College/School Strategic Diversity Plans
Progress Reports

July 2014

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; as well as document those initiatives for which action will be taken in the future.

Website: http://www.auburn.edu/diversity
Email: diversity@auburn.edu
College of Agriculture

Developed by the College of Agriculture Diversity Committee: Yolanda J. Brady (Chair), School of Fisheries, Aquaculture, and Aquatic Science; Mark Dougherty, Biosystems Engineering; Henry Fadamiro, Entomology & Plant Pathology; Xing Ping Hu, Urban Entomology; Eve Brantley, Crop, Soil and Environmental Science; Lee I. Chiba, Animal Sciences; Valentina Hartarska, Agricultural Economics and Rural Sociology; Jeanne Weese, Poultry Science; Floyd Woods, Horticulture; Karen Veverica, School of Fisheries, Aquaculture, and Aquatic Sciences; Edward Vinson, Poultry; Paul Patterson, Leanne Fuller, Hannah Dixon, Amanda Martin, College of Agriculture; Harlan Bailey(undergraduate student); TBD(graduate student)

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 (e-mails, 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 documented 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: Design a diversity brochure to prospective students. College updates brochures as needed.

Measure: Brochure co-developed, reviewed and disseminated by the college on an annual basis.

Tactic 4: 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 Diverse Issues, Hispanic Outlook, Women in Agriculture 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: Advertise positions for support staff in national diversity organizations and publications.
Measure: Use, at a minimum, for local searches newspapers such as the O-A News, Tuskegee News, Montgomery Advertiser with al.com; Regional searches also include DiverseJobs.net and HBCU lists or network. In addition, announcements are provided to the state employment network. Documentation on file in recruitment files, recruitment plans approved by Affirmative Action/Equal Employment Opportunity office.

Tactic 3: 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. A new web-based training needs to be updated for search committee members – under construction in the Affirmative Action office. A centralized tracking mechanism will be a component of the web-based training.

Tactic 4: Monitor faculty diversity within college and departments by comparing levels of availability each year.

Measure: Faculty report updated each year.

Tactic 5: Establish 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). Faculty Activity Reports yearly.

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.
Measure: Training participation tracked. Propose to revive the Just Be Fair training session after discussion with the Dean – this will be completed in conjunction with the Civil Rights Review recommendations’ plan. Propose that discussion/planning occur in 2014 by College of Agriculture HR liaison.
**Tactic 3**: Implement training and educational opportunities for administrative professional and staff employees to achieve the acquisition of skills and knowledge for promotion, career transitions and retention within Auburn University.

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

**Tactic 4**: Introduce new awards for staff members who support diversity initiatives within the College of Agriculture and/or Auburn University.

*Measure*: Awards approved/created in 2009; 1st Award presented in 2010 to Deborah Solie; Award presented in 2011 to Sandy Pouncey; Award presented in 2012 to Cynthia Channell-Butcher; Yearly continuation contingent on funding support from the Dean’s Office. Award in 2013 presented to Amanda Martin for her efforts in recruitment

**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 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.

*Measure*: List of affiliates created, Report on partnership.

**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. A member of the College of Agriculture Communications Department has joined the committee.

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

*Measure*: Plan disseminated. Plan to update yearly on college website. Faculty will be encouraged to include the diversity statement on their class syllabi.
Summary of Activities
The Goals and Strategies met from the Auburn University College of Architecture, Design and Construction Strategic Diversity Plan (2013 - 2014) are listed below.

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

Tactic 1: Encourage students, faculty and staff to participate in university-wide diversity activities.
Measures: 1) Information about diversity-related grants were distributed to the CADC faculty via e-mail; 2) Director of Multicultural Affairs served as CADC committee member for 3 search committees including external search committee appointments (APLA – Design / History Search committee member; Outreach - Outreach Scholarship Symposium (OSS) Program committee member and Competitive Outreach Scholarship Grant committee member and; 3) Served as committee member for search committees including an external search committee (AU Director of Multicultural Center)

Tactic 3: Ensure that the CADC continues to be represented on the Diversity Council.
Measures: 1) Dr. Carla Bell, Director of Multicultural Affairs and Dr. Salman Azhar, Chair CADC Diversity and Multicultural Affairs committee attended diversity council meetings in Fall 2013 and Spring 2014.

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: Tactic 1: Increase and/or maintain number of minority undergraduate students in each program reflective of Auburn University’s minority enrollment, targeting higher achieving students.
Measure: Track number of minority students admitted annually.

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*Minority student enrollment increased 27%
**Tactic 2:** Maintain four CADC PLUS Scholarships for incoming minority undergraduate students.

**Measure:** - Document CADC PLUS scholarships award plan and recipients:
  - 2013-14 PLUS Applicants from CADC – 17 CADC Scholarship Recipients and 4 awarded/offered:
    - William Dunn (ARCH), Antonio Warren (BSci), Terra Rose (INDD), and Sapphira Glemaud (PRE-ARCH)
  - 2014-15 PLUS Applicants from CADC – 23 CADC Scholarship Recipients and 3 awarded/offered:
    - Denisha Garland (ARCH), Maimanah Hamid (GDES), Dezzarah Jackson (ARCH)

**Tactic 3:** Establish internal scholarships, and identify external minority scholarship opportunities for minority and female incoming and existing undergraduate and graduate students.

**Measure:** - Updated list of scholarship opportunities and posted on Diversity Board in the Dudley Hall and McWhorter School of Building Science.

**Tactic 5:** Establish scholarships to increase female enrollment for the School of Building Science (BSCI).

**Measure:** - CADC staff and faculty recruited (5) minority females in the CADC Programs: Valecia Wilson - community planning graduate student (graduated 2014/funded via ASAP); Cierra Heard – Master Integrated design and construction (enrolled 2014/GTA assistantship); Rachel Lathan – Master Integrated design and construction (enrolled 2014); Kasie Elston - Master of Building Construction Program (enrolled summer 2014); Julya Welch - Master of Building Construction Program (enrolled summer 2014); Ashley Byers - Master of Building Construction Program (enrolled summer 2014)

**Tactic 6:** Visit high schools and magnet schools in the Alabama area to recruit minority students, especially females interested in Building Science.

**Measure:** - Director of Multicultural Affairs attended Recruiting Events - Minority Recruitment Events @ 6 PM, Birmingham, AL October 24, 2013 and AU Multicultural Recruitment Open House, August 28, 2013

**Tactic 7:** Visit Historically Black Colleges and Universities (HBCUs) and attend HBCUs conferences to recruit transfer minority students.

**Measure:** - 1) Director of Multicultural Affairs attended the National Organization of Minority Architects Conference: Attended the National Organization of Minority Architects (NOMA) Conference, 41st Annual Conference & Exhibition, Indianapolis, IN, 10.3 – 5.2013; 2) Met with several architecture, design and construction professionals to discuss faculty positions and other collaborative opportunities.

**Tactic 8:** Continue to implement such programs and fund raising initiatives as the CADC-A.S.A.P. and the Donor Scholarship Initiative to conduct summer camps to expose middle
and high school students to the design and construction fields in an effort to increase the number of minority students applying to design and construction fields.

**Measure:** - 1) Director of Multicultural Affairs raised over $42,985.
   o George Harris, Executive Director of Human Resources at GE Johnson ($1,000); Auburn University Office of Multicultural Affairs ($650) (New Donors)
   o CADC Dean’s Office funded students registration fees to attend the National Organization of Minority Architects Conference, PLUS Scholarship and other diversity initiatives ($16,200) (*Note: Includes support from Provost Office)
   o School Heads (APLA and BSci) funded diversity programs including PLUS Scholarships – APLA ($4800) and BSci ($2000)
   o External Donor Support for the Academic Success Action Program (A.S.A.P.), S.E.E., GTAs/GRAs, and CADC Summer camps -Donors: Dr. Royrickers Cook; Construction Industry Fund; Vernell Barnes, AIA; Balfour Beatty Construction, Mr. Edward Tarlton/HELP Consulting, Dr. Barbara Miller and the Pitts Family (approximately $18,335)
   o Director of Multicultural Affairs identified faculty mentor (Kevin Moore and Margaret Fletcher) for students participating in the NOMA Design Competition in Detroit, MI, 10.3 – 5.2013. The students won 1st place ($1,500) for the third time in a row.

**Strategy 2: Tactic 1:** Track minority students and their progress in the college, with focused attention on African-American students.

**Measure:** - A graduate and undergraduate tracking system is created via Zoomerang.

**Tactic 4:** Provide assistive funding for the National Organization of Minority Architects and Designers (NOMAD) student chapter to create outreach opportunities and travel to the annual NOMA Conference.

**Measure:** - 1) Dean Nathan provided registration fees for NOMAD students ($1150.00), fall 2013 and 2) School Heads provided partial funding for 28 CADC students for National Organization of Minority Architects and Designers (NOMA) membership fees, fall 2013.

**Tactic 5:** Continue to implement such programs and fund raising initiatives as the CADC-A.S.A.P.; Summer Enrichment Experience (S.E.E.); CADC Summer Camps; and the Donor Scholarship Initiative.

**Measure:** - Director of Multicultural Affairs submitted letters to donors in support of A.S.A.P., S.E.E., GTAs/GRAs, and CADC Summer camps. Recruited three new donors:
   o Kendall Fowler, Robins and Morton, LLC
   o Roger L. Bell & Associates, LLC
   o Bill Heath, Hoar Construction

**Tactic 6:** Offer tutoring support for critical academic courses.

**Measure:** - Director of Multicultural Affairs hired tutors for pre-architecture and industrial design summer option sessions
   o Tracked academic performance of PLUS and S.E.E. students
   o Contacted all students with below a 2.8 GPA to discuss academic progress
**Strategy 3: Tactic 1:** Ensure minority students are considered for scholarships and graduate assistantships.

**Measure:** - Director of Multicultural Affairs provided students with updated list of national scholarships.

**Tactic 2:** Visit HBCUs and attend related conferences to recruit students to the graduate programs. Disseminate CADC graduate programs information CDs to HBCUs and other programs with a large minority representation.

**Measure:** - Director of Multicultural Affairs attended the following recruiting events and conducted lectures:
- AIAS Tuskegee, Robert R. Taylor School of Architecture and Construction Science Career Focus Expo, October 15th through October 19th and February 24th through February 28th
- AIAS Career Expo, Tuskegee University, February 26th, 2013

**Tactic 3:** Encourage graduate students to participate in NOMAD activities and serve as mentors for minority and other underserved undergraduate students.

**Measure:** - 1) 28 active CADC students are recruited for NOMAD; 2) Contacted minority students with below a 2.8 GPA to discuss academic progress; 3) Convened PLUS Orientation for CADC PLUS scholars, 8.28.2013 and 4) Conducted (3) workshops for prospective students: College Prep Academy for 11th and 12th graders.

**Strategy 4: Tactic 1:** Developed collaborations and partnerships with HBCUs and national and international diversity organizations (e.g. NOMAD) to advertise faculty and administrative staff position opportunities in the college; and to identify potential candidates.

**Measure:** - 1) Professor Mathew Hall, architecture professor, attended the final reviews for the School of Architecture at Florida A&M University (FAMU), 4.25.2014. Professor Hall is also an external examiner for FAMU’s NAAB Integrated Studio Assessment program; 2) Dr. Richard Burt, BSci School Head, was appointed to the Mentors for Candidate Program by the American Council for Construction Education (ACCE) for the Construction Management Program at Tuskegee University, 4.21.2014

**Tactic 4:** Highlight faculty accomplishments within schools and department related to diversity issues in various venues.

**Measure:** - 1) The School of Architecture, Planning and Landscape Architecture (APLA) was national ranked by the Diverse: Issues in Higher Education. Listed top 100 Degree Producer rankings of the institutions that confer the most degrees to minority students. Auburn University ranked highly for undergraduate degrees awarded to African Americans in this category: #14 in Architecture and Related Services (CADC Multicultural Affairs and Student Services), 7.2013

**Tactic 5:** Encourage faculty to submit proposals to external diversity conferences and to the yearly Auburn University Conference on Research Initiative for the Study of Diversity.
Measure: - 1) Chair, CADC Diversity council and Director of CADC Multicultural Affairs attended the ALAHEDO comprehensive Diversity Conference and Pre-Conference Workshop (October 31st thru November 2nd, 2013, AU Conference Center

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

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

Measure: - 1) Director of Multicultural Affairs attended culture bump training, San Diego, CA, 6.23-27.2013. Received certification: Culture Bump Trainer, Auburn University Biggio Center for the Enhancement of Teaching and Learning

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.

Tactic 3: Develop a special lecture program with presenters from minority groups in CADC disciplines. The lecture program should include additional funding by Tuskegee University and A.S.A.P. program and will be accessible to the broader community, location firms, and other Colleges and Universities; and

Tactic 4: Develop collaborations and partnerships with Tuskegee University and other Historically Black Colleges and Universities (HBCUs).


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

Strategy: Emphasize diversity as a core value through CADC media outlets (web pages, brochures, newsletters, magazines, videos, course syllabi, etc.).

Measure: - 1) CADC Director of Multicultural Affairs created a six-minute video titled, Women in Architecture with Dr. Rebecca Retzlaff (PI). Funded by Daniel F. Breeden Endowed Grant Program. $4000; 2) CADC Director of Multicultural Affairs created a six-minute video titled, Women in Architecture with Dr. Rebecca Retzlaff (PI). Funded by 2012 Auburn University Daniel F. Breeden Endowed Grant Program. $4000 and 3) Published article, beyond Auburn Outreach Magazine, article titled, making a difference: Innovative CADC Outreach Programs Making a Difference in Minority Recruitment, fall 2013.
Raymond J. Harbert College of Business

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.

Significant achievements and changes:

1) The Harbert College of Business held its third 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 held its third annual Fall Festival for Faculty, Staff and Friends.
3) The Harbert College established two new speakers series related to diversity – The Business of Music Speakers Series, featuring Mr. Phil Ehart from the rock band Kansas, and The Business of Diversity Speakers Series, featuring Ms. Cathy Harris, whistleblower for the US Customs Service.
4) The Harbert College of Business hosted a table at the annual Diversity and Tolerance Organization’s Annual Dialogue Dinner.
5) We sponsored an information session for the faculty and staff to hear from the Department of Accessibility in January 2013.

**Progress and accomplishments:**

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 third 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 held its third annual Fall Festival for Faculty, Staff and Friends. The Women in Business Organization helped with the event.
- The Harbert College established two new speakers series related to diversity – The Business of Music Speakers Series, featuring Mr. Phil Ehart from the rock band Kansas, and The Business of Diversity Speakers Series, featuring Ms. Cathy Harris, whistleblower for the US Customs Service.
- The second annual Drake Middle School Community and Financial Literacy Fair for the 6th grade students at the school was held on April 19, 2012. 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.
- Initial planning began for a Multicultural Business Student Organization. This group of students will serve as COB Diversity Ambassadors. Approximately 10 students met during the spring 2013, but the group never materialized due to the busy schedules of the students involved.
- 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.
The Harbert College of Business hosted a table at the annual Diversity and Tolerance Organization’s Annual Dialogue Dinner. I attended this dinner on behalf of the College.
Organized a Service Project for members of the Women in Business organization and Beta Upsilon Chi for Operation Christmas Child Shoebox Packing.
We sponsored an information session for the faculty and staff to hear from the Department of Accessibility in January 2013.
I participated in the Very Impressive Tigers Program sponsored by the AU Office of Admissions and Recruitment
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.
for all. 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 2014 – 2015 academic year the COE will review and appropriately update the current Commitment to Diversity Statement.

**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 2013-2014 COE Diversity Committee membership was:
  - Dr. Carey Andrzejewski (EFLT), Chair
  - Dr. Randolph Pipes (SERC)
  - Mr. Korey Boyd (Graduate Student)
  - Mrs. Tavika Johnson (A & P/Staff)
  - Dr. Leah Robinson (KINE)
  - Dr. Nancy Barry (C & T)
  - Mr. Schavion Graham (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 2013-2014 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. Octavia Tripp, Associate Professor of Elementary Education, implemented a 3-week study abroad experience to Lilongwe, Malawi (summer 2013). Participants taught basic K-7th grade content at a Malawi
government school as well as an orphanage. Moreover, participants were exposed to Malawi educational philosophy, cultural practices, and historic sites. Program 5 faculty, 8 undergraduate students, and 4 graduate students.

- 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 8 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 4 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.

**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 has developed and received approval from IRB to conduct research examining COE student perspectives of the “sense of invitedness” of the COE (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.

- Auburn Voices, a collective of student organizations with the COE, host a variety of outreach and service projects. Most notably, the program annually conducts a book drive in support of the Alabama Prison + Arts Education Project, volunteers at the Auburn University Methodist Church’s food pantry and conducts a supply (e.g., books, pencils, paper, crayons, etc.) drive for local underserved elementary and middle schools. Approximately, 60 faculty and students took part in programming.
- The COE (particularly the School of Kinesiology) hosted three 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, and Spelman College).
- The COE hosted the 3rd 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, and Albany State University). Six students participated in the program.
- COE supported the Holmes (6), 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 2013.
- School of Kinesiology hosted approximately 30 students from Opelika High School for a “Kinesiology Day” recruitment/exposure event.
- School of Kinesiology’s Striving Toward Educational Preparation and Success (STEPS) program hosted approximately 50 middle to high-school age students from local schools for the
- COE hosted students participating in The Truman Pierce Institute’s pre-college programs:
  - 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.
  - 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.
  - 21st Century Community Learning Centers Summer Camp (Location: Auburn University, Auburn, AL)
    - Details: The 21st Century Community Learning Centers (21st CCLC) Summer Camp, sponsored by Auburn University’s Truman Pierce Institute faculty and staff, in conjunction with the Alabama State Department of Education, is for Alabama’s high school students who will serve as 21st Century Community Learning Center (extended day) tutors. The camp focuses on providing students with information and skills that will allow them to work successfully in 21st CCLC programs.
- School of Kinesiology’s 6th annual Get Connected Summer Camp provided K – 8 grade students from the Loachapoka Community Learning Center an opportunity to visit Auburn’s campus over 3 weeks and interact with current undergraduate teacher education majors and faculty in a camp
setting. Students received aquatics safety and swimming training and information regarding how to maintain a healthy lifestyle.
**Samuel Ginn College of Engineering**

**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.
- Nels Madsen, Associate Dean for Assessment and Interim Associate Dean for Academics, serves at 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.

- A new initiative, 100 Women Strong, coordinated by our Office of Development, is a “force to recruit, retain, and reward Auburn women in engineering.” The College plans to continue to support these and other efforts that enhance the diversity and quality of our undergraduate and graduate student populations. Assessment will focus on participation.

Tactic 1: Continue to operate the Alabama Power and Southern Company 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 and Southern Company Academic Excellence Program. It is an academic support program for first and second-year students designed to enhance the recruitment and retention of under-represented minority engineering students at Auburn University. The program has been in existence since 1997 and has been the catalyst for graduating some of the nation’s brightest minority engineering students. Assessment focuses on student retention.

- The Alabama Power Academic Excellence Program Summer Engineering Enrichment Program is a comprehensive three-week residential program for highly motivated minority students who want 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, counselors, graduate teaching assistants, and upper level engineering students.

- Recruitment activities include working with the 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.

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 Dewberry 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. Assessment focuses on the demographics of newly enrolled students in pre-engineering or engineering.

**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 will provide highly competitive fellowships to more than 25 PhD students across the Auburn campus, with special emphasis on underrepresented minorities.

**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 College participates in the NSF Advance Grant program, for which Alice Smith, Professor, Industrial and Systems Engineering Department, serves as Co-Principal Investigator.

**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.

**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:
Female Undergraduates - 77  
Male Undergraduates - 191  

Female Graduate Students - 28  
Male Graduate Students - 43  

<table>
<thead>
<tr>
<th>Tactic 1:</th>
<th>Actively participate in all University recruiting programs of inviting high school students from racially and ethnically diverse high schools.</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Measure:</td>
<td>Response rate of interest from the high school students.</td>
<td></td>
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<tr>
<td>•</td>
<td>The School of Forestry and Wildlife Sciences has not had a specific recruiter.</td>
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<tr>
<td>•</td>
<td>Recruiting 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.</td>
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<tr>
<td>•</td>
<td>Co-sponsors of MANRRS Student Organization Conference</td>
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<tr>
<td>•</td>
<td>Participation in AU Minority College Recruitment Nights in urban AL locations statewide</td>
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<tr>
<td>•</td>
<td>Presentation at the Summer Enrichment Experience; building relationship with relationship with the Office of Diversity and Multicultural Affairs. This group includes STEM and PLUS program students.</td>
<td></td>
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</tbody>
</table>

<table>
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<tr>
<th>Tactic 2:</th>
<th>Actively visit high school and community colleges in rural and urban communities.</th>
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<tbody>
<tr>
<td>Measure:</td>
<td>Number of visitations and number of inquiries from students in these classes.</td>
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<tr>
<td>•</td>
<td>Plans forthcoming to conduct biology class presentations.</td>
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</table>
Tactic 3: Promote careers in natural resources

- Focused presentations in Natural Resources
- Visit urban Alabama cities Huntsville, Birmingham, Tuscaloosa and Mobile and suburban 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 AU Family Page
- Recruitment Material on Recruitment Display
- On Campus Recruitment with Sustainability Office

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 has been proactively sought.

We invited the Summer Enrichment Program students to our School in summer 2013 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, Consecuh, 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 are upcoming in fall 2014 with Tuskegee University and there are no students currently under the University of West Alabama agreement. The Tuskegee agreement has an update pending signatures from Tuskegee. The Deans met with the Tuskegee Director, Ron Smith in April 2014. The UWA agreement was revised last year. We will be traveling to UWA in fall 2014 to offer degree partnership information to potential students.

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 which included professional photographs. 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:

  **Fall 2013**
  1 African American male
  1 African American female

  **Spring 2014**
  1 African American male

**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 upper classmen 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 six 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 six years has averaged 24% for female students and 2% 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 2013, 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 4: Encourage freshmen and sophomores to become involved in field and lab work through work conducted by the School with special emphasis on underrepresented groups.

Measure: 44 undergraduate students participated in wildlife research opportunities, four 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 5: 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 one faculty member that has offered a Directed Study for undergraduate research in their lab for a few students over the past couple of years. Two Brazilian student interns spent six months in the School, and a faculty member (Dr. Ken McNabb) assisted in the placement of another in the USFS laboratory. That faculty member also received two Brazilians as international visitors, and gave them brief technical tours of Alabama forestry.

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 34 faculty members, seven are female (1 Black, 5 White, 1 Asian) and 27 male (23 White, 4 Asian). Of the 44 staff members, 23 are female (2 Black, 18 White, 3 Asian) and 21 male (1 Black, 17 White, 2 Asian, 1 Indian).

**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.

- The retention of the faculty in the School of Forestry and Wildlife Sciences was 100% for 2013-2014. There were no retirements during this 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 receive 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. No faculty member participated in this process during this reporting period.

**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.

- During this reporting period, eight (8) positions were advertised and filled as follows:
  Staff – 2; filled with 1 white male and 1 white female.
A&P – 3;  
Post docs – 2;  
Non-tenure track faculty (NTTF) – 1; filled with white female

Position announcements for both post-docs and the NTTF position were sent to two (2) HBCUs (Alabama A&M and Tuskegee University). There were no female or minority applicants for either post-doc position. The applicant pool for the NTTF position was comprised of 30% male African American, 30% female African American, and 35% female Whites. The Staff and A&P position announcements were not sent to HBCUs.

**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.
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. The CHS Belief Statement and CHS Mission Statement were both updated in 2013.

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 one CHS student for PLUS program ($1,000/year per student). Amber Robinson was offered and has accepted a CHS-sponsored PLUS scholarship. Additionally, continuing sophomores 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 2013 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 seventy-four freshmen were assigned to CHS Ambassadors as mentees for the 2013-2014 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 2013-2014 academic year, the College of Human Sciences offered a new series of presentations focusing on career development topics for college students. The presentations included a “Dress and Dine for Success” etiquette dinner, successful interviewing, understanding the job offer, basic financial planning, and networking through social media. Emails were sent to all CHS
students inviting them to attend this free series of presentations. Email invitations were also sent to all students affiliated with the Women’s Philanthropy Board mentee program. Approximately 100 students participated in C2C presentations during the 2013-14 academic year.

**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 2013 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 2013. 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 57 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 developed a system for 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 2013, Fall 2013, and Spring 2014), 329 students transferred into CHS from on-campus programs and 127 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 Fall 2013.

**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 ten 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 Day for minority students held in Auburn in September 2013, the Prospective Student Reception for minority students held in Birmingham in October 2013, and the Minority Yield Reception held in Montgomery in April 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 2013 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 2013 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 2013 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, including the following:
  o Bob Jones High School (30% minority enrollment) in October 2013.
o Wenonah High School (100% minority enrollment) for a mini-hospitality summit in November 2013

- In November 2013, CHS hosted its second 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 Hueytown High School (45%), Baker High School (35%), and Reeltown High School (32%).

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

**Responsible:** Dean and Department Heads

**Measure:** Report of major findings compiled.

- Exit interviews will be conducted for anticipated retirements.

**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.).

**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 4**: 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 received approval for and will offer a new degree program, Global Studies in Human Sciences, beginning 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, micro-lending 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. To date, 36 students are enrolled in the GSHS 2000: Introduction to Global Studies course for Fall 2014.

**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) and the SOS Handbook for incoming transfer students. The program sponsored a booth during the Study Abroad Fair and also hosted an information table during Welcome Week 2013.

**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 2013.

**Tactic 5:** Publicize short-term study abroad experiences offered through the CHS Office of Global Education. These courses include HUSC 3380/5940/6940: Auburn Abroad in Jordan, HUSC 5940/6940: Auburn Abroad in Fiji, and HUSC 5940/6940: The Bahamian Touristscape.

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

**Measure:** Documentation of how publicity is shared

• Information about three new short-term study abroad opportunities offered through the College of Human Sciences in Summer 2013 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.
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 was recently revised to make study abroad more accessible to all students.

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 2013. 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 trip to New York at the end of the semester. While in New York from December 6-11, 2013, 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 3rd.

**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 2013-Spring 2014, 100 students in CHS took part in credit bearing international education and/or study abroad. The Joseph S. Bruno Auburn Abroad in Italy program enrolled 64 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. In addition, 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. New developments for 2013-2014 included the launch of the Hunger Solutions Institute, Why Care Campaign, and Ending Child Hunger in Alabama initiative.
**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 CWE presentations, announcements, e-mails, and in-class presentations. E-mails are also sent to all new incoming freshmen. To date, more than 650 students have affiliated as a WPB Mentee Program. Over the past year, 180 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 2013-Spring 2014, there were on average 10-15 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.

**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 the recruitment video clips (highlighting individual CHS degree programs, overall CHS information, and the Joseph S. Bruno Auburn Abroad in Italy program). Additionally, a diverse student population was represented in a recent Human Sciences video presented to the Auburn University Foundation Board.
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 as well as Women’s Studies. 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 convened 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. A diversity research evening at the Caroline Marshall Draughon Center for the Arts and Humanities occurred in the spring 2014 semester. During this time, students and faculty presented on papers, outreach projects, and research they had conducted that related to issues of diversity. The evening concluded with a performance by the Mosaic Theatre Company. The CLA Diversity Team also offered “Safe Zone” training which was attended by a number of diversity team faculty and student members. This is a training provided by Auburn Student Counseling Services that helps bring awareness to the needs and issues of the LGBT community on college campuses.
**Future Tactic:**
The CLA Diversity Team will continue to meet twice per semester to develop strategies and events that promote diversity, including continuing to offer “Safe Zone” training and opportunities for students and faculty to present on their diversity research. CLA will continue to maintain the Diversity Initiatives page on the CLA website, adding resources such as the “College Guide for Current and Prospective LGBT Students.”

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

**Tactic:**
The CLA Department of Communication and Journalism offered a six week International Public Relations course in conjunction with the International Programs Office at Auburn in London, England in May of 2014. Students had the opportunity to take course work and interact with a variety of public relations agencies and practitioners, in addition to cultural excursions.

**Tactic:**
The Community and Civic Engagement Initiative in the College of Liberal Arts provides international opportunities in London, England, Beijing, China, Dublin, Ireland, Catania, Italy, Paris, France, 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.

**Tactic:**
The CCE program established an internship program in Dublin, Ireland, an exchange program in Paris, France, and an interdisciplinary program in Aberystwyth, Wales.

**Future Tactics:**
The College plans to expand its opportunities for foreign travel, research, and engagement through CCE programs, and various units within the college. The college is exploring alumni and student trips to France in connection with WWI and WWII sites and events.

**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 2013 *CLA Reads!* Book Program selection, *Heartbreak Hotel*, by Anne
Rivers Siddons provided a jumping off point for multiple programs that focused on race, gender, integration, and civil rights.

**Future Tactic:**
The *CLA Reads*! Spring 2015 Book Program selection, *Good Kings, Bad Kings*, by Susan Nussbaum, a central activist in Chicago’s disability rights movement, will provide the opportunity for programs and discussions focusing on disabilities. In May 2014, the college offered workshops for the development of distance education courses to be 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 2013-14, the center produced a series of lectures, programs and outreach events that explored issues of diversity including but not limited to:

- Screening of POV's *High Tech, Low Life* and discussion led by Makiko Mori of the Department of Foreign Languages & Literatures [July 11, 2013].
- Exploring Future Programs & Partnerships for Community Arts Development in Alabama [August 8, 2013].
- 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.

**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 2013-2014 Women’s Studies presented numerous lectures and events attended by the campus and community, for a detailed list see page 8.

**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 female speakers to campus, educating students, faculty and community members about the challenges facing women in local, national and international endeavors, and the tactics by which they can empower themselves and serve the objectives of social justice. Events and lectures sponsored by the WLI this year included honoring author and alumna Anne Rivers Siddons in the fall and bringing Gloria Steinem, renowned American feminist, journalist, and social and political activist, as the Extraordinary Women Lecturer in the spring. CCEN 2100, Women and Leadership, continued as well as an honors course on Gloria Steinem. Empowerment Workshops and Women’s Leadership Summits continued as well as Residential training programs with a new focus: VINTAGE – Veterans, Internationals, Nontraditionals, Transfers, Adults, Graduate students, and Educators.

**Future Tactic:**
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. Next year, WLI will be concentrating on building networks through their new initiatives: the Coalition for the Advancement of Women in Public Office (CAWPO) and Tuskegee Auburn Women's Leadership Alliance. CAWPO will hold its first event on Aug 28, 2014 at the Auburn University Hotel, hosting women running for elective office in Alabama. WLI will concentrate on increasing the number of women in public office in Alabama until the elections in November.

The WLI will also host TAWLA for spring programming and will continue researching women in politics and academics in Alabama and publish their findings on social media and formal outlets. In addition, WLI will offer the class CCEN 2100 in the fall and a new class in the spring on intercultural competence that will focus on international women and student issues.

**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.

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 2013-14, 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 in 2013-14.

2013-2014 Calendar Events:
- “Issues of Social Justice” [January 22, 2013]. A reprise of the presentation last September of new research by Women’s Studies Faculty Affiliates.
- “Representations of British Queens in Nationalist and Religious Discourse
and Fantasy” [January 30, 2013]. Research culture lecture by Carole Levin, University of Nebraska.

- The Tournées Festival: New French Films on Campus [February 2013]. Five films throughout the month co-sponsored with CCE, FLL.
- “Health and Happiness” [February 11, 2013]. A presentation of new research by Women’s Studies Faculty Affiliates with Alicia Carroll (English), Leah Robinson (Kinesiology), and Barbara Wilding (Nursing).
- Women’s Studies Program Annual Awards Luncheon with keynote speaker Michele Tracy Berger, Department of Women’s Studies at University of North Carolina, Chapel Hill [March 6, 2013]. Dr. Berger spoke on issues related to her recent book, *Transforming Scholarship: Why Women’s and Gender Studies Students are Changing Themselves and the World* (Routledge, 2011).
- Screening of the documentary *Women, Art, Revolution* directed by Lynn Hershman Leeson, 2010 [March 27, 2013].
- Women’s Studies Program Faculty Open House Reception and Lunch [August 28, 2013].
- Open House for interdisciplinary minors in CLA: Africana Studies, Community and Civic Engagement, and Women’s Studies [August 28, 2013].
- Film Screening: *The World Before Her*, directed by Nisha Pahuja, 2013. With an introduction by Dr. Joyce de Vries (Women’s Studies) [September 5, 2013]. Sponsored by the Caroline Marshall Draughon Center for the Arts & Humanities.
- Panel Discussion: Sex and Dating at Auburn: Do Maggie’s rules still apply? with Dr. Susana Morris (English) and Dr. Annette Kluck (Counseling Psychology), and members of the Auburn University Gay-Straight Alliance/Spectrum [September 11, 2013]. In conjunction with the 2013 CLA Reads! book: Anne Rivers Siddons’ *Heartbreak Hotel*.
- Francophone Film Festival, *Amour (Love)*, directed by Michael Haneke, 2012 [September 18, 2013].
- Panel Discussion: Women’s and gender issues at play in AU Theatre Department’s presentation of “On the Verge” with Dr. Toni Alexander (Geography), Dr. Chase Bringardner (Theatre), Dr. Ruth Crocker (History), and Prof. Daydrie Hague (Theatre) [September 30, 2013].
- Panel discussion: The Literature of Cristina Garcia in Context with Dr. Jana Gutierrez (Foreign Languages and Literatures), Prof. Chantel Acevedo (Creative Writing), Dr. Tiffany Sippial (History), Dr. Stacey Hunt (Political Science) [October 9, 2013].
- Lecture/reading by Cristina Garcia, Cuban-American author (part of AU Writers Conference) [October 17, 2013].
- Tribute to Anne Rivers Siddons (part of AU Writers Conference) [October 18, 2013].
• Screening of PBS Frontline’s “Rape in the Fields,” with an introduction by Dr. Toni Alexander, Geography [November 18, 2013]. In conjunction with the Auburn Connects! Common Book for 2013-14: John Bowe’s Nobodies.
• Discussion: “Activism today at Auburn.” 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 [January 16, 2014].
• 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.
• Film screening: Makers: Women Who Made America, PBS, 2013 [February 11, 2014]. A documentary on the history and people of the women’s movement in the U.S.
• Extraordinary Woman Lecture and book signing: Gloria Steinem [February 18, 2014].
• 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.

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 lecture series program continues to thrive as evidenced by the lectures presented to students, faculty, staff and the general public in 2013-14.

**2013-2014 Calendar:**
- **Crunk Feminist Collective** [February 18, 2013]. A panel presentation by members of the Crunk Feminist Collective, with Moya Bailey, Emory University; Sheri Davis-Faulkner, Georgia Institute of Technology; Susana Morris, English, Auburn University; Easha Pandit *Men Stopping Violence*. Co-sponsored with AU Connects! Common Book Program; Office of Access and Community Initiatives, and the Africana Studies Program.
- **Third Annual Africana Studies Luncheon with keynote speaker Maurice Pogue of Michigan State University** [March 20, 2013]. Co-sponsored with the College of Liberal Arts.
- **“The Joys and Challenges of Writing Biography”** [April 10, 2013]. A panel presentation with Steven Brown (Political Science), Xolela Mangeu (Sociology, University of Cape Town), and Tiffany Sippial (History). Co-sponsored with the Department of English.
- **“Black Consciousness in the Intellectual History of Western Modernity: Re-Reading Steve Biko”** [April 11, 2013]. Presentation by Xolela Mangeu of the Department of Sociology at the University of Cape Town and a non-resident W.E.B. DuBois Fellow at the W.E.B. DuBois Institute at Harvard University.
- **Reading by Susan Somers-Willett at Auburn Writer’s Conference** [October 19, 2013].
- **“Whispers of Freedom: Exploring Laura Beecher Comer’s Diary through the Prism of the Comer Slaves’ Resistance”** [November 21, 2013]. Presentation by Carol Ann Dennis Assistant Professor of History at Alabama State University. Co-sponsored with RBD Library and archives.
- **Lecture, Screening, Discussion of “Inside Buffalo and Ius 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.


**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 Beijing, 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 2013-14, the College of Liberal Arts awarded 9 Academic Enrichment Scholarships of up to $2,500 to students pursuing degrees in a broad range of studies.

Tactic:
In 2013-14, the College of Liberal Arts funded 123 faculty 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.

Strategy 2: Maintain and expand course offerings to cultivate a global and multicultural perspective.

Tactic:
In 2009, 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, Beijing, 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.

**Future Tactic:**
The College of Liberal Arts will continue to offer a myriad of course offerings that explore multicultural perspectives.

**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 Beijing, 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 1150 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

Future Tactic:
The College of Liberal Arts will continue to explore course options which 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.

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 2013-2014, the College of Liberal Arts awarded 9 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 over 123 of its faculty 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 2013-14, the CLA awarded 9 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 2013-2014, 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 four scholarships, two at $2,500, and two at $3,000, 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 ($3,000).
• The James E. Rotch Endowment for CLA students from DeKalb, Clarke and the 12 Black Belt Counties.
• CLA supported 9 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 supporting underrepresented groups ($1000).

**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 over 123 of its faculty 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 two $1,000 Project support grants in 2013-2014 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. The CCE Initiative will continue to provide their Project Support Grants in 2014-15.

**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. Dr. Paula Bobrowski visited Alabama State University in spring of 2014 and talked to 4 potential graduate students that were interested in our graduate programs.

**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:**
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. Also, the college plans to hire a recruiter to increase the diversity of the incoming undergraduate population.

**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 2013, the new faculty hires numbered 10 and were 71% 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 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.
- 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.
- Students are provided the opportunity to experience life in lesser developed countries (LCDs) with SIFAT global simulation during the NURS 3341 clinical. They spend 8 hours in inner city and LDC life simulations at SIFAT in Lineville, AL.

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 Spain, Ecuador and Malawi. Evaluation of these outreach activities are consistently positive.

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 2013-2014 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 2013-14 academic year.
• 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.

**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 2013-2014 academic year AUSON interviewed for six different faculty positions. One of the faculty hires is considered minorities.

**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.

**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 students with 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.

- 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.

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 see approximately 175 clients per month. Through grants from the AU Office of Outreach, the partnership has been expanded to include a physical activity center for women.

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

Tactic 1: Explore opportunities for increasing AUSON international presence.
- During Fall 2012, Dr. Constance Hendricks took a group of six students to participate in AUSON Public Health Nursing Program in Malawi and is scheduled to return with a group of eight undergraduate nursing students beginning this summer along with an additional faculty member and a community nurse.
- Dr. Libba McMillian is currently exploring opportunities for a study abroad experience in Dublin, Ireland with a maternity-child focus. This is a two-week immersion experience for undergraduate and graduate students.

Tactic 2: Provide opportunities for students and faculty to participate in international outreach activities.
- In 2013-2014, we had three students and one faculty member participate in our Global Perspectives in Healthcare experience in Spain. Twenty-eight students and two faculty members participated in our nursing experience in Ecuador during week one and four students and two faculty members 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 Ph.D. program is 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.  
**Progress:** 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.  
**Progress:** 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 2014, 133 of the 137 students who completed the milestone examination were successful on their initial attempt. The remaining 4 students underwent remediation and were successful when reexamined.

**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.

**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.

**Progress:** The HSOP’s Director of Student Recruitment actively recruits on various HBCU campuses. Campuses visited during the 2013-14 Academic Year included Tuskegee University (2 visits), Alabama A&M University, Stillman College, and Spellman College. Though not a HBCU, Georgia State University continues to be a rich source of prospective students from a variety of diverse backgrounds. 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 2014, there will be one entering student from a HBCU (Fort Valley 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 $38,000 per year) for out of state students and very limited availability of money for scholarships. For the 2013-14 academic year, HSOP enrollment included 8.4% African
Americans, 0.2% Native Americans, 0.2% Hispanics/Latinos, 8.6% 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 colleges and universities of qualified applicants for the Pharm.D. class that will be entering in Fall Semester 2014.

**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.  
**Progress**: The Dean’s Administrative Assistant 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.  
**Progress**: 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.  
**Progress**: 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.
**Progress:** The Dean’s Administrative Assistant 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.

**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).

**Progress:** 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.

**Progress:** 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

**Progress:** 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

**Progress:** The HSOP provides patient care in the aforementioned practice sites. During the 2013-2014 academic year, HSOP student pharmacists began participation in a free medical clinic in Birmingham in conjunction with medical students from UAB (Equal Access-Birmingham). 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 2013-14 academic year, HSOP student pharmacists also provided care to patients in Ecuador as part of an interprofessional team organized by the College 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 2013-2014 academic year 12 HSOP Student Pharmacists provided patient care in Thailand, with each completing a 5-week practice experiences.

**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

**Progress:** 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.

**Progress:** Completed – The HSOP’s Diversity Plan is prominently placed on the School’s website.
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 for how faculty, staff and stakeholders are encouraged (e-mails, faculty meeting, etc.)

- 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, ListSers and other forms of communication.
- The Society of Women in Sciences and Mathematics sponsors an annual spring meeting for females enrolled in area secondary schools. The meeting focuses on recruitment and retention of women in the sciences and mathematics pathways. Discussions of the achievements and unique challenges faced by women in the sciences and mathematics fields are addressed, and scholarships are awarded to outstanding female undergraduates.
- Student chapters of Women in Science and Engineering, the Association of Women in Science and the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCChE) have been established with objectives that include increasing the recruitment and retention of women and minority students.
- 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 it's Summer Bridge program. We also seek scholarship contributions for minority students.

**Tactic 2**: Ensure that COSAM is represented on the Diversity Council.
**Measure:** Representation on the council and attendance at meetings will be documented.

- Vincent Ortiz, Ruth W. Molette Professor and chairman of the Department of Chemistry and Biochemistry, serves as the COSAM representative to the Diversity Council. Because Dr. Ortiz will be on faculty improvement leave in the 2014-5 academic year, Dean Giordano will appoint a new representative.

- Since fall 2011, Bianca Evans has led the efforts of COSAM's Office of Diversity and Multicultural Affairs. She is focused on the recruitment, retention and mentoring of underrepresented students in COSAM.

**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. Minority students inducted included Rudolph Davis, Valencia Olgelsby, and Javeya Williams.

- COSAM minority students serve in various campus organizations. Examples include: Chemistry graduate students Charmaine Tutson and Brittany Boykin are the immediate past-president and president, respectively, of the Auburn chapter of NOBCChE.

- Biological Sciences graduate student Michael Narcisse Cousar coordinates the Biolunch seminar series.

- Biological Sciences PhD student Marita Richard was awarded a fellowship for his participation in the molecular biology instructional program at Woods Hole Oceanographic Institution, Massachusetts.

**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. Nearly 98% of the participants indicated that the 2013 Summer Bridge Program was a satisfactory (extremely positive) experience and awarded the program a score of 3.8 out of a 4.0 scale.
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 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 2012-2013 academic year, including the following:

- An Office of Diversity and Multicultural Affairs highlight as well as both male and female minority COSAM faculty members and alumni were featured in the 2013 edition of Journey magazine, including Edward Thomas, Tin-Yau Tam, J.V. Ortiz, Orlando Acevedo, Yingru Li, Minseo Park, and Angela Jenkins (chemistry ’94).
- The Summer Bridge program, Minority High Scholl Visitation Day, and PASS mentoring program were both featured in e-Journey.
- COSAM’s Office of Communications 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.
- Several COSAM faculty were highlighted in e-Journey for their participation in international conferences including Mathematics Professors Yongsheng Han, Wenxian Shen, Xiaoying Han, Tin-Yau Tam and Narendra Govil.
- Physics Professor Edward Thomas was recognized in e-Journey for being named the Faculty Research Award winner. He was also recognized for giving a presentation at the Woods Hole Marine Biological Lab in recognition of Black History Month.
- Mathematics professor Overtoun Jenda (along with professor Peter Johnson) was recognized in e-Journey for receiving a $202,758 National Science Foundation grant for the purpose of conducting the Research Experience for Undergraduates program in algebra and discrete mathematics during the summers of 2013, 2014 and 2015. Jenda (and Johnson) were also recognized for their role in coordinating a successful Research Experiences for Undergraduates program.
- Mathematics Professor Yanzhao Cao was recognized in e-Journey for receiving a grant from the Air Force Office of Scientific Research.
- Physics professor Yu Lin was recognized in e-Journey for being selected to be a Changjiang Chair Professor. Coordinated by the Chinese Ministry of Education and the Li Ka Shing Foundation, the Changjiang Scholars Program is one of the most prestigious higher education development programs in China.
• COSAM students Jamesa Stokes, Samantha Lopez and James Barnett were recognized in e-Journey, on the Auburn homepage, and through a press release for being recipients of Fulbright Scholarships.
• Ashley Nutt, a spring semester biomedical sciences graduate of COSAM, was featured in e-Journey for being named the Phi Kappa Phi Most Outstanding Senior Scholar.
• Chemistry Professor J.V. Ortiz was recognized in e-Journey for being named one of the Top 20 Reviewers for The Journal of Chemical Physics.
• Peng Zeng, associate professor in the Department of Mathematics and Statistics, was recognized in e-Journey for being the recipient of the 2013-2015 Jack B. Brown Endowed Faculty Award.
• Biological Sciences Professor Narendra Singh was recognized in e-Journey and Auburn Daily for receiving a Fulbright grant to teach and conduct research in India from August to December 2013 at SRM University.
• Elizabeth Ndonta was recognized in e-Journey for receiving one of three 2013 Auburn University Graduate School Distinguished Dissertation Awards in Biological/Life Sciences.
• Researchers in the Department of Geology and Geography, including Professor Ming-Kuo Lee, were highlighted in e-Journey, in a press release, in the book “Auburn Speaks,” and on the Auburn homepage for their research into the effects of the Deepwater Horizon Oil Spill.
• Edgar DeGuzman, chemistry ’86, was recognized in e-Journey for receiving a master of science in regulatory affairs of drugs, biologics and medical devices from Northeastern University in Boston.
• Mathematics Professor Tin-Yau Tam was recognized in e-Journey and Auburn Daily for taking over the role of department chair for the Department of Mathematics and Statistics. Additionally, Narendra Govil was recognized in e-Journey for assuming the role of undergraduate program officer for the Department of Mathematics and Statistics.
• Physics Professor and Director of the Plasma Sciences Laboratory Edward Thomas, as well as Uwe Konopka, were highlighted in a special feature on Auburn’s homepage for his oversight of the creation of a new Magnet Laboratory in Leach Science Center which facilitates dusty plasma research. A press release was also sent out regarding the one-of-a-kind facility, and it was also featured in local media outlets as well as in e-Journey. Thomas and Konopka were also featured in e-Journey for receiving two grants from the Department of Energy and the National Science Foundation totaling $765,000 for the project titled, “The Physics of Magnetized Dusty Plasmas.” Thomas was also featured in e-Journey for his travels to India where he attended the 7th International Conference on the Physics of Dusty Plasmas and was invited to join the International Advisory Committee for the conference series.
• Symon Gathiaka, a member of the research group of Associate Professor Orlando Acevedo, was recognized in e-Journey for being awarded a Chemical Computing Group Excellence Award for Graduate Students from the Computers in Chemistry Division of the American Chemical Society.
• The COSAM Office of Communications and Marketing directed AL.com to interview assistant professor Chandana Mitra of the Department of Geology and
Geography about her views on global warming. The feature was on both AL.com as well as e-Journey.

- Dr. Michael Williams, a cardiologist and president of Auburn Cardiovascular, P.C., was featured in e-Journey for his role on the College of Sciences and Mathematics Dean’s Leadership Council.
- Dr. John Jernigan, chemistry ’75, was recognized in e-Journey for being named to the Auburn University Foundation Board.
- Dayna Brown Smithers, mathematics ’03, was recognized in e-Journey for being selected as a 2014 Maxine Smith Fellow by the Tennessee Board of Regents.
- The Masamu Program was recognized in e-Journey for receiving a five-year, $415,000 grant from the National Science Foundation to lead an international Collaborative Research Network in mathematical sciences. The Masamu network consists of more than 40 senior research faculty from the U.S., Sub-Saharan Africa, Canada and Europe. The primary goal of the network is to enhance research in mathematical sciences by producing high-quality new doctoral recipients in the U.S. and Sub-Saharan Africa, high-quality joint research publications, and developing prominent U.S.-Africa research partnerships comprised of researchers from diverse back grounds.
- Kumer Pial Das, an associate professor of mathematics at Lamar University in Texas who received his doctorate in mathematics from Auburn University in 2005, was featured in e-Journey for being one of three people from the U.S. and Canada to receive the 2013 Mathematical Association of America’s Henry L. Alder Award for Distinguished Teaching by a Beginning College or University Mathematics Faculty Member.
- Sarit Dhar, assistant professor of physics, was featured in e-Journey for his work on a multi-institutional, research-and-development project led by industry leader United Silicon Carbide Inc. he was also featured in e-Journey for a $598,777 grant from the National Science Foundation’s Partnerships for Innovation program that he received.
- Professor Yu Lin with the Department of Physics was featured in e-Journey for receiving a grant from the Department of Energy for research into the transport of mass, momentum and energy at plasma boundaries.
- Kaijun Liu, assistant professor in the Department of Physics, was featured in e-Journey for receiving a three-year, $240,444 grant from the National Science Foundation’s Division of Atmospheric and Geospace Sciences.

**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: Ashley Nutt, Alexis Jackson, Del Anderson, and Jevaya Williams are COSAM Leaders, a COSAM Peer Advisor.
- Del Anderson serves as COSAM Peer Advisor and Andrea James serves as Publicity Coordinator for Alpha Epsilon Delta Pre-Health Honor society.
- 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, 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. The goals of Diversity are to increase access, retention and graduation of outstanding minority students. Major approaches include: active and personal recruitment; staging spring recruitment telethons; planning and implementing COSAM Summer Bridge Programs; 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.

- COSAM had 244 African American students enrolled in fall 2013, and a total of 471 minority students.

- The Department of Biological Sciences continues to be proactive in incorporating minority undergraduates in research programs in a full range of the biological sciences including plant anatomy, plant ecology, plant molecular genetics, evolutionary biology, and environmental microbiology/genomics. In each case, students partner with majority undergraduates and graduate students, including international graduate students and/or postdoctoral associates in the research endeavor.

- Approximately half of the DCB’s faculty are involved in Summer Bridge, Minority High School Visitation and other outreach events. Demonstrations and
laboratory tours have been provided to Summer Bridge students during the month of June.

- The Geology and Geography Department Chair, and other departmental faculty representatives, continued their efforts to recruit underrepresented groups to Geology and Geography. These efforts included engagements with students during the Summer Bridge program, Minority High School Visitation program luncheon, and other COSAM outreach events (AU Explore, Science Olympiad, BEST, etc.).
- The DMS now has a Bridge-to-the-Doctorate student.
- DCB has three graduate students in the Bridge-to-the-Doctorate program.
- The Physics Department hosted an African-American graduate student as part of the Bridge-to-the-Doctorate program.
- The Physics Department sponsored two graduate students (one Hispanic and one Native American) in support of the American Physical Society – PhD Bridge program. The APS Bridge Program is an effort to increase the number of physics PhDs awarded to underrepresented minority (URM) students, including African American, Hispanic American, and Native American students.
- Dr. Chris Rodger and Dr. Tin-Yau Tam of DMS continued to do outreach at Loachapoka High School that provides preparation in mathematical skill to many minority students.
- DMS has good connections with African universities via the AU-AUST Collaborative Program. (See http://www.auburn.edu/academic/cosam/departments/math/au-aust.htm)
- In the 2013 Diverse: Issues in Higher Education listings of the Top 100 Degree Producers in the US, Auburn University ranked #53 for undergraduate degrees awarded to African Americans in Mathematics and Statistics.
- DMS continued to organize the SAMSA Masamu program. The primary goal of the Masamu (masamu means mathematics in Southern Africa) Program is to enhance research in mathematical sciences within Southern Africa Mathematical Sciences Association (SAMSA) institutions through promotion of international research collaboration. The Masamu program held the Third Masamu Advanced Study Institute (MASI) in Cape Town, South Africa in 2013, and the program has helped set up the Kovaleskaia Research Grants for Female Mathematicians in the Southern African Region. See https://www.masamu.auburn.edu/ The program is managed by Dr. Ash Abebe, Dr. Overtoun Jenda, and Dr. Pete Johnson.

**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, our premiere four-week pre-college mathematics and sciences enrichment program. 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. The introduction of our Service Learning component builds leadership
capacity in program participants as they prepare and execute science learning activities with middle school children attending Science Saturday sessions at the Boy and Girls Clubs of Lee County. Students also gain experience in service learning, enhance time-management skills and acquire invaluable knowledge of campus resources and the university ethos. Thirty students participated in the 2012 program, and 16 received COSAM scholarship support. Thus, Summer Bridge continues to be one of our most successful recruitment strategies.

- All first-year Bridge participants are assigned a peer mentor as part of the PASS Peer Mentoring Program. Thus, the progress of first year Bridge alums is closely monitored by Program Coordinators with an eye toward early and proactive interventions. Academic performance and retention data for each Bridge cohort is collected each term. Students are referred to the Drop-In Center, Cater Center, RD Library or other campus-based learning resources.

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

**Measure:** Attendance of students in Center tracked, academic performance of students using the Center tracked.

- The Drop-In Center continues to provide high quality tutorial assistance to students seeking academic support in the areas of biology, chemistry, mathematics and physics. Outstanding doctoral candidates continue to serve as instructors and provide feedback regarding student attendance, attitude and performance. Attendance data are collected weekly and surveys are conducted to ascertain the level of satisfaction with the quality and range of services. Additional feedback is received from tutors who provide oral reports to the program coordinator. Individual and study groups are also encouraged to participate in the Drop-In Center’s Study Forums that are scheduled during the morning hours. A record of Forum attendees is also maintained.

- The COSAM Office of Diversity works to create opportunities for open forums for students and faculty. Monthly events include speakers and other activities that enhance diversity awareness. News and events from the office are continuously updated on the appropriate venue: the COSAM website, Facebook, newsletters such as e-Journey, or Auburn Daily.

**Tactic 4:** Continue with COSAM’s K-12 sciences and mathematics outreach programs such as BEST, YES, GUTS, High School Visitation Day and Summer Bridge Program.

**Measure:** Documentation of programs’ impact

- The Department of Biological Sciences continues to partner with the Office of Diversity and Multicultural Affairs to contribute faculty and graduate students to assist in Saturday Academies designed to bring K-12 students and their parents to campus to learn about college opportunities in STEM fields. The academies collectively impact over 200 local area high school students and their parents,
and several of these schools are predominantly African American. This program is directly related to the NSF GK-12 initiative where COSAM graduate students partnered with area high schools to increase science and mathematics interest and aptitude.

- The Advance Math Lab program administered by the Department of Mathematics and Statistics at Loachapoka high school provides preparation in mathematical, computational and general study skills to many minority students.
- DCB Professors Curtis Shannon and Christopher Easley conduct and coordinate many outreach events under the auspices of an NSF-sponsored collaboration with Tuskegee University.
- The Physics Department faculty and students continue to play an active role in many of the outreach activities of COSAM: 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 work of Prof. Allen Landers, the Physics Department has taken the lead in the recently developed Summer Science Institute (SSI). The SSI provides a unique opportunity to expose many talented students – particularly female 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 recently hosted a “nanoscience day” for regional students. Prof. Edward Thomas and the plasma group hosted a group of minority high school students that were participating in a science summer camp at Alabama State University.
- The COSAM Outreach Office continues to host the annual Women’s Leadership Symposium, inviting 75-100 high school girls from our region to participate in a one-day mini-conference that includes a panel discussion, career corner, breakout sessions and a keynote speaker all focused on successes of women in STEM careers. The high school girls are primarily from rural schools (e.g. Loachapoka, Beulah, Valley, Lanett, and Tallassee). During the event, Dr. Krystyna Kuperberg from the Mathematics/Statistics 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.

**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

- Service Learning and leadership development are embedded in the Summer Bridge Program. The COSAM Office of Outreach continues to provide opportunities for student participation with summer programs such as Science Matters. Participants also work with middle school students at the Boys and Girls Clubs of Greater Lee County. During the academic year, minority students are encouraged to volunteer with the COSAM’s Office of Outreach.
**Tactic 6:** Utilize national organizations to recruit qualified students.

**Measure:** Documentation of recruitment efforts

- Contacts made via the National Organization for the professional Advancement of Black Chemists and Chemical Engineers (NOBCChE) have resulted in improved recruiting of potential graduate students at Historically Black Colleges and Universities (HBCUs) such as Tuskegee University, Alabama A&M University, Alabama State University and Jackson State University.
- Graduate students from HBCUs have been recruited by the Department of Biological Sciences in AY 2013-14. At present, one MSc-level student from Tuskegee University (Tiffany Howard) has been admitted to the program and will attend in Fall 2014 under new faculty member Dr. Rita Graze.

**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

- The Department of Biological Sciences continues to include in its search committee composition representation of women and minorities.
- An African-American scientist who is the DCB’s new Director of Instructional and Research Laboratories has been included in the search for three new Lecturers. In 2013 DMS had 4 positions. Two out of six Assistant Professor interview candidates were members of underrepresented minorities. DMS successfully hired two excellent female lecturers - Drs. Lisa Peterson and Jennifer Stone.
- DMS recruited three African-American, and five female Graduate Teaching Assistants (GTA) out of 22 GTAs. In addition, two graduate students Muriel Holmquist (Hispanic and female) Anthony Pearson (African American) were supported by the NSF Alabama Louis Stokes Alliance for Minority Bridge (LSAMP).
- The Department of Biological Sciences continues to be proactive in recruiting underrepresented groups for faculty positions. From 2011, of the nine faculty hired in the department eight have been women, three of those were from Asia (Dr. Haruka Wada [Japan], Yifeng Du [China], Min Zhong [China]), and a 4th minority individual, part-time instructor Davonya Person (African-American), is Auburn University’s first distance faculty member.
- In Spring, 2014, the Physics Department hired Dr. Marcelo Kuroda, who is Hispanic, as a new Assistant Professor. Dr. Kuroda works in the area of solid state physics where he does theoretical and computational research.
• DMS hired Dr. Chuchu Chidume as lecturer starting Spring 2014. Dr. Chidume is an African American.
• DMS recruited two female post-docs (Dr. Ana Mametelashvili and Dr. Furuzan Ozbek) and they will come in Fall 2014.

**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
- Technology-Education Partnership between NOBCChE and DCB provides direct contact to NOBCChE members and Department Chairmen at HBCUs.

**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
- COSAM female faculty and administrators continue to be strong supporters of the NSF ADVANCE Center. Faculty in the Departments of Geology and Geography and Biological Sciences play an active part in the current NSF ADVANCE Auburn project.

**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.
- 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.

- **COSAM,** in partnership with the College of Engineering, continues to
provide statewide leadership for the growth and direction of the BEST – Boosting
Engineering, Science, and Technology – Robotics program. In 2013, over 225
middle and high schools (> 5000 students) in Alabama participated in the program.
Approximately 40% of participants were female, and 25% were from groups
traditionally underrepresented in science and engineering (African-American,
Hispanic, and American Indian).

**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

**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.
Goal A: Create, promote, and encourage a supportive and friendly campus environment that is welcoming for, and attractive to people of all races, ethnicity, nationalities, religions, gender, sexual orientation, and those with disabilities.

Strategy 1: Develop and sustain an internal and external environment that welcomes and affirms the worthiness of people of all races, ethnicity, nationalities, religions, gender, sexual orientation, and those with disabilities.

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

Measure: Track provision and participation in workshop.

Progress to Date: Faculty and staff workshop yet to be initiated.

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.

Progress to Date: The four-hour Communication Amidst Diversity symposium has been coordinated each year for the past three years. All students in the second year of the DVM curriculum participate in this symposium. The symposium has generated multiple positive comments from students involved in the CAD symposium.

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

Measure: Track provision and participation in symposium.

Progress to Date: Students from the DVM curriculum have been sponsored for travel to the regional diversity symposium organized by the student AVMA for the last two years. During the 2013-2014 academic year, Ms. Jessica Allen was supported as she attended the Diversity Matters Symposium at Louisiana State University. As the symposium conflicted with the grand opening of the Wilford and Kate Bailey Small Animal Teaching Hospital on Auburn’s campus, no faculty accompanied Ms. Allen on this trip.

Goal B: 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 % of minority faculty and should be reflected in the overall applicant pool, not necessarily in each faculty search.
Regrettably, in some areas of veterinary medical specialties, qualified minority candidates are not currently available.

**Tactic 1:** Monitor faculty diversity within college and departments by comparing levels of availability each year.  
**Measure:** Faculty report updated each year (requested through ODMA).  
**Progress to Date:** Annual data to be updated pending report from ODMA.

**Tactic 2:** Encourage current minority graduate students to enter the professoriate.  
**Measure:** Track matriculation of students into the professoriate and report ways students were encouraged.  
**Progress to Date:** Currently a minority graduate student, India Napier, has been encouraged to seek and currently holds the position of SGA senator for the College of Veterinary Medicine. India also holds the position of Vice President-elect of the Graduate Student Council.

**Tactic 3:** Continue to invite minority students to participate in summer research and outreach programs in the College. Individuals who visit as students may apply for internships, residencies or graduate programs, and ultimately faculty positions OR that they will have a good experience that will be communicated to others.  
**Measure:** Document invitation letters and track participation in programs.  
**Progress to Date:** Of the seventeen students involved in the 2014 Merial Summer Scholars Program, one student was of a minority ethnic background (Middle Eastern). Of the sixteen faculty mentors involved in the 2014 Merial Summer Scholars Program, two mentors were of a minority race (African American).

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

**Tactic 1:** Increase “activity level” with minority student groups that visit the college (COSAM Bridge program, the COE Truman Pierce Institute and the AU SEE program). Generally these students come for a tour, and if time allows, a brief presentation about veterinary medicine as a profession.  
**Measure:** Document activities and interactions with minority student groups.  
**Progress to Date:** The CVM Office of Academic Affairs took part in the Minority Career Opportunities Day on Auburn’s Main Campus in June 2013, the Truman Pierce Tour/Advisement in July 2013, and provided multiple individual tours for minority students interested in the college of veterinary medicine.

**Tactic 2:** Continue to increase the variety of scientific and interactive activities at the annual CVM Open House.  
**Measure:** Documentation of activities, participation tracked.  
**Progress to Date:** The CVM Open House continues to grow in scope and diversity. Estimates of the number of participants continues to increase for this
activity. Approximately 250 individuals attended a seminar at Open House that is
directed toward students interested in pursuing a career in veterinary medicine.

**Tactic 3:** Continue to monitor all recruitment materials for inclusion of diversity.
**Measure:** Document review of recruitment materials.
**Progress to Date:** Recruitment materials continue to include pictures of minority
students and alumni working with minority clients.

**Tactic 4:** 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.
**Progress to Date:** The CVM conducted a focus group in the 2012-2013
academic year and is planning a focus group meeting in the 2014-2015 academic
year.

**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.
**Progress to Date:** Continuing to track demographics of graduate students.

**Tactic 2:** Increase visibility of AU CVM graduate program and success of the
graduate students in media outlets.
**Measure:** Postings tracked.
**Progress to Date:** Continuing to track postings regarding minority graduate
students.

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

**Strategy 1:** 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.
**Measure:** Monitor and track this collaboration.
**Progress to Date:** The Dean, Associate Dean for Academic Affairs and students
from Auburn CVM continue to attend Tuskegee’s White Coat Ceremony. The
Dean and Associate Dean for Academic Affairs communicate their
encouragement and congratulations to Tuskegee students from the platform. The Dean, Associate Dean for Academic Affairs and students from Tuskegee’s SVM continue to attend Auburn’s White Coat Ceremony. The Dean and Associate Dean for Academic Affairs communicate their encouragement and congratulations to Auburn students from the platform.

**Tactic 2:** Encourage extracurricular educational opportunities that are jointly offered to students and faculty of AU and TU CVMs.  
**Measure:** Document provision and participation in joint activities.  
**Progress to Date:** Auburn administration and students made certain that Tuskegee SVM students were informed of any NAVLE board review sessions hosted by Auburn faculty at the college.

**Tactic 3:** Foster the involvement of minority students in veterinary camps that are offered to junior and senior high youth.  
**Measure:** Track participation in programs.  
**Progress to Date:** Racial minorities were well represented in Veterinary Camps in the Summer of 2014.

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

**Strategy 1:** 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.  
**Progress to Date:** The search for extramural support opportunities to foster diversity programs and scholarships is ongoing.

**Goal E:** Foster a community that values diversity through educational and training programs.

**Strategy 1:** Develop and sustain an internal and external environment that welcomes and affirms the worthiness of people of all races, ethnicity, nationalities, religions, gender, sexual orientation, and those with disabilities.

**Tactic 1:** Provide workshops on diversity led by university personnel for faculty and staff. Develop program to facilitate participation in one workshop at least once every three years.  
**Measure:** Track provision and participation in workshop.  
**Progress to Date:** Faculty and staff workshop yet to be initiated.
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.

Progress to Date: The four-hour Communication Amidst Diversity symposium has been coordinated each year for the past three years. All students in the second year of the DVM curriculum participate in this symposium. The symposium has generated multiple positive comments from students involved in the CAD symposium.

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

Measure: Track provision of and participation in symposium.

Progress to Date: Students from the DVM curriculum have been sponsored for travel to the regional diversity symposium organized by the student AVMA for the last two years. During the 2013-2014 academic year, Ms. Jessica Allen was supported as she attended the Diversity Matters Symposium at Louisiana State University. As the symposium conflicted with the grand opening of the Wilford and Kate Bailey Small Animal Teaching Hospital on Auburn’s campus, no faculty accompanied Ms. Allen on this trip.

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

Strategy 1: 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: Track dissemination and feedback. Make timely revisions to the strategic diversity plan as indicated by stakeholder input.

Progress to Date: Feedback from stakeholders is ongoing. Additional feedback is to be sought regarding the CVM strategic diversity plan.

Tactic 2: Provide timely progress reports on the college strategic diversity plan.

Measure: Document submission of progress reports.

Progress to Date: Progress report composed and submitted August 2014.
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 2012-2013 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 2012-2013, 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: Latino Immigrants in the Southeastern United States (September 13, 2012); Documenting Racism: African-Americans in U.S. Department of Agriculture Documentaries, 1921-1942 (September 25, 2012); The Princess and the Poet: Dulce Maria Loynaz and Eulalia de Borbon (November 14, 2012); John McKinley and the Antebellum Supreme Court: Circuit Riding in the Old Southwest (January 29, 2013); Black Consciousness: Re-Reading Steve Biko (April 5, 2013).

- Approximately 420 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 109,500 visits and had over 446,000 page views during 2012-2013.
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: Incorporate best practices from the literature and from other successful programs into the Library Residency Program.

Measure: Library Residency Program planned and implemented.
- The Library Residency Program guidelines underwent revision during the 2012-2013 academic year and the guidelines were approved by the Libraries. The Libraries are still seeking funding for a residency program.

Tactic 3: Provide positive experiences for student workers through informal mentoring.

Measure: Student employees anonymously 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 4: 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 when possible release time to pursue this goal. Continue to support the career ladder 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 5: 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 2012-2013 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

- During the 2012-2013 academic year, noted speakers on the topic of diversity in Universities, Janice Welburn (Dean of Libraries, Marquette University) and William Wellburn (Associate Provost for Diversity and Inclusion) held a workshop and gave a presentation to the library’s staff and faculty. They met with individuals and groups to discuss their research and...
met with the leadership of the library to suggest opportunities to advance diversity and an improved organizational structure to meet these goals.

**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
- Two library faculty members attended and presented at the 2013 ALAHEDO (Alabama Association of Higher Education Diversity Officers) Comprehensive Diversity Conference.

**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 foreign libraries to host an international librarian at Auburn University.

**Measure:** Partnership developed and program(s) implemented and documented.
- Currently the Libraries are working with the University to insure quality information services in international campuses under consideration and to support the research activities of students and faculty working outside the United States.

**Tactic 3:** 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 2012-2013 to implement this tactic. The Libraries continues to partner with Tuskegee University to support the technology that they use to digitize their collections and make them available to the Tuskegee University community and the world. Through the Network of Alabama Academic Libraries the information resources and technical expertise of the Auburn University Libraries are made to 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.
- As active member of the group planning the 50th anniversary of the integration of Auburn the Libraries has contributed considerable financial support and countless hours of research. Space in the Libraries has been made available for programs and we have lent our full support as part of the planning team. It is acknowledged that the programs would not have been as successful without the hard work of the Libraries, the Special Collections staff in particular.

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 opportunity did not arise in 2012-2013 to implement this tactic.

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/](http://www.lib.auburn.edu/diversity/)