 2021	12:00pm Friday to 9:00pm Saturday	Annual Symposium *Frank A. Nix Memorial Lecture*	Required
September 2, 8, 14 or 20, 2021	5:00-7:00pm	Small Group Values Discussion *Facilitating a Diversity of Opinion*	Required
September (TBD) 2021	5:00-6:00pm (Lecture) 6:30-7:30pm (Dinner)	Perspectives on Leadership *Campus Wide Lecture*	Recommended
September 26, 2021	8:00-10:00pm	Pre-Trip Preparation Meeting	Required
October 7, 13, 19 or 25, 2021	5:00-7:00pm	Small Group Values Discussion *Networking Through the Generations*	Required
October (TBD) 2021	5:00-6:00pm (Lecture) 6:30-7:30pm (Dinner)	Perspectives on Leadership *Campus Wide Lecture*	Recommended
October 27-30, 2021	12:00pm Wednesday to 11:00pm Saturday	Burt Jones Travel Experience *Northwest Alabama*	Required
November 4, 8, 10, or 16, 2021	5:00-7:00pm	Small Group Values Discussion *Being Called to Action*	Required
November 7, 2021	7:00-9:00pm	Post-Trip Debriefing	Required
November 19,2021	5:00-7:00pm	Daniel Community Scholars Competition *Poster Presentation & Reception*	Required
December 1, 2021	5:00-7:00pm	End of the Semester Social	Recommended
January 12, 2022	5:00-7:00pm	Spring Kickoff Social	Recommended
January 12, 2022	7:00-9:00pm	Pre-Trip Preparation Meeting	Required
January 20-21, 2022	2:00pm Thursday to 11:00pm Friday	Protective Life Government Experience *Montgomery*	Required
January (TBD) 2022	5:00-6:00pm (Lecture) 6:30-7:30pm (Dinner)	Perspectives on Leadership *Campus Wide Lecture*	Recommended
January 30, 2022	7:00-9:00pm	Post-Trip Debrief	Required
Feburary 3, 9, 15 or 21, 2022	5:00-7:00pm	Small Group Values Discussion *Instilling a Lifetime Commitment*	Required
February 28, 2022	5:00-6:00pm	2022 Class Announcement	Recommended
March 6, 2022	9:00-10:00pm	New and Returning Student Social	Recommended
March 25, 2022	11:30am-1:30pm	Graduating Student Luncheon	Recommended
March (TBD) 2022	5:00-6:00pm (Lecture) 6:30-7:30pm (Dinner)	Perspectives on Leadership *Campus Wide Lecture*	Recommended
April 11, 2022	4:00-10:00pm	Spring Networking Dinner *Birmingham*	Recommended
April 26, 2022	5:00-7:00pm	End of the Semester Social	Recommended

Required: Your continued involvement in the Institute is contingent upon your full participation in all required projects, involvement opportunities and events.

Recommended: While these involvement opportunities are not required and some are more heavily marketed toward or designed for a different audience, we welcome your attendance and participation in these activities.

Program Involvement

New Student Involvement

- Required

  - Daniel Community Scholars Project - Each new student will participate in the planning and proposal of a civic engagement project and, after funding is awarded, the selected group is responsible for engaging the entire class in their project.

  - Small Group Values Discussions - Each member of the class will be assigned a night, Monday to Thursday, on which they will meet once each in September, October, and November, with a final meeting in February. The purposes of these meetings are:

    o To build smaller communities within the larger class;
    o To practice skills necessary for constructive dialogue;
    o To establish trust in a more intimate setting than allowed by full-group meetings; and
    o To learn more about the Blackburn values through invited guests' experiences.

  - One-on-One Advising Meetings (fall and spring) - These meetings will give students and the Institute's staff the opportunity to connect on a more regular, personalized level. Each student will be assigned to meet with either the Director or Assistant Director each semester to discuss not only the student's involvement with the Institute, but also their academic, co-curricular, and future goals. This provides the opportunity for individual development that is tailored to the student's aspirations and interests. Additional advising sessions are available by request of the student.

  - In order to become a Blackburn Fellow, students must successfully complete their participation as students in the Institute, renew their pledge of commitment to the overarching goals and mission of the Institute, and graduate from The University.

- Recommended

  - Reflection Journal / Portfolio - Each student is encouraged to keep a collection of reflections, notes, and assessments of Blackburn activities throughout the year. The format allows for creativity, so that students can determine how they would like to capture these thoughts. Students will discuss their journals at their one-on-one advising meetings.

Program Involvement

Returning Student Involvement

- Required

    - Annual Symposium - Considered the heart of the Blackburn experience, this annual, two-day symposium brings students, Fellows, Advisory Board members, as well as respected community and state leaders together to hear speakers, participate in round-table discussions, and determine plans of action.

    - In order to become a Blackburn Fellow, students must successfully complete their participation as students in the Institute, renew their pledge of commitment to the overarching goals and mission of the Institute, and graduate from The University.

- Recommended

    - Daniel Community Scholars Project - Returning students may work on their own or in groups to develop and present proposals to a panel of Advisory Board members, Fellows, and university staff members in the fall semester. <u>Selected projects must be completed within a two-year period and prior to the graduation of the project lead.</u>

    - Selections - Each year, returning students assist in the recruitment and selection of our new student class. Students participate by nominating, evaluating essays, observing group interviews, and greeting prospective students during group and individual interviews.

    - Reflection Journal / Portfolio - Each student is encouraged to keep a collection of reflections, notes, and assessments of Blackburn activities throughout the year. The format allows for creativity, so that students can determine how they would like to capture these thoughts. Students will discuss their journals at their one-on-one advising meetings.

    - One-on-One Advising Meetings (fall and spring) - These meetings will give students and the Institute's staff the opportunity to connect on a more regular, personalized level. Each student will be assigned to meet with either the Director or Assistant Director each semester to discuss not only the student's involvement with the Institute, but also their academic, co-curricular, and future goals. This provides the opportunity for individual development that is tailored to the student's aspirations and interests. Additional advising sessions are available by request of the student.

Daniel Community Scholars

DANIEL COMMUNITY
SCHOLARS PROGRAM

THE UNIVERSITY OF **ALABAMA**® | *Division of* Student Life **Blackburn Institute**

Through the Daniel Community Scholars Program, the Daniel Foundation of Alabama funds Blackburn student and Fellow projects to address the needs of Alabama communities. New students work in teams to develop and present proposals to Advisory Board members, Fellows, and university staff members as part of the DCS Competition in the fall semester. The selected project is then implemented in the spring semester by all Blackburn Students.

The process of developing a project proposal requires that new students become familiar with a community, speak with leaders in that community, understand its assets and needs, work collaboratively to develop potential solutions, and identify the resources necessary to implement a project. In order to accomplish this, all teams will have one (1) spring and two (2) fall meetings with their assigned advisor to receive guidance and support in the planning process. Additionally, all team members will participate in individual workshops relevant to their specific specialties.

Each team will consist of the following members:

- Issue Research Specialist (1) - Research the team's identified topic of interest and then generate a written report to articulate the issue or problem the team will address, highlight a specific need in the Greater Tuscaloosa community, provide data that support the local need, and place it in historical context. Most work completed between late March and early August, but revisions may be required.

- Community Partner Specialist (1) - Serve as primary contact to community partner(s). Identify community partners (excluding student organizations) that are working on the team's identified topic of interest in the Greater Tuscaloosa community and then generate a written report that demonstrates consistent and timely communication with partners, identify the process by which the team selected their partner and did not select other partners contacted, and outline the expectations of the partner for a final product. Most work completed between early August and mid-September.

- Implementation Specialists (2) - Work closely with Community Partner Specialist to identify ways in which the team can start new or significantly expand on-going activities and then generate a written report that clearly describes a civic engagement project, defines the roles of the new student class and any necessary training, outlines a detailed (i.e. week-by-week) timeline, identifies risk factors, and provides a plan for assessment of outcomes. Most work completed between early September and mid-October.

- Budget Specialist (1) - Work closely with Implementation Specialists to outline full financial needs of the project and then generate a budget spreadsheet and written report that itemizes all costs, maintains consistency with financial guidelines (provided at training), and demonstrates appropriate stewardship of funds, consistent with the donor's (Daniel Foundation of Alabama) intentions. Most work completed between mid-September and mid-October.

Daniel Community Scholars

Following the Daniel Community Poster Presentation in November, the selected team will continue planning for the remainder of the fall semester and present their implementation plans to the new student class and make preliminary volunteer assignments in late January at the post-trip debrief for the Spring Travel Experience. During the implementation phase of the Daniel Community Scholars Program, the members of the selected team will each serve in leadership roles for different aspects of their project. All team members, not just the Implementation Specialists, are responsible for bringing the project to completion.

Project Timeline

Week	Activity	Assignment	Due
April 5-9	Team Meeting I with Advisor	Finalized list of 1-3 issues of interest	Monday, 8am
April 13-16	*Issue Research Workshop*	Refined issue of interest	Friday, 5pm
August 2-6	No meeting - continue progress	Draft of issue research	Monday, 8am
August 30-September 3	Team Meeting II with Advisor	No assignment due - continue progress	
September 7-10	*Community Partnership Workshop*	Finalized issue research	Friday, 8am
September 14-18	No meeting - continue progress	No assignment due - continue progress	
September 20-24	*Implementation Workshop*	Report of initial contact with potential community partners	Friday, 8am
September 27-October 1	No meeting - continue progress	No assignment due - continue progress	
October 4-8	*Budget Workshop*	Final selection of community partner	Friday, 8am
October 11-15	No meeting - continue progress	Draft of implementation design and budget	Friday, 8am
October 18-22	No meeting - continue progress	No assignment due - continue progress	
October 25-29	No meeting - continue progress	Draft of full written project proposal	Monday, 8am
November 1-5	Team Meeting III with Advisor	No assignment due - continue progress	
November 8-12	No meeting - continue progress	Final written project proposal and PowerPoint Poster Board	Friday, 8am
November 19	Daniel Community Scholars Poster Presentation & Reception	No assignment due - continue progress	Friday, 5pm
November 22-23	Team Meeting IV with Advisor (Select Team Only)	No assignment due - continue progress	
January 4-11	Team Meeting V with Advisor and community partner (Select Team Only)	Update on contact with community partners, budget, timeline, implementation plan, and volunteer needs	Monday, 8am
January 30	Presentation of Project to Class	Present detailed implementation plan and sign-up for volunteer roles	Sunday, 8pm
January 31 - April 2	Project Implementation	Project implementation before end of semester	

Daniel Community Scholars

Written Project Proposal

- 8:00am on Monday, October 25, 2021 - Draft of written project proposal due
- 5:00pm on Tuesday, October 27, 2021 - Feedback provided by advisor
- 8:00am on Friday, November 12, 2021 - Finalized written project proposal due

The entire team is responsible for bringing together all of the individual work products developed by the specialists. The written project proposal must be consistent in format and include each of the following sections. For a detailed breakdown of the information to be included in each heading see *Proposal Requirements* on pages 13-15.

1. Problem or Community Need and Historical Context (Issue Research Specialist);
2. Relationship with Community Partner(s) (Community Partner Specialist);
3. Proposed Action and Sustainability (Implementation Specialists); and
4. Itemized Budget (Budget Specialist).

Poster Presentation

- 8:00am on Friday, November 12, 2021 - Finalized PowerPoint poster due
- 5:00pm on Friday, November 19, 2021 - Poster presentation to faculty, staff, students, and members of the Blackburn community

All teams and individual members are required to make a poster presentation at the Institute's annual Daniel Community Scholars Poster Presentation and Reception. A PowerPoint template for the presentation may be downloaded from the Blackburn Institute's website (https://blackburninstitute.sa.ua.edu/students/student-curriculum-programs/daniel-community-scholars-program/new-student-resources/).

- Team members will be asked to present the poster contents to guests of the event, demonstrating full knowledge of the project and answering any questions.
- Poster Presentations should be simple and direct, being sure to address:
  o Description of project activities;
  o Evidence of community need;
  o Outcomes of project; and
  o Evidence of sustainability.
- The point is to provide a clear description of your project and present a persuasive argument for its implementation to an uninformed audience.
- Following poster presentations, attendees will vote on the projects based on overall quality and the new student class will vote based on their willingness to participate. Teams should put forth a presentation that is professional, appeals to their peers, and persuades them to want to participate.

Daniel Community Scholars

Written Proposal Requirements

The full proposal comprises one Word document (.docx) and one Excel spreadsheet (.xlsx) submitted as attachments to an email before the final deadline. A well-written proposal will be in a narrative format with a table of contents that guides the reader through the whole document, including any necessary appendices, diagrams, and tables. Attention should be paid to the readability of the document, transitions between the individual sections, and headers that make clear all elements outlined below are addressed.

Examples of proposals may be downloaded from the Blackburn Institute's website (https://blackburninsti-tute.sa.ua.edu/students/student-curriculum-programs/daniel-community-scholars-program/):

<u>Issue Background and Specific Problem to Be Addressed (Issue Research Specialist)</u>

- Provide a brief background on the general issue you intend to address for someone who is unfamiliar with your project.
- Focus the majority of this section on describing a specific problem within that broader issue and how it impacts a community in the greater Tuscaloosa area.
    - o Include relevant data that supports the need for your project in the community. Relevant sometimes means putting national data in a local context; a problem across the entire USA or in Memphis, TN is not necessarily the same problem in Fosters, AL.
    - o Narrate how this problem progressed in the community. Is this a long-standing issue that has continued to worsen or did it develop recently? What efforts have been aimed at addressing the issue previously? Were they successful? Why or why not?
    - o Lay out the competing interests in addressing the problem. Can a solution be identified that meets the needs of all parties?
- If necessary, include links to more detailed information, but your proposal should provide sufficient information to demonstrate the need for your project.

<u>Relationship with Community Partner (Community Partnership Specialist)</u>

- Identify your community partner(s) and briefly describe the work they do. If you have more than one, note which will be your primary community partner.
- Recount how your relationship with your community partner(s) came about. Did someone in the group already have an existing relationship? Who helped you connect with the partner?
- Detail how the partner(s) helped you define the scope of the problem and what you can do to assist them.
- Describe your agreed-upon roles and commitments for this project. What staff time will the partner(s) need to dedicate to the project? What physical or monetary resources could they provide (if applicable)? What parts of the project are your team's /class's responsibilities?
- State your jointly-defined goals for a successful implementation of this project. How will you work with the partner to evaluate the project's success?
- Describe how you will close out the project and transfer responsibility to the community partner to ensure that it continues after your class has completed its responsibilities.

Daniel Community Scholars

Proposed Action and Sustainability (Implementation Specialists)

- Overall, you must explain your project with such detail that an unfamiliar evaluator will be able to assess its feasibility based on the points below.
- Provide a specific overview of the project. What exactly do you intend to do to help alleviate the problem?
  - "Conduct a workshop," "bring children to campus," and "expose people to the issue," are all examples of vague actions.
  - What is the content of the workshop and how will it be developed? What will you do with children while they are on campus and how do these activities address the identified problem? How will exposure translate to action or a change in behavior?
- Project implementation must, at a minimum, engage your entire class of 50 new students. Preferably, it will also have opportunities for a larger segment of the Blackburn community (returning students, Fellows, and Advisory Board members).
  - For the new student class, provide the volunteer roles they might fulfill, and how many students you will need in each role. Include volunteer leader roles for your DCS team.
  - If you hope to involve the greater Blackburn community, detail what roles they might fulfill
  - All together, how many individuals will you need to assist with the project and how do you intend to recruit and, if necessary, train them?
  - If this is a technological solution, do you, your community partners, or your volunteers have the technical expertise to complete it?
- Include a detailed (i.e. week-by-week) implementation timeline as part of your proposed action, including any necessary training of volunteers.
- List the categories of risk and describe how this project might be associated with each. For each applicable category, describe how you will mitigate risk.
- Plan for the sustainability of your project.
  - If this is anticipated to be a one-time project, how will you demonstrate that the project outcomes will have a long-term, sustainable effect in the community?
  - If this is anticipated to be a sustained project, what plans have you developed for leadership succession, funding continuity, and volunteer support?
- State your intended outcomes for this project. How will you assess these outcomes and report them out to the Blackburn community, the Daniel Foundation, and other applicable stakeholders?

Itemized Budget

- Budgets must be submitted on the Excel spreadsheet provided and returned in an .xlsx format as an attachment to an email. Google documents or other formats are not acceptable.
  - Have you included all anticipated revenues (income) and expenses (costs)?
  - Grant funds may not be used for the purpose of salary or wages for individuals.
  - Does the funding from the Daniel Foundation fully cover your project's needs? If not, have you secured additional funding and from what sources?

- Include a budget narrative as needed, but it will likely be short, as much of the necessary information will be included on the spreadsheet. Items that may be relevant in a budget narrative include:
  - o If this is not a one-time project, what are the long-term costs of sustaining the project?
  - o If your project requires the purchase of equipment, what is the plan for storage, ownership, and disposal of the equipment? Can existing university equipment be used?
  - o Are there any unknown costs associated with your project at this time? How have you arrived at your estimates?

Project Evaluation

Written Proposal **40%**

Institute staff will score your proposal emphasizing the feasibility of your project and your understanding of the problem, its community context, and your project's implementation. Of particular importance is your relationship with the community partner and your efforts to collaboratively work towards outcomes that will serve the Greater Tuscaloosa community.

- Problem or community need identified with supporting data
- Historical context of the issue in this community
- Relationship with identified community partner
- Proposed plan of action, including anticipated outcomes
- Itemized budget

Poster Presentation **40%**

Blackburn Society members, Advisory Board members, Fellows and returning students will score your proposal emphasizing your organization, persuasiveness, and ability to articulate the goals of your project. Evaluators will not have detailed knowledge of your proposals, so it is incumbent on you to present some background, while also addressing the specific outcomes.

- Description of project activities
- Evidence of community need
- Outcomes of project
- Evidence of sustainability

Class Commitment **20%**

Your class will score each proposal emphasizing their interest in implementing your project. All new students will be asked: 1) to rate each project individually and 2) to rank-order all of the projects against each other. These ratings are less about presentation style and project feasibility and more about desire to get involved with implementing the project in the spring.

Daniel Community Scholars

Teams for the 2021 DCS Competition

Team I: Education

Brianna Byrd
Jordan Evans
Lorin O'Rear
Paola Sommer
Spencer Bowley

Team II: Prison Reform

Ashton Howser
Brock Burks
Jehme Pruitt
Jordan Jones
Malcolm Lowe

Team III: Healthcare

Anika Ames
Caroline McGrath
Ella Huffaker
Joseph Tucker
McKenzie Walker

Team IV: Voting Rights & Voter Education

Alexus Cumbie
Olivia Davis
Seth Self
Amelia Pugh
Sam Robson

Team V: Food Insecurity

Lauren Lafrades
Madison Moore
Anneliese Taggart
Lacy Smith
Sharle Samuel

Team VI: Environment

Lewis Fischer
Noah Jacobs
Riley Lovejoy
Sean Atchison
Turner Koch

Team VII: Mental Health #1

Caleb Thome
Cassidy Diamond
Katy Hurd
Preston Mcgee
Taylor DiCicco

Team VIII: Mental Health #2

Lexie Riggins
Lilly Martin
Marcella Martinez
Sally Grace Shettles
Walt Shelton

Team IX: Economics Policy, Development & Technology

Reid Blackmon
Collin Ahmad
Peyton Deese
Hugo McCarthy
John Pace

Team X: Justice & Advocacy

Makenna Berry
Nyla Hayes
Malea Benjamin
Ellen Nicholson
Emma Kenny

Siegal Scholarship

The Don and Barbara "Bobbie Siegal Endowed Scholarship

In honor of Dr. John L. Blackburn and Dr. Robert E. Witt and in memory of Dr. James Hood and Vivian Malone-Jones

This scholarship will be awarded annually to a student who has demonstrated an interest in and a concern for the promotion of cultural understanding while maintaining active participation in the Blackburn Institute and showing a devotion to the Institute's purpose.

Applications for the 2021-22 scholarship must be submitted by 11:59pm on Thursday, July 29, 2021. The scholarship recipient will be announced at the 2021 Annual Symposium on August 27-28, 2021. Students can apply online via our webpage: https://blackburninstitute.sa.ua.edu/students/student-curriculum-programs/siegal-scholarship/.

As part of the application students will write an essay (25,000 character limit) that addresses the five core areas listed below. Please provide specific examples to address the following areas:

1. Past Experience – Describe your involvement or leadership that encouraged diversity and inclusion within the Blackburn Institute and/or on the UA campus.

2. Present Experience – Describe recent proactive actions to foster common ground and mutual respect among people of different economic, social, religious, gender, sexual orientation, disabilities, ethnic/national origin, backgrounds, interests and perspectives.

3. Living by Example – Describe specific situations in which you believe you are leading an exemplary life of understanding and caring about issues facing people of different ethnic, racial, religious, and socioeconomic circumstances.

4. Stepping Outside Your Comfort Zone – Describe situations where you have taken risks in order to show your respect of the worth and dignity of individuals and your willingness to encourage others to do so as well.

5. Describing Your Philosophy of The Importance of Diversity – Describe your personal philosophy by explaining why you are dedicated to a life of understanding and respect in a diverse population.

Institute Leadership

Professional Staff

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Alli Swann | Communications Director
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> " A good community is comprised of more than one generation "

Institute Leadership

Fellows Involvement Network Officers

Akiesha Anderson
Chairperson

Olivia Bensinger
Internal Vice
Chairperson

Aaron Howard
External Vice
Chairperson

Advisory Board Executive Committee

Gordon Martin
Chairperson

L. Alex Smith
Vice Chairperson

Robert Harris
Secretary

Marion McIntosh
At-Large Member

Mike House
Past Chairperson

Erika Mason-Imbody
Student Life Designee

Advisory Board

First Name	Last Name	Employer
Catherine	Alexander-Wright	YWCA Central Alabama
Allen	Arnold	Allen D. Arnold, Attorney at Law
Norman	Baldwin	Retired – The University of Alabama
Gloria	Blackburn	Retired – Community Leader
Danielle	Blevins	U.S. Department of Energy
Kyle	Buchanan	Helen Keller Hospital
Henna	Budhwani	The University of Alabama at Birmingham
Mary Margaret	Carroll	Fine Geddie
Cheree	Causey	Retired – The University of Alabama
Prince	Cleveland	EBSCO Industries
Sue Bell	Cobb	Next Generation Consulting, Inc.
John	Covington	Chesapeake Consulting
Bradley	Davidson	Southern Gentry, LLC
Milton	Davis	BL Harbert International
LeeAnn	Denham	Women's Imaging Associates
David	Donaldson	Vulcan Materials Company
Ben	Foster	Vulcan Value Partners
Boots	Gale	Regions Financial Corporation
Britney	Garner	Garner Consulting Services, LLC
Rodney	Grogan	MMC Materials, Inc.
John	Hammontree	Reckon by AL.com
Robert	Harris	BancorpSouth Bank
Cornelia	Heflin	Abroms & Heflin Capital, LLC
Russ	Henshaw	Madison Street Wealth Advisors - Raymond James
Mike	House	Hogan Lovells
Doug	Jones	CNN
James	Kemp	Kemp Management Solutions
Allison	Koszyk	The University of Alabama School of Law (J.D. Candidate)
Terry	Lamar	Hoover City Schools
Frank	Lassiter	Protective Life Corporation
Tamara	Lee	Lee Elder Law Group
Benjamin	Leonard	Paul, Weiss, Rifkind, Wharton & Garrison
Matthew	Lewis	Arbor Springs Health and Rehabilitation Center
Peter	Lowe	G.W. Jones & Sons Real Estate Investment Co.
Farah	Majid	Legal Services Alabama
Gordon	Martin	Alabama Power Company
Mark	Martin	Build UP

Advisory Board

First Name	Last Name	Employer
David	Mathews	Kettering Foundation
Adrienne	Mathison	Poarch Band of Creek Indians
Warren	Matthews	Burr & Forman LLP
Isaac	McCoy	Stillman College
Amanda	McCracken	PNC Bank
Marion	McIntosh	Honda Manufacturing of Alabama, LLC
Rosalind	Moore-Miller	The University of Alabama
Martha	Morrow	EyeCare Professionals
Rick	Myers	HudsonAlpha Institute for Biotechnology
Bradley	Newman	ZF Chassis Systems Tuscaloosa, LLC
Taylor	Nichols	State of Alabama, Office of Information Technology
Marjorie	Nix	Retired – Community Leader
Bill	O'Connor	Campaign for Alabama
Carol	*Patterson*	*Retired – Civic Leader and Entrepreneur*
Tom	*Patterson*	*Retired – Civic Leader and Entrepreneur*
Andres	Peña	Kaufman & Killen, Inc.
Holly	Piper	Civic Leader
Chuck	Price	City of Birmingham
Pat	Reynolds	Loyola University New Orleans
Gina	Rigby-House	Aflac
Julia Smeds	Roth	Eyster, Key, Tubbs, Roth, Middleton & Adams, LLP
Angie	Rush	Phoenix Rehabilitation and Health Services, Inc.
John	Saxon	John D. Saxon, P.C.
Rashmee	Sharif	Cigna
Bobbie	Siegal	Retired – Civic Leader
Alex	Smith	A. Smith Consulting, LLC
Bill	Smith	Vernis & Bowling
Christian	Smith	The University of Alabama at Birmingham
Helen	Smith	The University of Alabama
Joan	Smith	S-RAM Dynamics
Lynwood	Smith	U. S. District Court for the Northern District of Alabama
Donald	Stewart	Donald W. Stewart, P.C.
Mashonda	Taylor	Woodlawn Foundation
Lou	Thibodaux	St. Thomas Episcopal Church
Robert	Turner	Vernon Chapel A.M.E. Church
Joshua	White	Regions Financial Corporation
Tammie	Williams	Alabama Power Company

* Temporary sabbatical

New Students - Class of 2021

Collin Ahmad, Sunshine, LA, Finance & Economics, May 2022

Anika Ames, Greensboro, NC, Psychology & Interdisciplinary Studies, May 2022

Sean Atchison, Malcolm, AL, International Studies, May 2024

Malea Benjamin, Pell City, AL, Political Science & Communication Studies, May 2024

Makenna Berry, Westminster, SC, Operations Management & Economics, May 2022

Reid Blackmon, Rome, GA, Finance, Economics & MIS, May 2022

Spencer Bowley, Birmingham, AL, Law Student, May 2022

Brock Burks, Hoover, AL, Jazz Studies, May 2023

Brianna Byrd, Tuscaloosa, AL, Communication Studies, May 2024

Alexus Cumbie, Birmingham, AL, Graduate Student in Communication Studies, May 2022

Olivia Davis, Anniston, AL, Psychology & Political Science, May 2022

Peyton Deese, Chatom, AL, Graduate Student in Library & Information Studies, May 2022

Cassidy Diamond, Ocean City, NJ, Mathematics & Political Science, May 2022

Taylor DiCicco, Alabaster, AL, Finance & Political Science, May 2023

Jordan Evans, Helena, AL, Mechanical Engineering, May 2023

Lewis Fischer, Mountain Brook, AL, Economics, May 2023

Nyla Hayes, Millbrook, AL, Accounting, May 2023

Ashton Howser, Aurora, IL, Finance, May 2022

Ella Huffaker, Tuscaloosa, AL, English & Spanish, May 2022

Katy Hurd, Tampa, FL, Psychology, Addiction & Recovery, May 2023

Noah Jacobs, Bowling Green, KY, Aerospace Engineering, May 2024

Jordan Jones, Prichard, AL, Political Science, May 2022

Emma Kenny, San Antonio, TX, Political Science, May 2023

Turner Koch, Middlebury, IN, Biology & International Studies, December 2022

Lauren Lafrades, Boise, ID, General Business on the Pre-Law Track, May 2024

New Students - Class of 2021

Riley Lovejoy, Bessemer, AL, Graduate Student in Biological Sciences, August 2022

Malcolm Lowe, Warrenton, VA, Communication Studies, May 2022

Lilly Martin, Mountain Brook, AL, Political Science & Philosophy, May 2024

Marcella Martinez, Birmingham, AL, Economics & Political Science, May 2023

Hugo McCarthy, Merion Station, PA, Computer Engineering, May 2022

Preston McGee, Valley Grande, AL, Management & Political Science, May 2023

Caroline McGrath, Mobile, AL, Dance, May 2023

Madison Moore, Northport, AL, Marketing, May 2024

Ellen Nicholson, Northport, AL, Economics, May 2023

Lorin O'Rear, Jasper, AL, Secondary Language Arts Education, May 2024

John Pace, Auburn, AL, History & Economics, May 2022

Jehme Pruitt, Birmingham, AL, General Business, May 2023

Amelia Pugh, Hoover, AL, Political Science & General Business, May 2024

Lexie Riggins, Columbiana, AL, Graduate Student in Public Relations, May 2022

Sam Robson, Tulsa, OK, Political Science & Philosophy, May 2024

Sharle Samuel, Sacramento, CA, Hospitality Management, May 2023

Seth Self, Hanceville, AL, Public Relations & Political Science, May 2023

Walt Shelton, Hartselle, AL, Economics & Political Science, May 2024

Sally Grace Shettles, Belden, MS, Political Science & History, May 2023

Paola Sommer, Dothan, AL, Music, May 2022

Lacy Smith, Mountain Brook, AL, French & International Studies, May 2022

Anneliese Taggart, Vermillion, SD, Communication Studies & Political Science, May 2022

Caleb Thome, Owens Cross Roads, AL, Public Health, May 2023

Joseph Tucker, Murfreesboro, TN, Biology, May 2023

McKenzie Walker, Florence, AL, Legal History & Political Science, May 2022

Returning Students

From the Blackburn Class of 2018

Kimora Bell, Birmingham, AL, Political Science, May 2022

From the Blackburn Class of 2019

Emma Bearden, Mobile, AL, Graduate Student in Spanish, December 2022

Tattum Denham, Piedmont, AL, Public Health, December 2021

Royce Dickerson, Duluth, GA, Graduate Student in Business Administration, May 2023

Tejas Dinesh, Maineville, OH, Mechanical Engineering, May 2022

Cameron Dobbs, Red Bud, IL, Law Student, May 2023

Jack Kappelman, Austin, TX, Political Science, May 2022

Arianna Kellum, Westerville, OH, Nursing, May 2022

Kelsi Long, Madison, AL, Law Student, December 2021

Jarrett Moore, Madison, AL, Finance, December 2021

ZacPate, Hoover, AL, Accounting, May 2022

Nayeli Pineda, Pelham, AL, Graduate Student in Gender and Race Studies, December 2021

Micah Presley, Florence, AL, Economics, May 2022

Bhavana Ravala, Bloomington, IL, Economics, May 2022

Clark Vick, Florence, AL, Finance, May 2022

Carina Villarreal, Grand Prairie, TX, Graduate Student in Social Work, May 2022

From the Blackburn Class of 2020

Nour Akl, Tuscaloosa, AL, Criminology & Criminal Justice, May 2022

Mary Eliza Beaumont. Homewood, AL, Business, May 2023

Pike Briggs, Ann Arbor, MI, Criminology & Criminal Justice, May 2022

Frances Buntain, Signal Mountain, TN, Mechanical Engineering, May 2023

Nate Burns, Winchester, MA, Economics, May 2023

Sav Campbell, Knoxville, AL, Computer Science, December 2021

Ibby Dickson, Sylacauga, AL, News Media, May 2023

Patrick Dutton, Jasper, AL, Composition, May 2022

Teairra Evans, Seale, AL, Gradudate Student in Psychology, May 2023

Lindsay Fincher, Wedowee, AL, Dance, May 2022

Aaron Frederick, Beaver Falls, PA, Microbiology, May 2022

Heather Gann, Hamilton, AL, News Media, May 2022

Philip Harden, Montgomery, AL, Biology, May 2022

Griffin Howard, Grove Hill, AL, Public Health, May 2022

Trinity Hunter, Wetumpka, AL, Computer Science, May 2023

Quin Kelly, Tuscaloosa, AL, Graduate Student in Health Education & Promotion, December 2021

Dalis Lampkins, Gleason, TN, Graduate Student in Political Science, May 2024

Roshan Malladi, Montgomery, AL, International Studies, May 2023

Brandon Marsh, Huntsville, AL, Communication Studies, December 2021

Justin "Garrett" Mayo, Jasper, GA, Political Science, May 2023

Price McGiffert, Tuscaloosa, AL, Law Student, May 2022

Princess Moore, Fairfield, AL, Social Work, May 2022

Brekeese Pierce, Huntsville, AL, Political Science, May 2022

Sarah Shield, Parkland, FL, Accounting, May 2023

Alli Swann, Tuscaloosa, AL, Political Science, May 2022

Sam Taylor, Fayette, AL, Graduate Student in Finance, May 2022

JaiOnna Terry, Florence, AL, Communicative Disorders, December 2021

Darius Thomas, Phenix City, AL, Political Science, May 2022

Ellen Walton, Birmingham, AL, Accounting, December 2021

Callen Woodard, Andalusia, AL, Finance, May 2022

David Zell, Birmingham, AL, Philosophy, May 2022

Who We Are

The Vision

"My vision is to develop a community of ethical leaders who collaboratively accomplish good and noble ends. A good community is comprised of more than one generation; embraces transcending values that esteem each citizen; and creates a sense of oneness where individuals set aside personal gain, benefit, or goal for the sake of the group."

- Dr. John L. Blackburn

Overarching Values

Facilitating a Diversity of Opinion | by providing opportunities for students to experience all sides of issues impacting their communities as well as creating situations for open dialogue focused on fostering the resolution of issues rather than their mere identification.

Being Called to Action | by inspiring active citizenship as individuals and collectively by identifying and implementing strategic initiatives for the common good.

Networking Through the Generations | by providing opportunities for students and Fellows to engage in dialogue and personal contact with Advisory Board members, faculty, community leaders, scholars, and political leaders.

Instilling a Lifetime Commitment | by providing a rich collegiate experience so that, upon graduation, Fellows are encouraged not only to continue to foster relationships with the Blackburn Institute and its members, but to also uphold the ideals of the Institute in their daily lives.

Who We Are

Mission

The mission of the Blackburn Institute is to develop a network of diverse leaders who understand the challenges facing the state of Alabama and the nation and who are committed to serving as agents of positive change.

History

The Blackburn Institute is named in honor of Dr. John L. Blackburn. A nationally renowned leader in higher education, Dr. Blackburn served as dean of students at The University of Alabama and was instrumental in the University's peaceful integration. In 1994, The University of Alabama's Division of Student Affairs formed the Institute to foster Dr. Blackburn's belief that people link strategic actions through the generations for progressive and ethical change.

The origins of the Blackburn Institute begin with a 1993 phone call from UA Assistant Vice President for Student Affairs Dr. Kathleen Cramer to Dr. John L. Blackburn. In an inquiry concerning how the University could pay appropriate tribute to Dr. Blackburn's years of distinguished service at The University of Alabama, Dr. Blackburn asserted that he was not comfortable with having a room in the student center named in his honor or erecting a reminder to the institution's integration years in the early 1960s. After thinking on the issue for several days, Dr. Blackburn phoned Dr. Cramer and asserted that he wanted to see the University create an organization that would cultivate the future ethical leaders for Alabama and the nation.

Dr. Blackburn's belief that people link strategic actions though the generations for progressive and ethical change established the vision for the Blackburn Institute. Officially formed in 1995 by The University of Alabama's Division of Student Affairs, the Blackburn Institute has established itself as one of most unique and dynamic leadership development organizations at any institution of higher education in the country. In 2020, there were 704 Blackburn Fellows living in 36 states and eight foreign countries attempting to live by the ideals of the Institute on a daily basis. The Institute has grown and flourished thanks to the support of an active advisory board and the work of a remarkable group of students and Fellows.

What to Wear

Dress Classifications

The Blackburn Institute utilizes a standard dress classification system to help its communty identify appropriate attire for a variety of events. Attire will be noted in all invitations for Blackburn Institute events. This system provides flexibility for personal style, while ensuring a consistent appearance and level of professionalism.

Business Formal

- Business-style dress
- Dress with a jacket
- Stockings (optional in summer)
- Heels (low or high) or flats
- Business suit
- Matching vest (optional)
- Dress shirt
- Conservative tie
- Dress shoes and dress socks

Business Casual

- Skirt, khakis, or pants
- Open-collar shirt, knit shirt, or sweater (no spaghetti straps or décolleté)
- Dress
- Heels (low) or flats
- Seasonal sport coat or blazer with slacks or khakis
- Dress shirt, casual button-down shirt, open-collar or polo shirt
- Optional tie
- Loafers or loafer-style shoes with socks

Casual

- Anything in which you are comfortable!

Suggestions for this category:

- Sundress
- Long or short skirt
- Khakis or jeans (clean, no holes)
- Shorts (depending on occasion and climate)
- Plain t-shirt (no slogans), polo shirt, or turtleneck
- Casual button-down blouse or shirt and/or sweater
- Loafers, sneakers, or sandals

For additional guidance on appropriate attire, visit the Career Center's website at http://career.sa.ua.edu. The Career Center also offers Crimson Career Closet, a resource for students in need of business attire for professional interviews or events.