College/School Strategic Diversity Plans
Progress Reports

July 2015

Office of Diversity and Multicultural Affairs

The purpose of this report is to review goals, strategies, and tactics proposed in each Auburn University College/School Strategic Diversity Plan; document progress that has been made on each initiative; and document those initiatives for which action will be taken in the future.

Website: http://www.auburn.edu/diversity
Email: diversity@auburn.edu
Table of Contents

College of Agriculture.................................................................1
College of Architecture, Design & Construction..........................5
Raymond J. Harbert College of Business.......................................9
College of Education..................................................................12
Samuel Ginn College of Engineering..........................................17
School of Forestry and Wildlife Sciences....................................21
College of Human Sciences.....................................................28
College of Liberal Arts............................................................40
School of Nursing.................................................................61
Harrison School of Pharmacy.....................................................67
College of Sciences and Mathematics........................................72
College of Veterinary Medicine................................................82
University Libraries...............................................................89
College of Agriculture

Mission: Establish diversity as a core value in the College of Agriculture.

Definition of Diversity:
Diversity at Auburn University encompasses the whole of human experience and includes such human qualities as race, gender, ethnicity, physical ability, nationality, age, religion, sexual orientation, economic status and veteran status. These and other socially and historically important attributes reflect the complexity of our increasingly diverse student body, local community, and national population.

Auburn University recognizes and values the considerable educational benefits emanating from diversity as we prepare our students for life and leadership in a multicultural world. Students who interact with and learn about people from a variety of backgrounds are more apt to understand, appreciate and excel in the community they inhabit. In this context, diversity is aligned with Auburn University’s land grant mission of providing its students with a superior education in service to the needs of Alabama, the nation and the world.

Goal 1: Foster a total campus environment that respects differences and encourages inclusiveness.

Strategy 1: Foster a College environment that encourages inclusiveness.

Tactic 1: Encourage faculty, staff and students to participate in diversity activities across campus. Events are highlighted and advertised by committee members frequently and via college email.

Measure: Documentation for how faculty, staff, and stakeholders are encouraged (emails, faculty meetings, etc.)

Tactic 2: Ensure that the College of Agriculture continues to be represented on the Diversity Council. Committee Chair or representative attends all Diversity Council meetings.

Measure: Representation on the council and attendance at meetings will be documented.

Goal 2: Increase the recruitment, retention, and representation of people of color, ethnic minorities, people with disabilities, and other underrepresented students, faculty, administrators, and staff at Auburn University to a level that reflects the appropriate relevant pool of availability for the target population.

Strategy 1: Develop and implement diverse recruitment and retention strategies for underrepresented students.

Tactic 1: Recruit and sponsor students for the Summer Enrichment Experience Program (SEE). Diversity Chair speaks annually to SEE and Provost Leadership Undergraduate Scholarship (PLUS) students as requested by the Office of Diversity and Multicultural Affairs (ODMA).
Measure: Students participating in SEE program is document by school year.

Tactic 2: Identify funds to offer diversity scholarships. Opportunities are forwarded by the College, Committee and individual committee members.

Measure: Document number of scholarships supporting underrepresented populations by school year.

Tactic 3: Have faculty locate opportunities to serve as mentors to students from underserved populations.

Measure: Faculty participation and mentorship tracked through Faculty Activity Reports updated annually.

Strategy 2: Increase the recruitment, retention, and representation of underrepresented faculty and staff.

Tactic 1: Utilize DiverseJobs.net, Women In Higher Ed Journal, BlacksInHigherEd.com, HispanicsInHigherEd.com, Women in Agriculture, RecruitMilitary, RecruitDisability, and Historically Black Colleges and Universities to recruit minority and women faculty to the college.

Measure: Documentation on file of these diverse outlets used in all faculty searches. The recruitment plans of all searches are approved by Affirmative Action/Equal Opportunity Employment Office.

Tactic 2: Ensure that a well-trained Human Resources (HR) professional is an ex-officio member of all search committees to guide adherence to a diverse search process (i.e., posting in appropriate diversity resources, etc.), or ensure that search committees receive diversity training.

Measure: HR professionals serve on search committees for guidance and direction to ensure compliance of all employment-based, non-discriminatory laws. Provide handouts to all faculty search committee members at initiation of search.

Tactic 3: Monitor faculty diversity within college and departments by comparing levels of availability each year.

Measure: Faculty report updated each year.

Tactic 4: Establish and exit interview process for faculty, administrators, and staff to identify retention needs.

Measure: Report of major findings compiled.

Goal 3: Develop and implement a comprehensive system of education and training focused on effectively managing and leveraging diversity for students, faculty, and staff.

Strategy 1: Develop and implement education and training focused on managing diversity.
**Tactic 1:** Identify opportunities for faculty to collaborate in different teaching, research and outreach proposals.

*Measure:* Documentation of collaboration(s) in the **Faculty Activity Reports** each year.

**Tactic 2:** Have all supervisors attend Just Be FAIR training conducted by Human Resources, and extend it to all faculty and staff in the college.

*Measure:* Training participation tracked.

**Tactic 3:** Implement training and educational opportunities for administrative professional and staff employees to achieve the acquisition of skills and knowledge for promotion, career transition and retention within Auburn University.

*Measure:* Training implemented, participation tracked, documentation for how training supports promotion and retention.

**Tactic 4:** Guide, mentor, and provide financial support for female students through Successful Women in Agriculture (College of Agriculture donor society).

*Measure:* Document membership, participation, events, and scholarships.

**Tactic 5:** Recognize achievements of talented minority high school students with an interest in science, including agricultural and environmental science through Ag Elite.

*Measure:* Document applications, participation, and scholarships.

**Goal 4:** Build and strengthen partnership with diverse communities, businesses, and civic community organizations to support diversity and multiculturalism in the university and in external communities.

**Strategy 1:** Build and strengthen partnerships with diverse communities.

**Tactic 1:** Work with departments to establish affiliate faculty members from underrepresented groups from Alabama A&M University, Alabama State University and Tuskegee University.


**Goal 5:** Develop and execute a comprehensive Diversity Communication Plan.

**Strategy 1:** Develop and execute a Diversity Communication Plan for the College.

**Tactic 1:** Emphasize diversity as a core value through college media outlets (web pages, brochures, newsletters, magazines, videos, etc.)

*Measure:* Document inclusion of diversity within College publications.
Tactic 2: Disseminate the College Diversity Plan and promote it among all students, faculty, and staff in the college.

Measure: Disseminate plan. Update the plan yearly on College website. Faculty will be encouraged to include the diversity statement on their class syllabi.
College of Architecture, Design, & Construction

**Vision:** The College of Architecture, Design and Construction (CADC) is committed to create a diverse learning environment for its students, faculty and staff. The College will be engaged in exemplary teaching, research, outreach, scholarship, creative endeavor, and service by recruiting talented undergraduate and graduate students, knowledgeable faculty, administrators, and staff irrespective of their gender, racial, religious and social background.

**Mission:** Establish and embrace diversity as a core value in the College of Architecture, Design and Construction.

**Definition of Diversity:**
Diversity at Auburn University encompasses the whole of human experience and includes such human qualities as race, gender, ethnicity, physical ability, nationality, age, religion, sexual orientation, economic status and veteran status. These and other socially and historically important attributes reflect the complexity of our increasingly diverse student body, local community and national population.

Auburn University recognizes and values the considerable educational benefits emanating from diversity as we prepare our students for life and leadership in a multicultural world. Students who interact with and learn about people from a variety of backgrounds are more apt to understand, appreciate and excel in the community they inhabit. In this context, diversity is aligned with Auburn University’s land grant mission of providing its students with a superior education in service to the needs of Alabama, the nation and the world.

---

**Student Recruitment** (minority undergraduate students)

<table>
<thead>
<tr>
<th>April 15, 2014 (total 126)</th>
<th>March 18, 2015 (total 134)</th>
<th>Increased 1.7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 Black</td>
<td>35 Black</td>
<td></td>
</tr>
<tr>
<td>35 Hispanic</td>
<td>48 Hispanic</td>
<td></td>
</tr>
<tr>
<td>2 American Indian</td>
<td>3 American Indian</td>
<td></td>
</tr>
<tr>
<td>23 Asian/Pacific Islanders</td>
<td>38 Asian/Pacific Islanders</td>
<td></td>
</tr>
<tr>
<td>16 Other</td>
<td>10 Undecided/Other</td>
<td></td>
</tr>
</tbody>
</table>

*Data from CADC Director, Student Services

---

**Recruitment Outcome Assessment - Goal 2: Strategy 1**

**Measures:** tracked high school and college visitations, created list of potential students.

**Undergraduate Recruitment Events/Activities**

1. AU Minority Recruitment Events, Birmingham, AL, 2.19.2015
2. ASCEND Educational Enrichment Program students (9th – 12th grades), 2.10.2015 Opelika and Auburn High Schools) Discussion Topic – “Top 10 Reasons College Students Leave/Drop Out”
3. Miss Jubilee Contestants (9th – 12th grades), Selma, AL, 3.5.2015
5. AU College Preparation Summer Academy (AUCPSA), (11th grade), 6.10.2015
6. Summer Enrichment Experience Camp SEE (incoming freshmen) 6.22.2015
   (Goal 2: Strategy 1, Tactic 6)

Graduate Recruitment Events
1. Second Annual Women's Empowerment Conference, Tuskegee Univ., 1.24.15
2. Black Graduate and Professional Student Association Meetings, 9.11.14

Student Retention Outcome Assessment - Goal 2: Strategy 1 and Strategy 2
Measures: documented programs details, tracked participation, tracked enrollment
Measure: documented NOMAD student chapter activities.

1. Maintained (9) CADC PLUS Scholarships Applicants
   - incoming and transfer applications (Goal 2: Strategy 1, Tactic 1)
2. Accompanied pre-building science female students to the Women in Construction Networking Event, Rail yard Brewing Company’s Tavern, Montgomery, AL., 3.3.2015
3. Conducted National Organization of Minority Architects and Designer Students (NOMAD) Peer Mentoring Lab Sessions for pre-CADC students
   ▪ pre-industrial Design summer option: 12 students’ participated, 4.23.2015
   ▪ pre-architecture summer option: 19 students’ participated, 13 students were admitted into the pre-architecture program, 4.30.2015 * 43% success rate.
   (Goal 2: Strategy 1, Tactic 8 and Goal 2: Strategy 3, Tactic 5)
4. Preparing and lecturing NOMAD students for a new design competition for 2016, Urban Culture + Architecture International Sketch Competition (challenge: How can the four elements of hip hop (DJing, MCing, Breaking and Graffiti? Inspire the built environment?) Sponsored by BRANDNU Design (Goal 2: Strategy 2, Tactic 6 and Goal 3: Strategy 1, Tactic 4)
   - Supporting faculty: Carlton Nell (Chair, Graphic Design) and Kevin Moore (architecture/interior architecture)
5. Taught seminar course: ARCH 3600: Ethnic Americans and the Built Environment, fall 2014. (8 CADC students enrolled – architecture, environmental design, Building science) (Goal 3: Strategy 2, Tactic 1)
6. Assessed multicultural students’ financial needs and academic performance for PLUS recipients (Goal 4: Strategy 1, Tactic 5)
   - CADC PLUS Scholarship Recipients and scholarship offers: (Goal 2: Strategy 1, Tactic 2)
     o PLUS Scholarships and other diversity initiatives ($8,000)
       ▪ Justice Richardson, pre-industrial design (scholarship donor AU Alumni/Provost - $2000); Alajandro Marthe, pre-building science (scholarship donor BSci/Provost - $2000); James Millsap, pre-building science (scholarship donor BSci/Provost - $2000); and Eliza Hernandez, pre-architecture (scholarship donor APLA/Provost - $2000)
**Measure:** documented CADC PLUS scholarships award plan and recipients

7. Managed the Donor Scholarship Initiative (DSI) for the Academic Success Action Program (A.S.A.P.), CADC Summer camps, and other diversity initiatives
   - 2015 Donors: Dr. Royrickers Cook, VP for University Outreach ($10,000); Construction Industry Fund ($11,000); Freedom Prep Charter School in Memphis, TN ($1360); Mr. Edward Tarlton (HELP Consulting, $680); Valister Wilson ’96 ($680); J.E. Dunn Construction ($680); Vernell Barnes ($680); and Hoar Construction ($1000)

**Measure:** tracked fund raising initiatives

   * Total Donor Scholarship Initiative (DSI) raised - approximately ($29,730) for the AY May 1st, 2014 – May 30th, 2015

9. Administered programs for multicultural incoming freshmen and current multicultural students
   - Recruited and funded (29) Academic Success Action Program (A.S.A.P.) high school students for summer 2015 (Goal 2: Strategy 2, Tactic 8)
     - architecture camp – session one: 6.21-26.2015 and session two: 7.12-17.2015 (6 underrepresented students)
     - design camp – session one: 6.14-19.2015 and session two: 7.5-10.2015 (9 underrepresented students)
     - building construction camp – session one: 6.14-19.2015 (14 underrepresented students; 25 total camp participants)
   - Managed the CADC Summer Enrichment Experience (S.E.E.) Auburn Program Recipients (Goal 2: Strategy 2, Tactic 5)
   - Managed the CADC PLUS Scholarships Program Recipients

**Measure:** monitored participation, tracked enrollment

**Faculty Initiatives Outcome Assessment - Goal 2: Strategy 1**

1. Collaborated with Tuskegee Faculty (Rod Fluker and Daya Taylor) to submit a proposal to the National Endowment for the Humanities (NEH): HBCUs grant proposal (Goal 2: Strategy 1, Tactic 7 and Goal 4: Strategy 1, Tactic 2)
   **Measure:** documented grant program development

   - Met with several architecture, design and construction professionals to discuss faculty positions and other collaborative opportunities.
   **Measure:** distributed faculty and staff positions advertised

3. Served on AU Search Committees (Goal 2: Strategy 4, Tactic 9)
   - Chair, Master of Landscape Architecture (CADC)
   - 2-year Assistant Professor Tenure-Track Landscape Architecture (CADC)
   - Architectural Technology Lecturer Position (CADC)
   - Manager, Diversity and Inclusion (ODMA)
   - ARCH Design + Technology Lecturer Position (CADC)
   - Met with several architecture, design and construction professionals to discuss faculty positions and other collaborative opportunities. *(Goal 2: Strategy 1, Tactic 7)*
5. Identified faculty mentors (Matthew Hall, Margaret Fletcher and Carla Bell) for students’ participating in the National Organization of Minority Architects (NOMA) Design Competition *(Goal 2: Strategy 2, Tactic 6)*
6. Accompanied six students to the National Organization of Minority Architects Conference (NOMA), Theme: *For the Love of It: Community, History and Design*, Philadelphia, PA, 10.2-4.2015
   - Met with several architecture and design students and architects to discuss faculty positions and other collaborative opportunities. *(Goal 2: Strategy 2, Tactic 4)*
7. Attended the ALAHEDO Diversity Conference, Bryant Conference Center - Tuscaloosa, AL.,
   - 11.13-14.2014 (diversity training workshop and best practices models)
   *(Goal 2: Strategy 1, Tactic 7)*
   **Measure:** tracked proposal submissions, documented best diversity practices
8. Attended AU Office of the Vice President for University Outreach, Outreach Symposium: Advancing Transformative Engagement, 2.24-25.2015 *(Goal 2: Strategy 1, Tactic 7 and Goal 4: Strategy 1)*
   **Measure:** documented grant program development
9. Attended a grant writing course *(Goal 4: Strategy 1, Tactic 5)*
   Grant Funding Essentials Course, Emory University, Atlanta, GA, 5.20-22.2015
   **Measure:** developed grant writing skills, identified diversity funding sources

**Additional Committee, Outreach and Community Service**

1. Attended 50th Anniversary of Bridge Crossing (w/Africana Studies Program), Selma, AL., 3.8.2015

**National Recognition (Goal 3: Strategy 1)**

1. CADC Director was appointed to a national committee
   - *National Committee Chair*, Higher Education Task Force, National Association of Minority Architects (NOMA), 2014 – present
2. CADC Director received the 2015 – 2016 Janet and John Stone Lectureship for Multicultural Understanding, Equality and Justice Award at Auburn University, $2,000
Personal Note: I view it as an honor and privilege to serve as the Diversity Officer for the Auburn University College of Business. I appreciate the continued financial support for programs and activities for students and faculty and I look forward to continually increasing the number and quality of programs offered as part of the College of Business Diversity Initiatives.

Introduction/Mission/Purpose: Auburn University recognizes and values the importance of diversity on its campus by recognizing diversity as a core value in its strategic plan. Diversity is defined at Auburn University as “encompassing the whole of human experience and includes such human qualities as race, gender, ethnicity, physical ability, nationality, age, religion, sexual orientation, economic status, and veteran status. These and other socially and historically important attributes reflect the complexity of our increasingly diverse student body, local community, and national population.”

The College of Business strives to recognize the importance of diversity among our students, faculty, staff and constituents. It is necessary for us to promote diversity in the College of Business for our students because as they enter the business world, they will face an increasingly multicultural and global environment. Understanding and managing diversity is a significant and critical organizational challenge and our students in all majors must be able to face this challenge head on.

The benefits and needs of addressing diversity in the College of Business include:
1. Diversity in the classroom can increase the educational experience of our students by encouraging creativity among students and allowing students to respect individual differences.
2. Recognized diversity in the classroom can decrease barriers to negative attitudes and behaviors. Stereo-typed preconceptions will be challenged and students will learn to communicate with people from all types of backgrounds.
3. Having a College that openly values diversity provides a ‘safe’ place for faculty, staff and students to express their views, have open dialogues, and know that their ideas are valued and heard.
4. Students must understand the legal implications of diversity, including discrimination, equal opportunity and affirmative action. These topics are necessary and essential in their daily dealings in business environments.

A statement of significant achievements and changes, both positive and negative.

1) The Harbert College of Business held its fourth Leadership Summit at the beginning of the Fall Semester. It was open to all incoming students, but also targeted underrepresented students in College as identified by the Office of Diversity and Multicultural Affairs. Faculty and Staff presented programs to the students about the Harbert College of Business.

2) The Harbert College continued its two speakers series related to diversity – The Business of Music Speakers Series, featuring Mr. Doug Fraser from Art of the Game, and The
Business of Diversity Speakers Series, featuring Ms. Robyn Ochs, noted LGBTQ+ advocate.

3) The first annual Benjamin Bash was held at Loachapoka High School on October 28, 2014. Students from ACCT 2210 presented the fair to students during the school day and to parents and students at an evening session. The HCOB Diversity Initiatives sponsored the dinner for the evening session. It is important to note that this event included students from all HCOB majors except Accounting.

A report of progress and accomplishments related to strategic plan, mission and university priorities and goals.

The funds established for diversity activities was used for several activities, primarily the two speakers series events.

- Each department is responsible for recruiting and retaining underrepresented students, faculty, administrators, and staff. This is outside the realm of the Diversity Officer.
- It is important to note that the MBA Office participates in several Diversity related expos and the School of Accountancy along with the MBA office award scholarships annually to qualified minority students.
- The College actively supports the Summer Enrichment Experience each year. This support is provided from the Dean’s office to the Office of Diversity and Multicultural Affairs.
- In addition, undergraduate and graduate students in the College of Business are encouraged to participate in College organized international travel experiences
- The Harbert College of Business held its fourth Leadership Summit at the beginning of the Fall Semester. It was open to all incoming students, but also targeted underrepresented students in College as identified by the Office of Diversity and Multicultural Affairs. Faculty and Staff presented programs to the students about the Harbert College of Business.
- The Harbert College hosted the third annual Drake Middle School Community and Financial Literacy Fair for the 6th grade students at the school was held on 6, 2014. While sponsored by the AU School of Accountancy, the event served as a community outreach program and service learning project for students enrolled in Acct 7980. The students shared their knowledge about business with the middle school students in an all day event. This event served as an intergenerational activity, pairing college students with middle school students to interact and share knowledge about the business world
- The Women in Business organization continued its successful offerings of meetings and events for women in the College of Business.
- I serve as the advisor for Beta Upsilon Chi, National Christian Men’s Fraternity on the Auburn Campus.
- Organized the Second Annual Service Project for members of the Women in Business organization and Beta Upsilon Chi for Operation Christmas Child Shoebox Packing.
- The first annual Benjamin Bash was held at Loachapoka High School on October 28, 2014. Students from ACCT 2210 presented the fair to students during the school day and to parents and students at an evening session. The HCOB Diversity Initiatives sponsored
the dinner for the evening session. It is important to note that this event included students from all HCOB majors except Accounting.

- The Harbert College presented The Business of Music Speakers Series, featuring Mr. Doug Fraser from Art of the Game. Mr. Fraser is an Auburn alumnus.
- The Harbert College presented The Business of Diversity Speakers Series, featuring Ms. Robyn Ochs, noted LGBTQ+ advocate. This event was cosponsored with the Auburn University Office of Diversity and Multicultural Affairs.
- A Conversation with Robyn Ochs, noted LBGTQ+ advocate, was held for students to discuss gender issues in business organizations.

A report on the results of benchmarking and other unit procedures for assessing effectiveness and productivity as related to that of peers.

No benchmarking efforts were conducted during 2014.
College of Education

Mission: Establish, embrace and celebrate diversity as a core value in the College of Education.

Vision: The College of Education is nationally recognized as a dynamic academic college. The College’s culture attracts and develops students, staff, faculty and administrators who represent multiple dimensions of diversity. It is a supportive environment in which the talents of every member of the College of Education family reinforces its values and contributes to achieving its mission.

Definition of Diversity: Diversity at Auburn University encompasses the whole of human experience and includes such human qualities as race, gender, ethnicity, physical ability, nationality, age, religion, sexual orientation, economic status and veteran status. These and other socially and historically important attributes reflect the complexity of our increasingly diverse student body, local community and national population.

Auburn University recognizes and values the considerable educational benefits emanating from diversity as we prepare our students for life and leadership in a multicultural world. Students who interact with and learn about people from a variety of backgrounds are more apt to understand, appreciate and excel in the community they inhabit. In this context, diversity is aligned with Auburn University’s land grant mission of providing its students with a superior education in service to the needs of Alabama, the nation and the world.

Goal 1: Foster a total campus environment that respects differences and encourages inclusiveness.

Strategy 1: Promote an atmosphere where differences are celebrated and respected in the college.

Tactic 1: Create an official definition of diversity in the College of Education (COE).

Measure: Commitment to Diversity statement developed and published on the COE website (http://www.education.auburn.edu/edudiversity/index.html):

- The College of Education is committed to supporting and enhancing diversity among its students, staff, faculty, classroom experiences, research, and outreach activities as it occurs across all levels, including: ethnicity, gender, nationality, race, sexual orientation, social class, ability, and age. We believe the quality of teaching and human services is enriched by differences in perspectives shaped by diversity. One of the important goals of achieving diversity in the College of Education at Auburn University and in our society is to provide support and empathy for all groups that have historically been discriminated against, excluded, or marginalized in our schools, our institutions, and in our society. The College of Education is committed to fostering student and faculty experiences, community relationships, curricula, and governance accountability essential to creating an inclusive environment.
The College of Education prepares teachers and human service providers to work with culturally diverse learners and clients and to foster a climate of respect and open dialogue among students and faculty of all ethnicities and orientations.

- Additional note: During the 2015 College of Education Leadership Retreat the COE administrative leadership will review and potentially update the current Commitment to Diversity Statement. Additionally, college-wide strategic goals will be established for the upcoming academic year.

**Tactic 3:** Establish a Diversity Committee and appoint a Diversity Officer who directly reports to the COE Dean and Leadership Council.

**Measure:** COE Diversity Committee meets regularly to identify standards related to diversity and advise on issues, to include: curriculum that prepares candidates to work effectively with all learners as well as opportunities for candidates to work with diverse faculty, candidates, and learners (Teaching); college initiatives that mutually benefit diverse populations and enrich the professional development of program candidates and faculty; and collaborative research projects related to diversity; undergraduate and graduate involvement in diversity-related research projects.

- The 2014-2015 COE Diversity Committee membership was:
  - Dr. Carey Andrzejewski (EFLT), Chair
  - Dr. Randolph Pipes (SERC)
  - Mr. Korey Boyd (Graduate Student)
  - Mrs. Cynthia Young (A & P/Staff)
  - Dr. Gretchen Oliver (KINE)
  - Dr. Nancy Barry (C & T)
  - Ms. Emily Kerzin (Graduate Student)
  - Dr. Jared Russell (Dean’s Office liaison)

**Measure:** COE diversity officer appointed who has explicit and shared responsibility to facilitate diversity initiatives. The diversity officer represents the COE on the Diversity Council and attends scheduled meetings. For the 2014-2015 academic year, the diversity officer was:

- Dr. Jared Russell (School of Kinesiology; COE Director of Student Development)

**Strategy 2:** Initiate programs and activities which enhance cultural awareness for the entire college, creating opportunities for college education, constructive dialogue, and honest reflection on diversity.

**Measure:** COE implemented multiple teaching, research, and outreach programs:
Dr. Suhyun Suh, Associate Professor of Educational Foundations, Leadership, and Technology, continues to direct the Global Studies Initiative in Education – South Korea. Program is a collaborative effort between Korean automaker AJIN-USA, Auburn/Opelika City schools, and Auburn University. She led educators from Auburn/Opelika, COE faculty and administrators on a tour of P – 12 Korean schools and educational institutions, including the Ewha Womans University over 16 days, to learn “best practices” for teaching Korean students as well as share their respective educational expertise with their Korean counterparts.

Dr. Jung Won Hur, Assistant Professor of Educational Foundations, Leadership, and Technology, continues to lead the Auburn University Summer English School. This program seeks to assist K-12 international students and their parents to improve English proficiency.

Dr. Sue Barry, Associate Professor of Curriculum and Teaching, led 6 Auburn University Foreign Languages Education students to Costa Rica and additionally hosted Costa Rican teachers (from the Universidad Nacional) at Auburn University.

Dr. James Kaminsky, Professor of Educational Foundations, Leadership and Technology, directed a field experience-oriented program through a collaborative effort involving Auburn University’s College of Education, Macquarie University, Leading educators Around the Planet (LEAP) program, and the Australian Research Institute for Environmental and Sustainability. Six graduate COE students participated.

**Goal 2:** Increase the recruitment, retention, and representation of people of color, ethnic minorities, women, people with disabilities, and other underrepresented students, faculty, administrators, and staff in the College of Education to a point that reflects the appropriate relevant pool of availability for the target population.

**Strategy 1:** Develop and implement activities and programs designed to increase and expand student diversity at all levels of the college, with specific concentration on racial, ethnic, economic, gender, and ability differences.

**Tactic 1:** Develop a retention plan, with support from COE academic departments, to assist underrepresented students in successfully matriculating through COE academic programs. Develop plan to include alternate programs and opportunities to retain undergraduate and graduate students.

**Measure:** The COE’s Director of Student Development continues to prioritize this initiative as part of his duties within the Dean’s Office.

**Tactic 2:** Conduct research to better understand the dynamics of current retention rates.

**Measure:** COE Diversity Committee will continue to develop research projects that will identify and examine COE student perspectives of their “sense of”
invitedness” and inclusiveness within the COE and their respective academic units (e.g., departmental culture, academic climate, etc.). Moreover, the Director of Student Development in collaboration with the Professional Education Services staff will continue to develop programs for students who demonstrate academic difficulties.

**Tactic 3:** Develop a plan, with support from COE academic departments, to identify and recruit underrepresented students to enroll in COE academic programs. Develop plan to include alternate programs and opportunities to identify and attract undergraduate and graduate students.

**Measure:** The COE’s Director of Student Development continues to prioritize this initiative as part of his duties within the Dean’s Office.

**Tactic 4:** Enhance COE efforts to support and enhance outreach and recruitment programs to attract diverse undergraduate and graduate student populations.

**Measure:** Evaluate programs and document the number of student participants, visits, and applications.

- The COE (particularly the School of Kinesiology) hosted two graduate student recruitment programs for students interested in kinesiology or related academic fields. Programs involved a two-day recruitment event that brought students from regional historically black colleges and universities (Morehouse College, Tuskegee University, Alabama State University, Florida A & M University and Spelman College).
- The COE hosted the 4th annual Future Scholars Summer Research Bridge program. The program includes a six-week intensive research program for students from regional historically black colleges and universities (Morehouse College, Spelman College, Alabama State University, Tuskegee University and Albany State University). Seven students participated in the program.
- COE supported the Holmes (8), Barbara Jackson (2), and Clark Scholar (2) programs, designed to provide support and mentoring for talented men and women who are underrepresented in leadership positions in professional development schools and institutions of higher education.

**Tactic 5:** Establish pre-college programs targeted at recruiting a diverse student population from predominantly African American, Hispanic American, and economically disadvantaged communities.

**Measure:** Programs developed and implemented with targeted students and high schools.

- COE supported 3 Summer Enrichment Experience (SEE) Program participants during summer 2014.
- COE supported 2 Provost Leadership Undergraduate Scholarship (PLUS) Program participants for the 2014 – 2015 academic year.
• School of Kinesiology hosted approximately 30 students from Opelika High School for a “Kinesiology Day” recruitment/exposure event.
• COE hosted students participating in The Truman Pierce Institute’s pre-college programs:
  o Loachapoka Exploring Auburn Day (L.E.A.D.) Summer Camp. (Location: Auburn University, Auburn, AL)
    ▪ Details: The College of Education’s Truman Pierce Institute, in partnership with Auburn University’s Office of Outreach, offered Loachapoka High School students a week-long residential university experience. The goal of the camp is to provide students with college-like experiences while developing the skills they will need to be admitted and successful in college, and later in life. This initiative is designed to provide students with hands-on experiences in various disciplines while enhancing their skills in technology and writing.
  o Building Individual Capacity for Success (B.I.C.S.) Spring Conference. Theme: College and Career Planning (Location: Opelika, AL)
    ▪ Details: Program is an innovative high school completion program that serves approximately 200 – 250 students in grades 10th – 12 from local school districts.
Goal: Webster defines engineering as “the application of science and mathematics by which the properties of matter and the sources of energy in nature are made useful to people.” Of particular importance in this definition is the phrase “useful to people.” This requires of the engineer an understanding of people, their needs, and their values. This understanding is facilitated, and is perhaps only possible, when the engineer is exposed to, comfortable with, and cooperatively engaged with people reflective of a broad diversity of perspectives and backgrounds. Thus the Samuel Ginn College of Engineering is committed to providing its students, staff, and faculty with a rich and diverse environment supportive of our shared goal of engineering excellence.

Mission: Establish diversity as a core value in the Samuel Ginn College of Engineering.

Definition of Diversity: Diversity at Auburn University encompasses the whole of human experience and includes such human qualities as race, gender, ethnicity, physical ability, nationality, age, religion, sexual orientation, economic status and veteran status. These and other socially and historically important attributes reflect the complexity of our increasingly diverse student body, local community and national population.

Auburn University recognizes and values the considerable educational benefits emanating from diversity as we prepare our students for life and leadership in a multicultural world. Students who interact with and learn about people from a variety of backgrounds are more apt to understand, appreciate and excel in the community they inhabit. In this context, diversity is aligned with Auburn University’s land grant mission of providing its students with a superior education in service to the needs of Alabama, the nation and the world.

Goal 1: Foster a total campus environment that respects differences and encourages inclusiveness.

Strategy 1: Foster a college environment that respects differences and encourages inclusiveness.

Tactic 1: Ensure that the college continues to be represented on the Diversity Council. 
Measure: Representation on the council and attendance at meetings will be documented.
- Jeffrey Fergus, Associate Dean for Assessment and Graduate Studies, serves as the College of Engineering representative on the Diversity Council.

Strategy 2: Continue with efforts that highlight achievements and contributions of students, faculty, and staff from underrepresented groups.

Tactic 1: Encourage top minority students to join Cupola.
Measure: Track membership.
Goal 2: Increase the recruitment, retention, and representation of people of color, ethnic minorities, women, people with disabilities, and other underrepresented students, faculty, administrators, and staff at Auburn University to a level that reflects the appropriate relevant pool of availability for the target population.

Strategy 1: Develop and implement diverse recruitment and retention strategies for underrepresented students.

Tactic 1: Continue to operate the Alabama Power Academic Excellence Program. 
Measure: Participation in program tracked, student retention tracked over time
- The cornerstone of our commitment to diversity in our undergraduate population is the Alabama Power Academic Excellence Program. The program was established in 1997 with a focus of providing academic support program for first- and second-year students designed to enhance the recruitment and retention of underrepresented minority engineering students at Auburn University. The program also engages juniors and seniors both as tutors/mentors/leaders for younger students as well as by providing professional development activities. Assessment focuses on student retention.
- The Alabama Power Academic Excellence Program has since 2011 organized a three-week residential program to provide highly motivated minority students with a head start in their engineering career. The Engineering Enrichment Program takes place on the main campus of Auburn University, emphasizing academic preparedness, development and enhancement of study strategies, establishment of social support networks and exposure to valuable campus resources. The program is staffed by engineering faculty members, counselors, graduate teaching assistants and upper-level engineering students.
- Recruitment activities include working with counselors and teachers at high schools and community colleges with strong math and science programs to make them aware of the wealth of opportunities that exist in engineering. These recruiting activities are coordinated closely with those of the college.

Tactic 2: Support Auburn University Chapters of the Society of Women Engineers, the National Society of Black Engineers, and the Society of Hispanic Engineers.
Measure: Participation in programs tracked, support documented
- Auburn University Chapters of the Society of Women Engineers, the National Society of Black Engineers, the Society of Hispanic Engineers, and the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers provide focal points for diversity-centered programs for upper level undergraduate and graduate students. Assessment focuses on student participation.

Tactic 3: Support the goals of recruiting a diverse and highly qualified student body through support of a full time position dedicated to undergraduate student recruitment.
Measure: Recruitment efforts documented, enrollment data tracked over time
- Jessica Taylor serves the College in a full-time position dedicated to undergraduate student recruitment. She is specifically charged with supporting the goals of the College relative to a diverse and highly qualified student body. Her recruiting
activities are coordinated closely with those of the Coordinator of the Alabama Power Academic Excellence, Charria Campbell, so their efforts are complementary and engage the most students possible.

**Tactic 4:** Utilize organizations such as the National Consortium for Graduate Degrees for Minorities in Engineering and Science (GEM) program, SECME (founded as Southeastern Consortium for Minorities in Engineering), and the Student & Technology in Academia Research & Service (STARS) Alliance to recruit qualified students.

**Measure:** Documentation of recruitment efforts.
- The College is an active participant in the National Consortium for Graduate Degrees for Minorities in Engineering and Science (GEM) program, SECME (founded as Southeastern Consortium for Minorities in Engineering), and the Student & Technology in Academia Research & Service (STARS) Alliance.

**Tactic 5:** Collaborate with the Graduate School in recruiting efforts directed at students attending historically black colleges and universities.

**Measure:** Participation tracked
- The College collaborates with the Graduate School in recruiting efforts directed at students attending historically black colleges and universities.
- The College is leading Auburn University’s first ever NSF IGERT program, where Mario Eden, Professor and Chair, Chemical Engineering Department, serves as Principal Investigator. The AU-IGERT program provides highly competitive fellowships to more than 25 PhD students across the Auburn campus, with special emphasis on underrepresented minorities.

**Tactic 6 (new):** Enhance the recruiting, retaining and rewarding of female engineering students with the 100 Women Strong initiative.

**Measure:** Participation tracked
- The 100 Women Strong program is coordinated by the Office of Development to recruit, retain, and reward Auburn women in engineering. Activities have included organizing leadership and development conferences and establishing mentoring relationships. Assessment will focus on participation.
- In 2015, the first two 100 Women Strong Fellowships were awarded to two female engineering graduate students.

**Strategy 2:** Develop and implement diverse recruitment and retention strategies for underrepresented faculty, administrators, and staff. The College is committed to recruiting and retaining minority faculty as reflected in our Minority Faculty Recruiting and Retention Plan.

**Tactic 1:** Support the NSF ADVANCE Auburn Center.

**Measure:** Document support.
- The Auburn NSF ADVANCE project has ended.
- A PI on a successful NSF ADVANCE grant at Cornell University gave a presentation and met with faculty and administrators to discuss strategies for faculty recruiting.
Goal 3: Develop and implement a comprehensive system of education and training focused on effectively managing and leveraging diversity for students, faculty, and staff.

Strategy 1: Develop and implement college-wide diversity educational programs and training initiatives for students, faculty, and staff.

Tactic 1: Encourage student participation in study-abroad opportunities.
Measure: Document opportunities publicized and participation levels.
  • Information sessions on Engineering Global Programs are organized each semester.
  • In 2015, a new study abroad opportunity in Pamplona, Spain on Sustainable Development was initiated.

Tactic 2: Encourage new supervisors, faculty and staff to attend Just Be FAIR training conducted by Human Resources.
Measure: Training participation tracked

Goal 4: Build and strengthen partnerships with diverse communities, businesses, and civic and community organizations to support diversity and multiculturalism in the university and in external communities.

Strategy 1: Continue partnerships with schools and universities in the region to support diversity and multiculturalism.

Tactic 1: Continue to provide a variety of K-12 experiences directed at diverse audiences.
Measure: Documentation of programs conducted, participation tracked
  • The College provides a variety of experiences directed at diverse audiences, including a Computer Literacy Academy for Children (Dealing with Disabilities).

Goal 5: Develop and execute a comprehensive Diversity Communication Plan.

Strategy 1: Through multi-media forms, promote diversity as a core value for SGCOE.

Tactic 1: Disseminate the college diversity plan and promote it among all SGCOE students, faculty, and staff.
Measure: Plan disseminated
School of Forestry and Wildlife Sciences

The School of Forestry and Wildlife Sciences is dedicated to foster a respect of diverse opinions as well as a commitment to diversity in the broadest sense. It will continually seek to enhance faculty diversity in recruiting new faculty and development of current faculty. The School will increase the diversity of the undergraduate and graduate student body to address multiple perspectives including gender, racial and social background. The School will recruit an undergraduate and graduate student body that will enhance the diversity, knowledgebase, and technical capabilities of all renewable natural resources professions.

**Mission:** Establish diversity as a core value in the School of Forestry and Wildlife Sciences.

**Definition of Diversity:**
Diversity at Auburn University encompasses the whole of human experience and includes such human qualities as race, gender, ethnicity, physical ability, nationality, age, religion, sexual orientation, economic status and veteran status. These and other socially and historically important attributes reflect the complexity of our increasingly diverse student body, local community and national population.

Auburn University recognizes and values the considerable educational benefits emanating from diversity as we prepare our students for life and leadership in a multicultural world. Students who interact with and learn about people from a variety of backgrounds are more apt to understand, appreciate and excel in the community they inhabit. In this context, diversity is aligned with Auburn University’s land grant mission of providing its students with a superior education in service to the needs of Alabama, the nation and the world.

**Goal 1:** Foster a total campus environment that respects differences and encourages inclusiveness.

**Strategy 1:** Foster a College environment that respects differences and encourages inclusiveness.

**Tactic 1:** Ensure that the SFWS continues to be represented on the Diversity Council.

**Measure:** Representation on the council and attendance at meetings will be documented.
- Dr. Brenda M. Allen, Assistant Professor & Extension Specialist, serves as the School of Forestry and Wildlife Science’s representative on the Diversity Council.

**Goal 2:** Increase the recruitment, retention and representation of people of color, ethnic minorities, women, people with disabilities, and other underrepresented students, faculty, and staff at the School of Forestry and Wildlife Sciences to a level that reflects the relevant pool of availability for the target populations.

**Strategy 1:** Increase the recruitment of women, people of color, ethnic minorities, and other underrepresented students.
- Current status for students in the School is as follows:
<table>
<thead>
<tr>
<th>SPRING 2015</th>
<th>Caucasian</th>
<th>African American</th>
<th>Native American</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Non-Res Alien</th>
<th>Unreported</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>UGRAD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>276</td>
</tr>
<tr>
<td>FORB</td>
<td>51</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>52</td>
</tr>
<tr>
<td>NATR</td>
<td>38</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td>43</td>
</tr>
<tr>
<td>PFOR</td>
<td>41</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>42</td>
</tr>
<tr>
<td>UNFW</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>WLDB</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>WLDE</td>
<td>90</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td>98</td>
</tr>
<tr>
<td>WLPV</td>
<td>35</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>39</td>
</tr>
<tr>
<td>GRAD</td>
<td>42</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>32</td>
<td>1</td>
</tr>
<tr>
<td>WLDG</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>WLDG MST</td>
<td>19</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>ECFY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>FORG</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>FOWG</td>
<td>6</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>16</td>
<td>17</td>
</tr>
</tbody>
</table>

Female Undergraduates - 84
Male Undergraduates - 192

Female Graduate Students - 29
Male Graduate Students - 48

**Tactic 1:** Actively participate in all University recruiting programs of inviting high school students from racially and ethnically diverse high schools.

**Measure:** Response rate of interest from the high school students.
- 5 interested students
- The School of Forestry and Wildlife Sciences Student Services Office has been recruiting in a number of minority high schools and community colleges.

<table>
<thead>
<tr>
<th>Huffman - Birmingham</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodlawn - Birmingham</td>
<td>High School</td>
</tr>
<tr>
<td>Faulkner State –Bay Minette</td>
<td>Community College</td>
</tr>
<tr>
<td>Murphy - Mobile</td>
<td>High School</td>
</tr>
<tr>
<td>Bishop State - Mobile</td>
<td>Community College</td>
</tr>
<tr>
<td>Fairhope</td>
<td>High School</td>
</tr>
</tbody>
</table>

- Participation in AU Minority College Recruitment Nights in urban AL locations statewide
Recruitment is conducted as time and funding permits which includes joining University events and initiatives. This strategy serves as the primary method of targeting under-represented groups.

Co-sponsors of MANRRS Student Organization Conference
Presentation at the Summer Enrichment Experience; building relationships with the Office of Diversity and Multicultural Affairs. This group includes STEM and PLUS program students.

**Tactic 2:** Actively visit high school and community colleges in rural and urban communities.

*Measure:* Number of visitations and number of inquiries from students in these classes.
- 3 female students inquired from Bishop State Community College
- Currently conducting class presentations in high school and community college biology, chemistry and environmental science classes.

**Tactic 3:** Promote careers in natural resources.

- Focused presentations in Natural Resources
- Visit urban Alabama cities Huntsville, Birmingham, and Mobile and sub-urban counties across the state such as Butler, Washington, Dallas and Houston Counties
- Reach out to all students on PSAT/SAT from AU lists
- Recruitment Material on Recruitment Display
- On Campus Recruitment with Sustainability Office/Earth Day
- High School forestry summer camp (reported by Dr. Becky Barlow); 13 participants (4 females)

**Tactic 4:** Advertise the scholarship opportunities within the School.

*Measure:* Number of outlets that include information about our scholarship opportunities.
- The superior scholarship ratios and percentages for the School of Forestry and Wildlife Sciences students is broadly advertised in the Auburn University AUSOM system and at all recruiting events. Additional funds and/or representation from the School’s students in the PLUS program and other diversity scholarships have been proactively sought.
- We invited the Summer Enrichment Program students to our School in Summer 2014 and spoke to them with regard to all our degree programs. Unfortunately, all had already determined a major.
- We will also be reaching out to high schools in Covington, Conecuh, Butler and Coffee counties, where we have specific SFWS scholarships opportunities for students.

**Tactic 5:** Promote the 3/2 programs at Tuskegee University to recruit more upper classmen to Auburn.

*Measure:* Number of students in the programs.
- Two 3+2 programs are in place; two students completed undergraduate program at Auburn and Tuskegee University-Spring 2015. One female student will begin
SFWS – MNR with our Wildlife Program. There are four students currently under the University of West Alabama agreement. The UWA agreement was revised last in 2012. Our new Associate Dean of Academic Affairs is working to establish new communication in this degree partnership for potential students. The Tuskegee agreement has an update pending signatures from Tuskegee. The Deans will meet with the Tuskegee Director, Ron Smith in Fall 2015. He has indicated he has four new Wildlife students potentially interested next year.

**Tactic 6:** Advertise successful graduates as role models for underrepresented groups.

*Measure:* Number of outlets that include information about successful graduates.

- Interviews from successful graduates including underrepresented groups were collected. Successful stories have also been featured and highlighted in SFWS Website.

**Strategy 2:** Increase the graduation rate of students of color, ethnic minority students, women, students with disabilities, and other underrepresented groups to the same level as non-minority students who enter the University with comparable preparation.

- Recent degree numbers for students in the School are as follows:
  
  **2014 – 2015:**
  
  Undergraduate Degrees - 1 African American female (Wildlife Science)
  
  Graduate Degrees – 4 male ("Non_Resident Alien") (2 Masters; 2 Doctorates)

**Tactic 1:** Investigate the reasons for withdrawal and transfers to other degree programs by tracking the progress of each student over the past 10 years in order to identify the critical points or courses in the curriculum.

*Measure:* List of those critical points or courses that determine student success.

- Historically and currently the critical courses for underclassmen are the Calculus and Chemistry requirements in both majors. Most students that either transfer to a different major or leave due to academic issues fail one or more of these courses.

- For upperclassmen retention is very high (over 90%), but those with academic problems struggle with the quantitative courses in the Forestry curriculum (Forest Surveying, Forest Measurements I and II, and Forest Economics) and the upper level Biology requirements in the Wildlife Ecology and Management curriculum (Ecology, Genetics, Wildlife Ecology and Management I and II). There are no differences due to gender over time, although the low number of females in the Forestry curriculum makes this difficult to determine. At this time the number of ethnic minority students is so low it is not possible to test for any differences.

**Tactic 2:** Promote the enrollment of UNIV 1150 Success Strategies, especially those sections designated for the School’s Learning Community.

*Measure:* Percent of the incoming students completing UNIV 1150.

- For the seven years that the School of Forestry and Wildlife Sciences has offered one UNIV 1150 Success Strategy course during the fall; 25 students enrolled.

- The overall participation by underrepresented groups in the seven years has averaged 30% for female students and 3% for Non-Caucasians. Both Non-
Caucasian students identified themselves as African American and both are in the top 10% of their respective classes.

- CWE Year Fall 2014, UNIV 1150 we began teaching a section of Success Strategies encouraging all freshmen to take the course, which is also taught in our building. This provides two opportunities to connect with new freshmen.
- FOWS 2010 Environmental Interpretation is also offered, which both Forestry and Wildlife majors can take to meet the communication requirement in both curricula during their sophomore year. This course will engage the students in designing field based systems and communicating natural resource issues and processes to the general public.
- The School now offers a new degree program in Natural Resource Management that requires both the FOWS 2010 course in the sophomore year and a new course, FOWS 2020 Natural Resource Sampling Techniques. This class is a field based course to give freshmen and sophomores basic instruction in measuring various aspects of our natural resources.

**Tactic 3:** Encourage freshmen and sophomores to become involved in field and lab work and internships through work conducted by the School with special emphasis on underrepresented groups.

- 30 undergraduate students participated in wildlife research opportunities, one undergraduate participated in undergraduate research in forestry and one student had a co-sponsorship in undergraduate research with the Honors College and the Wildlife Sciences program. It is difficult to put an emphasis on underrepresented groups as we are not allowed to take this into consideration when hiring a student or any other employee. Therefore, our approach has been to encourage these students to seek out and apply for these opportunities through accessing the information we provide on the School’s web site.

**Tactic 4:** Develop faculty mentoring to connect the best students to professionals in their area of interest through a combination of undergraduate research projects and internships with special emphasis on underrepresented groups.

**Measure:** Number of students participating in undergraduate research and/or internships.

- Gaining experience through undergraduate research and/or internships is encouraged for all students and is a frequent discussion topic when better students receive academic advising for the following term. Currently, we have two faculty members that have offered a Directed Study for undergraduate research in their lab for a few students over the past couple of years.
- In addition to academic enrichment, studying abroad experiences provide students with opportunities for exposure to diverse cultures, allowing students to interact with and learn about people from a variety of backgrounds. Dr. Ken McNabb and Dr. Ed Loewenstein took 8 undergraduates (5 males, 3 females; 6 Forestry, 2 Wildlife) for a study abroad experience in Brazil. They visited forest products industries, a major university forestry program, a national research laboratory, native forests, the largest urban forest in the world, and a national botanical garden. The group was accompanied by two Brazilian forestry students, and the entire agenda was arranged through local counterparts. Dr. Wayde Morse took
three of his undergraduate students for a study abroad experience in Costa Rica in Fall 2014. This field experience is a partnership with UGA and their international field station in Costa Rica.

- Forestry and Wildlife Sciences also hosted three Brazilian forestry students participating in the “Science without Borders” program sponsored by the Brazilian government. Dr. McNabb is their academic advisor. These students attended regular AU forestry classes during the past year, interacting with local students in academic and social settings. Dr. Becky Barlow also hosted a visiting undergraduate scholar from Brazil.
- In addition, internships and informal summer job opportunities are available for all students, but they require genuine effort on the student’s part and willingness to travel.

**Strategy 3:** Increase the retention of women, people of color, ethnic minorities, people with disabilities, and other underrepresented groups in our faculty.

- Current status for faculty and staff in the School are as follows:
  Of the 33 faculty members, seven are female (1 Black, 4 White, 2 Asian) and 26 male (20 White, 6 Asian). Of the 47 staff members, 19 are female (1 Black, 15 White, 2 Asian, 1 non-specified) and 28 male (2 Black, 22 White, 3 Asian, 1 Hispanic).

**Tactic 1:** Encourage participation in University mentoring programs (such as Women’s Initiatives and the Diversity Faculty Mentoring programs) to aid in the retention of faculty members by the senior faculty.

**Measure:** Track faculty participation in programs.

- There were 2 retirements during this 2014-15 period. While there is no formal University mentoring program, senior faculty actively work with junior faculty in providing guidance, advice, and support. Generally, these faculty are selected from the sub-discipline of the junior faculty.

**Tactic 2:** Encourage participation of the senior faculty in the 3 year tenure review process.

**Measure:** Track number of participants and conduct a survey to measure the quality of assistance provided to the new faculty member.

- All new faculty participate in a 3 year tenure review process conducted by the School of Forestry and Wildlife Sciences. New faculty receives guidance from senior faculty in the School. Each candidate submits to the Dean their 3 year tenure dossier, which then is made available to senior faculty for review. A meeting of the senior faculty is held to express strengths and weaknesses of each candidate along with a tenure vote based on the perceived trajectory. This information is summarized by the Dean and communicated to the candidate in writing followed by a one-to-one discussion with the Dean.

**Strategy 4:** Increase the recruitment of women, people of color, ethnic minorities, and other underrepresented groups to faculty positions.
Tactic 1: Approved position announcements will be sent to corresponding Deans at HBCU institutions with complimentary programs to assist in identifying potential applicants.
Measure: Number of potential applicants contacted with respect to the position.

Strategy 5: Increase employee diversity, including women, people of color, ethnic minorities, people with disabilities, and other underrepresented groups in higher level staff positions.

Tactic 1: Actively participate in University programs and follow all University procedures and policies to increase the opportunities for underrepresented groups to be successful in higher level staff positions.
Measure: Percent of higher level staff positions in the School held by underrepresented groups.
- Of the eight high level staff positions (Grades 33-37) in the School, six are held by females (1 Black, 5 White). The remaining two positions are staffed by males (1 White, 1 Asian). All of these staff positions are in different job families than the lower staff positions and therefore are not filled through promotions. They are filled through approved hiring procedures as set by Human Resources.
College of Human Sciences

**Mission**: Establish diversity as a core value in the College of Human Sciences

**Definition of Diversity:**
Diversity at Auburn University encompasses the whole of human experience and includes such human qualities as race, gender, ethnicity, physical ability, nationality, age, religion, sexual orientation, economic status and veteran status. These and other socially and historically important attributes reflect the complexity of our increasingly diverse student body, local community and national population.

Auburn University recognizes and values the considerable educational benefits emanating from diversity as we prepare our students for life and leadership in a multicultural world. Students who interact with and learn about people from a variety of backgrounds are more apt to understand, appreciate and excel in the community they inhabit. In this context, diversity is aligned with Auburn University’s land grant mission of providing its students with a superior education in service to the needs of Alabama, the nation and the world.

**Goal 1**: Foster a total campus environment that respects differences and encourages inclusiveness.

**Strategy 1**: Foster a College environment that respects differences and encourages inclusiveness.

**Tactic 1**: Share the College of Human Sciences Belief System with students, faculty, and staff. The Belief System includes a commitment to global issues, human diversity, awareness of emerging trends, and a realistic perspective of the student’s place in the world.

**Responsible**: Dean’s Office

**Measure**: Belief System provided to all incoming freshmen and transfer students at Camp War Eagle and Successfully Orienting Students.

- Provided during Camp War Eagle and SOS. The Belief Statement is provided as a handout in the CWE CHS Handbook. The Belief Statement is also available on the College website.

**Tactic 2**: Ensure that the College of Human Sciences is represented on the University Diversity Council. Representatives will serve rotating three year terms.

**Responsible**: Dean

**Measure**: Representation on the council and attendance at meetings will be documented.

- Kelly Martin, Student Services Coordinator, currently serves as the CHS representative for the Diversity Council.

**Tactic 3**: Encourage faculty, staff, and students in the College of Human Sciences to participate in campus activities involving diversity initiatives (i.e. participate in programs such as PLUS, attend diversity conferences/meetings, etc.).

**Responsible**: Dean’s Office and Department Heads
**Measure:** Documentation for how faculty, staff, and students are encouraged (e-mails, building monitors, faculty meetings, etc).

- Over the past year, the Diversity Council Representative sent e-mails to all faculty, staff and students, and placed announcements on building monitors and in e-newsletters sharing information about upcoming diversity events (Women Studies program offerings, diversity initiatives and activities, etc.).

**Goal 2:** Increase the recruitment, retention, and representation of people of color, ethnic minorities, women, people with disabilities, and other underrepresented students, faculty, administrators, and staff at Auburn University to a level that reflects the appropriate relevant pool of availability for the target population.

**Strategy 1:** Develop and implement diverse recruitment and retention strategies for underrepresented students.

**Tactic 1:** Support Provost Leadership Undergraduate Scholarship (PLUS) program administered through the Office of Diversity and Multicultural Affairs.

**Responsible:** Dean’s Office

**Measure:** Provide funding in 2014-2015 cycle.

- Dean’s Office will provide match funding support for two CHS students for PLUS program ($1,000/year per student). Ayyona Hatcher and Micaiah Wiggins were offered and have accepted CHS-sponsored PLUS scholarships. Additionally, continuing juniors Kaelin Lee and Jasmine Freeman have accepted continuing CHS-sponsored PLUS funding ($1,000/year per student).

**Tactic 2:** Offer the College of Human Sciences Mentoring Program to all freshmen students in the College.

**Responsible:** Associate Dean for Academic Affairs

**Measure:** Record activity of students taking part in freshman mentoring program.

- All Fall 2014 incoming CHS freshmen were assigned to a CHS Ambassador as a mentee. Regular e-mail contact was maintained through the semesters to inform students of news and events and to keep an open line of communication should students need advising or assistance. Freshmen students were invited to socials and/or meetings each semester. One hundred eighty-eight freshmen were assigned to CHS Ambassadors as mentees for the 2014-2015 academic year.

**Tactic 3:** Offer the College to Career (C2C) series to all students in the College of Human Sciences.

**Responsible:** Academic Affairs Office and Women’s Philanthropy Board

**Measure:** Record activity of students taking part in C2C presentations.

- During the 2014/2015 academic year, the College of Human Sciences expanded the College to Career (C2C) series of presentations focusing on career development topics for college students. The presentations included a “Dress and Dine for Success Etiquette Dinner,” “Acing the Interview,” “Getting into Graduate School,” “Budgeting: How to Create a Spending and Savings Plan,” “Understanding Your First Job Offer,” “Financial Planning for Young Professionals,” “Writing Effective
Letters”, and “Identity Protection for Young Professionals.” Emails were sent to all CHS students and Women’s Philanthropy Board mentees inviting them to attend the C2C presentations. In addition to increasing the number of sessions offered from six in 2013/14 to eight in 2014/15, the staff also began offering a new incentive for participation. Students who attended a minimum of four C2C sessions were awarded certificates for completing the “C2C Young Professional Program.” During the 2014/15 academic year, 108 students attended C2C events (fall/spring), and seven students were presented with C2C Young Professional Program certificates.

**Tactic 3:** Offer the CHS Freshman Family Barbecue.  
**Responsible:** Academic Affairs Office, Development Office  
**Measure:** Record activity of freshman families taking part in the yearly event.
- All 2014 incoming freshmen and their families were invited to the CHS Freshman Family Barbecue in order to promote the “Auburn family” and aid retention efforts. The event was held as part of Auburn University Fall Family Weekend in October 2014. Family members were invited to meet the students for lunch, hear the latest news from the college, and participate in tours of Spidle Hall led by CHS Student Ambassadors. The college hosted a total of 90 attendees at the event.

**Tactic 4:** Monitor all transfers from CHS to identify retention needs.  
**Responsible:** Academic Affairs Office  
**Measure:** Report of major findings compiled.
- CHS utilized a system of tracking and reporting on-campus transfers in and out of the College for retention information. The Associate Dean of Academic Affairs is provided a report each month. A report is also provided to each department head in the College at the conclusion of each semester. During the past year (Summer 2014, Fall 2014, and Spring 2015), 211 students transferred into CHS from on-campus programs and 133 transferred out of CHS.

**Tactic 5:** Conduct training for peer advisors regarding student retention programs offered on campus.  
**Responsible:** Academic Affairs Office  
**Measure:** Training delivered to peer advisors; participation tracked.
- Training program, developed by Ms. Kim Parker (Academic Advisor), was presented as a part of Peer Advisor trainings Spring 2015.

**Tactic 6:** Nominate minority students for appropriate scholarship opportunities offered through trade/professional associations and foundations (i.e. Hyatt Minority Scholarship).  
**Responsible:** Academic Affairs Office and Department Heads  
**Measure:** Record and announce student scholarship award recipients as appropriate.
- Students were counseled by HRMT faculty regarding the American Hotel and Lodging Education Foundation scholarship opportunities. Specifically, the Hyatt Minority Scholarship is a scholarship available to minority students in HRMT. The scholarship is a self-nominated opportunity and students meeting the qualifications were encouraged to apply.
Tactic 7: Support undergraduate attendance at the Women’s Leadership Conference.

**Responsible:** Department Heads

**Measure:** Track support of undergraduate students for the Women’s Leadership Conference.

- Students were encouraged to attend the leadership conference through e-newsletter announcements and class announcements. All CHS Ambassadors and Peer Advisors were invited to attend the Women’s Leadership Conference luncheon (supported by CHS). A total of 35 students and staff attended to represent CHS.

Tactic 8: Participate in Prospective Student Receptions for minority students, sponsored by the Admissions Office.

**Responsible:** Academic Affairs Office/Recruiting

**Measure:** Document participation in the yearly event.

- The College of Human Sciences participated (CHS recruiting representative and information table) in the Minority Preview Days for minority students held in Auburn in July and September 2014, sponsored by the Auburn Admissions Office.

Tactic 9: Participate in the Minority High School Counselor Orientation sponsored by the Admissions Office.

**Responsible:** Academic Affairs Office/Recruiting

**Measure:** Document participation in the yearly event.

- The College of Human Sciences participated (CHS recruiting representative and information table) in the 2014 Minority High School Counselor Orientation, held in Auburn and sponsored by the Auburn Admissions Office.

Tactic 10: Participate in the Auburn University College Prep Summer Academy offered through the Office of Diversity & Multicultural Affairs.

**Responsible:** Academic Affairs Office/Recruiting

**Measure:** Document participation in the yearly event.

- The College of Human Sciences participated (CHS recruiting representative) in the 2014 AU College Prep Summer Academy by giving a presentation on the majors and career paths through Human Sciences and providing a tour of Spidle Hall.

Tactic 11: Participate in community-focused minority recruitment initiatives.

**Responsible:** Academic Affairs Office/Recruiting

**Measure:** Document participation in yearly events.

- The College participated in the 2014 Lochapoka Exploring Auburn Days (L.E.A.D.) event, held in Auburn and sponsored by University Outreach and the Truman Pierce Institute/College of Education. For this event, students from Lochapoka High School visited the College of Human Sciences. A recruitment representative gave a presentation about CHS majors and potential career paths, talked with the students about their college goals, provided informational brochures about the college, and took the students on a tour of the building.
- A recruitment representative of the College of Human Sciences visited various high schools with noteworthy minority populations to recruit for degree programs in
CHS, such as Bob Jones High School in Madison, AL (30% minority enrollment) in March 2014 and Johns Creek High School in Marietta, GA (37% minority enrollment) in April 2014. A recruitment representative also participated in the HOSA (pre-health club for high school students) state conference college fair in Montgomery in February 2015, which attracted a diverse group of students from high schools across the state.

- In October 2014, CHS hosted its third annual “Career and Professional Development Workshop”, a one-day event led by Human Sciences faculty and staff and geared toward teachers in Family and Consumer Sciences programs in Alabama high schools. The focus of the workshop was college and career readiness for high school students. A total of 27 teachers attended, many of whom represented high schools with significant minority enrollment, such as Southside High School (100%), Mattie T. Blount High School (100%), Central High School - Tuscaloosa (100%), and McAdory High School (53%).

**Tactic 12:** Offer and support National Society of Minorities in Hospitality student chapter on Auburn campus.

**Responsible:** HRMT program faculty member (faculty advisor)

**Measure:** Document membership and activities.

- The AU Chapter of the National Society of Minorities in Hospitality has been granted a permanent charter at Auburn through the Student Government Association. In Spring 2014, six students and an HRMT faculty member attended the NSMH National Conference in Orlando, FL. At this conference, the students participated in what is typically the largest career fair in the country for hospitality students.

**Strategy 2:** Develop and implement diverse recruitment and retention strategies for underrepresented faculty, administrators, and staff.

**Tactic 1:** Monitor the College of Human Sciences for faculty diversity within each of the three departments and compare levels of availability each year.

**Responsible:** Executive Assistant and Business Manager

**Measure:** Data tracked yearly.

- Reports are filed (Form B) with each search in conjunction with University Human Resources. Data supports the retention/selection of diverse and underrepresented populations.

**Tactic 2:** Ensure that a well trained human resources professional is an ex-officio member of all search committees to guide adherence to a diverse search process (i.e., posting in appropriate diversity resources, etc.).

**Responsible:** Executive Assistant and Business Manager

**Measure:** Documentation of trained Human Resources professionals who serve on search committees.
• The Executive Assistant and Business Manager served as ex-officio member of search committees. The representative attended Human Resource Liaison quarterly meetings for training purposes and updates.

**Tactic 3:** Utilize national and international diversity organizations as a resource to advertise faculty and administrative position opportunities in the college.

**Responsible:** Executive Assistant and Business Manager

**Measure:** Document means in which organizations are used to promote faculty/administrative positions within the college.

• All vacant faculty positions are advertised in the Diversity Issues and the Chronicle of Higher Education. Professional positions are advertised through the Human Resources Central Recruitment procedure. This includes HigherEdjob.com, CareerBuilders.com, and others.

**Goal 3:** Develop and implement a comprehensive system of education and training focused on effectively managing and leveraging diversity for students, faculty, and staff.

**Strategy 1:** Develop and implement college-wide diversity educational programs and training initiatives for students, faculty, and staff.

**Tactic 1:** Publicize the Global Studies in Human Sciences degree program

**Responsible:** Dean’s Office

**Measure:** Track enrollment in the major.

• The College of Human Sciences launched the new Global Studies in Human Sciences degree program in Fall 2014. Global Studies in Human Sciences is designed to educate students on relevant global issues, the realities of globalization and how local and global issues are interconnected. The Global Studies in Human Sciences major draws on content relevant to human sciences (e.g., international nutrition, hunger and food insecurity, microloans and entrepreneurship, environmental sustainability, maternal and child health, education of women and girls, global markets, goods and services, humanitarian aid and social policy) as well as the faculty expertise of the Dean’s administrative team and the three departments in the College. There were 15 Global Studies in Human Sciences majors at the conclusion of Spring 2015, with 10 new GSHS majors anticipated to matriculate through Camp War Eagle in Summer 2015.

**Tactic 2:** Disseminate information to all Auburn University students regarding the CHS program, Joseph S. Bruno Auburn Abroad in Italy. The semester-long-study abroad program is administered by the College of Human Sciences. Students earn 16 credits and the International Minor while immersing themselves in the art, architecture, history, language, philosophy, literature, and film of Italy through the competent guidance of notable Italian lecturers who are experts in these areas.

**Responsible:** Director of Global Education, Dean’s Office and International Minor Committee Chair

**Measure:** Document how announcements and contacts are made (in classes, e-mail, student appointments, etc.).
• Information about the program was provided through standup presentations to all CWE sessions. Information sessions/meetings were held each semester for students interested in the program. The program is advertised in Tiger Transitions (CWE handbook) for incoming transfer students. The program sponsored a booth during the Study Abroad Fair and also hosted an information table during Welcome Week 2014.

Tactic 3: Share information with students and campus advising offices regarding the International Minor in Human Sciences. The minor is open to all Auburn University students.

Responsible: Dean’s Office

Measure: Document relevant course rolls; academic plans created with individual students.

• Information is shared in CWE presentations and CWE/CHS Handbooks, Advisors Caucus, included in new student/transfer student information packets, and is available on the Auburn University website. Advisors work with students to complete academic block plans to include study abroad experiences.

Tactic 4: Publicize the European Study Tour offered through the Department of Nutrition, Dietetics, and Hospitality Management. The course is offered each summer semester (NTRI 5380/6380 – Study/Travel in Nutrition, Dietetics, and Hospitality Management) and is open to all Auburn University students.

Responsible: Department Head/Faculty Tour Leader

Measure: Documentation of course rolls and how announcements are made (in classes, e-mail, advisor caucus, etc.).

• Information about the program is shared through e-mails and announcements. Eleven students were enrolled in the European Study Tour during Summer 2014.

Tactic 5: Publicize short-term study abroad experiences offered through the CHS Office of Global Education. These courses were expanded during the 2014-15 academic cycle to include HUSC 3380/5940/6940: Auburn Abroad in Jordan, HUSC 5940/6940: Auburn Abroad in Fiji, and HUSC 5940/6940: Auburn Abroad in London; HUSC 5940/6940: Mediterranean Diet Tour; and HUSC 5940/6940: Auburn Abroad in South Africa.

Responsible: Office of Global Education/Faculty Tour Leader/Academic Affairs Office

Measure: Documentation of how publicity is shared.

• Information about the new short-term study abroad opportunities offered through the College of Human Sciences in Spring/Summer 2015 was shared through announcements, e-mails, Spidle TV’s, social media, monthly e-newsletters, and posters displayed throughout Spidle Hall.

Tactic 6: Support partnerships with internationally-based universities to provide diverse educational opportunities.

Responsible: Office of Global Education

Measure: Document international educational partnerships.

• The College of Human Sciences currently has international educational agreements with Stenden University in The Netherlands and South Africa and is working on
agreements with Bali and Thailand. Additionally, the College of Human Sciences is near the conclusion of an exchange agreement with Dublin Institute of Technology.

**Tactic 7:** Encourage departments to develop and offer courses/course content highlighting multicultural, international, and global issues.

**Responsible:** Associate Dean for Academic Affairs and Department Heads

**Measure:** Collect course data.


**Tactic 8:** Encourage departments to include study abroad experience in the required major curriculum.

**Responsible:** Dean’s Office

**Measure:** Track CHS programs requiring academic credit bearing study abroad experience

- All Hotel and Restaurant Management students are required to complete at least one academic credit bearing study abroad experience during their time at Auburn (effective with incoming freshman HRMT class for Fall 2014). Human Development and Family Studies students may use study abroad experience as a substitute for the required internship. Additionally, the International Minor in Human Sciences offers two options to obtain the minor (on-campus courses plus an international study abroad experience or participation in the Joseph S. Bruno Auburn Abroad in Italy program).

**Tactic 9:** Develop an International Strategic Plan

**Responsible:** Dean’s Office

**Measure:** Document progress toward reaching goals of the international programming mission each year.

- The College of Human Sciences, guided by stakeholders, developed the International Programs Strategic Plan in February 2012. The international programming mission is to ensure that awareness of other cultures permeates our teaching, research, and outreach programs. All CHS students, both domestic and international, should be comfortable with peers of different social and ethnic
backgrounds, accepting and tolerant of diverse groups, open to new ideas, and knowledgeable about global issues. Since 1990, international initiatives have been a central focus of the CHS’s strategic plan and a top priority for the College. Developing an international programming mission formalized the existing goals and guides future planning and development.

**Tactic 10:** Offer the credit bearing course “International Quality of Life Awards and Study Tour”

**Responsible:** Dean’s Office

**Measure:** Documentation of course rolls.

- The College of Human Sciences offered the credit-bearing International Quality of Life Awards and Study Tour in Fall semester 2014. The course, with an international focus, included special lectures, workshops and assignments on the AU campus designed to enhance the culminating experience in New York, followed by the actual study trip to New York at the end of the semester. While in New York from December 5-9, 2014, students visited venues related to art, design, food, families, and culture, as well as served as ambassadors at the International Quality of Life Awards presented at the United Nations on Monday, December 8th.

**Tactic 11:** Develop system for capturing data for international education and international study experiences of students.

**Responsible:** Dean’s Office

**Measure:** System developed and international experiences tracked.

- Records are kept of all study abroad forms (Form B) for all students in CHS. International experiences are also tracked through OIE records and course rolls. For the reporting period of Summer 2014-Spring 2015, 116 students in CHS took part in credit bearing international education and/or study abroad. The Joseph S. Bruno Auburn Abroad in Italy program enrolled 61 students, representing various degree programs at AU, during the reporting time period.

**Goal 4:** Build and strengthen partnerships with diverse communities, businesses, and civic and community organizations to support diversity and multiculturalism in the university and in external communities.

**Strategy 1:** Encourage the development of diverse partnerships.

**Tactic 1:** Provide leadership for the Universities Fighting World Hunger initiative in partnership with the United Nations World Food Programme.

**Responsible:** Dean and External Affairs Director

**Measure:** Document activities and leadership efforts.

- CHS representatives (Dean and External Affairs Director) provide leadership for the Universities Fighting World Hunger initiative which has grown to almost 300 national and international universities. A Hunger Studies minor was launched in 2009/2010 at Auburn University as an interdisciplinary initiative housed in the College of Human Sciences which is serving as a model for other universities. The
Hunger Solutions Institute, which was launched in 2012, seeks to share knowledge and best practices in the fight against hunger and malnutrition by creating multi-sector partnerships at the community, state and global levels. Under the leadership of the Hunger Solutions Institute, 66 university presidents representing six continents signed the President’ Commitment to Food and Nutrition Security. These signatories, known as Presidents United to Solve Hunger (PUSH), met for a Public Signing Ceremony and Hunger Forum at the ECOISOC Chamber of the United Nations in New York in December 2014 and will have its First Operational Meeting and International Hunger Dialogue on June 17, 2015 at the National Press Club in Washington, DC.

Tactic 2: Encourage students to participate in the Women’s Philanthropy Board Mentee Program.

Responsible: WPB and Dean’s Office

Measure: Document mentee sign-up participation.

- Information about the program is shared with students through announcements, e-mails, and in-class presentations. E-mails are also sent to all new incoming freshmen. To date, more than 700 students have affiliated as a WPB Mentee Program. Over the past year, 185 WPB mentees attended the three major educational luncheons sponsored by WPB (Fall, Winter and Spring Luncheon). It is estimated that more than 350 students attended additional educational programs that were held in conjunction with the luncheons.

Tactic 3: Offer the REAL Cents- REAL Change Program administered through the Cary Center for the Advancement of Philanthropy

Responsible: Director, Cary Center for the Advancement of Philanthropy and Nonprofit Studies (in coordination with the Boys and Girls Clubs of Greater Lee County)

Measure: Record activity of students taking part in the program.

- REAL Cents - REAL Change is a teen learning series designed to further the enhancement and empowerment of teens through education, leadership and philanthropy. Boys & Girls Club teen members learn the basic skills of financial management and philanthropic service. For the reporting period of Summer 2014-Spring 2015, there were on average 10-20 teen participants in attendance each week. The program held weekly meetings, during the academic year and summer, at the Cary Center for the Advancement of Philanthropy and Nonprofit Studies with teenagers ranging in ages from 13-18, from the Auburn and Opelika Boys & Girls Clubs Units of Greater Lee County.

Tactic 4: Advance the Alabama Prison Arts and Education Project (APAEP) through the Department of Human Development and Family Studies

Responsible: APAEP Director

Measure: Document partnerships for the APAEP.

- The APAEP, which moved to the Department of Human Development and Family Studies in Spring 2012, brings educational opportunities to prisoners in Alabama. APAEP now has partnerships with multiple colleges at Auburn University, working to build an outreach initiative that not only impacts the prison population, but the
students, faculty and administration at Auburn University. In one of its most productive years, the APAEP increased the number of semester courses by 28% (18 to 23) and the number of students served by 47% (301 to 443) in nine prison facilities. Numerous new and continuing external funding sources support the program, viz. Alabama Humanities Foundation, Alabama State Council on the Arts, National Endowment for the Arts, Joan Mitchell Foundation, Kalliopeia Foundation, and others.

Goal 5: Develop and execute a comprehensive Diversity Communication Plan.

Strategy 1: Develop and share diversity information within the College of Human Sciences with faculty, staff, and students.

Tactic 1: Give information to all CHS students about the CHS Belief System. The Belief System includes a commitment to global issues, human diversity, awareness of emerging trends, and a realistic perspective of their place in the world.

Responsible: Dean’s Office

Measure: Belief System provided to incoming students and transfer students in CWE and SOS.

- Provided during Camp War Eagle and SOS. The Belief Statement is provided as a handout in the CWE Handbook and is also available on the College website.

Tactic 2: Encourage student, faculty and staff attendance and participation in campus-wide diversity programs (conferences, meetings, events, training, etc.).

Responsible: Department Heads, Dean’s Office

Measure: Documentation for how faculty, staff, and stakeholders are encouraged (e-mails, building monitors, and faculty meetings, etc.).

- Appropriate information is shared through e-newsletters (faculty/staff and student newsletters), e-mail messages, listed on news monitors in Spidle Hall and announced during department/college faculty meetings.

Tactic 3: Disseminate the college diversity plan and promote it among all students, faculty, and staff in the college.

Responsible: Department Heads, Dean’s Office

Measure: Document circulated.

- The Strategic Diversity Plan was circulated to all members of the Dean’s Administrative team.
- The Strategic Diversity Plan for CHS is posted on the Office of Diversity and Multicultural Affairs website.

Tactic 4: Emphasize diversity as a core value through college media outlets (web pages, brochures, newsletters, magazines, videos, etc.).

Measure: Document inclusion of diversity within college publications.

- The CHS Belief Statement is provided to all CHS incoming students in publications given during orientation programs/meetings and is also on the College
website. Diversity is emphasized in the CHS recruiting brochure and on the website. Diversity is also emphasized in a new recruitment DVD developed for the college in partnership with the Office of Communications and Marketing (highlighting individual CHS degree programs, overall CHS information, and the Joseph S. Bruno Auburn Abroad in Italy program).
College of Liberal Arts

The College of Liberal Arts supports Auburn University’s official definition of diversity:

*Diversity at Auburn University encompasses the whole of human experience and includes such human qualities as race, gender, ethnicity, physical ability, nationality, age, religion, sexual orientation, economic status, and veteran status. These and other socially and historically important attributes reflect the complexity of our increasingly diverse student body, local community, and national population.*

Auburn University recognizes and values the considerable educational benefits emanating from diversity as we prepare our students for life and leadership in a multicultural world. Students who interact with and learn about people from a variety of backgrounds are more apt to understand, appreciate, and excel in the community they inhabit. In this context, diversity is aligned with Auburn University’s land grant mission of providing students with a superior education in service to the needs of Alabama, the nation, and the world.

**GOAL 1.0  Promote diversity in all its forms.**

Consistent with the long-stated university mission, the college maintains a strong commitment to diversity and believes the vitality of academic life is dependent upon a diverse population that enriches awareness and broadens understanding of the complex world in which we live.

Recognizing the need to advance diversity on the campus, the college will:

**Strategy 1:** *Strengthen support for diversity by continuing to have a diversity designee for the college to assist with the implementation of the college’s strategic diversity plan.*

**Tactic:**
Up to May 2013, the diversity officer promoted diversity in all its forms through support of ODMA initiatives: representing the College of Liberal Arts at the Multi-Cultural Educational Retention Program, making the College of Liberal Arts presentation to the SEE and PLUS scholars during their orientation programs, and attending many minority recruiting events as a representative of the College of Liberal Arts.

**Tactic:**
The diversity team will continue the efforts of the diversity officer and use a CLA recruiter to assist with attracting a diversity of students to CLA majors. The team will work with admissions to recruit, receive, and mentor international students to CLA degrees, cultivate connections with international partner institutions and alumni, and empower the CLA Diversity Committee to develop additional strategies to enhance diversity among our students. The diversity team will continue to support diversity in all its forms through the promotion of all diversity related activities on campus, maintaining the diversity website, which disseminates information around multicultural programming, scholarship, and outreach, and serving as a liaison between the college of Liberal Arts, ODMA,
CMCCCA, Africana Studies, Women’s Studies, Community and Civic Engagement, and the Mosaic Theatre Company.

**Strategy 2:** Create a diversity team with representatives from each department within the college.

**Tactic:**
The CLA Diversity Team was reorganized and continues to meet with representatives of all units within the College of Liberal Arts. Their objectives were to 1) institutionalize the dissemination of information around diversity scholarship, outreach, programming, course development, and cultural offerings through web technologies; 2) create a student diversity team to raise awareness about issues related to diversity through the development of programming, outreach, community and civic engagement, and scholarship; and 3) develop and expand programs that bring underserved and minority students to campus as a means of exposing them to career/college opportunities. A student diversity team was created and the majority of units are represented. Students have faculty mentors who are guiding their efforts in research, creative work and scholarship. Student Diversity Team members also serve as CLA representatives in minority recruiting events, and as counselors in the College of Liberal Arts “Find Your Place” Day Camp, an outreach initiative for gifted minority and low-income middle school children.

**Tactic:**
The CLA Diversity Team was formed in September of 2013 with representatives from all CLA departments, Women’s Studies, and Africana Studies, under the direction of Dr. Giovanna Summerfield, Associate Dean for Educational Affairs. Their objectives were to continue to 1) institutionalize the dissemination of information around diversity scholarship, outreach, programming, course development, and cultural offerings through web technologies; 2) support and mentor the student diversity team to raise awareness about issues related to diversity through the development of programming, outreach, community and civic engagement, and scholarship; and 3) sustain programs that bring underserved and minority students to campus as a means of exposing them to career/college opportunities.

The CLA Diversity Team offered several opportunities for students and faculty to learn about issues of diversity. The CLA Diversity Team sponsored the spring 2015 CLA Reads events, which highlighted issues related to diversity and disability with a film screening, guest lector, and sponsorship of the Expressions of a BraveHeart Art and Photography Exhibit. The spring 2015 events concluded with a diversity and disability studies research symposium. During this symposium, students and faculty presented on papers, outreach projects, and research they had conducted that related to issues of diversity and disability.

**Future Tactic:**
The CLA Diversity Team will continue to meet twice per semester to develop strategies and events that promote diversity, to include diversity research, further exploration of minority recruitment, and a minority scholarship for study abroad programs. The College will continue to maintain the Diversity Initiatives page on the CLA website for sharing information and resources.

**Strategy 3:** *Expand the curriculum and travel abroad activities to promote cultural awareness.*

**Tactic:**
The Community and Civic Engagement Initiative in the College of Liberal Arts provides international opportunities in Buenos Aires, Argentina, Shanghai, China, London, England, Paris, France, Dublin, Ireland, Catania, Italy, and Aberystwyth, Wales where students can be immersed in culture and language. Some of these international programs offer internships opportunities in a host of disciplines open to students at all levels of language, including businesses, non-profits, and non-governmental organizations.

**Future Tactics:**
The College plans to expand its opportunities for foreign travel, research, and engagement through various units within the college. The college is exploring alumni and student trips to France in connection with WWI and WWII sites and events. The Psychology and Economics Departments are planning study abroad programs for summer 2016. The Department of Communication Disorders added an opportunity in the United Kingdom in spring 2015 and will continue in 2016.

**Strategy 4:** *Initiate programs and activities that enhance cultural awareness for the entire campus, creating opportunities for campus education, constructive dialogue, and honest reflection of diversity.*

**Tactic:**
The Spring 2015 *CLA Reads!* Book Program selection, *Good Kings Bad Kinds*, by Susan Nussbaum, a central activist in Chicago’s disability rights movement, provided the opportunity for programs and discussions focusing on disabilities, ethnicity, and social justice. In May 2014, the college offered workshops for the development of distance education courses offered in the summer of 2015.

**Tactic:**
The Caroline Marshall Draughon Center for the Arts and Humanities is Auburn University's College of Liberal Arts Center for Public Engagement. It strengthens the bonds between the College of Liberal Arts and the public by creating and implementing arts and humanities programs that explore our individual and collective experiences, values, and identities through the past, in the present, and for the future. The center also creates occasions and space for dialogue, intellectual community, and cross-disciplinary scholarship.
In 2014-15, the center produced a series of lectures, programs and outreach events that explored issues of diversity including but not limited to:

- Reading by M.P. Jones IV, author of Live at Lethe: A Poetry Collection [February 7, 2014].
- Cultural Crossroads XIII: Another Step to Becoming Alabama [February 8, 2014].
- Screening of Halftime Heroes: Coaching Beyond the X's and O's [March 3, 2014]. The documentary features student athletes and three coaches from Beauregard High School in Lee County and focuses on the crucial role of coaches as mentors to students on and off the playing field. Co-sponsored by the Community and Civic Engagement Initiative and the Caroline Marshall Draughon Center for the Arts & Humanities in the College of Liberal Arts at Auburn University.
- Screening of POV's Last Train Home and discussion led by Dr. Arianne Gaetano of the Department of Sociology [March 6, 2014].
- Book Talk by Sunny Stalter-Pace, author of Underground Movements: Modern Culture on the New York City Subway [March 19, 2014].
- Book Talk by Dan Puckett, author of In the Shadow of Hitler: Alabama's Jews, the Second World War, and the Holocaust [March 24, 2014].
- Screening of POV's Nostalgia for the Light and discussion led by Dr. Kerri Munoz of the Department of Foreign Languages and Literatures [April 3, 2014].
- Jazz and Blues Festival [May 16, 2014]. Sponsored by the Auburn Arts Association.
- Book Talk by Judy Troy, author of The Quiet Streets of Winslow [June 5, 2014].
- Jazz and Blues Festival [May 16, 2014]. Sponsored by the Auburn Arts Association.
- Our Common History | “History of the Tuskegee Land Utilization Project, Macon County, Alabama, 1935 – 1959” by Bob Pasquill, Heritage Program Manager and Forest Historian, National Forests in Alabama [September 9, 2014]. Sponsored by the Tuskegee History Center and the Caroline Marshall Draughon Center for the Arts & Humanities in the College of Liberal Arts at Auburn University, with funding from the Alabama Humanities Foundation, state affiliate of the National Endowment for the Humanities.
• Book Talk by Claire Feild, author of *A Delta Vigil: Yazoo City, Mississippi, the 1950s* [September 9, 2014].

• The Yellowhammer War: A Civil War Symposium [September 13, 2014].

• Our Common History | “The Life and Work of John A. Kenney, M.D.” by Linda Kenney Miller, Author of *Beacon on the Hill: A Novel* [September 24, 2014]. Sponsored by the Tuskegee History Center and the Caroline Marshall Draughon Center for the Arts & Humanities in the College of Liberal Arts at Auburn University, with funding from the Alabama Humanities Foundation, state affiliate of the National Endowment for the Humanities.

• National Arts & Humanities Month Kick-Off with BBQ, Kite Flying, and Performances [October 1, 2014].


• Our Common History | “Rock in a Weary Land: The Black Church in 19th-Century Alabama” by Dr. Richard Bailey [October 8, 2014]. Sponsored by the Tuskegee History Center and the Caroline Marshall Draughon Center for the Arts & Humanities in the College of Liberal Arts at Auburn University, with funding from the Alabama Humanities Foundation, state affiliate of the National Endowment for the Humanities.

• Auburn Writers Conference: The Inspired South [October 17-18, 2014].

• Our Common History | “Tuskegee Airmen Illustrated" by Joe Caver, Archivist and Historian [October 21, 2014]. Sponsored by the Tuskegee History Center and the Caroline Marshall Draughon Center for the Arts & Humanities in the College of Liberal Arts at Auburn University, with funding from the Alabama Humanities Foundation, state affiliate of the National Endowment for the Humanities.

• Guest lecture: “Speech and Action: The Arts, the Humanities, and Technology in American Political Life,” by Dr. Leon Botstein [October 27, 2014].

• Our Common History | “Rockin’ the Character of Booker T. Washington” by Robin Banks, educator and great-granddaughter of Booker T. Washington [November 6, 2014]. Sponsored by the Tuskegee History Center and the Caroline Marshall Draughon Center for the Arts & Humanities in the College of Liberal Arts at Auburn University, with funding from the Alabama Humanities Foundation, state affiliate of the National Endowment for the Humanities.


• Our Common History | “Booker T. Washington: The Man and Myth Revisited” by Dana Chandler, Tuskegee University Archivist [November 14, 2014]. Sponsored by the Tuskegee History Center and the Caroline Marshall Draughon Center for the Arts & Humanities in the College of Liberal Arts at Auburn University, with funding from the Alabama Humanities Foundation, state affiliate of the National Endowment for the Humanities.
• "The Integration of Tuskegee High School," adapted and performed by Mosaic Theatre Company [November 17, 2014].


• Cultural Crossroads XIV: "The Rivers in Becoming Alabama." Presented by Landmarks Foundation of Montgomery, the Alabama Department of Archives and History and the Caroline Marshall Draughon Center for the Arts and Humanities [February 14, 2015]. With the support of the Alabama Humanities Foundation.

• Talk by Darryll Roberts, Tuskegee History Center [February 19, 2015]. Sponsored by the Tuskegee History Center and the Caroline Marshall Draughon Center for the Arts & Humanities in the College of Liberal Arts at Auburn University

• Spanish Authors at Auburn: Round Table on Poetry and Creative Writing with Ana Merion, Luis Muñoz, and Manuel Vilas [March 17, 2015]. Sponsored by the Department of Foreign Languages and Literatures, Department of English, Caroline Marshall Draughon Center for the Arts & Humanities, and Auburn University Libraries.


• Alabama's Civic Health: A Conversation [April 14, 2015]. Co-sponsored by the David Mathews Center for Civic Life and the Community & Civic Engagement Initiative and Caroline Marshall Draughon Center for the Arts & Humanities in the College of Liberal Arts at Auburn University.

• Talk by Linda Samuel, Tuskegee History Center [April 23, 2015]. Sponsored by the Tuskegee History Center and the Caroline Marshall Draughon Center for the Arts & Humanities in the College of Liberal Arts at Auburn University.

Future Tactic:
The Caroline Marshal Draughon Center for Humanities will continue to present work that educates and creates intercultural dialogue amongst university and community members and expand with grant workshops and incentives for collaborative work.

Tactic:
October has been designated Arts and Humanities Month with a full schedule of programming aimed at promoting the arts and humanities, campus and community wide. Highlights include performances, exhibitions, and involvement from all CLA departments.

Tactic:
The Women’s Studies Program, with support from the College of Liberal Arts, sponsors a series of public lectures that explore issues related to gender, women’s history and feminist theory, providing information to the campus and the
community and inviting dialogue and new perspectives. In 2014-2015 Women’s Studies presented numerous lectures and events attended by the campus and community, for a detailed list see page 9.

**Future Tactic:**
The Women’s Studies Program will continue to sponsor speakers who will educate students, faculty and community members about the history, culture, political issues and scholarship related to women and gender. Women’s Studies will be co-sponsoring lectures by feminist scholars, increasing the number of Women’s Studies minors, improving Graduate Studies minor curriculum, and developing new courses.

**Tactic:**
The Women's Leadership Institute (WLI) in the College of Liberal Arts was established to help women associated with Auburn University take a proactive step in closing the gender gap created by the under-representation of women in politics, corporate boardrooms, and the administrations of business and educational institutions. The Women’s Leadership Institute invites prominent women speakers to campus, educating students, faculty and community members about the challenges facing women in local, national and international endeavors, and strategies by which they can empower themselves and serve the objectives of social justice. Events and lectures sponsored by the WLI this year included hosting Gloria Steinem as the Extraordinary Women Lecturer, hosting women candidates for office at the first Coalition for the Advancement of Women in Public Office event, expanding the Tuskegee Auburn Women’s Leadership Alliance, conducting Lifetime Empowerment Workshops for Women Student Veterans, conducting IRB approved research on Women International Students, teaching CCEN 2100, and conducting research on the status of women in higher education and politics in Alabama and the southeastern region.

**Future Tactics:**
The WLI will continue to invite prominent speakers to campus to serve as educators and mentors to students, faculty and community members through its Extraordinary Women Lecture Series.

In cooperation with Tuskegee University, WLI will host the Tuskegee Auburn Women’s Leadership Alliance symposium in partnership with Auburn University Outreach. The symposium will produce original research related to women in higher education. The keynote event of the Tuskegee Auburn Women’s Leadership Alliance symposium will be the Extraordinary Women Lecture featuring prominent black womanist intellectual Angela Davis. These events will be presented in an effort to understand and communicate understanding of the historic and contemporary situation of women and especially black women within academics. These events are intended to attract African American participation within the framework of our larger academic efforts, speaking broadly to undergraduate, graduate, faculty, staff, and our communities.
Correspondingly, WLI will offer a course on “Extraordinary Women: Angela Davis, Toni Morrison, and Maya Angelou” as a fulfillment in the Women’s Studies and Africana Studies minors, as well as in the honors college. WLI will also continue to expand its efforts with Women Student Veterans and other non-traditional and international women students. WLI will hold several Lifetime Empowerment Workshops for these students in an effort to reach non-traditional students residing in the margins of the Auburn experience.

WLI will continue its IRB approved research regarding Women International Students, Women in Academe, and Women Student Veterans. WLI will edit a volume resulting from the Tuskegee Auburn Women’s Leadership Alliance symposium. WLI will pursue grants related to this original research specifically in relation to Macon County. WLI will expand its outreach efforts to include the Central Alabama Community College system by offering Lifetime Empowerment Workshops designed to improve retention, graduation rates, and job placement figures for minority, non-traditional, and at-risk Alabamians. WLI is also participating in sustainability initiatives and is redesigning a course to be included in the sustainability minor.

**Tactic:**
The College of Liberal Arts continues to fund the Mosaic Theatre Company, directed by Dr. Tessa Carr. The goal of the ensemble is to devise and present interactive theatre scenarios, which will stimulate awareness and dialogue around issues of diversity on and beyond the Auburn campus.

**Future Tactic:**
The College of Liberal Arts will continue to fund the Mosaic Theatre Company which will present its work to Auburn faculty, staff, and students as well as organizations, community groups and educational institutions regionally that seek to develop interactive theatre presentations around issues of multiculturalism and inclusion.

**Future Tactic:**
The College of Liberal Arts’ Community and Civic Engagement Initiative continues to offer its Global Citizenship Project, which strives to foster global citizenship to promote universal justice, peace and cultural appreciation through cross cultural collaboration and personal engagement. This includes a career abroad fair, faculty workshops to establish globally modeled curricula, a research symposia and conference, and international film screenings, lectures and exhibits.

**GOAL 2.0** Support interdisciplinary and collaborative programs that advance an understanding and appreciation of diversity.

Interdisciplinary program development is a major focus of top universities. The College is committed to facilitating the development of an infrastructure to encourage interdisciplinary
cooperation and to promote collaborative programs that cross-disciplinary lines and advance an understanding and appreciation of diversity. The ways in which the college will work towards this goal are:

**Strategy 1:** *Offer a Women’s Studies interdisciplinary minor.*

**Tactic:**
The College of Liberal Arts continues to support the Women’s Studies Minor through funding, staff and infrastructure. During 2014-2015, under the leadership of Dr. Joyce de Vries, the number of Women’s Studies minors has grown and the number of public lectures, screenings, and interdisciplinary panels has expanded significantly.

**Tactic:**
The Women’s Studies lecture series program continues to thrive as evidenced by the lectures presented to students, faculty, staff and the general public.

2014-2015 Calendar Events:
- Discussion: “Activism today at Auburn” [January 16, 2014]. Students discussed their social justice work on issues related to race, ethnicity, class, gender, and sexuality on campus and beyond with Emily Kerzin, Wade Manora, April Scott, and Sam Wilcox.
- Created Equal Film Series: *Slavery by Another Name*, directed by Sam Pollard, 2012 [February 6, 2014]. This documentary recounts how in the years following the Civil War, insidious new forms of forced labor emerged in the American South, keeping hundreds of thousands of African Americans in bondage, trapping them in a brutal system that would persist until the onset of World War II.
- Women’s Studies Annual Awards Luncheon, with guest of honor Gloria Steinem [February 19, 2014].
- Film Screening: *Freedom for Birth*, directed by T. Harman & A. Wakeford, 2012 with discussion afterward led by members of the Alabama Birth Coalition [February 27, 2014].
- Created Equal Film Series featuring *The Loving Story* directed by Nancy Buirski, 2011 [April 16, 2014]. This documentary tells the story of Richard and Mildred Loving to examine the drama, the history, and the current state of
interracial marriage and tolerance in the United States.

- Women’s Studies Program Open House Reception and Lunch [August 27, 2014].
- Coalition for the Advancement of Women in Public Office [August 28, 2014]. Organized by and co-sponsored with the Women’s Leadership Institute.
- Informational table for CLA minors: Women’s Studies, Africana Studies, and Community and Civic Engagement. [September 10, 2014].
- Presentation by members of Solidarity Ignite! Featuring garment workers from Alta Vista factory in the Dominican Republic. [September 15, 2014]. This factory makes school- logo apparel and pays its workers a living wage. The workers will present in Spanish, with simultaneous translation. Co-sponsored with Community and Civic Engagement and Africana Studies.
- Lecture: National Hispanic Heritage Month Speaker Sandra Guzman [September 16, 2014]. Co-sponsored with the Multicultural Center.
- Open Forum, for discussion of current women’s and gender issues at AU and the world. [September 24, 2014].
- Open Forum: discussion of current women’s and gender issues at AU and the world. [October 22, 2014].
- Panel discussion: the gender issues in the AU Department of Theatre’s production of Vinegar Tom [November 17, 2014]. With Chase Bringardner (Theatre), Tessa Carr (Theatre), Marc Silverstein (English), and Sunny Stalter-Pace (English).
- Film screening: The Purity Myth documentary featuring activist and writer Jessica Valenti. [January 26, 2015]. Post screening discussion led by Dr. Megan Haselschwerdt.
- Open Discussion of Women’s and Gender Issues at AU. [January 28, 2015]. Focus of the discussion was on campus sexual assault and the related issues of “yes means yes” consent laws and the double standards of men’s and women’s sexual behaviors. The discussion was covered by the OA News, and the Auburn Plainsman.
- Women’s Leadership Workshop with Dr. Alexis Pauline Gumbs. [March 3, 2015].
- Annual Women’s Studies Program Awards Luncheon, with keynote speaker Dr. Alexis Pauline Gumbs.
- Panel presentations by five AU WS students: "The Evolution of Progressive Student Activism on a Conservative Campus in the Deep South,” [April 15, 2015]. This was a reprise of a panel of presentations that Auburn students gave at the 2015 Southeastern Women’s Studies Conference in March 2015.

**Future Tactic:**
Women’s Studies will continue to work in an interdisciplinary fashion developing programming and sharing costs with The Women’s Resource Center, Multicultural Center, Women’s Leadership Institute, CMDCAH, Safe Harbor, WISE, the Jule Collins Smith Museum of Fine Arts, and CLA.

**Strategy 2: Offer an Africana Studies interdisciplinary minor.**

**Tactic:**
The College of Liberal Arts supports an Africana Studies Minor through funding, staff, infrastructure and guest lectures. The current director of the Africana Studies program (developed in August 2012) is Dr. Robin Sabino. The Africana Studies program continues to fulfill its mission of serving the interests of the Auburn community. From offering courses on Africana-related subjects, guest speakers, assisting students with applications for internships, scholarships, and admission to graduate schools, and helping students compose panels/papers for presentation at conferences, the program continues to touch the lives of Auburn students, faculty, and staff.

**Tactic:**
The Africana Studies program continues to thrive as evidenced by the lectures presented to students, faculty, staff and the general public as well as events planned and co-sponsored by Africana Studies.

2014-2015 Calendar:
- Lecture, Screening, Discussion of “Inside Buffalo and Lus Soli” with Director Fred Kuwornu and Professor Shelleen Greene [February 17, 2014]. Co-sponsored with the Department of Foreign Languages, RBD Library and archives, and Office of Multicultural and Diversity Affairs.
- Co-sponsored presentation by members of Solidarity Ignite! Featuring garment workers from Alta Vista factory in the Dominican Republic [September 15, 2014].
Auburn University alumna Angela Jackson-Brown at the Auburn Writers Conference read from her new novel *Drinking from a Bitter Cup* [October 17-18, 2014].

- Co-sponsored Dr. Marc Lamont Hill's visit to Auburn University [February 4, 2015].
- *Selma, Lord, Selma* with Sheyann Webb-Christburg who shared her firsthand account of the turbulent events of winter 1965 in Selma, Alabama [February 24, 2015].
- Co-sponsorship of Dr. Pauline Gumbs's visit to Auburn University [March 4, 2015].
- Bus trip to participate in the 50th anniversary of Bloody Sunday [March 8, 2015].
- The Fifth Annual Africana Studies Luncheon with keynote speaker Dr. Sylviane Diouf who presented *Deconstructing and Reconstructing Africana Identities in the Diaspora* [March 17, 2015]. Co-sponsored with the College of Liberal Arts.
- Lecture on *Dreams of Africa in Alabama* by Dr. Sylviane Diouf, Director of the Lapidus Center for the Historical Analysis of Transatlantic Slavery and a Curator at the Schomburg Center for Research in Black Culture [March 17, 2015]. Co-sponsored with the College of Liberal Arts.

**Future Tactic:**
The director of Africana Studies will continue to expand the curricular offerings and public lectures, provide mentorship for students involved in Africana Studies research, and recruit more Africana Studies minors.

**Strategy 3:** Offer Asian Studies and Global Cultures interdisciplinary minors.

**Tactic:**
CLA offers an Asian Studies Minor through the Department of Foreign Languages and Literatures, offering courses in elementary and intermediate Japanese and Chinese and study abroad opportunities in China, to include internships.

**Future Tactic:**
Continue to offer Chinese and Japanese as foreign language course offerings, which also examines aspects of Asian culture and history. Continue to advance these studies through study abroad opportunities, providing multicultural perspectives enabling students to develop skills, which make them more competitive in the global market place.
Tactic:
CLA offers a Global Cultures Minor through the Department of Foreign Languages and Literatures.

Future Tactic:
Continue to offer the Global Cultures Minor. Continue to advance these studies through study abroad opportunities and other key global centers, providing multicultural perspectives enabling students to develop skills, which make them more competitive in the global market place.

Strategy 4: Collaborate to advance existing interdisciplinary programs by encouraging and supporting joint appointments with the Women’s Studies and Africana Studies Program.

GOAL 3.0 Increase emphasis on cultivating a global and multicultural perspective for students and faculty.

The global economy and telecommunications are forcing a reexamination of the knowledge and skills that faculty and students will need to succeed in the 21st century. In order to keep abreast of the rapidly changing world and the interconnected nature of nations of the world, the college will:

Strategy 1: Maintain and increase study abroad programs and exchange programs for both students and faculty.

Tactic:
The Academic Enrichment Scholarship is a competitive program that provides up to $2,500 to CLA students who are enrolling in study abroad programs or who are engaging in an extensive unpaid internship that is closely related to their career goals. In 2014-15, the College of Liberal Arts awarded 12 Academic Enrichment Scholarships of up to $2,500 to students pursuing degrees in a broad range of studies.

Tactic:
In 2014-15, the College of Liberal Arts funded 110 of its faculty and staff members to travel abroad for conference presentations and research opportunities.

Future Tactics:
To continue to explore funding opportunities to support travel abroad for students and faculty in order to keep abreast of knowledge and skills necessary to communicate effectively and participate productively in our expanding global community. To offer scholarships for study abroad programs to eligible minority students.

Strategy 2: Maintain and expand course offerings to cultivate a global and multicultural perspective.
Tactic:
In 2010, the College of Liberal Arts instituted a Community and Civic Engagement Minor. This is an interdisciplinary minor that explores developing civic sensitivity, participation in building civil society, and benefiting the common good. Course work with Community and Civic Engagement focuses on the challenges facing diverse communities that struggle with racism, prejudice involving religious and ethnic identity, gender, poverty, and access to education. Students are engaged in coursework and outreach with diverse populations in a variety of activities:

- Living Democracy Project: Undergraduates partner with diverse Alabama communities for a year-long collaboration to develop the capacity of both students and community to be active citizens promoting public good.
- Developing Community in Appalachia: Annual course offering that involves students in the study of the history, culture, and political economy of the Clearfork Valley in northeast Tennessee, a marginalized coal-mining community.
- Macon County Youth Mentoring Project/Bridge Builders Alabama: Undergrads from Auburn University conducted mentoring sessions for high school students in Notasulga and Tuskegee, covering skills such as resume creation, interviewing, academic success strategies, and other topics designed to prepare high school students for a number of jobs in non-profit community organizations. This project is funded in part by a $130,000 grant from the Appalachian Regional Commission.
- Two courses developed: CCEN 3000, Minor Capstone Course, and a Living Democracy Course in CCE and Journalism.
- More than 50 courses are cross-listed in the minor each semester.
- Several faculty members in CLA offer Community and Civic Engagement activities as part of their core courses, which create community partnerships with diverse communities, offering learning opportunities for Auburn students and enrichment opportunities for underserved communities. Departments involved in these efforts include, Foreign Languages and Literatures, History, Psychology, Theatre, Art, Music, Political Science, Communication Disorders, Sociology, Anthropology and Social Work with the following community partners: Loachapoka Public Schools, Notasulga Public Schools, Camp Hill School, Alabama, Child Advocacy Center (CAC) of East Alabama, East Alabama Medical Center, Salvation Army of Auburn, Alabama, United Way of East Alabama, and communities in Guatemala.

Future Tactic:
Alongside exchange programs in Italy and France in an effort to provide multicultural perspectives and enhanced educational opportunities for Auburn students, CCE has also started and will continue to pursue internship opportunities and CCE courses overseas (London, Buenos Aires, Shanghai, Dublin, and Aberystwyth).
Tactic:
In addition to the CLA Core Curriculum courses, which meets the SLO for diversity objectives, courses already exist within almost every department in the college offering non-western and multicultural perspectives. In Spring 2014 a course at the undergraduate/graduate level was offered on the topic of Mediterranean Studies. Students and faculty presented their projects from this course at the Mediterranean Studies Symposium in Catania, Italy in May 2014.

Future Tactic:
The College of Liberal Arts will continue to offer a myriad of course offerings that explore multicultural perspectives. In Spring 2016, the College will offer a course on Global Citizenship in collaboration with the Honors College.

Strategy 3: Offer more foreign language/culture courses, including at least one undergraduate distance education foreign language course.

Tactic:
CLA continues to offer an Asian Studies Minor, through the Department of Foreign Languages and Literatures, offering courses in elementary and intermediate Japanese and Chinese and internship opportunities in China.

Tactic:
Other language and culture classes are taught abroad through CLA summer semester and internship abroad sites.

Future Tactics:
The Department of Foreign Languages and Literatures has developed Spanish and German intensive online courses and will continue to pursue these opportunities in the future. In summer 2015, the FLL department will offer FLGC 1153 and FLSP 1013/1023 online.

Strategy 4: Evaluate proposals for general education (core curriculum) requirements to ensure that adequate coverage of global and multicultural perspectives are integrated across the core curriculum.

Tactic:
The College of Liberal Arts offers the following Core Curriculum Courses approved in the spring of 2010 that address specific learning outcomes related to diversity (9).

- **FLNG 1150** Global Fluency & Awareness: Understanding Diversity through Languages, Literature, and Popular Culture
- **HIST 1010** World History I
- **HIST 1020** World History II
- **POLI 1050/1057** Global Politics & Diversity
- **PSYC 2010** Introduction to Psychology
- **SOCY 1000/1007** Sociology – Global Perspective
• ANTH 1000 Introduction to Anthropology
• UNIN/HONR 2710/2717 Human Odyssey 1
• UNIV/HONR 2720/2727 Human Odyssey 11
• GEO 1000/1007 Global Geography

Tactic:
The College of Liberal Arts has added the following 19 online core courses starting summer 2015. These courses offer educational opportunities for individuals who are unable to attend classes on campus.
• ANTH 1003 Anthropology
• ARTS 1513 Arts
• COMM 1003, MDIA 2353 Communication and Journalism
• ECON 2023/2033 Economics
• ENGL 2203/2213 English
• FLGC 1153, FLSP 1013/1023 Foreign Languages
• HIST 1013 History
• MUSI 2743, MUSI 2733 Music
• PHIL 1023/1103 Philosophy
• POLI 1093 Political Science
• PSYC 2013 Psychology
• THEA 2013 Theatre

Future Tactic:
The College of Liberal Arts will continue to explore course options that seek to provide students with information that will expand their knowledge of diverse populations in both historical and contemporary contexts and involve them in meaningful intercultural dialogues. The College will offer additional online courses as well as certificates and degrees that can be obtained online.

Strategy 5: Provide support for student and faculty study abroad, exchange, and travel.

Tactic:
The Academic Enrichment Scholarship is a competitive program that provides up to $2,500 to CLA students who are enrolling in study abroad programs or who are engaging in an extensive unpaid internship, which is closely related to their career goals. In 2014-2015, the College of Liberal Arts awarded 12 Academic Enrichment Scholarships of up to $2,500 to students pursuing degrees in a broad range of studies.

Tactic:
The College of Liberal Arts supported 110 of its faculty and staff to travel abroad for conference presentations and research opportunities.

Future Tactics:
The College of Liberal Arts will continue to provide support for student and
faculty study abroad, exchange and travel.

**GOAL 4.0**  Step up efforts to increase annual giving that will assist in creating a more diverse student population and provide an array of cultural experiences for students.

An educated citizenry strengthens democracy and well-educated students must have knowledge of understanding of diverse cultures and global issues. To help develop a more informed public and to prepare our students for success in a global economy, we will increase efforts to seek financial resources to help our students succeed by placing emphasis on:

**Strategy 1: Increasing study abroad scholarship giving.**

**Tactic:**
In 2014-15, the CLA awarded 12 Academic Enrichment Scholarships of up to $2,500 to students pursuing degrees in a broad range of studies.

**Future Tactic:**
To continue to advance efforts to increase annual giving to support travel abroad opportunities for students.

**Strategy 2: Increase scholarships for underserved populations.**

**Tactic:**
In 2014-2015, the College of Liberal Arts, and the majority of departments within it offered a series of scholarship based on academic performance (2.5-3.0) and financial need, thereby providing support for underserved or financially disadvantaged scholars. In addition, the College of Liberal Arts and a number of its departments offer scholarships for women and minority scholars:

- The Dean’s Advisory Council offers two scholarships at $2,500 to increase the level of diversity in the student population in the college.
- The Mary Matherly Durant Scholarship for a female English major.
- Maria Baugh and Liz Zale Endowment for Scholarships in the Journalism Program in the College of Liberal Arts.
- The Thomas Gossom Endowed Scholarship (Communication/Journalism) for a student pursuing a career in Public Relations “dedicated to increase the level of “diversity” in Communication Journalism ($1,000).
- Gannett Foundation/Montgomery Advertiser Endowments for Scholarships in Journalism dedicated to support minority students ($1,000).
- The James E Rotch Endowment for CLA students from DeKalb, Clarke and the 12 Black Belt Counties.
- CLA supported 7 new and 6 continuing PLUS (Provost Leadership Undergraduate Scholar) scholarships, given to first generation/diversity college students. Renewable over four years should the scholar remain in CLA and maintain a 3.0 GPA ($4,000 each over four years).
- Kay Acton Fuston Endowment for Scholarships in Journalism, dedicated to
Future Tactic:
The College of Liberal Arts will continue to pursue development efforts to increase giving for scholarships for underserved populations.

Tactic:
The College of Liberal Arts supported 110 of its faculty and staff to travel abroad for conference presentations and research opportunities.

Future Tactic:
The College will continue to pursue development efforts to raise money for travel abroad for faculty members.

GOAL 5.0 Support Diversity Research.

Universities establish national reputations through the research of their faculty and graduate students and establish their priorities by the types of research they support. To fully embrace the value of diversity, the college will provide support diversity research efforts by:

Strategy 1: Supporting Diversity Research by recognizing and rewarding faculty who engage in scholarship, outreach and creative work centered on diversity and multicultural themes.

Tactic: The College of Liberal Arts has a significant number of faculty who engage in a broad range of diversity research and scholarly activities and are supported through research grants and travel funding.

Tactic:
The Engaged Scholars Program supports engaged faculty and their work for the public good in diverse communities. The Engaged Scholar Speaker Series then promotes their work to the broader campus and community.

Tactic:
The Community and Civic Engagement Initiative provided four $1,000 Project support grants in 2014-2015 to faculty who were involved in collaboration with new local or global community partners.

Future Tactic:
The College of Liberal Arts continues to support Diversity Research through the Engaged Scholars Program, Competitive and Non-Competitive Research Grants, and CLA awards for Excellence in Diversity Research awarded annually.

Strategy 2: Supporting the Annual Graduate Women’s Studies Research Symposium

Tactic:
The College of Liberal Arts annually supports the Graduate Women’s Studies
Research Symposium through funding and organizational expertise.

**Future Tactic:**
The College of Liberal Arts will continue to support the Annual Graduate Women’s Studies Research efforts as a means of demonstrating its concern for the dissemination of information around gender issues and the importance of such scholarship in the context of a comprehensive Liberal Arts education.

**GOAL 6.0** Support recruitment and outreach efforts to increase the diversity of the student population on campus and offer leadership opportunities for diverse students.

Universities, academic programs, and athletic programs recruit what they value and want. In line with that principle the college will continue to recruit a diverse student population and utilize outreach efforts to educate diverse audiences. The college will:

**Strategy 1:** Support the Graduate School’s annual recruitment visits from top students at HBCUs.

**Tactic:**
The College of Liberal Arts supports the annual recruitment visits from top students at HBCUs, providing information about program options, research opportunities and financial aid. CLA also collaborates with Jared Russell and the Bridge Program during Research Week to reach out to students.

**Future Tactic:**
The College of Liberal Arts will continue to support the Graduate School's annual recruitment visits from HBCUs to increase the diversity of the student population on campus. CLA will continue to collaborate with Jared Russell and the Bridge Program to recruit students as well as activities through the Alabama Fulbright Association.

**Strategy 2:** Support programs to bring minority and underprivileged grade school and high school students to campus to encourage an interest in and appreciation of a college education.

**Tactic:**
Up until 2013, the College of Liberal Arts invited gifted minority and low-income students from Lee and Macon counties to their “Find Your Place” Summer Camp. This initiative, designed to encourage minority children to prepare for a college career by exploring a range of potential fields of study, involved over fifty members of the College of Liberal Arts (faculty, students, and staff), and provided a unique academic enrichment experience for this underserved population.

**Future Tactic:**
The College of Liberal Arts will continue to host and promote outreach activities that provide academic enrichment for underserved populations, whether in the
form of camps or intensive workshops for faculty (i.e., the Imagining America Institute and Academy for Civic Engagement).

**Strategy 3:** Support the Women’s Leadership Institute’s leadership training for college students and educational opportunities for faculty, staff, and students.

**Tactic:**
The College of Liberal Arts Supports the Women’s Leadership Institute through funding, staff and infrastructure. The Institute’s Director and the Associate Dean for Research aggressively recruit minority students for the Women’s Leadership Institute’s five-day residential Leadership Training Program designed to help educate and empower the next generation of leaders.

**Future Tactic:**
The Women’s Leadership Institute, whose mission is to create a network, think tank, and cutting-edge learning environment to empower all women for a lifetime of leadership, will also begin offering classes and a certificate in leadership as well as distance learning opportunities.

**GOAL 7.0** Support recruitment efforts to increase the diversity of faculty and administrators in the college.

The College of Liberal Arts is dedicated to the recruitment of women, people of color, ethnic minorities, and other underrepresented groups to faculty positions. To assist in the implementation of this goal:

**Strategy 1:** A CLA Diversity Team member will participate in all national searches for department chairs.

**Future Tactic:**
A CLA Diversity Team member will participate in national searches for department chairs, as well as a University Diversity Committee member, insuring that the search follows appropriate protocols related to diversity.

**Strategy 2:** All CLA faculty searches will advertise broadly to reach diverse audiences within the profession.

**Tactic:**
The College of Liberal Arts routinely writes to HBCUs and advertises in HBCU Connects, and various websites targeting minority academics and professionals. In 2014, the new faculty hires numbered 12 and were 67% diverse in regards to gender and race.

**Tactic:**
The Diversity Team, with input from the College Faculty Diversity Team, developed a resource manual as a guide to help broaden faculty searches within
specific disciplines in the Liberal Arts.

**Future Tactic:**
The College of Liberal Arts will continue to explore cost effective ways of reaching a more diverse audience within the academic professions through web based technologies and disseminating information to search committees about the most effective ways to identify diverse, well-qualified candidates.
School of Nursing

Mission: Establish diversity as a core value in the School of Nursing.

Definition of Diversity:

Diversity at Auburn University encompasses the whole of human experience and includes such human qualities as race, gender, ethnicity, physical ability, nationality, age, religion, sexual orientation, economic status and veteran status. These and other socially and historically important attributes reflect the complexity of our increasingly diverse student body, local community and national population.

Auburn University recognizes and values the considerable educational benefits emanating from diversity as we prepare our students for life and leadership in a multicultural world. Students who interact with and learn about people from a variety of backgrounds are more apt to understand, appreciate and excel in the community they inhabit. In this context, diversity is aligned with Auburn University’s land grant mission of providing its students with a superior education in service to the needs of Alabama, the nation and the world.

Goal 1: Create and sustain a welcoming, supportive and inclusive educational environment.

Strategy 1: Promote cultural competence among faculty and students.

Tactic 1: Continually update the undergraduate curricula to foster students’ understanding of diversity and cultural competence within the health profession.

- Each year, syllabi for NURS 3110, NURS 3210, NURS 3340, NURS 3970, NURS 4240, NURS 7220, and NURS 7240 are examined for inclusion of diversity related topics within the health promotion, nursing process, and health care systems in the community and across the globe. NURS 3231 students utilizes the language line for interpreter services within the hospital setting to communicate with non-English speaking patients and families. NURS 3210 students are now being taught the use of pharmacology and how it benefits or use varies amongst different ethnic groups.
- Diversity related topics are incorporated at the graduate level in NURS 7440, 7550 Health Promotion and NURS 7250 Health Policy.
- In NURS 3110 students learned about diversity and participated in learning exercises from a course session in “Culture Bump” (Biggio Center). Additionally students had content on diversity in patient groups, such as caring for the elderly, and various culture groups.

Tactic 2: Provide a supportive environment for faculty, staff, and students to participate in campus activities that support diversity issues.

- Administration, faculty, staff and students are encouraged to attend and support diversity related events on campus. Information on events is disseminated primarily through email, in class and on student social networking sites.
**Tactic 3:** Ensure that the School of Nursing continues to be represented on the Diversity Council.
- The AUSON appointed a nursing faculty member to be the representative on the Diversity Council. If the representative is unable to attend, she will choose another nursing representative to attend in her place.

**Strategy 2:** Provide a supportive environment for professional nursing students, especially students from underrepresented groups.

**Tactic 1:** Provide opportunities for supportive counseling as needed.
- Students in the Upper Division program who are at risk for being unsuccessful in a course are paired with faculty mentors who assist them in remediation throughout the semester.

**Tactic 2:** Provide opportunities for students, especially underrepresented students, to engage with faculty and advisors outside the classroom.
- Students consistently interact with our faculty and advisor through a variety of events each year. Each fall we have an open house to welcome new freshmen and transfer students to campus. Pre-nursing and Upper Division nursing students interact with faculty through involvement in our Student Nurses Association. Outside the classroom, our students interact with faculty in outreach activities such as our partnership with Auburn Housing Authority and with our International programs in Ecuador and Malawi. Evaluation of these outreach activities are consistently positive as students engage with students from different cultural backgrounds.

**Goal 2:** Attract and retain greater number of individuals from underrepresented populations into faculty, staff, administrative, and student positions.

**Strategy 1:** Develop recruitment and retention plans for a diverse student body.

**Tactic 1:** Establish relationships with middle schools, high schools and community colleges with diverse student populations to recruit students into the AUSON program.
- During the 2014-2015 academic year, our academic advisor participated in minority browse sessions and “Preview Days” for high school students. These events were sponsored by the Office of Enrollment Services. Our advisor also continues to participate in the Lochapoka Exploring Auburn Days (LEAD) program sponsored by the Truman Pierce Institute.

- Dean’s Office is planning on providing funding for Pre-Nursing student for the PLUS program for the 2015-16 academic year.

- Dean’s challenge women’s basketball with Bullock County school-aged students provided additional funding for outreach and scholarship.
• Our academic advisor participated in the Minority High School Counselor Orientation sponsored by the Admissions Office.

**Tactic 2:** Work with our Development Office to identify funding sources for nursing students from culturally diverse groups.
- The AUSON development officer continues to seek funding for scholarship opportunities specifically for minority students.

**Tactic 3:** Market our master’s program to historically black colleges and universities.
- AUSON advertises our MSN programs in minority nursing magazines.

**Strategy 2:** Implement strategies for student success.

**Tactic 1:** Continue to support Summer Enrichment Experience (SEE) program.
- AUSON continues to sponsor students in the SEE program each summer. Students are tracked throughout their time in nursing. Effort made to encourage students to participate in the SEE program.

**Tactic 2:** Continue targeted advising of lower division underrepresented students.
- Academic advisor meets regularly and tracks progress of AUSON SEE students throughout the academic year. Students with deficiencies are referred to the Academic Counseling and Advising Center for additional assistance.

**Tactic 3:** Analyze issues/problems with retention and develop intervention programs to address barriers to retention.
- The AUSON admission formula is reviewed each year and our admission committee discusses ways to increase enrollment of underrepresented students.

**Tactic 4:** Provide support services to students to enhance academic performance.
- Due to lack of resources, AUSON must refer students to academic support services for tutoring. AUSON has a pre-nursing learning community and minority students are specifically targeted to be a part of that group each year. Students who participate in the learning community are required to take a course in success strategies for the college student. Students in the Upper Division program who are at risk for being unsuccessful in a course are paired with faculty mentors who assist them in remediation throughout the semester.

**Strategy 3:** Recruit and retain a diverse faculty and staff.

**Tactic 1:** Actively recruit individuals from diverse backgrounds at national and regional meetings during faculty and staff searches by setting up exhibits and appointments.

**Measure:** Document sources and/or organizations used to promote faculty/staff positions.
- During the 2014-2015 academic year AUSON interviewed for 32 different faculty positions. Four of those interviewed were considered minorities for faculty positions and neither of the four was hired.
**Tactic 2:** Advertise widely in nursing and higher education journals.

**Measure:** Ads are placed at local, state, regional and national levels.
- Ads are placed in nursing journals with highly diverse readerships, such as Minority Nurse.
- Ads are taken to meetings and presentations as a method of recruitment for diverse faculty.

**Tactic 3:** Ensure that a well-trained human resources professional is an ex-officio member of all search committees to guide adherence to a diverse search process (i.e., posting in appropriate diversity resources, etc.), or ensure that search committees receive diversity training.
- The AUSON Executive Assistant serves on all search committees.

**Tactic 4:** Monitor faculty diversity within college and departments by comparing levels of availability each year.
- Faculty report updated each year (requested through ODMA)

**Goal 3:** Develop and implement a system of education and training focused on effectively managing diversity for students, faculty and staff.

**Strategy 1:** Provide all students with necessary skills to care for patients from diverse cultures.

**Tactic 1:** Expand and reinforce undergraduate courses such as NURS 3110, NURS 3340, NURS 3970, NURS 4240, as well as graduate courses such as NURS 7440, NURS 7550, NURS 7920, and NURS 7250. These courses focus on human diversity and health parity in diverse populations.
- AUSON course syllabi are reviewed annually at faculty retreat to track cultural content and identify gaps.
- NURS 3110 selects target groups that are diverse to create a professional poster designed to teach a health promotion topic, as well as topical areas learned in the professional paper assignment.
- Students in NURS 3331 completed a patient education pamphlet, which was a teaching project at the surrounding public health departments on various STIs, contraception, and pregnancy topics. The students presented these pamphlets to a diverse patient population at these health department settings.

**Tactic 2:** Have all supervisors in the college attend Just Be FAIR training conducted by Human Resources, and extend it to all faculty and staff in the college.
- Training participation tracked each year.

**Goal 4:** Develop and strengthen partnerships with diverse communities in Alabama and globally.

**Strategy 1:** Partner with agencies that provide services to communities in need.
**Tactic 1:** Continue to identify and direct service-learning projects to meet community and University needs.

- AUSON continues to partner with many diverse communities and groups to provide nursing care services such as: Auburn Housing Authority nursing care clinics, Kid Check school age screening clinics, school influenza vaccination clinics, community assessment and interventions projects, Boykin Center exercise project, Head Start Health Promotion projects, school based scoliosis screenings and Darden Wellness Clinic. Additionally, AUSON provides Tigercheck, school screenings for all school children in the Macon and Bullock county school systems and other schools in local systems within our service area upon. Tigercheck provides vision, scoliosis and a non-invasive health assessment using technology to generate electronic health records that are provided to the school system nurse and also generates personalized parent letters with screening findings that the school nurse can send to each parent. Each year, Tigercheck provides screenings for approximately 5,000 school children.

- Students in NURS 3230 present health education topics to patients in the day treatment program of Montgomery Mental Health. Topics include personal hygiene, eating healthy on a budget, tips for visiting the doctor, prevention of the common cold, exercise, managing hypertension, and many other topics.

- Two faculty members provide brochures with health information to a group of diverse seniors in the Mobile, Alabama area.

**Tactic 2:** Continue to build partnership and programs with the Auburn Housing Authority.

- The partnership between Auburn Housing Authority and AUSON has grown, allowing our faculty and students to provide clinics three days a week at various sites. These clinics have significantly improved preventative health care services. Students and faculty participate in this program. Through grants from the AU Office of Outreach, the partnership has been expanded to include a physical activity center for women. In Summer 2014, we expanded our services area from 5 local sites (3 in the Auburn Housing authority) to 21 sites in Lee, Russell, Chambers, Tallapoosa and Bullock counties. Since May 2014 to May 2015, we provided 891 screenings. Each received a cholesterol, hemoglobin/hematocrit, glucose and BMI with appropriate counseling and referral if warranted.

**Strategy 2:** Expand international and multicultural opportunities for practice and research.

**Tactic 1:** Explore opportunities for increasing AUSON international presence.

- During the Summer and Fall 2014, Dr. Constance Hendricks and Ms. Tanya Johnson took a group of eight students to participate in AUSON Public Health Nursing Program in Malawi.

**Tactic 2:** Provide opportunities for students and faculty to participate in international outreach activities.

- In 2014-2015, Twenty-four students and three faculty members participated in our nursing experience in Ecuador. During week one 11 undergraduate and five graduate nursing students participated, and eight students and two faculty members participated during week two.
Goal 5: Develop a comprehensive diversity communication plan.

Strategy 1: Promote diversity among faculty and students.

Tactic 1: Ensure that AUSON recruitment materials highlight diversity.
- AUSON brochures are consistent and include diverse student/faculty populations.

Tactic 2: Highlight diversity among faculty and students in AUSON/AUMSON Newsletter.
- Articles in the online newsletter reflect student and faculty achievements from diverse backgrounds.

Tactic 3: Emphasize diversity as a core value through college media outlets (web pages, brochures, newsletters, magazines, videos, etc.).
- AUSON consistently includes diversity within college publications.

Tactic 4: Disseminate the college diversity plan and promote it among all AUSON students, faculty, and staff.
- Diversity Plan disseminated and on file in our resource room.
Harrison School of Pharmacy

The Harrison School of Pharmacy’s (HSOP) strategic planning process operates on a School-wide basis. The School’s Doctor of Pharmacy Program is an interdepartmental program operating across all 3 departments and its MS and Ph.D. programs are interdepartmental across 2 of the 3 departments.

Mission: Establish diversity as a core value in the Harrison School of Pharmacy.

Definition of Diversity: Diversity at Auburn University encompasses the whole of human experience and includes such human qualities as race, gender, ethnicity, physical ability, nationality, age, religion, sexual orientation, economic status and veteran status. These and other socially and historically important attributes reflect the complexity of our increasingly diverse student body, local community and national population.

Auburn University recognizes and values the considerable educational benefits emanating from diversity as we prepare our students for life and leadership in a multicultural world. Students who interact with and learn about people from a variety of backgrounds are more apt to understand, appreciate and excel in the community they inhabit. In this context, diversity is aligned with Auburn University’s land grant mission of providing its students with a superior education in service to the needs of Alabama, the nation and the world.

For the HSOP, men (rather than women) can be considered an underrepresented minority in the case of professional doctoral students and pharmacy practice faculty. Where appropriate, this is reflected in this document.

Goal 1: Foster a total campus environment that respects differences among individuals and encourages inclusiveness.

Strategy 1: Influence our student pharmacists to develop as professionals with a commitment to provide patient care to diverse populations.

Tactic 1: Ensure that HSOP continues to be represented on the Diversity Council.
Measure: Representation on the council and attendance at meetings will be documented.
- A representative of the HSOP regularly attends Diversity Council meetings.

Tactic 2: The HSOP’s ability outcomes for the Doctor of Pharmacy Program include providing patient care to diverse populations.
Measure: Student achievement of ability-based outcomes is assessed.
- Student achievement of ability-based outcomes is assessed on an ongoing basis as part of the HSOP’s assessment processes. This assessment includes milestone examinations which measure student achievement of our ability-based outcomes, which are administered at the end of the 2nd and 3rd professional years. Beginning in Spring Semester 2012, students in the 3rd professional year were required to pass the milestone examination in order to advance to the 4th professional year. For the
examination administered during Spring Semester 2015, all 135 students who completed the milestone examination were successful on their initial attempt.

**Goal 2:** Increase the recruitment, retention, and representation of people of color, ethnic minorities, women, men (as appropriate), people with disabilities, and other underrepresented students, faculty, administrators, and staff at Auburn University to a level that reflects the appropriate relevant pool of availability for the target population.

**Strategy 1:** Increase the graduation rates of students of color, ethnic minority students, women, men, students with disabilities, and other underrepresented groups to the same level as non-minority students who enter the university with comparable preparation.

**Tactic 1:** HSOP will continue to provide programs such as supplemental instruction, mentoring by faculty, and special plans of study to assist students’ progress. **Measure:** Track student participation in these programs; report on students’ perceptions to how these programs support academic progress.

- The supplemental instruction program continues to be highly utilized by students, though specific attendance records are not kept. Participation in the faculty mentoring program is required of all HSOP students, and special mentoring is provided to students who experience academic difficulties as well as difficulties in developing a professional way of being. Special plans of study are developed for those students who have experienced various types of academic difficulties. Students regard these programs as having a positive impact on academic success.

**Strategy 2:** Increase the recruitment, retention, and thus representation, of people of color, ethnic minorities, women, men and other underrepresented students. The HSOP goal for minority student enrollment is 15% of its total student body.

**Tactic 1:** HSOP will continue ongoing efforts to recruit professional and graduate students from diverse groups. **Measure:** Recruitment efforts and enrollment numbers for students from targeted HBCUs and schools with diverse student populations.

- Our Director of Student Recruitment did make visits to Tuskegee University and Tugaloo College during the 2-014-15 academic year. Though not a HBCU, Georgia State University continues to be a rich source of prospective students from a variety of diverse backgrounds and is focus of our recruitment efforts. Efforts to recruit qualified students from HBCUs have been largely unsuccessful, and effective access to student groups on some of these campuses continues to be difficult to obtain. For the class entering Fall 2015, for the second year in a row we will have an entering student from Fort Valley State University. We will also have an entering student from Alabama State University. Unfortunately, many applicants from HBCUs fall below the HSOP’s minimum admissions standards. In addition, enrollment of students that are not Alabama residents becomes increasingly difficult due to substantial high tuition (approximately $40,000 per year) for out of state students and very limited availability of money for scholarships. In spite of this, we will have students in our Fall 2015 entering class from distant
undergraduate institutions such as Michigan State University (2 students), University of Wisconsin-LaCrosse and San Diego State University. For the 2015-15 academic year, HSOP enrollment included 8.8% African Americans, 0.2% Native Americans, 0.4% Hispanics/Latinos, 7.8% Asians, and 0.4% International Students. The HSOP continues to be actively involved in AU initiatives designed to promote diversity including the Summer Academy and Summer Bridge Program. Appendix 1 provides a listing of the primary undergraduate colleges and universities of student in the Pharm.D. class that will be entering in Fall Semester 2015.

**Strategy 3**: Seek to include all University constituencies including people of color, ethnic minorities, women, and members of other underrepresented groups in administrative positions within HSOP.

**Tactic 1**: Develop and implement requirements for diverse search committees by including an individual trained to ensure an inclusive process in job searches.

**Measure**: Composition of search committees tracked; individuals with Human Resources training identified and included in job search process.
- The School’s Director of Administration, Business and Finance is the HSOP’s Human Resources officer, is appropriately trained, and assures that search committees are appropriately composed and make appropriate efforts to attract a diverse applicant pool.

**Strategy 4**: Increase the retention of women, men, people of color, ethnic minorities, people with disabilities, and other underrepresented groups in our faculty.

**Tactic 1**: Continue to operate the HSOP Faculty College which assists faculty members in their professional development.

**Measure**: Track junior faculty participation in Faculty College, report on faculty perceptions to the benefits of the Faculty College.
- All new faculty members are required to participate in the introductory phase of Faculty College. Junior faculty members participate in other aspects of Faculty College at high levels.

**Strategy 5**: Increase the recruitment of women, men, people of color, ethnic minorities, and other underrepresented groups to faculty positions.

**Tactic 1**: Although shortages of qualified applicants in the various pharmaceutical disciplines often limit the number of potential applicants from diverse populations, HSOP will continue to seek such applicants. For faculty members in the discipline of pharmacy practice men, rather than women, are considered as an underrepresented group.

**Measure**: Documentation of efforts; tracking of applicants and those interviewed.
- Our efforts in this area are ongoing. Information about specific searches is available through the HSOP Dean’s Office.
Tactic 2: Develop and implement requirements for diverse search committees by including an individual trained to ensure an inclusive process in job searches.
Measure: Composition of search committees tracked; individuals with Human Resources training identified and included in job search process.
   - The School’s Director of Administration, Business and Finance is the HSOP’s Human Resources officer, and assures that search committees are appropriately composed and make appropriate efforts to attract a diverse applicant pool.

Tactic 3: Monitor faculty diversity within School and departments by comparing levels of availability each year.
Measure: Faculty report updated each year (requested through ODMA).
   - The HSOP’s Dean regularly reviews this data.

Strategy 6: Seek to increase support staff diversity, including women, people of color, ethnic minorities, and other underrepresented groups.

Tactic 1: The HSOP will continue to actively seek diversity in hiring individuals to support staff positions.
Measure: Documentation of efforts to recruit diverse staff; outcomes of searches.
   - Our efforts in this area are ongoing. Information about specific searches is available through the HSOP Dean’s Office.

Goal 3: Develop and implement a comprehensive system of education and training focused on effectively managing and leveraging diversity for students, faculty, and staff.

Strategy 1: Conduct diversity training, specific to a college campus environment for students, faculty, and staff.

Tactic 1: Have all supervisors in the School attend Just Be FAIR training conducted by Human Resources, and extend it to all faculty and staff in the School.
Measure: Training participation tracked
   - All of the HSOP’s Administrators attended the Just Be FAIR training when it was offered. Since then, there has been no additional formal diversity training offered at the University Level. The Harrison School of Pharmacy’s Doctor of Pharmacy program provides students with education and practice experiences regarding the care of diverse patient populations.

Goal 4: Build and strengthen partnerships with diverse communities, businesses, and civic and community organizations to support diversity and multiculturalism in the University and in external communities.

Strategy 1: HSOP will continue to provide patient care to a variety of diverse populations.

Tactic 1: HSOP will continue to provide patient care through the following clinical training sites: Community-based patients in the Auburn-Opelika and Mobile-Baldwin County communities; HIV Clinics in Mobile, Montgomery and Opelika; Moundville
Medical Clinic (underserved, rural community); Good Samaritan Clinic in Tuscaloosa (serving people of color and ethnic minorities); Veteran’s Administration Health Care System (clinics in Montgomery and Columbus, GA). Student pharmacists will also provide and learn about patient care with diverse populations as the HSOP explores other opportunities, both domestic and international.

**Measure:** Report on profiles of populations served
- The HSOP provides patient care in the aforementioned practice sites. Beginning with the 2013-2014 academic year, HSOP student pharmacists started participating in a free medical clinic in Birmingham in conjunction with medical students from UAB (Equal Access-Birmingham). Our Mobile Campus Students began participating in a similar clinic during the 2014-15 academic year, in conjunction with medical students at the University of South Alabama. Development of a similar clinic is being explored in the Auburn-Opelika Area. HIPAA regulations prevent the compilation of more complete profiles of patients that are served. In the 2014-15 academic year, HSOP student pharmacists also provided care to patients in Ecuador as part of an interprofessional team organized by the School of Nursing. US State Department Travel Warnings have prevented student pharmacists from participating in patient care opportunities in Kenya that were available in previous years. During the 2014-2015 academic year 5 HSOP Student pharmacists provided patient care in Thailand, with each completing a 5-wek practice experiences. During Spring Break 2015 17 HSOP student pharmacists participated in a mission trip to Panama sponsored by e3 Partners; their experience included providing needed care to local populations.

**Goal 5:** Develop and execute a comprehensive Diversity Communications Plan.

**Strategy 1:** Include diversity as a characteristic within all HSOP publications and communications.

**Tactic 1:** As the HSOP’s publications and communications are revised and updated, particular attention will be given to assure that they promote and market the School’s diversity as well as the School’s commitment to diversity as a core value.

**Measure:** Document inclusion of diversity within college publications
- This is done on an ongoing basis as new publications are created.

**Tactic 2:** Disseminate the School’s Diversity Plan and promote it among all HSOP students, faculty, and staff.

**Measure:** Diversity Plan is circulated.
- Completed
College of Sciences and Mathematics

Mission: Establish diversity as a core value in the College of Sciences and Mathematics.

Definition of Diversity:

Diversity at Auburn University encompasses the whole of human experience and includes such human qualities as race, gender, ethnicity, physical ability, nationality, age, religion, sexual orientation, economic status and veteran status. These and other socially and historically important attributes reflect the complexity of our increasingly diverse student body, local community and national population.

Auburn University recognizes and values the considerable educational benefits emanating from diversity as we prepare our students for life and leadership in a multicultural world. Students who interact with and learn about people from a variety of backgrounds are more apt to understand, appreciate and excel in the community they inhabit. In this context, diversity is aligned with Auburn University’s land grant mission of providing its students with a superior education in service to the needs of Alabama, the nation and the world.

Goal 1: Foster a total campus environment that respects differences and encourages inclusiveness.

Strategy 1: Foster a college environment that respects differences and encourages inclusiveness.

Tactic 1: Encourage faculty, staff and students in the college to participate in college and campus-wide diversity programs, events and activities.

Measure: Documentation of how faculty, staff, students and other stakeholders are encouraged.

- Many departments and organizations in COSAM sponsor events and host speakers to create opportunities for campus education, constructive dialogue and honest reflection of diversity. Notification of events occurs via e-mail, faculty meetings, COSAM website, information monitors posted in select buildings, Auburn Daily, fliers, monitors, newsletters, ListServs and other forms of communication.
- The COSAM Office of Development works with alumni and friends, as well as corporations and foundations, to secure financial and volunteer support for the COSAM ODMA and its Summer Bridge program. We also seek scholarship contributions for minority students.
- The COSAM Office of Development works with the Dean to invite minority alumni and friends to participate in the COSAM Leadership Council and other programs and activities.
- COSAM’s Offices of Outreach and Development collaborate each spring to host the Women’s Leadership Symposium, which is attended by COSAM faculty, staff, students, alumni and friends, and invited high school students and teachers from the region.

Tactic 2: Ensure that COSAM is represented on the Diversity Council.

Measure: Documentation of representation.

- Dr. Ash Abebe of the Department of Mathematics and Statistics serves as the
COSAM representative on the Diversity Council. His term started in Fall 2014.

**Tactic 3:** Encourage and remind students from underrepresented groups to seek leadership positions on campus.

**Measure:** Encouragement documented. List of COSAM students from underrepresented groups in leadership positions on campus documented.

- Students are encouraged to participate in learning communities, the honors college and service organizations, as well as in undergraduate research opportunities and other career-focused service organizations such as Alpha Epsilon Delta (AED), a national honor society for students preparing for careers in the health professions. Andrea James served as publicity chair for AED. Shyannon Haygood served as the president of the National Society of Collegiate Scholars.

**Tactic 4:** Conduct a regular survey among students to determine the needs, if any, of underrepresented students.

**Measure:** Survey conducted. Results compiled.

- Annual surveys are conducted to assess the satisfaction with the services provided by the Drop-In Center. Approximately 92% of the students who completed surveys during the fall and spring terms agreed that the Drop-In Center was effective in meeting the needs of minority students who utilized the services and resources available.

- Surveys of student satisfaction with Summer Bridge are conducted at the end of the program and at the end of the fall term. These data are evaluated and modifications initiated as deemed appropriate. The surveys were conducted on a 4.0 scale. A score of 3.92 was assigned to the statement, “this Summer Bridge Program has better prepared me for my academic career at Auburn University.” A score of 3.96 was assigned to the statement, “I gained practical information about Auburn University.” Students indicated that field trips were educational (3.77) and the outreach activities were meaningful (3.88). At least 96% of the 28 participants indicated that the Summer Bridge Program was a satisfactory (extremely positive) experience and awarded the program a score of 3.85. Additionally, 98% of participants would highly recommend the Summer Bridge Program to incoming freshmen.

**Strategy 2:** Continue with efforts that highlight achievements and contributions of students, faculty and staff from underrepresented groups.

**Tactic 1:** Continue to highlight minorities, women and other underrepresented students, faculty and staff in departmental and college newsletters and magazines.

**Measure:** Periodic review of materials

- COSAM’s Office of Communications and Marketing is charged with developing, producing and disseminating college wide news and publicity. Utilizing a variety of multi-media options including print, web and video, the communications efforts reach a wide variety of stakeholder groups and the general public. COSAM supported the Office of Diversity and Multicultural Affairs as well as
highlighted the achievements of minority students, faculty and alumni during the 2014-2015 academic year, through the following venues:

- An Office of Diversity and Multicultural Affairs highlight as well as minority COSAM faculty members and alumni were featured in the 2014 edition of Journey magazine, including Orlando Acevedo, Edward Thomas, Ashley Nutt, Jamesa Stokes, Samuel Pettijohn, Dr. John Jernigan, Kumar Das, Dr. Jessica Williams, Alexis Jackson, Javeya Williams, Del Anderson and Sarit Dhar.
- The Summer Bridge program, Minority High School Visitation Day, and PASS mentoring program were featured in e-Journey and COSAM Today.
- COSAM’s Office of Communications and Marketing supports collateral pieces such as printing the Summer Bridge registration form and program, taking Summer Bridge photos and video, and producing the Minority High School Visitation Day flier.
- COSAM’s Office of Communications and Marketing regularly features minority students, alumni and COSAM supporters on social media venues such as Facebook, Instagram and Twitter.
- COSAM’s Office of Communications and Marketing regularly features minority students, alumni and COSAM supporters through internal venues such as Auburn News and This Week at AU.
- COSAM’s Office of Communications and Marketing produced a video for the campaign kickoff that prominently features minority COSAM supporter Dr. Michael Williams.
- The COSAM Office of Communications and Marketing regularly produces materials for external use that feature minority students, such as an advertisement placed in the 2014 fall and 2015 spring graduation editions of the Auburn Plainsman.
- Several COSAM faculty, students and alumni were highlighted in the electronic newsletters, e-Journey or COSAM Today, including the following:
  - Edward Thomas (Physics) and Narendra Govil (DMS) for their participation in international conferences.
  - COSAM student Dion Moore was featured in e-Journey as a recipient of a COSAM scholarship generated with funding from the Dean’s Golf Classic.
  - Assistant professor Sarit Dhar of Physics was featured in e-Journey for presenting his research on “Silicon Carbide Electronics: The Silent Revolution,” for a series of webinars sponsored by the Research and Industrial Relations Committee of the Auburn Research Advisory Board.
  - Several minority COSAM graduate students were featured in e-Journey or COSAM Today for their post-graduation job offers, including Yongju Zheng, Xiaoxia Xie, Dawit Tadesse, Cadavious Jones, Brice Nguelifack and Feng Bao.
  - Xiaoyu Li of DMS was featured in e-Journey as the recipient of the 2014 Robert K. Butz Award for Teaching Excellence in Mathematics, and Junshan Li was featured in COSAM Today as the recipient of the 2015 Butz award.
  - COSAM faculty Junshan Lin, Jianjun Dong, Ash Abebe, Ming-Kuo Lee
and Ashraf Uddin were each featured in e-Journey or COSAM Today for receiving National Science Foundation grants.

- Vincent Ortiz, professor in the Department of Chemistry and Biochemistry, was featured in COSAM Today for being selected as the 2014 Stanley C. Israel Award winner for the Southeast Region of the American Chemical Society.

- Mathematics professor Overtoun Jenda and Ash Abebe were both highlighted in a feature in COSAM Today about the Southern Africa Mathematical Sciences Association and the Masamu Program.

- Symon Gathiaka, of the Department of Chemistry, was featured in COSAM Today for receiving the Outstanding Doctoral Student Award.

- Yuxiang Zheng, of the Department of Mathematics and Statistics, was featured in COSAM Today for receiving an Outstanding Master's Student Award.

- Professor of Chemistry Vincent Ortiz was featured in COSAM Today for giving the Dean’s Research Awards Faculty Lecture.

- Orlando Acevedo was featured in COSAM Today for being the recipient of the 2014 COSAM Young Faculty Scholar Award.

- Burcu Ozden of the Department of Physics was featured in COSAM Today for being selected to be the recipient of the 2015 Women of Distinction Graduate Student Leadership Award, given by the Auburn University Women’s Resource Center.

- DMS professor Narendra Govil was featured in COSAM Today for the publication of a book he edited, Progress in Approximation Theory and Applicable Complex Analysis - In the Memory of Q.I. Rahman.

- Alumnus Murli Buluswar was featured in COSAM Today for being named the Chief Science Officer at AIG.

- Dr. Ash Abebe of DMS, an African American faculty member, was promoted to Full professor.

- Dr. Wendy Hood of DBS received an NSF CAREER Award to study the effects of reproduction on aging.

- DBS graduate student Matthew Warren (African American, MSc) won best oral presentation, Minorities in Agriculture, Natural Resources, and Related Sciences March 2015, and Sigma Xi Grant-in-Aid of Research November 2014

- DBS graduate student Richard Mariita (African, PhD) won 2nd Place at the NSF EPSCoR Science and Technology Open House, and a Marine Biological Laboratory (MBL) travel award to the American Society of Microbiology 2015 meeting New Orleans, for presenting research done at MLB, Woods Hole, MA. Richard is a member of Dr. Tony Moss’ lab.

- Out of 18 members of Dr. Haruka Wada’s lab (DBS), 13 undergraduates and 1 graduate student were female, 2 were minorities.

- DBS female graduate student (PhD), Chloe Josefson, won an NSF GFRP. Chloe is a member of Dr. Haruka Wada’s lab.
DBS female graduate student (PhD), Hannah Correia, won an NSF GFRP. Hannah is a member of Dr. Steve Dobson’s lab.

**Tactic 2:** Continue to encourage top minority students to apply to be COSAM Ambassadors.  
**Measure:** Provide documentation and information on how students can get involved in leadership positions.

- COSAM minority students continue to amass an enviable record of leadership including: Alexis Jackson and Javeya Williams are COSAM Leaders.
- Kiara Parker serves as a COSAM Peer Advisor.
- During the academic year minority students are notified via emails, social network sites and face-to-face communication when positions become available. The Office of Diversity encourages students to apply for positions and provides assistance with resume preparation, interviewing protocols, and attire, as needed.

**Goal 2:** Increase the recruitment, retention and representation of people of color, ethnic minorities, women, people with disabilities and other underrepresented students, faculty, administrators and staff at Auburn University to a level that reflects the appropriate relevant pool of availability for the target population.

**Strategy 1:** Develop and implement diverse recruitment and retention strategies for underrepresented students.

**Tactic 1:** Vigorously recruit minority students.  
**Measure:** Recruitment efforts documented and student enrollment tracked.

- COSAM has a long and laudable record of commitment to the recruitment of high quality undergraduates from populations traditionally underrepresented in the sciences and mathematics. The college has demonstrated a willingness to devote time, physical, human and financial resources to this effort. Minority recruitment is part of each unit and department’s responsibility but the major responsibility rests with the Office of Diversity and Academic Affairs. Staff members from these two units work closely with the Office of Enrollment Services and routinely attend minority recruitment receptions and participate in Presidential receptions, War Eagle Days, TALONS and other events sponsored by the Auburn Office of Admissions and Recruitment.
- The Office of Diversity has personnel, facilities, programs and processes in place to provide early intervention, academic enrichment and social support to assist students in transition from high school to the university environment. Major approaches include: regional recruitment events; planning and implementing COSAM’s Summer Bridge Program; and hosting COSAM’s annual Minority High School Visitation Day program.
- The Office of Diversity and Student Affairs staff also visits high schools and participates in recruitment events sponsored by the Office of Admissions and Recruitment.
- Out of 96 students in the DBS graduate program (60% PhD), 9 (~10%) are minorities and 11 (11%) are international students. Currently, 2 are African American.
American (Tiffany Howard, Matthew Warren), 2 are Native American (Nicole Garrison, Chris Hamilton), 3 are Asian or Pacific Islander (Spurthi Paruchuri, Milton Tan, Stephanie Irvin Hoffman), and 2 are Hispanic (Carla Irene, Carla Stout).

- Several minority students likely will be admitted into our new Professional Masters program, including 3 African Americans (Jamarius Carver, D’Ambria Williams, Martika Gamble), 2 Asian/Pacific Islanders (Susan Rashid, Anna Mangra) 1 Hispanic (Erica Molina), and 1 Native American (Alex Weigman).

- DMS recruited 3 African and 12 female graduate student (GTA; one is both female and African) out of 18 GTAs. A GTA offer made to a native American was not accepted.

- DMS continues to organize the SAMSA Masamu program that aims to enhance research in mathematical sciences within Southern Africa Mathematical Sciences Association (SAMSA) institutions through promotion of international research collaboration. The program held the Fifth Annual Masamu Advanced Study Institute (MASI) and Workshops in Mathematical Sciences November 21 - 29, 2015, in Windhoek, Namibia (see [https://www.masamu.auburn.edu/](https://www.masamu.auburn.edu/)). Drs. Ash Abebe, Overtoun Jenda, and Pete Johnson manage the program. Drs. Nick Giordano, Overtoun Jenda, and Tin-Yau Tam are working toward the institutionalization of the program.

- DMS renewed the collaborative program with African University of Science and Technology (AUST). The MOU with AUST will enable DMS to admit quality minority students into our graduate programs.

- Drs. Chris Rodger and Tin-Yau Tam of DMS continue to do outreach at Loachapoka High School that provides preparation in mathematical skill to minority students. Some students will enter Auburn University in Fall 2015.

**Tactic 2:** Provide the Summer Bridge Program to incoming underrepresented minority students.

**Measure:** Attendance tracked, retention tracked over time, academic performance tracked for all participating students.

- COSAM continues to sponsor Summer Bridge, a four-week academic intensive program in chemistry and mathematics. The program provides opportunities for participants to acquire academic tools, establish social and financial support designed to assist them in the transition from high school to college. Twenty-eight students participated in the 2014 program, and 14 received COSAM scholarship support.

- The COSAM Office of Development assists COSAM ODMA in suggesting names of people to speak at the Summer Bridge luncheon.

**Tactic 3:** Provide ongoing academic assistance with the highly successful Minority Drop-in Center and advising.

**Measure:** Attendance of students in Center tracked.

- The Drop-In Center continues to provide high quality tutorial assistance to students in biology, chemistry, mathematics and physics. Attendance data are collected weekly and surveys are conducted each semester. For the end of the
spring 2014 semester, a survey of students (n=72) was conducted. Students agreed biology (4.8 out of 5.0), chemistry (4.8), and physics (5.0) tutoring were very satisfactory while mathematics tutoring (3.8) received a satisfactory ranking. The PASS mentoring program received 4.8 out of 5.0. Of those surveyed, 98% of students would return to the Drop-In Center for additional tutoring.

**Tactic 4:** Continue with COSAM’s K-12 sciences and mathematics outreach programs such as BEST, AU Explore, Science Matters, GUTS, Greater East Alabama Regional Science and Engineering Fair, Summer Science Institute, and AMP’d.

**Measure:** Documentation of programs’ impact.

- The Advance Math Lab program administered by the Department of Mathematics and Statistics provides preparation in mathematical, computational and general study skills to minority students at Loachapoka High School.
- DCB Professors Curtis Shannon and Christopher Easley conduct and coordinate a variety of outreach events associated with the Math Science Partnership NSF-sponsored collaboration with Tuskegee University.
- The Physics Department faculty and students continue to play an active role in many of COSAM’s outreach activities: AU Explore, Science Olympiad, BEST, etc. In these activities, our minority and female students are in a position to serve as role models for the K-12 students that visit the Auburn campus.
- Through the outreach efforts of Prof. Allen Landers, who received the 2014 AU Faculty Outreach Award, the Physics Department has taken the lead in developing the Summer Science Institute for gifted high school students (50% female participation). Over 15 COSAM faculty representing all 5 departments provide modules during SSI that expose these talented students to the rich research environment of COSAM.
- The Physics Department continues to expand its outreach to diverse communities in the region. Prof. Minseo Park and the solid state physics group hosted a nanoscience day for students in the region.
- The COSAM Outreach Office continues to host the annual Women’s Leadership Symposium, inviting over 150 high school girls from our region to participate in a one-day mini conference that includes panel discussions, career corner displays, breakout sessions on science, and a keynote speaker all focused on successes of women in STEM careers. The high school participants are primarily from rural schools (e.g., Loachapoka, Beulah, Lanett, Tallassee, Wetumpka). During the 2015 Symposium, Dr. Yu Lin from the Physics Department was recognized with the Outstanding Female Faculty Award.
- Each year, the COSAM Outreach Office provides scholarships to elementary students from underrepresented groups to attend the popular summer program, Science Matters.
- The COSAM Outreach Office, in partnership with the Physics Department, Department of Biological Sciences, and Chemical Engineering, received a 5-year NSF grant to work with teachers in southeast Alabama from underperforming schools. 47% of the teachers in the program are minority and teach primarily minority students.
The COSAM Outreach Office continues to support the BEST Robotics program, including a local program for schools in east Alabama and west Georgia, and a regional championship event for 2000+ students from 6 southern states. In 2014, 39% of the participants were female and 13% were from minority groups (African American, Hispanic, and Native American).

**Tactic 5:** Engage COSAM’s very successful K-12 sciences and mathematics outreach program to provide service-learning opportunities for the college’s minority students to enrich their undergraduate experience.

**Measure:** Attendance tracked. Student reports on perceptions and attitudes to participation and how participating related to academic and social progress

**Tactic 6:** Utilize national organizations to recruit qualified students.

**Measure:** Documentation of recruitment efforts.

**Strategy 2:** Develop and implement diverse recruitment and retention strategies for underrepresented faculty, administrators and staff.

**Tactic 1:** Ensure that a well-trained human resources professional is an ex-officio member of all search committees to guide adherence to a diverse search process (i.e., posting in appropriate diversity resources, etc.), or ensure that search committees receive diversity training.

**Measure:** Documentation of trained human resources professionals who serve on search committees; track diversity training of search committee members

- COSAM search committees continue to include minorities and women as representatives. For example, the search committee for the COSAM associate dean for academic affairs included four women and one minority.
- DBS recruited two female faculty (tenure-track) in 2014-15, Dr. Laurie Stevison (Bioinformatics) and Dr. Tonia Schwartz (Functional Genomics). Of 37 tenured/tenure-eligible faculty in DBS, 13 (35%) are women.
- DMS hired Ms. Mallory Lipscomb as administrative assistant starting Spring 2015.
- DMS hired Ms. Shirley Fan as statistical consultant starting Fall 2014.
- DMS hosted several female visiting research scholars including Dr. Xuexia Zhang (Taiyuan University of Science and Technology, China), Dr. Ela Aydi (Cukurova University, Turkey), and Dr. Hikmet Ozarslan (Erciyes University, Turkey).

**Tactic 2:** Utilize national and international diversity organizations as a resource to advertise faculty and administrative position opportunities in the College.

**Measure:** Document means in which organizations are used to promote faculty/administrative positions within the College

- COSAM’s Dr. Ash Abebe joined Dr. Overtoun Jenda of ODMA to communicate open faculty positions in COSAM at the Southern Regional Education Board (SREB) Institute on Teaching and Mentoring, held in Atlanta, Georgia on October 30-November 2, 2014 at the Omni, CNN Center. The institute is the largest
gathering of minority Ph.D.s and Ph.D. candidates in the nation.

**Tactic 3:** Monitor faculty diversity within COSAM by comparing levels of availability each year.  
**Measure:** Faculty report updated each year (requested through ODMA)

**Tactic 4:** Support the NSF ADVANCE Auburn Center  
**Measure:** Document support.

**Goal 3:** Develop and implement a comprehensive system of education and training focused on effectively managing and leveraging diversity for students, faculty and staff.

**Strategy 1:** Develop and implement college-wide diversity educational programs and training initiatives for students, faculty and staff.

**Tactic 1:** Have all supervisors in the college attend “Just Be FAIR” training conducted by Human Resources and extend it to all faculty and staff in the College.  
**Measure:** Training participation tracked.

**Goal 4:** Build and strengthen partnerships with diverse communities, businesses and civic and community organizations to support diversity and multiculturalism in the university and in external communities.

**Strategy 1:** Continue partnerships with schools and universities in the region to support diversity and multiculturalism.

**Tactic 1:** Continue to provide a variety of K-12 experiences directed at diverse audiences.  
**Measure:** Document support.

- AU Science in Motion: COSAM continues to support Science in Motion. The goals of Science in Motion are to provide high tech laboratory experiences for high school students and effective professional development for teachers. In many instances the cost of the equipment involved would be prohibitive for individual schools or even systems. Sharing this equipment through Science in Motion offers these opportunities to students from all backgrounds. Professional development workshops improve teacher mastery of subject matter and equipment use. Through these workshops teachers from different school systems gain the opportunity to network with peers, sharing both content knowledge and teaching techniques. Program specialists may also join with participants to co-teach during classroom visits.

- AU-AMSTI: COSAM continues to support the Alabama Math, Science, and Technology Initiative, commonly referred to as AMSTI. AMSTI is the Alabama Department of Education’s initiative to improve K-12 math and science teaching statewide. Its mission is to provide all students in Grades K-12 with the knowledge and skills needed for success in the workforce and/or postsecondary studies. AMSTI has received both national and international attention for its effectiveness at raising achievement scores and improving
student interest in math and science. As the largest and most comprehensive math and science initiative in the nation, AMSTI has become the leading model for math and science education reform. AMSTI’s effectiveness and accomplishments have been highlighted by the National Governor’s Association, The Smithsonian-National Science Resource Center, the National Council of State Legislators, Education Week, Science Generation: A National Imperative at the American Museum of Natural History Summit and others.

**Goal 5:** Develop and execute a comprehensive Diversity Community Plan.

**Strategy 1:** Through multi-media formats, promote diversity as a core value for COSAM.

**Tactic 1:** Ensure that diversity is reflected in all of the college’s media outlets such as web, brochures, newsletters, magazines, videos, etc.

**Measure:** Document inclusion of diversity within college publications
- Inclusion of diversity in college publications is tracked. This is reported under Goal 1, Strategy 2, Tactic 1.

**Tactic 2:** Disseminate the college diversity plan and promote it among all COSAM students, faculty and staff.

**Measure:** Plan disseminated
- The college’s diversity plan is promoted and disseminated by the Office of Diversity and Multicultural Affairs.
**College of Veterinary Medicine**

**Vision:** The Auburn University College of Veterinary Medicine will establish as a core value the importance of diversity in the veterinary workforce as a reflection of the diversity of society. Accordingly, the College of Veterinary Medicine embraces the goals of: (1) increasing diversity among veterinary students, faculty and leadership; (2) creating a climate that promotes both awareness and acceptance of differences in culture, ethnicity, religious affiliation, age, socioeconomic status, gender, sexual orientation, and disability/impairment; and (3) preparing veterinarians to serve the needs of a diverse and global society.

**Mission:** Establish diversity as a core value in the College of Veterinary Medicine.

**Definition of Diversity:** Diversity at Auburn University encompasses the whole of human experience and includes such human qualities as race, gender, ethnicity, physical ability, nationality, age, religion, sexual orientation, economic status and veteran status. These and other socially and historically important attributes reflect the complexity of our increasingly diverse student body, local community and national population.

Auburn University recognizes and values the considerable educational benefits emanating from diversity as we prepare our students for life and leadership in a multicultural world. Students who interact with and learn about people from a variety of backgrounds are more apt to understand, appreciate and excel in the community they inhabit. In this context, diversity is aligned with Auburn University’s land grant mission of providing its students with an optimal education in service to the needs of Alabama, the nation and the world.

**Goal 1:** Create, promote, and encourage a supportive and friendly campus environment that is welcoming for, and attractive to all people without regard to race, ethnicity, nationality, religion, gender, sexual orientation, or physical limitation.

**Strategy 1:** Develop and sustain an internal and external environment that welcomes and affirms the worthiness of all people.

**Tactic 1:** Provide workshops on diversity led by university personnel for faculty and staff. Develop a policy to require participation in one workshop at least once every three years.

**Measure:** Track provision and develop topics for group discussion.

- An online program on inclusiveness in veterinary medicine is being offered by Purdue University free of charge for one institutional representative. Currently the college multicultural diversity officer (Dr. Smith-Carr) is enrolled and evaluating its potential use for other CVM faculty. The course and/or topics from the course will be used to “train the trainer” and will be developed to launch a workshop.
Tactic 2: Provide a diversity symposium to all professional students in the second year of the four-year, lock-step curriculum and all graduate students in their second year of graduate studies at the college. This workshop will be facilitated by content from the AAVMC-DiVersity Matters initiative.

**Measure:** Track provision and participation in symposium.
- The symposium was offered in 2014 and was well received by students. The AU CVM VOICE chapter will fulfill a greater role in this symposium after it is established in fall 2015.

Tactic 3: Facilitate and support involvement of students in a regional diversity symposium organized by the Student American Veterinary Medical Association (SAVMA).

**Measure:** Track provision of and participation in symposium.
- The regional symposium for 2014-15 was held at Louisiana State University and was attended by one CVM student, Jessica Allen. The regional symposium will be offered in spring 2016 at the University of Florida. Presently, the college multicultural diversity officer is the faculty representative assisting in the organization of participation in this event. Recruitment of students and faculty for participation will occur during the 2015-16 academic year.

Tactic 4: Establish an AU Veterinary Students as One In Culture and Ethnicity (VOICE) chapter. Although student based, the main goal of this organization is to address socio-cultural awareness that is not part of the core veterinary curriculum. Therefore an AU Chapter will enhance and support efforts that are a part of the College diversity plan. The organization strives to enhance the diversity of veterinary medicine and cultural competency of the veterinary student. There is a national VOICE organization in which the officers are students from various veterinary colleges. There are 16 veterinary colleges with local chapters and 3 with provisional chapters that meet as a group each year during the Student American Veterinary Medicine Association (SAVMA) Symposium. The college multicultural diversity officer will serve as faculty advisor for the Auburn chapter.

**Measure:** Recruit a student leadership team and members. Conduct monthly meetings and participate in the national symposium.
- The college multicultural diversity officer has been in contact with a student that is willing to serve as the president of the club and other students have been identified for recruitment into the initiating chapter. The initiation of the club will be announced in the fall so that any interested student can join. The college multicultural officer has also been in contact with the faculty advisor for the Tuskegee University Chapter of VOICE and will be in dialogue on how the two clubs can work together.

Tactic 5: Ensure that there is representation from the AU CVM at university, regional and national diversity meetings to develop and establish best practices for increasing diversity in the College.
**Measure:** The college multicultural diversity officer will meet quarterly with College leadership to assess progress in engaging in the local, regional, and national dialogue on increasing diversity. The College will continue financial support of AU CVM representation at key meetings.

- The college multicultural diversity officer is attending University Multicultural Diversity Officer meetings on a limited basis due to an intense clinical duty schedule. Attendance by the diversity officer at the Alabama Higher Education Diversity Officer Conference in Tuscaloosa AL and the American Association of Veterinary Medical Colleges (AAVMC) Iverson Bell Diversity Conference in Washington DC was supported by the AU CVM dean’s office.

**Goal 2:** Assist Auburn University in its efforts to recruit and retain minority and women faculty, staff, and students at all levels.

**Strategy 1:** Increase the number of underrepresented minorities (URM) in the applicant pool for faculty positions. At least 15% of applicants for faculty positions should be URM. This goal of 15% equals the national percentage of minority faculty and should be reflected in the overall applicant pool. Regrettably, in some areas of veterinary medical specialties, qualified minority candidates are often limited, but directed efforts will be made to identify and recruit them.

**Tactic 1:** Monitor faculty diversity within each department annually.  
**Measure:** Provide ODMA an updated progress report on diversity each year.

**Tactic 2:** Establish a pipeline of diverse students into the AU CVM, including its veterinary, M.S., Ph.D., internship, and residency programs. Develop these trainees as a potential source of new faculty or as contacts with other diverse faculty candidates.  
**Measure:** Encourage current minority graduate students to enter the professoriate. Track matriculation of students into the professoriate and develop strategies to foster and encourage such faculty development.

- A productive relationship has been established between the AU CVM and the Tuskegee University School of Veterinary Medicine to offer clinical externships for TU SVM students. In 2014-15, 40 clinical externs from Tuskegee were hosted at no added cost to the student. Tuskegee faculty, graduate students, and veterinary students are offered free registration for Auburn University’s Annual Conference for Veterinarians, and a reciprocal arrangement exists at Tuskegee’s Annual Conference. One TU graduate is enrolled in the anatomic pathology residency program and another is enrolled as a Small Animal Rotating Intern and will be continuing in a Small Animal Internal Medicine Residency program at the University of Missouri. Plans are to keep in contact with this individual for potential of faculty in the future.

**Tactic 3:** Continue to invite minority students to participate in summer research and outreach programs in the College. Individuals who visit and have good
experiences as students may apply for internships, residencies, graduate programs, and ultimately, faculty positions.

Measure: Actively recruit students and track their participation in programs.

- Over the past three years, two TU SVM students have been awarded fellowships to participate in the Summer Research Fellows program at the AU CVM. Participation level has varied from year to year. We will continue to recruit interested students into this program, establish mentors for their research training, and track their progress in the program.

**Tactic 4:** Engage multicultural diverse distinguished minority veterinarians and scientists to advise the AU CVM on opportunities and challenges for recruitment of minority faculty and students.

*Measure:* Facilitate meetings to develop ideas for success and chart progress on recruitment efforts.

**Tactic 5:** Engage investigators at HBCU to assist in the identification of minority graduate students and veterinary students to enter the professoriate.

*Measure:* Support reciprocal meetings with faculty and administrators at HBCU in Alabama and the southeastern region.

**Strategy 2:** Increase the diversity of the AU CVM professional students.

**Tactic 1:** Improve the visibility of the college to diverse groups by expanding the interaction with minority students during the Veterinary Camps, Open House, individual tours, and other AU CVM programs. Provide information to potential minority candidates on veterinary college opportunities and establish a mentoring network from promising students.

*Measure:* Document and expand activities and interactions with minority student groups during Summer Camp, Open House, and other activities.

- The AU CVM participated in the College of Science and Mathematics Summer Bridge Program; Auburn University Summer Enrichment Experience Program; Auburn University College Preparation Summer Academy Camp, and the College of Education’s Truman Pierce Institute. Information was presented on veterinary medicine as a career, requirements for college admission, and keys for a successful application. Professional contacts are established during a tour of the AU CVM veterinary college facilities. During the 2015 Summer Camp, 8/90 participants belonged to an under-represented minority.

**Tactic 2:** Continue to develop and monitor recruitment materials for encouragement and inclusion of diversity.

*Measure:* Document review of recruitment materials and monitor minority enrollment in the incoming veterinary class.

- Three underrepresented minority students will enroll this fall in the Class of 2019.
Tactic 3: Meet with current minority students to determine positive and negative experiences regarding their application, admissions process and participation in the CVM program through focus groups with current students.

Measure: Track focus groups conducted and compile results.

- The dean, associate dean and college multicultural diversity officer have all had conversations with students about their experiences as an URM student at the AU CVM. All are supportive of the establishment of a VOICE chapter that may allow more students to speak more freely about their experiences and present ideas on how to help heighten the awareness of problems and to create a conducive environment for diversity, inclusiveness, and student success.

Strategy 3: Increase the diversity of the AU CVM graduate students.

Tactic 1: Track CVM graduate students (demographics, positions following graduation, etc.).

Measure: Maintain data for CVM graduate students tracked across time.

- Pursuit of this tactic is underway but no data are available at this time.

Tactic 2: Increase visibility of AU CVM graduate program and promote the success of graduate students.

Measure: Use the AU CVM website to promote the diversity of the Biomedical Sciences Graduate Program

- Pursuit of this tactic is underway but no data are available at this time.

Tactic 3: Continue to monitor all recruitment materials for inclusion of diversity.

Measure: Document review of recruitment materials.

- Ongoing review of website following site redesign in 2015. Engagements are planned with the Tuskegee University School of Veterinary Medicine and College of Agriculture.

Goal 3: Develop and strengthen alliances with external communities to support diversity in and outside of Auburn University.

Strategy: Foster greater interaction of professional students between Auburn University College of Veterinary Medicine and Tuskegee University College of Veterinary Medicine.

Tactic 1: Continue interaction with Tuskegee University (TU) via the white coat ceremony, financial counseling services, and shared meetings of student organizations.

Measure: Monitor and track this collaboration.

- Student externs from TU totaled 40 in 2014-15. White coat ceremony was jointly attended by both administrations; AU student organizations regularly engaged the complementary program at TU to promote shared participation.
Tactic 2: Encourage extracurricular and educational opportunities that are jointly offered to students and faculty of AU and TU CVMs.

Measure: Document provision and participation in joint activities.
- Curricular and extracurricular activities (Tuskegee’s Annual Conference; Auburn’s Annual Conference) often extend invitations for joint participation at no registration cost. The institutions share faculty speakers at a variety of events. The AVMA Foundation hosted a joint community outreach event in the fall of 2014.

Goal 4: Develop efforts that enhance extramural support for diversity programs and scholarships.

Strategy: Encourage faculty to seek research and training grants that specifically target diversity programs and scholarships.

Tactic 1: Broadly publicize extramural support opportunities to foster diversity programs and scholarships.

Measure: Monitor dissemination of opportunities and track proposal submissions and success rates.
- TU was recently awarded a $7.2 million grant from the Health Resources and Services Administration of the U.S. Department of Health and Human Services to increase diversity in veterinary medicine. AU will have a great opportunity to participate in the aims of this project by hosting externships and facilitating student-faculty engagement.

Tactic 2: Facilitate and support involvement of students in a regional diversity symposium organized by the student American Veterinary Medical Association.

Measure: Promote and support faculty, staff, and student participation in the regional diversity symposium. Assume a greater leadership role at the regional and national levels.
- One student attended the regional diversity symposium in Baton Rouge in 2014.

Goal 5: Regularly monitor and assess Auburn University’s diversity efforts for effectiveness, identify new “best practices” for success, and publish reports for dissemination.

Strategy: Disseminate and request feedback on the college’s strategic diversity plan to refine best practices and facilitate accountability.

Tactic 1: Disseminate and request feedback on the college’s strategic diversity plan from graduate students, professional students, faculty, and staff.

Measure: Promote ongoing dialogue on diversity in the AU CVM. Make timely revisions to the strategic diversity plan as indicated by stakeholder input.
- This tactic has not yet been initiated.

Tactic 2: Provide timely progress reports on the college strategic diversity plan.
Measure: Document submission of progress reports.

- We have been late with the report for this year due to revisions being made by the college multicultural diversity officer and our ongoing plans to create a VOICE chapter at the AU CVM. We will seek to provide a more timely report, including progress in the proposed revisions of the plan, in the coming year.
University Libraries

Library Collections
Mission: To provide books, journals, databases, and digital collections that include resources about diversity and multiculturalism to support the teaching, research, and outreach needs of faculty, staff, and students.

Lecture Series Initiatives
Mission: To help provide an intellectual and cultural climate that recognizes and incorporates diversity and multiculturalism.

Definition of Diversity:
Diversity at Auburn University encompasses the whole of human experience and includes such human qualities as race, gender, ethnicity, physical ability, nationality, age, religion, sexual orientation, economic status, and veteran status. These and other socially and historically important attributes reflect the complexity of our increasingly diverse student body, local community, and national population.

Auburn University recognizes and values the considerable educational benefits emanating from diversity as we prepare our students for life and leadership in a multicultural world. Students who interact with and learn about people from a variety of backgrounds are more apt to understand, appreciate, and excel in the community they inhabit. In this context, diversity is aligned with Auburn University’s land grant mission of providing its students with a superior education in service to the needs of Alabama, the nation, and the world.

Goal 1: Provide an environment that fosters diversity and multicultural perspectives through the libraries’ collections and public programs.

Strategy 1: Incorporate diversity and multicultural perspectives into the libraries’ collections.

Tactic 1: Acquire library materials that support teaching, research, and outreach in areas related to diversity and multicultural perspectives.
Measure: Monitor acquisitions.
• Library subject specialists actively work with their respective colleges and departments to select and purchase diverse books, journals, and electronic resources that support the research needs of their users. These items are added to the library’s collection with the funds made available for collections. Funds are explicitly allocated to purchase materials in the areas of African American Studies and Women’s Studies. The areas of History, literature, social science, and education also lend themselves to the acquisition of materials related to diversity and multicultural perspectives.

Tactic 2: Provide access to these materials through the libraries’ website, the on-line catalog, circulation services, and an environment conducive to study.
Measure: Monitor on-line access and circulation statistics.
• Bibliographic data on all items acquired in the 2014-2015 academic year are accessible via the Libraries online catalog.

**Tactic 3:** Publicize library materials related to this goal through appropriate media.  
**Measure:** Document publicity.  
• The book display area in the New Books section on the main floor of the library is used to showcase books related to diverse multicultural perspectives. “What’s New at the Libraries”, also included announcements included highlighting new book and database acquisitions related to diversity and multicultural perspectives.

**Strategy 2:** Incorporate diversity and multicultural perspectives into the libraries’ public programs.

**Tactic 1:** Sponsor public programs that demonstrate and encourage teaching, research, and outreach in areas related to diversity and multicultural perspectives.  
• During the academic year 2014-2015, the University Libraries co-sponsored, along with the Center for Arts & Humanities and the Auburn University Bookstore, a series of lectures, hosted in Special Collections & Archives. The lecture topics included: “Ghosts of Mississippi”: Freedom Summer, 1964 (September 18, 2014); Civil War Centennial and Sesquicentennial (October 15, 2014); The Voting Rights Act: Race, Law, and the Future of our Elections (October 21, 2014); Connecting Africana Studies, Human Development, and Outreach: Exploring How to Affect Change Locally and Globally (November 13, 2014); A Delta Vigil: Yazoo City in the 1950’s (November 18, 2014); Selma, Lord Selma (February 24, 2015); Paul Hemphill and the Taming of Country Music (March 12, 2015); & A Home for Wayward Boys: The Early History of the Alabama Boys’ Industrial School (March 19, 2015)  
• Approximately 450 individuals attended the lecture series.

**Tactic 2:** Promote these programs through appropriate media and partnership with other campus units.  
• The Auburn University Libraries and the Center for Arts & Humanities cooperated in publicizing the programs, with the center taking the lead. The means of publicity included direct mailings to interested individuals, press releases, and posters placed in strategic locations in the Ralph Brown Draughon Library.

**Tactic 3:** Provide access to selected public programs through Auburn University’s Digital Library.  
• The University Libraries’ System Department recorded all the lectures, edited them, and made them available to the public in Auburn University’s Digital Library at [http://www.lib.auburn.edu/discoverauburn/](http://www.lib.auburn.edu/discoverauburn/).  
• The Auburn University Libraries’ Digital collections received more than 93,200 visits and had over 416,400 page views during 2014-2015 academic year.
Goal 2: To foster diverse candidate pools for available positions in the Auburn University Libraries.

Strategy 1: Develop and implement recruitment and retention strategies for staff, faculty, and students from underrepresented groups.

Tactic 1: Participate in ALA and ARL Diversity Programs, including the Dr. E.J. Josey Spectrum Scholar Mentor Program, the Initiative to Recruit a Diverse Workforce, the Career Enhancement Program, and the Leadership & Career Development Program.
Measure: Participation tracked. Program participants surveyed regarding experiences.
- Auburn University Libraries sends librarians to attend the Association of Research Libraries meetings. The Libraries also support the ARL diversity programs and the Dean of Libraries attends events.

Tactic 2: Provide positive experiences for student workers through informal mentoring.
Measure: Student employees surveyed regarding experiences.
- Peer-to-peer training is provided. No formal assessment is made of these experiences. However, staff supervisors do monitor student satisfaction with peer-training via informal means (conversations, observation, etc.).

Tactic 3: Provide additional advancement opportunities for library staff.
Measure: Track employees promoted. Track participation in training and educational programs.
- Some advancement opportunities include encouraging staff to pursue distance MLS programs providing technical support and release time when possible to pursue this goal. The Libraries continue to support the career ladder program as a means to promotion. We closely monitor staff progress toward career ladder promotions and seek out staff that is not pursuing these promotions to discuss options for them. We post all positions as they become available in the libraries and encourage staff to prepare for and seek promotions. Travel funds and release time are made available to staff to participate in professional organizations.

Tactic 4: Emphasize importance of civility in the workplace and foster positive working relationships to create an environment that promotes diversity.
Measure: Conduct ClimQual survey to gauge diversity environment.
- Further discussion and investigation into the ClimQual survey revealed that this instrument would not meet the needs and goals of this tactic and the general intent of the Libraries’ Recruitment and Diversity Committee for gauging the diversity environment. Investigation will continue into an alternative method of assessing the environment. Once such an assessment is made, the data will be used to develop additional measures that promote civility and positive work relationships.
Goal 3: Provide and participate in a system of education and training focused on effectively managing and leveraging diversity for faculty and staff.

**Strategy 1:** Include multicultural and diversity perspectives in libraries training.

**Tactic 1:** Assure, through the Human Relations Specialist and those who teach the Career Ladder courses in the Libraries, that multicultural and diversity perspectives are represented and respected within training, including outside of Career Ladder courses as well. Staff should receive encouragement to earn the M.L.I.S. degree via distance education. If possible, this encouragement might include at least some financial support and flex-time or release time. **Measure:** Annual review of career ladder courses and other training.
- During the 2014-2015 academic year, Human Resources did not offer any career ladder courses or other training relating to diversity since none of the staff was eligible for career ladder promotions.

**Tactic 2:** Encourage attendance by Libraries faculty and staff in Lecture Series initiatives. Library faculty is also encouraged to engage in publishing and research relating to topics relating to diversity. **Measure:** Document ways in which Libraries faculty and staff were encouraged to attend, Track Participation.
- Library faculty and staff are encouraged to attend and/or participate in the Lecture Series via e-mail communication sent by the Libraries’ Executive Assistant/Business Manager & the Head of Special Collections and Archives. Release time was given to attend.

**Strategy 2:** Participate in University training programs for faculty and staff related to diversity. The Libraries will also create in-house publicity about University training programs available to staff and faculty relating to diversity.

**Tactic 1:** Have all supervisors in the Libraries attend diversity-related training conducted by Human Resources, and extend it to all faculty and staff in the Libraries. **Measure:** Training participation tracked

**Tactic 2:** Encourage Libraries faculty and staff to attend and/or present at the annual Best Practices conference and other conferences sponsored by ODMA. **Measure:** Document ways in which Libraries faculty and staff were encouraged to attend; Track participation
- Library faculty were notified of conferences and training opportunities.

Goal 4: Build and strengthen partnerships with diverse communities, businesses, and civic and community organizations to support diversity and multiculturalism in the university and in external communities.

**Strategy 1:** Build and strengthen partnerships to support diversity and multiculturalism within the profession of academic librarianship.

**Tactic 1:** Partner with professional associations and organizations in
librarianship to support diversity and multiculturalism within the profession at the state, regional, and national levels.

**Measure:** Partnership developed and program(s) implemented and documented.
- Auburn University Libraries sends librarians to attend the Association of Research Libraries meetings. The Libraries also support the ARL diversity programs and the Dean of Libraries attends events. The Libraries funded travel to diversity related conferences and gave appropriate release time.

**Tactic 2:** Develop a partnership with one or more libraries of Historically Black Colleges and Universities to host a librarian at Auburn University.

**Measure:** Partnership developed and program(s) implemented and documented.
- The opportunity did not arise in 2014-2015 to implement this tactic. The Libraries continues to partner with Tuskegee University & Alabama State University to support digitization efforts in their collections and make them available to the community and the world. Through the Network of Alabama Academic Libraries the information resources and technical expertise of the Auburn University Libraries are shared with the Historically Black Colleges and Universities in the state.

**Strategy 2:** Build and strengthen partnerships to support diversity and multiculturalism within the community of Auburn University.

**Tactic 1:** Partner with on-campus multicultural organizations and the Office of Diversity and Multicultural Affairs to support diversity and multiculturalism at Auburn University.

**Measure:** Partnership developed and program(s) implemented and documented.

**Tactic 2:** Ensure that the Libraries continue to be represented on the Diversity Council.

**Measure:** Partnership developed and program(s) implemented and documented.
- The Libraries’ Diversity Council representative attends the meetings and reports to the Leadership group.

**Strategy 3:** Build and strengthen partnerships to support diversity and multiculturalism within the communities of the City of Auburn, counties in the region (especially Barbour, Bullock, Lee, Macon, and Wilcox Counties), and the State of Alabama.

**Tactic 1:** Partner with minority businesses and community organizations to support diversity and multiculturalism in the City of Auburn and in external communities.

**Measure:** Partnership developed and program(s) implemented and documented.
- The library offers reciprocal library services to Tuskegee University faculty and other institutions.
Goal 5: Develop and execute a comprehensive diversity communication plan.

Strategy 1: Through multi-media forms, promote diversity as a core value for AU Libraries.

Tactic 1: Continue to ensure that diversity is reflected in all of the Libraries’ outlets such as web, brochures, newsletters, magazines, videos, etc.

Measure: Document inclusion of diversity within Library publications
- The Libraries administrator of Marketing and Public Relations makes every effort to reflect diversity in all of the libraries’ public relations media.

Tactic 2: Disseminate the college diversity plan and promote it among all Library faculty and staff.

Measure: Diversity Plan circulated.
- The Libraries’ diversity plan is available in PDF format via a link on the Recruitment and Diversity Committees’ page on the Libraries website at http://www.lib.auburn.edu/diversity/