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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 and enact them in his or her daily life, 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.
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 absences 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.
## 2020-21 Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 19, 2020</td>
<td>5:00-7:00pm</td>
<td>Fall Kickoff</td>
<td>Recommended</td>
</tr>
<tr>
<td>August 21-22, 2020</td>
<td>8:00am Saturday to 1:00pm Sunday</td>
<td>D. Ray Pate New Student Retreat</td>
<td>Required</td>
</tr>
<tr>
<td>August 28-29, 2020</td>
<td>4:00pm Friday to 10:00pm Saturday</td>
<td>Annual Symposium (Gloria and John L. Blackburn Academic Symposium)</td>
<td>Required</td>
</tr>
<tr>
<td>September 3, 9, 15 or 21, 2020</td>
<td>5:00-7:00pm</td>
<td>Small Group Values Discussion</td>
<td>Required</td>
</tr>
<tr>
<td>September (TBD) 2020</td>
<td>5:00-6:00pm (Lecture) 6:30-7:30pm (Dinner)</td>
<td>Perspectives on Leadership Campus Wide Lecture</td>
<td>Recommended</td>
</tr>
<tr>
<td>September 27, 2020</td>
<td>8:00-10:00pm</td>
<td>Pre-Trip Preparation Meeting</td>
<td>Required</td>
</tr>
<tr>
<td>October 1, 7, 13 or 19, 2020</td>
<td>5:00-7:00pm</td>
<td>Small Group Values Discussion with Advisory Board Networking Through the Generations</td>
<td>Required</td>
</tr>
<tr>
<td>October (TBD) 2020</td>
<td>5:00-6:00pm (Lecture) 6:30-7:30pm (Dinner)</td>
<td>Perspectives on Leadership Campus Wide Lecture</td>
<td>Recommended</td>
</tr>
<tr>
<td>October 28-31, 2020</td>
<td>12:00pm Wednesday to 11:00pm Saturday</td>
<td>Burt Jones Rural Community Experience</td>
<td>Required</td>
</tr>
<tr>
<td>November 5, (9) 11, 17 or 23, 2020</td>
<td>5:00-7:00pm</td>
<td>Small Group Values Discussion Being Called to Action</td>
<td>Required</td>
</tr>
<tr>
<td>November 8, 2020</td>
<td>8:00-10:00pm</td>
<td>Post-Trip Debriefing</td>
<td>Required</td>
</tr>
<tr>
<td>November 16, 2020</td>
<td>5:00-6:30pm</td>
<td>Daniel Community Scholar Poster Presentation Reception</td>
<td>Required</td>
</tr>
<tr>
<td>December 2, 2020</td>
<td>5:00-7:00pm</td>
<td>End of the Semester Social</td>
<td>Recommended</td>
</tr>
<tr>
<td>January 6, 2021</td>
<td>5:00-7:00pm</td>
<td>Spring Kickoff Social</td>
<td>Recommended</td>
</tr>
<tr>
<td>January 6, 2021</td>
<td>8:00-10:00pm</td>
<td>Pre-Trip Preparation Meeting</td>
<td>Required</td>
</tr>
<tr>
<td>January 14-15, 2021</td>
<td>2:00pm Thursday to 11:00pm Friday</td>
<td>Protective Life Government Experience</td>
<td>Required</td>
</tr>
<tr>
<td>January (TBD) 2021</td>
<td>5:00-6:00pm (Lecture) 6:30-7:30pm (Dinner)</td>
<td>Perspectives on Leadership Campus Wide Lecture</td>
<td>Recommended</td>
</tr>
<tr>
<td>January 24, 2021</td>
<td>8:00-10:00pm</td>
<td>Post-Trip Debriefing</td>
<td>Required</td>
</tr>
<tr>
<td>February 4, 10, 16 or 22, 2021</td>
<td>5:00-7:00pm</td>
<td>Small Group Values Discussion with Fellows Instilling a Lifetime Commitment</td>
<td>Required</td>
</tr>
<tr>
<td>March 1, 2021</td>
<td>5:00-6:00pm</td>
<td>2021 Class Announcement</td>
<td>Recommended</td>
</tr>
<tr>
<td>March 7, 2021</td>
<td>9:00-10:00pm</td>
<td>New and Returning Student Social</td>
<td>Recommended</td>
</tr>
<tr>
<td>March 26, 2021</td>
<td>11:30am-1:00pm</td>
<td>Graduating Student Luncheon</td>
<td>Recommended</td>
</tr>
<tr>
<td>April 12, 2021</td>
<td>4:00-10:00pm</td>
<td>Spring Networking Dinner</td>
<td>Recommended</td>
</tr>
<tr>
<td>April (TBD) 2021</td>
<td>5:00-6:00pm (Lecture) 6:30-7:30pm (Dinner)</td>
<td>Perspectives on Leadership Campus Wide Lecture</td>
<td>Recommended</td>
</tr>
<tr>
<td>April 21, 2021</td>
<td>5:00-7:00pm</td>
<td>End of the Semester Social</td>
<td>Recommended</td>
</tr>
</tbody>
</table>

**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 have 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 have 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. Selected projects must be completed within a two-year period and prior to the graduation of the project lead.

  • 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

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 provide 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 (Daniel Foundation of Alabama) intentions. Most work completed between mid-September and mid-October.
If awarded funding at the Daniel Community Scholars event 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

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Assignment</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 6-10</td>
<td>Team Meeting I with Advisor</td>
<td>Finalized list of 1-3 issues of interest</td>
<td>Friday, 5pm</td>
</tr>
<tr>
<td>April 13-17</td>
<td><em>Issue Research Workshop</em></td>
<td>Refined issue of interest</td>
<td>Friday, 5pm</td>
</tr>
<tr>
<td>August 3-7</td>
<td>No meeting - continue progress</td>
<td>Draft of issue research</td>
<td>Monday, 8am</td>
</tr>
<tr>
<td>August 31-September 4</td>
<td>Team Meeting II with Advisor</td>
<td>No assignment due - continue progress</td>
<td></td>
</tr>
<tr>
<td>September 8-11</td>
<td><em>Community Partnership Workshop</em></td>
<td>Finalized issue research</td>
<td>Friday, 5pm</td>
</tr>
<tr>
<td>September 14-18</td>
<td>No meeting - continue progress</td>
<td>No assignment due - continue progress</td>
<td></td>
</tr>
<tr>
<td>September 21-25</td>
<td><em>Implementation Workshop</em></td>
<td>Report of initial contact with potential community partners</td>
<td>Monday, 8am</td>
</tr>
<tr>
<td>September 28-October 2</td>
<td><em>Budget Workshop</em></td>
<td>Final selection of community partner</td>
<td>Friday, 8am</td>
</tr>
<tr>
<td>October 5-9</td>
<td>No meeting - continue progress</td>
<td>No assignment due - continue progress</td>
<td></td>
</tr>
<tr>
<td>October 12-16</td>
<td>No meeting - continue progress</td>
<td>Draft of implementation design and budget</td>
<td>Friday, 8am</td>
</tr>
<tr>
<td>October 19-23</td>
<td>No meeting - continue progress</td>
<td>No assignment due - continue progress</td>
<td></td>
</tr>
<tr>
<td>October 26-30</td>
<td>No meeting - continue progress</td>
<td>Draft of full written project proposal</td>
<td>Monday, 8am</td>
</tr>
<tr>
<td>November 2-6</td>
<td>Team Meeting III with Advisor</td>
<td>No assignment due - continue progress</td>
<td></td>
</tr>
<tr>
<td>November 9-13</td>
<td>No meeting - continue progress</td>
<td>Final written project proposal and PowerPoint Poster Board</td>
<td>Monday, 8am</td>
</tr>
<tr>
<td>Monday, November 16</td>
<td>Daniel Community Scholars Competition</td>
<td>No assignment due - continue progress</td>
<td></td>
</tr>
<tr>
<td>November 17-24</td>
<td>Team Meeting IV with Advisor (Selected Team Only)</td>
<td>No assignment due - continue progress</td>
<td></td>
</tr>
<tr>
<td>January 6-13</td>
<td>Team Meeting V with Advisor (Selected Team Only)</td>
<td>Update on contact with community partners, budget, timeline, implementation plan, and volunteer needs</td>
<td>Monday, 8am</td>
</tr>
<tr>
<td>January 24</td>
<td>Presentation of Project to Class</td>
<td>Present detailed implementation plan and sign-up for volunteer roles</td>
<td>Sunday, 9pm</td>
</tr>
<tr>
<td>January 25 - April 3</td>
<td>Project Implementation</td>
<td>Project implementation before end of semester</td>
<td></td>
</tr>
</tbody>
</table>
# Teams for the 2020 DCS Competition

<table>
<thead>
<tr>
<th>Team I: Healthcare</th>
<th>Team II: Mental Health &amp; Substance Abuse</th>
<th>Team III: Prison Reform/Juvenile Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iyana Diaz</td>
<td>Frances Buntain</td>
<td>Alex Sandlin</td>
</tr>
<tr>
<td>Ellen Walton</td>
<td>Princess Moore</td>
<td>Alli Swann</td>
</tr>
<tr>
<td>Ben Honan</td>
<td>Eric Harrison</td>
<td>Brady Duke</td>
</tr>
<tr>
<td>Vito Lombardi</td>
<td>Ariel Jones</td>
<td>Kate Fountain</td>
</tr>
<tr>
<td>Perry Martin</td>
<td>Hannah King</td>
<td>Nour Akl</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Team IV: Criminal Justice Reform</th>
<th>Team V: Environment (Injustice/Diversity/Water)</th>
<th>Team VI: Education (Literacy/Policy/Reform)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pike Briggs</td>
<td>Mary Eliza Beaumont</td>
<td>Mariah Ellis</td>
</tr>
<tr>
<td>Sam Taylor</td>
<td>Johnny Baxley</td>
<td>Griffin Howard</td>
</tr>
<tr>
<td>Brekeese Pierce</td>
<td>Justin Brown</td>
<td>Sarah Shield</td>
</tr>
<tr>
<td>Darius Thomas</td>
<td>Aaron Frederick</td>
<td>Quin Kelly</td>
</tr>
<tr>
<td>David Zell</td>
<td>Philip Harden</td>
<td>Teairra Evans</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Team VII: Economic Opportunity (Poverty &amp; Housing)</th>
<th>Team VIII: Local &amp; Regional Development</th>
<th>Team IX: Diversity, Equity, Inclusion, &amp; Advocacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roshan Malladi</td>
<td>Callen Woodard</td>
<td>Eboné Ivory</td>
</tr>
<tr>
<td>Brandon Marsh</td>
<td>Price McGiffert</td>
<td>Preston Hall</td>
</tr>
<tr>
<td>Angela Barajas Salcido</td>
<td>Dalis Lampkins</td>
<td>JaiOnna Terry</td>
</tr>
<tr>
<td>Trinity Hunter</td>
<td>Nate Burns</td>
<td>Heather Gann</td>
</tr>
<tr>
<td>Nautica Davis</td>
<td>Lindsay Fincher</td>
<td>Sav Campbell</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Team X: Civic, Social, and Cultural Engagement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jana Venable</td>
<td></td>
</tr>
<tr>
<td>Garrett Mayo</td>
<td></td>
</tr>
<tr>
<td>Patrick Dutton</td>
<td></td>
</tr>
<tr>
<td>Ibby Dickson</td>
<td></td>
</tr>
<tr>
<td>Anna Cain</td>
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</tbody>
</table>
Daniel Community Scholars

Written Project Proposal

- 8:00am on Monday, October 26, 2020 - Draft of written project proposal due
- 5:00pm on Tuesday, October 27, 2020 - Feedback provided by advisor
- 8:00am on Monday, November 9, 2020 - 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 15-17.

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 Monday, November 9, 2020 - Finalized PowerPoint poster due
- 5:00pm on Monday, November 16, 2020 - 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 (http://blackburn.ua.edu):

Curriculum & Programs > Student Curriculum & Programs > Daniel Community Scholars Program

- 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:
  - Description of project activities;
  - Evidence of community need;
  - Outcomes of project; and
  - 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 professional poster presentation, but also one that appeals to your peers and persuades them to want to participate.
Daniel Community Scholars

Written Proposal Requirements

The full proposal comprises one Word document (.doc or .docx) and one Excel spreadsheet (.xls or .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 (http://blackburn.ua.edu):

Curriculum & Programs > Student Curriculum & Programs > Daniel Community Scholars Program

Issue Background and Specific Problem to Be Addressed (Issue Research Specialist)

- 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.
  - 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.
  - 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?
  - 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.

Relationship with Community Partner (Community Partnership Specialist)

- 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.
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 .xls or .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.
Institute Leadership

Professional Staff

Kathryn Drago
Coordinator of Alumni Programs
205-348-2536
kdrago@ua.edu

Jerran Hill
Interim Director
205-348-9189
jshill4@ua.edu

Darcel Green
Program Assistant
205-348-3277
dmgreen@ua.edu

Arianna Kellum | Chair
614-537-8922
ankellum@crimson.ua.edu

Josh Britt | Vice Chair
405-596-7611
jcbritt@crimson.ua.edu

Cameron Dobbs | Communications Director
618-340-3898
cldobbs@crimson.ua.edu

Student Officers

A good community is comprised of more than one generation.
Institute Leadership

Fellows Involvement Network Officers

James Kemp
Chairperson

Caroline Shook
Vice Chairperson
(Internal Relations)

Ben Jackson
Vice Chairperson
(External Relations)

Advisory Board Executive Committee

Gordon Martin
Chairperson

L. Alex Smith
Vice Chairperson

Robert Harris
Secretary

Marion McIntosh
At-Large Member

Mike House
Past Chairperson

Melinda King
University Representative
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Employer</th>
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<tr>
<td>Norman</td>
<td>Baldwin</td>
<td>Retired - The University of Alabama</td>
</tr>
<tr>
<td>Jenna</td>
<td>Bedsole</td>
<td>Baker, Donelson, Bearman, Caldwell &amp; Berkowitz, P.C.</td>
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<td>Gloria</td>
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<tr>
<td>Michael</td>
<td>Briddell</td>
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<tr>
<td>Kyle</td>
<td>Buchanan</td>
<td>Helen Keller Hospital</td>
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<td>Henna</td>
<td>Budhwani</td>
<td>The University of Alabama at Birmingham</td>
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<tr>
<td>Mary Margaret</td>
<td>Carroll</td>
<td>Fine Geddie</td>
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<tr>
<td>Cheree</td>
<td>Causey</td>
<td>Retired – Civic Leader and Educator</td>
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<tr>
<td>Sue Bell</td>
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<td>LeeAnn</td>
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<td>Donaldson</td>
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<td>Ben</td>
<td>Foster</td>
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<td>Gale</td>
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<td>Garner</td>
<td>Garner Consulting Services, LLC</td>
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<td>Macon</td>
<td>Gravlee</td>
<td>Retired – Foodway, Inc.</td>
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<tr>
<td>Cornelia</td>
<td>Heflin</td>
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<tr>
<td>Russ</td>
<td>Henshaw</td>
<td>Madison Street Wealth Advisors - Raymond James</td>
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<tr>
<td>Jennifer</td>
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<td>JJPR, LLC</td>
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<td>Doug</td>
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<td>Lamar</td>
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<td>Frank</td>
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<tr>
<td>Matthew</td>
<td>Lewis</td>
<td>Arbor Springs Health and Rehabilitation Center</td>
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<tr>
<td>Mary</td>
<td>Lieb</td>
<td>Cogent Strategies</td>
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<tr>
<td>Peter</td>
<td>Lowe</td>
<td>G.W. Jones &amp; Sons Real Estate Investment Co.</td>
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<tr>
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<td>Martin</td>
<td>Alabama Power Company</td>
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<td>Mark</td>
<td>Martin</td>
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<td>David</td>
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<td>McCoy</td>
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<tr>
<td>Amanda</td>
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<td>Marion</td>
<td>McIntosh</td>
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<tr>
<td>Rosalind</td>
<td>Moore-Miller</td>
<td>The University of Alabama</td>
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<td>Martha</td>
<td>Morrow</td>
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<td>Marjorie</td>
<td>Nix</td>
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<tr>
<td>Bill</td>
<td>O'Connor</td>
<td>Campaign for Alabama</td>
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<tr>
<td>* Carol</td>
<td>Patterson</td>
<td>Retired – Civic Leader and Entrepreneur</td>
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<tr>
<td>* Tom</td>
<td>Patterson</td>
<td>Retired – Civic Leader and Entrepreneur</td>
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<td>Andres</td>
<td>Peña</td>
<td>Kaufman &amp; Killen, Inc.</td>
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<td>Holly</td>
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<td>Price</td>
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<td>Pat</td>
<td>Reynolds</td>
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<td>Gina</td>
<td>Rigby-House</td>
<td>Aflac</td>
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<tr>
<td>Julia Smeds</td>
<td>Roth</td>
<td>Eyster, Key, Tubbs, Roth, Middleton &amp; Adams, LLP</td>
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<td>Joe</td>
<td>Ritch</td>
<td>Sirote &amp; Permutt</td>
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<td>Rush</td>
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<td>John</td>
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<td>John D. Saxon, P.C.</td>
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<td>Rashmee</td>
<td>Sharif</td>
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<td>Bobbie</td>
<td>Siegal</td>
<td>Retired – Civic Leader</td>
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<tr>
<td>Alex</td>
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<td>Lou</td>
<td>Thibodaux</td>
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<td>White</td>
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<td>Tameka</td>
<td>Wren</td>
<td>BBVA Compass</td>
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<tr>
<td>Jackie</td>
<td>Wuska</td>
<td>United Way of West Alabama</td>
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</tbody>
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* Temporary sabbatical
New Students - Class of 2020

Nour Akl, Tuscaloosa, AL, Criminology & Criminal Justice, May 2022
Angela Barajas Salcido, Boaz, AL, Political Science, May 2021
Frank "Johnny" Baxley, Vestavia Hills, AL, Political Science, May 2021
Mary Eliza Beaumont, Homewood, AL, Lower Division GB, May 2023
Justin Branum, Sandusky, OH, American Studies, May 2021
Pike Briggs, Ann Arbor, MI, Criminology & Criminal Justice, May 2022
Frances Buntain, Signal Mountain, TN, Mechanical Engineering, May 2023
Nathaniel "Nate" Burns, Winchester, MA, Lower Division EC, May 2023
Anna Cain, Tuscaloosa, AL, Political Science, May 2021
Savannah "Sav" Campbell, Knoxville, AL, Computer Science, May 2022
Nautica Davis, Selma, AL, Social Work, May 2021
Iyana Diaz, Northport, AL, Public Health, December 2021
Elizabeth "Ibby" Dickson, Sylacauga, AL, News Media, May 2023
Brady Duke, Allen, TX, Religious Studies, May 2021
Patrick Dutton, Jasper, AL, Composition, May 2022
Mariah Ellis, Montgomery, AL, Interdisciplinary, May 2021
Teairra Evans, Seale, AL, Psychology, May 2022
Lindsay Fincher, Wedowee, AL, Dance, May 2022
Katherine "Kate" Fountain, Dothan, AL, Public Relations, May 2021
Aaron Frederick, Beaver Falls, PA, Microbiology, May 2022
Heather Gann, Hamilton, AL, News Media, May 2022
Preston Hall, Mobile, AL, English, May 2021
Philip Harden, Montgomery, AL, Biology, May 2022
Eric Harrison, Huntsville, AL, Psychology, May 2021
Benjamin Honan, Birmingham, AL, Chemical Engineering, May 2021
New Students - Class of 2020

Griffin Howard, Grove Hill, AL, Public Health, May 2022
Trinity Hunter, Wetumpka, AL, Computer Science, May 2023
Eboné Ivory, Lexington, SC, Lower Division Management, May 2021
Ariel Jones, Tuscaloosa, AL, Interdisciplinary, May 2021
Quinvarlio "Quin" Kelly, Tuscaloosa, AL, Health Education & Promotion, May 2021
Hannah King, Alexandria, VA, Psychology, May 2021
Dalis Lampkins, Gleason, TN, Political Science, December 2023
Vito Lombardi, West Chester, OH, Nursing, May 2021
Roshan Malladi, Montgomery, AL, International Studies, May 2023
Brandon Marsh, Huntsville, AL, Communication Studies, May 2022
Perry Martin, Birmingham, AL, International Studies, May 2021
Justin "Garrett" Mayo, Jasper, GA, Political Science, May 2023
Price McGiffert, Tuscaloosa, AL, Law, May 2022
Princess Moore, Fairfield, AL, Social Work, May 2022
Brekeese Pierce, Huntsville, AL, Political Science, May 2022
Alex Sandlin, Birmingham, AL, Philosophy, May 2021
Sarah Shield, Parkland, FL, Lower Division AC, May 2023
Alli Swann, Tuscaloosa, AL, Political Science, May 2022
John "Sam" Taylor, Fayette, AL, Finance, May 2021
JaiOnna Terry, Florence, AL, Communicative Disorders, December 2021
Darius Thomas, Phenix City, AL, Political Science, May 2022
Jana Venable, Wetumpka, AL, History, May 2021
Ellen Walton, Birmingham, AL, Accounting, May 2022
Sydney "Callen" Woodard, Andalusia, AL, Lower Division Finance, May 2022
David Zell, Birmingham, AL, Philosophy, May 2022
Returning Students

From the Blackburn Class of 2015
Lita Waggoner, Pelham, AL, Law Student, Spring 2021

From the Blackburn Class of 2017
Rebecca Griesbach, Tuscaloosa, AL, Journalism, 2021

From the Blackburn Class of 2018
Kimora Bell, Birmingham, AL, Political Science, Spring 2022
Marian Bolin, Berry, AL, Nursing, Spring 2021
Eva Curran, Mobile, AL, Social Work, Spring 2021
Margaret Lawson, Madison, MS, Graduate Student in Secondary Education and History, Spring 2021
DeAnna Lockett, Birmingham, AL, News Media, Spring 2021
Emma Mansberg, Memphis, TN, Graduate Student in Gender and Race Studies, Spring 2021
Caitlyn McTier, Sylacauga, AL, News Media, Spring 2021
Henry Pitts, Tuscaloosa, AL, Environmental Science, Fall 2020
Pruett Singleton, Montgomery, AL, Lower Division Finance, Spring 2021
Tyler Thull, Mobile, AL, Law Student, Spring 2021
Shannon Walsh, Lebanon, OH, History, Fall 2020
John Martin Weed, Mountain Brook, AL, Political Science, Spring 2021

From the Blackburn Class of 2019
Emma Bearden, Mobile, AL, Communicative Disorders, Fall 2020
Joshua “Josh” Britt, Edmond, OK, Lower Division Economics, Spring 2021
Aleah Brown, Dothan, AL, Political Science, Spring 2022
Lauren Chambliss, Prattville, AL, Environmental Engineering, Spring 2021
Martha “Tattum” Denham, Piedmont, AL, Public Health, Spring 2022
Royce Dickerson, Duluth, GA, Lower Division Marketing, Spring 2021
Returning Students

Tejas Dinesh, Maineville, OH, Mechanical Engineering, Spring 2022
Cameron Dobbs, Red Bud, IL, Graduate Student in Marketing, Spring 2021
Tana Early, Northport, AL, Environmental Science, Spring 2021
Christopher “Logan” Goulart, Enterprise, AL, Interdisciplinary, Spring 2021
Brittany Hamner, Coker, AL, Psychology, Spring 2021
Payti Harrison, Jackson, AL, Food and Nutrition, Spring 2021
Robert “Will” Henson, Tuscaloosa, AL, Theatre, Spring 2021
Carter Kampakis, Birmingham, AL, Lower Division Economics, Spring 2021
John “Jack” Kappelman, Austin, TX, Political Science, Spring 2022
Arianna Kellum, Westerville, OH, Nursing, Summer 2022
Cambridge Layfield, Tuscumbia, AL, Criminal Justice, Spring 2021
Kelsi Long, Madison, AL, Law Student, Spring 2021
Annabeth “Abba” Mellon, Talladega, AL, Interdisciplinary, Fall 2020
Jarrett Moore, Madison, AL, Finance, Spring 2021
Zachary “Zac” Pate, Hoover, AL, Lower Division Accounting, Spring 2022
Nayeli Pineda, Pelham, AL, Graduate Student in Gender and Race Studies, Fall 2021
Aoife “Kate” Pitts, Tuscaloosa, AL, Interdisciplinary, Fall 2020
Micah Presley, Florence, AL, Lower Division Economics, Spring 2022
Allysa Faye “Allysa” Rapadas, Homewood, AL, Public Health, Spring 2021
Bhavana Ravala, Bloomington, IL, Economics, Spring 2022
Samuel “Sam” Reece, Montevallo, AL, Political Science, Spring 2021
Taylor Roberson, Florence, AL, Economics, Fall 2020
Dewey “William” Roberts, Knoxville, TN, Political Science, Spring 2021
Timothy “Clark” Vick, Florence, AL, Lower Division Finance, Spring 2022
Carina Villarreal, Grand Prairie, TX, Graduate Student in Social Work, Spring 2022
Sanford “Ford” Williams, Birmingham, AL, Accounting, Spring 2021
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 650 Blackburn Fellows living in 36 states and eight foreign countries attempting to live by the ideals of the Institute on a daily basis. Highlights from the Institute’s history are listed below and demonstrate how the Institute has grown and flourished thanks to the support of an active advisory board and the work of a remarkable group of student fellows.
The Blackburn Institute utilizes a standard dress classification system to help its community 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

**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

**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

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.
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 an active participation in the Blackburn Institute and showing a devotion to the Institute’s purpose.

Applications for the 2020-21 scholarship must be received by 11:59pm on Thursday, July 30, 2020 by U.S. mail (Blackburn Institute, Box 870167, Tuscaloosa, AL 35487-0167) or email (jshill4@ua.edu).

The scholarship recipient will be announced at the 2020 Blackburn Annual Symposium on August 28-29, 2020.

Please TYPE or PRINT.

Full Name:

________________________  __________________________  __________________________
Last    First     Middle

Mailing Address:

________________________  __________________________  __________________________  __________________________
Street     City     State    Zip

Cell:  __________________________  Email:  __________________________  CWID:  __________________________

Major(s):  __________________________  Minor(s):  __________________________

2020-21 Class Standing:  ______
   Undergraduate Student
   Graduate / Professional / Law Student

Anticipated Graduation:  ______  Month  ______  Year

My signature verifies that the above information is accurate to the best of my knowledge.

Applicant’s Signature:  __________________________  Date:  __________________________
Please attach a separate essay that addresses the five core areas listed below. Please limit your essay to no more than five pages and use 12-point Times New Roman font with double-spacing. 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. Example - As you were running for a campus office, you reached out in specific ways to ensure confidence in many different types of groups to gain their support for your campaign.

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. Example - You are a democrat/republican (whichever applies) and you are at a Blackburn Institute or other gathering where the topic of politics takes center stage. Some students are forcing their beliefs on others. You take time to listen to both sides of the debate, then raise a related topic on which everyone can agree such as suggesting that the beauty to dialogue is the freedom to speak our beliefs. You also point out that each individual has valid ideas and should be respected and that you enjoyed the opportunity to hear such a vigorous and passionate encounter.

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. Example - You implement a Hispanic pre-school reading program in cooperation with a local school to teach English to young Hispanic children so they enter kindergarten on an even field of study. Or, you annually plan a food and dance cultural program on the campus or in your local community center to celebrate different cultures and foster understanding. Or, you invite someone to an event to which he or she might not be included due to social, religious or economic reasons.

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. Example - You arrive at a Blackburn or other event and discover that you are in the minority as a white female. Rather than sit next to the other few white females in the room, you introduce yourself to students who appear to be of a different ethnic culture and engage in conversation with them. Or, you take an active and effective stance against acts of discrimination that you witness or to dispel stereotypes.

5. **Describing Your Philosophy on 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. Example – You capture all opportunities afforded to you to create a meaningful exchange of respect and understanding. You seek cultural experiences to motivate you to discover ways in which to promote an active and lifelong commitment to efforts to incorporate all persons in creative endeavors making for a better world.