The purpose of this report is to review goals, strategies, and tactics proposed in the Auburn University 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. The Strategic Diversity Plan is a fluid document which is reviewed periodically by the Office of Diversity and Multicultural Affairs (ODMA).

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

Strategic Goals Summary ..................................................................................................................3
Tactics Not Yet Completed ................................................................................................................4
GOAL 1................................................................................................................................................5
GOAL 2..............................................................................................................................................11
GOAL 3..............................................................................................................................................24
GOAL 4..............................................................................................................................................28
GOAL 5..............................................................................................................................................33
## Strategic Goals Summary

(94.6%)

- **Progress has been made for this tactic.**
- **Progress has been made for part of the tactic.**
- **Tactic under review.**

### Goal 1: Foster a total campus environment that respects differences and encourages inclusiveness. (89%)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategy 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategy 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategy 4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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. (94%)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategy 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategy 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategy 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategy 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategy 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategy 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Goal 3: Develop and implement a comprehensive system of education and training focused on effectively managing and leveraging diversity for students, faculty, and staff. (95%)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategy 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategy 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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. (100%)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategy 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategy 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Goal 5: Develop and execute a comprehensive Diversity Communication Plan. (100%)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

3
Tactics Not Yet Completed

**Goal 1, Strategy 2, Tactic 3b:** Create more opportunities for open forums for students, faculty, and staff, by establishing a subcommittee to focus on the process and the outcomes of the open forums. *(ODMA, Student Affairs, MDC)*

**Goal 1, Strategy 2, Tactic 6:** Name university buildings after prominent minority leaders or alumni. *(Development (when tied to fundraising), President, Facilities, MDC, Administrative Leaders)*

**Goal 2, Strategy 1, Tactic 2b:** Develop and implement education and training for all search committees so that certification of completion of this training is a pre-requisite for participation on search committees. *(AA/EEO, Human Resources)*

**Goal 2, Strategy 1, Tactic 3b:** Establish search criteria regarding diversity for use as guidelines for external search firms, and analyze previous search firms’ ability to deliver a diverse slate of candidates. *(ODMA, AA/EEO, Human Resources)*

**Goal 2, Strategy 1, Tactic 4b:** Establish permanent position of Special Assistant to the President for an AU/ADA coordinator of all relevant disabilities issues, actions, activities, manifestations, and projects to work toward building an AU Center for Disabilities, as exemplified at other institutions of higher education. *(President, Provost, Human Resources)*

**Goal 3, Strategy 1, Tactic 2b:** Incorporate diversity as a performance dimension within the annual employee performance appraisal process for all faculty, administrative/professional and university staff. *(President’s Office, Provost and Human Resources)*
Progress has been made on the following items of the Strategic Diversity Plan:

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

- The Multicultural Center has been instituted with the aim of providing the lead for engaging academic and administrative units in cultural activities by developing and sustaining programs and services that promote multiculturalism. Programs and services include hosting speaker series; presenting stereotype-challenging films, plays, and other platforms; and hosting and supporting ethnic and cultural heritage events.
- The Women’s Resource Center aims to improve the campus climate for women through education, advocacy, and the provision of support services. Programs and services include hosting a Women’s Leadership Conference, co-hosting educational events such as National Safety Awareness Month, Domestic Violence Awareness Month, Silent Witness, Take Back the Night, and the Clothesline Project; and hosting seminar series on issues that address financial, health-related, and life-stage concerns of women.
- Several committees have been created and charged with improving diversity on campus. University committees include Foy Union Board, International Student Committee, Multicultural Diversity Commission, Persons with Disabilities Committee, and Student Social Life Committee. Members are listed under the following URL: [http://www.auburn.edu/administration/president/univcomm/univcomm_1.html](http://www.auburn.edu/administration/president/univcomm/univcomm_1.html). Members of the Retention committee, a Senate committee can be viewed at: [http://www.auburn.edu/administration/governance/senate/senate_committees.html](http://www.auburn.edu/administration/governance/senate/senate_committees.html)
- Auburn University Libraries 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.
- Several colleges and administrative units also have diversity councils or committees: Agriculture, Education, Human Sciences, Liberal Arts, Sciences and Mathematics, RBD Library, and ACES.

STRATEGY 1: *Establish institutional expectations for the support of diversity as a core value.*

**Tactic 1: Create an official definition of diversity at Auburn.**

- An official definition has been created:

  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.

**Tactic 2: Ensure commitment to diversity at the highest levels of the institution through approval of a policy statement via resolution by the university Board of Trustees.**
- AU Board of Trustees reaffirmed its commitment to diversity via a resolution on November 10, 2006.

**Tactic 3: Establish an overarching Associate Provost for Diversity and Multicultural Affairs, reporting to the Provost.**
- Dr. Overtoun Jenda was appointed as AU’s Associate Provost for Diversity and Multicultural Affairs effective January 1, 2006.

**STRATEGY 2: Initiate programs and activities which enhance cultural awareness for the entire campus, creating opportunities for campus education, constructive dialogue, and honest reflection on diversity.**
- Allen Sutton was appointed the new director of the Multicultural Center, effective March 3, 2014. The Center has been instituted with the aim of providing the lead for engaging academic and administrative units in cultural activities by developing and sustaining programs and services that promote multiculturalism. Programs and services include hosting speaker series; presenting stereotype challenging films, plays, and other platforms; and hosting and supporting ethnic and cultural heritage events. Recent events include Commemorating 50 Years of Integration at AU, Dr. Martin Luther King Birthday Celebration, “Letter from a Birmingham Jail,” and speakers such as Georgette Norman, Yolanda King Stephen, S. Amjad Hussain, and Francisco Aragon.
- Access and Community Initiatives hosted several events, including an annual Martin Luther King, Jr. week, a week-long series of events to honor the life and work of Dr. King; events celebrating the 50th anniversary of integration at Auburn University, and several community forums and symposiums.
- Access and Community Initiatives has developed and provided diversity education series to Auburn University units and external community agencies and organizations including the AU Staff Council, College of Education staff, College of Veterinary Medicine Student Association, U.S. Postal Service, Wal-Mart, U.S. Department of Agriculture, and the Lee County Youth Development Center.
- The Women’s Resource Center aims to improve the campus climate for women through education, advocacy, and the provision of support services. Programs and services include hosting the annual Women’s Leadership Conference, co-hosting educational events such as National Safety Awareness Month, Domestic Violence Awareness Month, Silent Witness, Take Back the Night, and the Clothesline Project; and hosting seminar series on issues that address financial, health-related, and life-stage concerns of women.
- There are many diversity and multicultural organizations at Auburn University. See the following website for a list of active organizations: [http://www.auburn.edu/academic/provost/odma/aud-organizations.html](http://www.auburn.edu/academic/provost/odma/aud-organizations.html). Student organizations sponsor several events and activities throughout the year.
- Many colleges, academic departments, and administrative units sponsor events and host speakers at Auburn that create opportunities for campus education, constructive dialogue,
and honest reflection on diversity. Events, speakers, and other activities that enhance cultural awareness are publicized in ODMA’s online calendar.


- The Freshman Year Experience and Students in Transition Office implemented Learning for Life as part of the orientation process at Auburn University in 2002. The focus of the session is to educate incoming freshmen and transfer students on cross-cultural awareness and social learning. The session is intended to make students aware of various people, cultures, and ideals that will make up their new social learning environment.

- In April 2014, Barbara Wallace-Edwards joined the staff of Alumni Affairs as Coordinator of Alumni Engagement, working on programs to increase diversity involvement with Auburn through a partnership between the Auburn Alumni Association and the Office of Diversity and Multicultural Affairs. The Office of Alumni Affairs hosts several events such as the Minority Alumni Involvement Now (MAIN) event, Minority Engineering Program alumni reunion, and an A-Day tailgate to reunite minority alumni with others on the Auburn University campus. In addition, the office has sponsored community service projects and other events for alumni in Birmingham and Atlanta to provide a forum for minority alumni to connect and discuss ways in which they can connect to the university.

- In June 2014, the Office of Diversity and Multicultural Affairs announced the War Eagle Society (WES) as a new initiative. The mission of WES is to support networking activities, fundraising efforts, and publicity, and to provide a means to fundraise for diversity scholarships. One of the primary objectives of WES is to assist the Diversity and Multicultural Affairs Leadership Council (DMALC), whose mission is to provide support in continual development of the Office of Diversity and Multicultural Affairs through its maintenance of programs of excellence that promote diversity at Auburn University.

- The College of Human Sciences leads the “War on Hunger” campaign at Auburn University and has been named a lead academic partner in the United Nations World Food Program.

- The College of Business has hosted a Leadership Summit event annually since 2011. These events are geared toward underrepresented groups and feature guest speakers from the College of Business who speak about strategies for being successful and opportunities within the College of Business.

- The Department of Kinesiology and the Office of Accessibility have co-hosted Auburn Wheelchair Basketball Invitational tournaments since 2012 at the Auburn Arena.

- Auburn University Adaptive Recreation and Athletics is a campus organization developing extracurricular activities for students, faculty, and staff with disabilities. Students currently compete in wheelchair basketball and wheelchair tennis, and opportunities are provided to community members as well.

- The Alabama Alliance for Students with Disabilities in STEM (AASD-STEM) is a collaborative effort involving Auburn University, Tuskegee University, Alabama State University, Auburn University Montgomery, Southern Union State Community College, and eight public school districts in east-central Alabama. The Alliance provides scholarships,
research experiences, and mentoring opportunities to students with disabilities who are majoring in STEM disciplines.

**Tactic 1: Establish and publish a comprehensive annual Diversity Calendar of events, celebrations, historic dates, and holidays.**
- Diversity news and an events calendar are continuously updated on the ODMA website, in the Plainsman, AU Daily, Facebook, and news articles published by the Office of Communications and Marketing. The Diversity online calendar includes historic dates and holidays for events all over the world.

**Tactic 2: Profile an AU student each month in the Auburn Plainsman. These students should reflect diverse population groups on the AU campus.**
- ODMA has sponsored a “We Believe in Each Other” student spotlight in the AU Plainsman to profile students from diverse groups on campus.
- The “Take 5” feature on the Auburn University homepage spotlights a different individual each week. Take 5 has included profiles of students, faculty, staff, and alumni, and makes every effort to reflect AU’s diverse population groups.

**Tactic 3a: Create more opportunities for open forums for students, faculty, and staff, by establishing a subcommittee to focus on the process and the outcomes of the open forums.**
- In partnership with the Alabama Association of Higher Education Diversity Officers (ALAHEDO), the Auburn University Diversity Research Conference has merged with the University of Alabama System’s Diversity Best Practices Conference. Statewide ALAHEDO Diversity Conferences have been held annually since 2012.
- Several lectures under the Stone Lecture Series for Multicultural Understanding, Equality and Justice were given starting Spring 2009.
- The Women’s Studies Program sponsors series of open discussions focusing on special issues faced by female faculty in the classroom.

**Tactic 4: Develop a reward and incentive program for all faculty and staff who have made and contributed to the advancement of diversity at Auburn.**
- Two Charles W. Barkley Endowed Professorships were established in 2010. These five-year professorships are designed to support underrepresented faculty at the rank of full professor that have excellent and superior credentials in teaching, research, and service in their disciplines, and have strong demonstrated commitment to activities that promote diversity, particularly in working with diverse groups of students and faculty.
- The Janet and John Stone Award and Lectureship was established to honor individuals that do outstanding service in promoting cultural and racial understanding, equality, and justice. The 2013 recipient of the Award and Lectureship was Dr. Richard Penaskovic, Professor of Religious Studies in the College of Liberal Arts. Dr. Penaskovic gave a public lecture at Auburn University on September 11, 2013.
- Since 2000, the Office of Alumni Affairs gives an annual $1,000 Minority Achievement Award to an Auburn University faculty or staff member. The award was presented to RosePhanye Dunn-Powell in 2013, Jared Russell in 2012, Carla Jackson Bell in 2010, Nels Madsen in 2009, and Shirley Scott-Harris in 2008.
- The Algernon Sydney Sullivan National Award was awarded to Dr. Overtoun Jenda (2008).
Tactic 5: Work with development office to establish endowed professorships in the names of prominent AU minority alumni.

- Paula Kierce, Development Officer, works with ODMA and the Office of Development to raise funds for diversity programs.
- Chazidy Jones was hired as a Development Coordinator for ODMA in February 2014.
- Barbara Wallace-Edwards, Coordinator of Alumni Engagement, works closely with the development office and is involved in alumni relations, event planning, and recruiting.
- Two Charles W. Barkley Endowed Professorships were established in 2010. These five-year professorships are designed to support underrepresented faculty at the rank of full professor that have excellent and superior credentials in teaching, research, and service in their disciplines, and have strong demonstrated commitment to activities that promote diversity, particularly in working with diverse groups of students and faculty.

Tactic 7: Ensure prominent minorities are considered as part of ongoing awards of honorary degrees and honorary doctorates.

- Honorary Degrees are awarded by the Board of Trustees. The following minority individuals have recently been awarded honorary doctorates: Harold A. Franklin, Doctor of Arts (2001); Samuel L. Pettijohn, Doctor of Science degree (2001); and Josetta B. Matthews, Doctor of Science (2005).

STRATEGY 3: Provide all students, faculty, and staff an accessible secure campus environment.

Tactic 1: Review campus facilities with the ADA Coordinator and representatives of Students with Disabilities to ensure that all facilities are safe and accessible.

- Titles II and III detail federal guidelines/codes for construction and renovations of facilities across campus.
- The Structural Modifications Committee responds to campus accessibility problems such as installing ramps and press door openers.
- The University Committee for Persons with Disabilities meets monthly to discuss which projects or renovations should be funded to make the campus accessible.

Tactic 2: Review campus policies to ensure measures are adopted to create safe, open access for all students, faculty, and staff, with all facets of diversity appropriately represented.

- The ADA Coordinator for Auburn University handles accommodations for employees of all job groups as well as serves as the office of appeals for grievances by students with disabilities who complain they did not receive appropriate accommodations.
- The Office of Accessibility provides accommodations and services for qualified students with documented disabilities such as classroom accommodations, priority registration, proctored exams, assistive technology services, note taker services, interpreter services, and parking.

Tactic 3: Appoint a university committee to address issues of bias and hate and provide resources necessary to support a victim’s assistance program.
• C. Kevin Coonrod, JD currently serves as the Auburn University Ombudsperson. The Auburn University Ombuds Office was established in 2008 to provide a confidential, neutral source for staff and faculty to express concerns, identify options to address workplace conflicts, facilitate productive communication, and surface responsible concerns regarding university policies and practices. In 2011, the scope of these resources was expanded to include the student population.

**STRATEGY 4: Conduct an annual campus climate survey to monitor progress toward creating an inclusive environment, publicizing all data and findings and comparing results to baseline data to make additional recommendations.**

**Tactic 1: Develop a process for the collection and reporting of data and for the implementation of recommendations.**

• Brittany McCullough has served as ODMA’s Analyst for Diversity, Assessment and Planning since May 2010. Her responsibilities include providing quantitative and qualitative data related to programs and training within ODMA; assisting in developing and utilizing data-gathering tools such as surveys and questionnaires needed to collect diversity data for analysis; assisting in developing and implementing diversity programs; developing and maintaining systems to measure, track, and report on diversity initiatives; analyzing data, trends, and impacts of diversity initiatives and programs, and identifying risks, opportunities and barriers to their success; and providing reports and feedback on progress, milestones, success and opportunities for improvements of diversity programs and initiatives to others including top university officials and university commissions. Robin Taylor served in this capacity from August 2006 to May 2010.

• Racial composition data of students, faculty, and administrators at AU continues to be posted as part of the Knight’s Case settlement each year on February 1.

• The first Academic Work Environment Survey for faculty was conducted in Fall 2007. A Staff Needs Assessment Survey was conducted in Spring 2010. Surveys will continue to be administered regularly.
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: Senior Administrative Levels, Department Heads, and Chairs: Seek to include all University constituencies including people of color, ethnic minorities, women, and members of other underrepresented groups in positions of President, Vice President, Dean, Provost, Assistant Provost, Department Head, and/or Chair, Directors of Programs and other non-academic departments.

Tactic 1: Develop and implement requirements of a diverse search committee by including an individual trained to ensure an inclusive process in job searches, and ensure minorities are represented on search committees.
- Auburn University has committed to include African American representation on search committees for all senior-level administrative positions as part of the settlement of the Knight’s Case (a litigation suit concerning discrimination in higher education at Predominantly White Institutions in Alabama).
- Human Resources and Affirmative Action work closely together to verify searches are fair.
- Recommendations for appointments of a faculty search committee are outlined in the Faculty Handbook – search committees should reflect diversity of gender and race, and if the department for which the recruitment is to be conducted does not have a diverse faculty, it is suggested that the department utilize faculty from a similar discipline to provide the desired diversity.

Tactic 2a: Develop and implement education and training for all search committees so that certification of completion of this training is a pre-requisite for participation on search committees.
- Human Resources offers a relevant course, “MG280 The Search Committee Process: Hiring Selections Made Easier.” The Multicultural Diversity Commission has developed a proposal to make this course or its equivalent mandatory for all search committees.

Tactic 3a: Establish search criteria regarding diversity for use as guidelines for external search firms, and analyze previous search firms’ ability to deliver a diverse slate of candidates.
- Guidelines regarding diversity have been developed for utilization of search firms for non-faculty positions.

Tactic 4a: Establish permanent position of Special Assistant to the Provost for Women’s Leadership.
- Dr. Donna Sollie was appointed Assistant Provost for Women’s Initiatives effective July 1, 2006.
Tactic 5: Implement a career development/succession planning program to allow all University employees including women, people of color, ethnic minorities, people with disabilities, and other underrepresented groups the opportunity to grow through broad leadership experiences.

- The Presidential Administrative Fellowship Program has been developed to provide senior administrative experience to faculty and A&P staff, and provide them the opportunity to appreciate and understand higher education administration. Populations of historically under-represented in higher education administration are particularly encouraged to apply. The following have received the fellowship to date: Gary Martin, Sandra Forsythe, Cynthia Reed, Henry Fadamiro, and Michael Wooten (faculty), and Kirsten Perkins, David Hennessey, Cathy Pate, and Thomas Maple (A&P).

- Human Resources Development has implemented the Leadership Development Process (LDP), a self-enrollment program open to all staff and faculty regardless of current supervisory status. The LDP provides under-represented groups the opportunity to learn about leadership and prepare themselves for a leadership role.

Tactic 6: Establish an administrative mentoring program to supplement Goal 2, Strategy 1, Tactic 5.

- The Presidential Administrative Fellowship Program has been developed to provide senior administrative experience to faculty and A&P staff, and provide them the opportunity to appreciate and understand higher education administration. Populations of historically under-represented in higher education administration are particularly encouraged to apply. The following have received the fellowship to date: Gary Martin, Sandra Forsythe, Cynthia Reed, Henry Fadamiro, and Michael Wooten (faculty), and Kirsten Perkins, David Hennessey, Cathy Pate, and Thomas Maple (A&P).

STRATEGY 2: Faculty Retention: Increase the retention of women, people of color, ethnic minorities, people with disabilities, and other underrepresented groups in our faculty.

- Women’s Initiatives (WI) and the Diversity Faculty Mentor Program have established several strategies and tactics to assist Auburn University in its efforts to retain minority and women faculty.

- Women’s Initiatives established the Pathways to Full Professor and Beyond Initiative in Fall 2011. The initiative continues to be active and includes career development and grants workshops, presentations by Auburn University senior faculty women, small mentoring groups, and resume reviews. Events in 2013-14 included 4 brown-bag luncheons, 9 networking gatherings, and 3 presentations by senior faculty women; 50 faculty members participated in the CV review process.

- The SAMSA Masamu Program, an effort initiated in 2010 by research professors in the College of Sciences and Mathematics (COSAM), received funding from the National Science Foundation (NSF) to enhance collaboration in research in mathematical sciences between Canadian, Southern Africa Mathematical Sciences Association (SAMSA), UK, and US institutions. Masamu Advanced Study Institutes and Workshops in Mathematical Sciences were held in Livingstone, Zambia in 2011 and Lilongwe, Malawi in 2012. As a result of the Masamu Program, a Collaborative Research Network (CRN) was established and received NSF funding in 2013. The first meeting of the CRN and the Third Advanced Study Institute and Workshop in Mathematical Sciences took place in Cape Town, South Africa in 2013.
Global Outreach: In collaboration with University Outreach and the Office of the Vice President for Research, six working groups were formed to focus on creating and developing multidisciplinary international projects. An Africa Initiative was formally created constituting several focus groups including Business Development and Trade, Education and Capacity Building, Energy, Water, and Built Environment, Food Security and Sustainability, Global Health, and Science and Technology. Several proposals have been developed, and the Masamu Program described above has been externally funded.

**Tactic 1: Analyze the faculty interview findings for the Title VI Committee and other assessment efforts and begin to assimilate the recommendations.**

- Findings were analyzed and a report was produced. Recommendations were used to develop the following Title VI programs in 2002: Mentor Research Grant, Summer Salary Assistance, Postdoctoral Fellows, Professional Development Funding, and African American Faculty Outreach. Analysis of the effectiveness of the Title VI program is ongoing.
- In 2010, the Mentor Research Grant was institutionalized as the Diversity Faculty Mentor Program.

**Tactic 2: Create a mentoring program to aid in retention of faculty members and provide for broad dissemination of the availability of such program, especially to underrepresented groups.**

- The Diversity Faculty Mentor Program, created in 2010, serves as a resource for colleges and schools in the recruitment and retention of minority and women faculty and is currently under the leadership of Dr. Curtis Jolly and Dr. Constance Hendricks. Major strategies for retaining minority and women faculty include creating a mentoring network of support that is available to all faculty at Auburn University, providing further clarity about promotion and tenure requirements, and assisting colleges and schools in identifying and implementing effective strategies for recruiting minority and women faculty. Participants to date include: Brenda Allen – Forestry and Wildlife Sciences; LaKami Baker – Business; Ivan Watts – Education; Norbert Wilson – Agriculture; Floyd Woods – Agriculture; Jared Russell – Education; Leah Robinson – Education; Angela Lakwete – Liberal Arts; Claudine Jenda – University Libraries; Onikia Brown – Human Sciences; and Rosetta Giuliani Caponetto – Liberal Arts.
- Women’s Initiatives has gathered information from the Work Environment Survey and COACHE Survey, both completed by Auburn University faculty. Based on these results, mentoring efforts have been focused on the needs and challenges faced by Associate Female Faculty members. Activities have included several workshops, panel discussions, and leadership seminars.

**STRATEGY 3: Student Retention: 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.**

- Minority graduation and retention rates have improved over the past few years. The six-year cumulative graduation rate for African-American students has increased from 41.9% for the 2005 entering freshman class, to 43.9% for 2006, and 50.9% for 2007. The first-year retention rate for African-American students is currently 81.3%, compared to 89.4% for
In the 2013 Diverse: Issues in Higher Education listings of the Top 100 Degree Producers, Auburn University received a top 100 ranking in 26 categories, including a #7 ranking in undergraduate degrees awarded to African American Engineering majors. AU also ranked highly for undergraduate degrees awarded to African Americans in these categories: #14 in Architecture and Related Services; #23 in Foreign Languages, Literatures, and Linguistics; #25 in Agriculture and Related Sciences; #44 for Finance and Financial Management; #49 for Biological and Biomedical Sciences; and #53 for Mathematics and Statistics.

Tactic 1: Review Auburn undergraduate student base for recruitment of graduate students. Consider alternate programs to encourage undergraduates to continue their graduate studies at Auburn University.

- The Auburn University Office of Admissions and the Graduate School work closely with ODMA to focus on minority recruiting. Regular events are held both on- and off-campus, including graduate fairs, preview days, and minority recruitment weekends.
- Auburn University offers a variety of Graduate Certificates for working professionals who want to enrich their personal knowledge, educators who aim to enhance their teaching credentials, as well as students considering the possibility of a graduate degree. Current Graduate Certificates offered include: Adult Education and English Language Teaching; Archival Studies; Automotive Manufacturing Systems; College/University Teaching; Communication Studies; Elections Administration; Extension Educator; Global Hospitality & Retailing; Movement Skills Analysis; Non-profit Organizations and Community Governance; Nursing Education; Occupational Safety and Ergonomics; Program Evaluation; Public History; Rehabilitation Leadership; Teaching English as a Second Language/Foreign Language; and Technical Communication.

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

- The Office of Institutional Research and Assessment (OIRA) calculates withdrawal and graduation rates by gender and ethnicity every year, as part of a national data sharing arrangement. OIRA has also conducted ad hoc studies for the Graduation Rate Task Force.

Tactic 3: Establish a mentoring program at the College/School level to focus on retention of students and provide for broad dissemination of the availability of such program, especially to minority students.

- The Provost Leadership Undergraduate Scholarship (PLUS) retention program, instituted in 2006, aims to increase diversity among the undergraduate student population. The PLUS retention program assists participants financially by providing a $2,000 scholarship per academic year renewable up to 4 years, and supports them academically and socially to ensure that they succeed at Auburn University.
- Jocelyn Vickers, Coordinator for Diversity Initiatives, coordinates the P2ODS (Providing Peer Opportunities for Diverse Students) Program. The program, housed in ODMA, is designed to mentor and empower underrepresented and disadvantaged undergraduate students across Auburn’s campus to excel in academics and leadership with an ultimate goal of increasing the retention and graduation rate of underrepresented students.
- Auburn University has two exemplary retention programs for minority students, namely the Alabama Power Academic Excellence Program in the Samuel Ginn College of
Engineering and the Minority Drop-In Center in the College of Sciences and Mathematics (COSAM).

- Other colleges also offer retention and mentoring programs and other forms of support to their students. The College of Education has the Multicultural Educational Retention Initiative for Transformation (MERIT) program, the College of Human Sciences supports freshmen students through constant communications from student ambassadors throughout the year, COSAM offers the Promoting Academic Success for Students (PASS) peer mentor program, and the School of Nursing provides tutoring for science classes to pre-nursing majors.
- The Alabama Alliance for Students with Disabilities in STEM (AASD-STEM) provides scholarships, research experiences, and mentoring opportunities to students with disabilities who are majoring in STEM disciplines. Students participate in Bridge programs and receive mentoring from faculty members as well as other students.

**STRATEGY 4: Faculty Recruitment: Increase the recruitment of women, people of color, ethnic minorities, and other underrepresented groups to faculty positions.**

- The Future Faculty Visitation Program is a recruitment strategy designed to fuel the future pipeline of faculty at Auburn University. Students nearing the end of their doctoral studies or completing a post-doc program are brought to Auburn to explore potential faculty career choices at the university through departmental visits, formal research presentations, meetings with deans, department heads, and other university officials, and campus and community tours.
- Auburn University recruits minority faculty at the annual SREB Institute on Teaching and Mentoring. Over 1,000 students and faculty participate at the four-day institute, which has become the largest gathering of minority doctoral students in the country. The institute is sponsored by The Compact for Faculty Diversity, whose goal is to increase the number of minority students that earn doctoral degrees and become college and university faculty.
- The Alabama Association of Higher Education Diversity Officers (ALAHEDO) hosts annual statewide diversity conferences attended by administrators, faculty, staff, and students. Topics discussed include diversity research and best practices, and interactive pre-conference workshops focus on diversity training.

**Tactic 1: Identify doctoral students who are women, people of color, ethnic minorities, or members of other underrepresented groups for possible recruitment to Auburn University faculty.**

- The President’s Graduate Opportunity Program was established in 1984 to recruit, retain, and support African-American students engaged in graduate study leading to a doctoral degree from Auburn University. Fifteen students each year receive a $10,000 PGOP Fellowship in addition to a stipend provided by the department, school, or college in which recipients are enrolled. Both the fellowship and stipend are renewable for up to three years of doctoral study.
- The Bridge to the Doctorate Program is sponsored by the National Science Foundation and provides financial support to eligible students for two years of graduate study in Science, Technology, Engineering, and Mathematics disciplines. The goal of the program is to increase the production of new minority PhDs and their entrance into productive faculty or research careers. BD Fellows receive a $30,000 annual stipend, cost-of-education allowance for tuition and fees, mentoring programs, conference and
research travel opportunities, seminars and workshops, graduate and professional student associations, and academic enrichment experiences.

- Auburn University is a member of the National GEM Consortium, a partnership between universities and industry that promotes the participation of underrepresented groups in post-graduate science and engineering education and the technical workforce. AU has co-hosted GEM GRAD (Getting Ready for Advanced Degree) Labs for underrepresented undergraduate students in STEM (Science, Technology, Engineering, and Mathematics) fields.

- The Future Faculty Visitation Program is a recruitment strategy designed to fuel the future pipeline of faculty at Auburn University. Students nearing the end of their doctoral studies or completing a post-doc program are brought to Auburn to explore potential faculty career choices at the university through departmental visits, formal research presentations, meetings with deans, department heads, and other university officials, and campus and community tours.

- ODMA subscribes to the Scholar Directory which is a database of doctoral students and Ph.D. recipients who are women or members of other underrepresented groups and are committed to pursuing careers in the professoriate. Information about this recruitment tool can be found at: http://www.sreb.org/programs/dsp/directory/directoryindex.asp.

- Auburn University recruits minority faculty at the annual SREB Institute on Teaching and Mentoring. Over 1,000 students and faculty participate at the four-day institute, which has become the largest gathering of minority doctoral students in the country. The institute is sponsored by The Compact for Faculty Diversity, whose goal is to increase the number of minority students that earn doctoral degrees and become college and university faculty.

- Professional organizations provide opportunities for faculty to attend annual meetings where they can identify qualified minority students as potential faculty as well as recruit graduate students into their programs.

- The Juan Gilbert Distinguished Lecture series was established in 2013. Through this program, established minority scholars are invited to speak to graduate and professional students about their journeys through academia, and share advice on how to be successful future faculty leaders.

**Tactic 2: Create Assistant or Associate Dean positions in each College or School to focus in part on recruiting, retaining, and mentoring underrepresented students and faculty.**

- The Diversity Council provides a forum for developing and implementing diversity programs in colleges, schools, and other administrative units, and promotes cooperation and collaboration among units on matters concerning diversity. The council is guided by the Strategic Diversity Plan and university diversity policies and initiatives. Members of the Diversity Council include:
  - Diversity Officers for Colleges and Schools:
    - College of Agriculture – Yolanda Brady;
    - College of Architecture, Design & Construction – Salman Azhar, Carla Jackson Bell;
    - Raymond J. Harbert College of Business – Sarah Stanwick;
    - College of Education – Jared Russell;
    - Samuel Ginn College of Engineering – Nels Madsen;
    - School of Forestry and Wildlife Sciences – Brenda Allen;
Diversity Officers for Administrative Units:
- Alabama Cooperative Extension Services – Chris McClendon;
- Auxiliary Services – Bob Ritenbaugh;
- Enrollment Services – Allison Doty;
- Facilities Division – Zilun Fan;
- Student Affairs – Lady Cox;
- Undergraduate Studies – Kathryn Jarvis;
- University Libraries – Pam Whaley.

Ex-Officio Members for Diversity and Multicultural Affairs:
- Diversity and Multicultural Affairs – Overtoun Jenda;
- Women’s Initiatives – Donna Sollie;
- Access and Community Initiatives – Paulette Dilworth;
- Diversity Faculty Mentor – Curtis Jolly;
- Diversity Analyst, Planning & Assessment – Brittany McCullough.

Tactic 3: Develop College and School plans to increase the diversity of faculty applicant pools.
- College/School Strategic Diversity Plans were submitted in June 2009 for all twelve colleges and schools, as well as the University Libraries. These plans direct efforts for increasing diversity within student, staff, and faculty populations. Annual progress reports are submitted by colleges and schools each summer.

STRATEGY 5: Student Recruitment: Increase the recruitment, retention and thus representation of people of color, ethnic minorities, women, and other underrepresented students.
- The Office of Enrollment Services has recruitment programs and processes in place to recruit minority students to the university. For instance, the office sends territory managers to schools with diverse populations to hold application workshops geared to assisting students with the application process and represents Auburn at several college fairs in which the audiences are primarily underrepresented groups. In addition, the office has created a list of talking points and a training program to assist territory managers in the recruitment of students of color.
- The Office and Enrollment Services in conjunction with ODMA sponsor 1) a counselor visitation program for high school counselors from racially and ethnically diverse schools, 2) a 1-day junior and senior high school visitation program, 3) recruitment receptions for prospective minority students in Mobile and Birmingham, 4) a “home for the holidays” program in which current AU students visit and recruit at their home high schools during breaks, and 5) recruitment phone calls twice per month to prospective students by the ODMA Student Ambassadors. These programs focus on educating counselors and
prospective students about AU admissions, financial aid and scholarships, and other programs.

- The Office of Admissions and Recruitment hosts an annual Minority Preview Day. The day-long program is an invitation-only event for prospective high school seniors and their parents, providing them the chance to interact with current students, alums, faculty, and staff. The event focuses on educating prospective students about AU admissions, financial aid, scholarships, and other programs.

- Several colleges (Agriculture, Architecture, Design & Construction, Education, Engineering, Nursing, Sciences and Mathematics, and Pharmacy) have recruitment practices to enhance the representation of minority and other underrepresented students. Such practices include hiring recruiters who emphasize recruiting underrepresented students and changing admission policies to consider multiple dimensions of academic excellence.

- The Diversity Council focuses on issues of recruitment at the college/school level, promoting events and programs, and providing information to prospective minority students.

**Tactic 1: Establish scholarships, or better promote existing Opportunity Scholarships, to facilitate achieving a diverse student body including students of color, ethnic minorities and other underrepresented groups, and provide for broad dissemination of the availability of such scholarships especially to high schools populated by such groups.**

- ODMA and the Development Office work together to raise funds for diversity scholarships.

- The Office of Enrollment Management holds financial aid workshops in Birmingham, Mobile, Montgomery, Auburn, and Atlanta to educate students and parents about types of aid available for college.

- The Provost Leadership Undergraduate Scholarship (PLUS) Program, instituted to increase diversity among the undergraduate student population, assists participants financially by providing a $2,000 scholarship per academic year renewable up to 4 years, and supports them academically and socially to ensure that they succeed at Auburn University.

- The Alabama Power Academic Excellence Program in the College of Engineering provides scholarships to students who participate in the program and maintain required GPAs. These scholarships are often offered to minorities as the program is designed to help with the recruitment and retention of under-represented minority engineering students at Auburn University.

- The Louis Stokes Alliance for Minority Participation is a scholarship program for underrepresented minority freshmen majoring in Science, Technology, Engineering, and Mathematics (STEM) fields designed to increase the quantity and quality of underrepresented minority students.

- The Alabama Alliance for Students with Disabilities in STEM provides scholarships to undergraduate and graduate students with disabilities who are majoring in a Science, Technology, Engineering, or Mathematics discipline.

- The President’s Graduate Opportunity Program (PGOP) is designed to recruit, retain, and support African-American students engaged in graduate study leading to a doctoral degree from Auburn University. Fifteen students each year receive a $10,000 PGOP Fellowship in addition to a stipend provided by the department, school, or college in
which recipients are enrolled. Both the fellowship and stipend are renewable for up to three years of doctoral study.

- The Bridge to the Doctorate (BD) Program is sponsored by the National Science Foundation and provides financial support to eligible students for two years of graduate study in Science, Technology, Engineering, and Mathematics disciplines. The goal of the program is to increase the production of new minority PhDs and their entrance into productive faculty or research careers.

- The following scholarships are additional scholarships which can be awarded to underrepresented students: National Achievement and National Hispanic Scholars, Advancement Scholarship, Auburn University Board of Trustees Scholarship, Auburn Spirit Foundation Scholarship, Charles Barkley Endowed Scholarship, Terry Bowden Endowed Scholarship, Chick-Fil-A Endowed Scholarship, Energen First Annual Scholarship, Four Little Girls Memorial Endowed Scholarship, Mary Lou Foy Annual Scholarship, Goizueta Foundation Endowed Scholarship, Hawkins Family Endowed Scholarship, Cedrick C. Mack Memorial Beacon Leadership Endowed Scholarship, Katie and William Pennington Endowed Scholarship, Jerry Roden, Jr. Endowed Scholarship, Odessa Maydell & Shirley Stanforth King Endowed Scholarship, and many additional scholarships for persons living in Black Belt counties.

Tactic 2: Ensure that recruitment for graduate programs includes a focus on women, people of color, ethnic minorities, and other underrepresented groups, or establish a council to focus on this initiative.

- Auburn was selected as recipient of the National Science Foundation (NSF) 2013-15 Louis Stokes Alliance for Minority Participation Bridge to the Doctorate (BD) Program. 13 BD fellowships were granted to incoming graduate students in science, technology, engineering, and mathematics disciplines.

- The Graduate School hosts undergraduate students from HBCUs at its Annual HBCU Visitation Day. Students who attend this event are provided information about Auburn’s campus and graduate programs.

- The Department of Kinesiology in the College of Education hosts graduate student recruitment programs involving a two-day event that brings students from Atlanta-based HBCUs (Morehouse College and Spelman College) to campus. The department also hosts the Annual Summer Research Bridge Program, which includes a six-week intensive research program for students from HBCUs (particularly Morehouse College, Spelman College, and Albany State University).

- Three of Auburn’s Colleges (Engineering, Agriculture, and COSAM) have NSF Research Experience for Undergraduates (REU) programs to promote undergraduate research within these STEM disciplines. Major objectives of the NSF grant include promoting interests in STEM fields and developing the research skills of the students. Women, minorities, and students from "undergraduate" institutions are especially encouraged to apply.

- The purpose of the Auburn University President’s Graduate Opportunity Program (PGOP) is to recruit, retain, and support African-American students engaged in graduate study leading to a doctoral degree from Auburn University.

- Auburn University also participates in the following national programs:
  i. National Consortium for Graduate Degrees for Minorities in Engineering and Science (GEM) http://www.gemfellowship.org

iii. National Science Foundation (NSF) Louis Stokes Alliance for Minority Participation (LSAMP) Program.

iv. NSF Alliance for Graduate Education and the Professoriate (AGEP) program.

v. NSF Research in Disabilities Education (RDE) Program.

vi. National Physical Sciences Consortium (NPSC) http://www.npsc.org/

vii. National Science Foundation (NSF) Louis Stokes Alliance for Minority Participation (LSAMP) Bridge to the Doctorate Program.

viii. Minority Access, Inc.

ix. National Society of Black Engineers (NSBE)

x. National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCChE)

xi. National Society for Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS)

• The School of Forestry and Wildlife Sciences has a cooperative agreement with the University of West Alabama (UWA), a university with a student body with about 50% minority students, that allows students at UWA to earn an M.S. degree in Natural Resources at Auburn University.

• The Truman Pierce Institute established the Leadership for Effective Academic Reform Now (LEARN) program to provide professional development to leaders and administrators in Black Belt and impoverished area school districts, resulting in a large pool of potential underrepresented graduate students.

• The Women in Science and Engineering (WISE) Institute has been established, whose objectives include increasing the recruitment of women graduate students.

Tactic 3: Establish a council charged with expanding the international student population, both undergraduate and graduate.

• An International Education Council has been established.

• The Auburn University 2013-2018 Strategic Plan includes the following strategic goal (2C): Internationalize the undergraduate student population by increasing the number of students from countries that are actively engaged in the future of Alabama’s economy. Develop summer language immersion programs for incoming undergraduate students whose first language is not English.

Tactic 4: Support and enhance the program of inviting junior and senior high school students to AU for a day, and provide for broad dissemination of the availability of such program, especially to African American and Hispanic American students. This initiative should include analyzing actual applications submitted and projecting goal application rates for future day visits.

• The Office of Admissions and Recruitment hosts an annual Minority Preview Day. The day-long program is an invitation-only event for prospective high school seniors and their parents, providing them the chance to interact with current students, alums, faculty, and staff. The event focuses on educating prospective students about AU admissions, financial aid, scholarships, and other programs.

• COSAM hosts a Minority High School Visitation Day for high school juniors and seniors and their parents each Fall to disseminate information about the academic
programs offered by COSAM as well as about the enrollment procedures for Auburn University. This program had been ongoing since Fall 2004.

- Beginning Spring 2004, the Samuel Ginn College of Engineering hosts a parent and student information session (for prospective students as well as students who have completed the application process to Auburn) to disseminate information about the college as well as to provide financial aid information to underrepresented high school students and parents.
- Enrollment Services hosts 12 War Eagle Days throughout the year for all prospective students.

**Tactic 5: Invite guidance counselors from high schools in the southeastern United States, especially those from racially and ethnically diverse schools, to Auburn University for an orientation.**

- The Office of Enrollment Services, in conjunction with ODMA, sponsors a counselor visitation program for high school counselors from racially and ethnically diverse schools. This program focuses on educating counselors about AU admissions, financial aid and scholarships, and other programs.

**Tactic 6: Establish pre-college programs targeted at recruiting a diverse student population from predominately African American, Hispanic American and economically disadvantaged communities.**

- In 2013 and 2014, ODMA has hosted the Auburn University College Preparation Summer Academies (AUCPSA) program. The one-week academies are for rising 11th and 12th graders from Alabama with activities focusing on academic course work, campus life experience, and other college readiness activities. The goal of the program is for participants to have a clear road map for admission and success at Auburn University.
- In July 2014, ten high school students and recent high school graduates with hearing disabilities attended the inaugural ACT/College Prep Camp on the AU campus. In addition to ACT prep, the students reviewed college major options, toured the university's athletic facilities, studied the ins-and-outs of social media, and explored what it will be like to attend college as a hearing-impaired student.
- In collaboration with the Office of University Outreach – Family University, ACI established a partnership with Loachapoka High School to launch the Auburn University College Access Project (AUCAP). AUCAP is an educational outreach program designed to address the college readiness of students in grades 7-12 at Loachapoka. Tutoring and mentoring efforts involve sessions on ACT preparation, admissions, financial aid and scholarships, career planning, time management, etc.
- The Summer Enrichment Experience (SEE) Auburn Program has been held annually since 2008. Various colleges and schools partner together to prepare underserved students for success at Auburn University through an intensive four-week residential program.
- COSAM sponsors a four-week Summer Bridge program for incoming freshmen students in the College of Science and Mathematics. The program provides opportunities for participants to acquire academic tools and establish support networks designed to assist students in the transition from high school to college.
- The Samuel Ginn College of Engineering sponsors a three week Summer Engineering Enrichment program.
• The College of Architecture, Design and Construction (CADC) has implemented a Donor Scholarship Initiative that provides scholarships to high school students in Alabama’s Black Belt and surrounding communities to participate in CADC summer camps. In addition, beginning in the summer of 2008, the CADC implemented the Academic Success and Action Program (ASAP) as a supplemental program to the summer camps, which offers academic strategies and mentoring to high school minority students.

• The Truman Pierce Institute in the College of Education and Office of Outreach implemented the 21st Century Community Learning Center (CCLC) camps. These camps prepare rising high school students academically and offer full scholarships to students who commit to serve as mentors to younger students.

• Auburn University has several pre-college programs for recruiting minority students. These include High School Visitation programs, Summer Bridge, and outreach programs such as Youth Experiences in Science (YES).

**Tactic 7: Examine current graduate curricula to determine if additional programs should be added in order to attract a more diverse graduate student population.**

- Auburn University offers a variety of Graduate Certificates for working professionals who want to enrich their personal knowledge, educators who aim to enhance their teaching credentials, as well as students considering the possibility of a graduate degree. Current Graduate Certificates offered include: Adult Education and English Language Teaching; Archival Studies; Automotive Manufacturing Systems; College/University Teaching; Communication Studies; Elections Administration; Extension Educator; Global Hospitality & Retailing; Movement Skills Analysis; Non-profit Organizations and Community Governance; Nursing Education; Occupational Safety and Ergonomics; Program Evaluation; Public History; Rehabilitation Leadership; Teaching English as a Second Language/Foreign Language; and Technical Communication.

**STRATEGY 6: Staff Recruitment and Retention: Seek to increase employee diversity, including women, people of color, ethnic minorities, people with disabilities, and other underrepresented groups in higher level staff positions.**

**Tactic 1: Increase the recruitment of people of color, ethnic minorities, women, and other underrepresented groups in order to maintain diversity in staff positions.**

- Facilities Division has identified an On-The-Job training program and a Mentoring Program (using senior level staff members to serve as mentors for new employees) as potential developmental opportunities for staff which should allow underrepresented groups to fill higher level staff positions.

**Tactic 2: Implement a career development program for all employees and provide for broad dissemination of the availability of such program, especially to women, people of color, ethnic minorities, and members of other underrepresented groups so as to give them the opportunity to position themselves for advancement within Auburn University.**

- Human Resources expanded job family structures to allow employees more opportunities to move up within their assigned job classifications. The restructuring involved adding new job families as well as adjusting the number of levels within a family. As part of the
job family promotion process, supervisors and employees are encouraged to build
development plans as part of the criteria for promotion from one level to another.

STRATEGY 7: Establish work life enhancement programs to attract and retain outstanding,
diverse Faculty and Staff and better compete with peer institutions.

Tactic 1: Explore options for assisting employees with child and elder care needs with
facilities such as on-site day care and programs to balance demands of work and personal
life, as exemplified by peer and competitive institutions.

- A childcare survey to assess the needs of employees on campus was administered to
  staff, A&P, and faculty during the 2006-07 academic year. Results have been compiled.
- An ADVANCE Climate Survey was administered to Auburn University Faculty in 2007.
  The ADVANCE Auburn Center, established with the support of a NSF grant, developed
  a “small wins” cost/benefit model and protocol, based on institutional transformation
  data obtained from ADVANCE institutions in the country and Auburn University.
- A Staff Needs Assessment Survey was conducted in 2010. Results are being used to
  propose and recommend new initiatives.
- The Multicultural Diversity Commission has discussed the issue of on-site day care and
  plans to remain focused on the issue.
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: Establish a baseline of assessment, training, education, academic courses, and experiences which are focused on diversity and/or elements of diversity.

Tactic 1: Create an operational definition of diversity and standards to serve as a guide for the training and behavioral assessment of all university employees.

- An official definition has been created:
  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.

Tactic 2a: Incorporate diversity as a performance dimension within the annual employee performance appraisal process for all administrative/professional and university staff.

- The Office of Human Resources has incorporated diversity commitment (defined as one who seeks to recognize, understand, and respond effectively to similarities and differences in people and makes better decisions based on that understanding, recognizes and responds to the needs of various groups in the workplace and stakeholders/customers base so as to improve working relationships, productivity, and stakeholder/customer satisfaction) as a performance dimension in the annual appraisal process for administrative/professional and university staff. This dimension includes rating employees on the following observable behaviors: a) Supports organizational non-discriminatory objectives and timetables; b) Demonstrates awareness and sensitivity toward multi-cultural issues; c) Works effectively and willingly with diverse co-workers, students, and customers/stakeholders; and d) Supports a non-discriminatory and harassment-free work environment which contributes to a welcoming and inclusive university.

Tactic 3: Create an operational definition of diversity with standards for academic courses and experiences.

- The 2011 Revised Core Curriculum includes diversity and US/world engagement as learning outcomes. Student Learning Outcome (SLO08) states that “Students will be informed and engaged citizens of the United States and the world” while SLO09 states that “Students will understand and appreciate the diversity of and within societies of the United States and the world.” Information about the Revised Core
Tactic 4: Establish a subcommittee to conduct an internal audit of all training, education, and academic courses and experiences which are focused on diversity and/or elements of diversity.
- Audit of courses has been conducted and results compiled.

STRATEGY 2: Conduct diversity training, specific to a college campus environment for students, faculty and staff.

Tactic 1: Implement a mandatory supervisory training program for all employees with direct reports to include diversity sensitivity and affirmative action/equal employment opportunity.
- In 2006, the Office of Human Resources proposed Diversity Train-the-Trainer sessions for all supervisors with the goal of the supervisors then conducting the training for the employees they supervise. This training began in 2007 and concluded in December 2010 with training sessions for supervisors in AAES, ACES, Alumni Affairs, Dean of Students Office, Office of Development, Auxiliary Services, Business Office, Enrollment Services, Human Resources, Office of Communications, OIT, Undergraduate Studies, VP for Outreach, Facilities, VP for Research, College of Architecture, Design and Construction, College of Education, College of Engineering, School of Forestry & Wildlife Sciences, College of Mathematics, College of Liberal Arts, Libraries, Harrison School of Pharmacy, and College of Sciences and Mathematics. To continue the program, Human Resources then trained a group of facilitators in 2009 and turned the training of supervisors over to those facilitators in 2010 for completion of the by-unit supervisor training. At the same time, Human Resources continued to offer sustainment diversity sensitivity training, Just Be F.A.I.R., to a general audience.
- In 2012, Human Resources concentrated its mandatory training efforts on a selected but limited list of topics which included affirmative action and equal employment opportunity; the list focused on topics required by law or policy. Discussion with central administration led initially to the creation, with the assistance of the General Counsel’s Office, of policy statements requiring training on the list of topics. Efforts to develop a comprehensive list of compliance topics for the whole University are now the responsibility of a committee, under the direction of Internal Auditing, which is overseeing compliance training for a broad range of topics.

Tactic 2: Conduct diversity training for student leadership, i.e. SGA, IFC, Residence Hall Leaders, Pan-Hellenic Council, etc.
- Annually, the Multicultural Center provides diversity training and education for student leaders of various organizations. These organizations include groups such as The Spectrum Alliance, NAACP, The Franklin Society, The Ladies Society, The Indian Student Association, The Muslim Student Association, Hillel, AU Rhythm, and The Korean Student Association, which are supported through the Center, and other organizations including SGA, IFC, Residence Life, Pan-Hellenic Council, and NPHC.
- The Multicultural Center has also partnered with other units to provide diversity training at leadership conferences such as the iLead Conference, LeaderShape, Camp War Eagle,
and through the development of a student and administrative organization called The Human Touch Program.

**Tactic 3: Conduct diversity and multiculturalism training for faculty and staff.**
- The Office of Human Resources has conducted diversity training (Just Be F.A.I.R.) from Spring 2007 to Spring 2014, in which 391 faculty and staff have participated. Additionally, HR has a leadership development program, The Leadership Development Process, which is composed of 66% female participants.
- ACES is conducting online diversity workshops to promote cultural awareness among ACES staff. This will assist staff with their interactions with clients in Alabama’s diverse populations.
- The Alabama Association of Higher Education Diversity Officers (ALAHEDO) hosts annual statewide diversity conferences attended by administrators, faculty, staff, and students. Topics discussed include diversity research and best practices, and interactive pre-conference workshops focus on diversity training.

**Tactic 4: Provide progressive diversity-oriented professional development opportunities for faculty and staff.**
- Women’s Initiatives has hosted workshops for female faculty on topics such as Matching the Mission: Aligning the Goals of Grant Proposals with the Funding Agency’s Mission, Building Your Career Portfolio, and Journeys to Full Professor Rank.
- Human Resource Development offers professional development courses on diversity commitment, including ER500: Safe Zone and MG530: Diversity in the Workplace: Learning and Practicing Cultural Competence.
- The Alabama Association of Higher Education Diversity Officers (ALAHEDO) 2012 and 2013 conferences included pre-conference workshops that provided diversity-oriented professional development opportunities for faculty and staff. The 2012 workshop was entitled "The Changing Landscape of Diversity and Inclusion" and presented by Patricia Pope of Pope & Associates. The 2013 workshop was presented by Dr. Sonel Shropshire of The Academic Network, Inc.

**STRATEGY 3: Conduct diversity training, specific to a college campus environment for students, faculty, and staff.**
- All students in the College of Human Sciences (CHS) are provided a copy of the CHS Belief System which addresses a commitment to global issues, awareness of emerging trends, and a realistic perspective of one’s place in the world.
- The Department of Kinesiology includes diversity and multiculturalism training during annual GTA orientation workshops.
- The Multicultural Center provides diversity training to leaders of student organizations each year.

**Tactic 1: Broaden the university curriculum to include multicultural studies such as Global Studies, Africana Studies, Hispanic-American studies, Asian-American studies, and Women’s Studies.**
• Auburn University offers an Africana Studies minor, a Women’s Studies minor, and an International Minor. Students can also select courses that cover topics in global, Latino, and Asian-American studies.

• Many colleges offer study abroad options to their plan of study. The College of Human Sciences offers the Joseph S. Bruno Abroad in Italy Program as well as an international study tour in Nutrition and Food Science.

• The School of Nursing offers nursing abroad experiences in Ecuador and Malawi for undergraduate students.

• The College of Education established a formal partnership with National University in Costa Rica, promoting research collaboration and educational exchange opportunities for faculty and students. The College also offers a Study Abroad Education Outreach Program in Malawi.

• The Diversity and Tolerance Organization offered free Turkish language classes for students, faculty and staff.

**Tactic 2: Create a Diversity Education Course requirement and allow students to select from university approved diversity courses and study abroad options to meet the requirement.**

- The 2011 Revised Core Curriculum includes diversity learning outcomes. Goals of the curriculum include a) Informed and Engaged Citizenship and b) Intercultural Knowledge and Diversity Awareness. Social Science courses expose students to Student Learning Outcome 08: “Students will be informed and engaged citizens of the United States and the world” and Student Learning Outcome 09: “Students will understand and appreciate the diversity of and within societies of the United States and the world.”

**Tactic 3: Expand the existing U–1000 “Auburn Experience” class to include a focus on diversity issues, working toward inclusion of the class as a requirement for all new students.**

- A learning outcome for the AU Experience, UNIV 1000, is “students will examine cultural differences and diversity among people”. The required text for the course includes a chapter: The Diverse Campus Community.
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.**

- Dr. Paulette Dilworth was appointed Assistant Vice President for Access & Community Initiatives effective July 1, 2007.

- The Small Business Development Center at Auburn University provides technical and counseling assistance to entrepreneurs of small businesses in Coosa, Chambers, Clay, Lee, Macon, Randolph, Russell and Tallapoosa counties. The College of Education (COE) has established the COE Community Partnership to foster collaboration among children and youth.

- The Office of University Outreach has established a Family University Outreach program. This program seeks to provide education, enrichment and empowerment opportunities to 7th & 8th grade students and their parents. Auburn University, Community Partners, and the local schools offer support through a partnership that provides mentoring, information regarding financial resources, and enrichment activities. The goal is to help educate and involve parents with developing the necessary skills that will enable their children to be successful in post-secondary education.

**STRATEGY 1: Develop a comprehensive plan including an assessment protocol for managing the university’s spending with Minority Women Business Enterprises (MWBE).**

- The Office of Procurement and Payment Services (PPS) has established methods and reports which address tactics 1 through 4, and are currently developing programming that would allow PPS to publish a list of MWBEs on their website.

**Tactic 1: Establish current spending with MWBE businesses by implementing a spending tracking mechanism that identifies central and decentralized purchasing activities and discretionary spending.**

- The Office of Procurement and Payment Services has implemented a mechanism to identify MWBE businesses in purchasing and spending reports.

**Tactic 2: Identify list of current and potential MWBE suppliers and communicate this information campus wide.**

- Access and Community Initiatives has created a list of local minority vendors.

- ACI is currently in discussions with the Executive Director of South Regions Minority Business Council (SRMBC) with the goal of establishing a vendor supplier program and to develop a collaboration with SRMBC to host minority business/vendor seminars and events related to doing business with Auburn University.

**Tactic 3: Develop a communications strategy to attract potential MWBE suppliers by hosting a supplier fair.**

- Auburn University’s Small Business Development Center and the Greater Peace Community Development Corporation have co-sponsored five annual Black Business Awareness Fairs in Opelika. Plans are in progress for the 2015 Fair. These Fairs are designed to provide an opportunity for minority businesses to network showcase their products and services offered in the greater Lee County Community.
• The Small Business Development Center has dispersed a flyer, “How to do business with Auburn University,” to their clients and also informs MWBE about opportunities to do business with the federal government. In addition, the Center markets their programs to special interest groups (i.e., bankers, judges/probates, Chambers of Commerce, etc.) to inform small businesses (MWBEs included) about their programs.

• In 2011, 2012, and 2013, Access and Community Initiatives partnered with the Office of Procurement and Payment Services to participate in the Regional Development Expo to discuss with minority vendors how to do business with Auburn University.

**Tactic 4: Join key trade organizations such as the Minority Supplier Development Council to establish collaborative relationships.**

• PPS is a current member of the National Association of Educational Procurement (NAEP) Supplier Diversity Initiative.

• ACI joined the South Regions Minority Business Council as a means to provide better access to procurement and purchasing opportunities for minority and women owned business enterprises at Auburn University and sends representatives to the annual conference.

**STRATEGY 2: Support an environment of respect for the multiple religious/spiritual faiths represented within the university and community.**

**Tactic 1: Assist in creating awareness of the many religious/spiritual groups and their traditions at Auburn and in the community.**

• Since 2003, community leaders and representatives of religions gather for an annual Interfaith Dialogue Dinner at AU Hotel and Dixon Conference Center each Fall.

• The Multicultural Center co-hosts several events and programs with different student organizations to promote awareness of different religions and spiritual faiths (Ramadan Fast-A-Thon, Diwali celebration, and a menorah lighting ceremony for Hanukkah).

**STRATEGY 3: Create and foster a partnership with the City of Auburn and other community and state concerns to support and value a commitment to diversity.**

• The Alabama Cooperative Extension System (ACES), the primary outreach organization for the land-grant mission of Alabama A&M University and Auburn University, delivers research-based educational programs that enable people to improve their quality of life and economic well-being.

• ACES is currently developing a Strategic Diversity Plan and establishing a diversity training initiative for extension agents statewide.

• The Shiloh Restoration Project is an ongoing community-based initiative located in Notasulga involving AU faculty, staff, students, and local citizens working to restore the Shiloh Rosenwald school building. In the current phase, Access and Community Initiatives has been working with Shiloh and Tuskegee University Archives to develop the Shiloh archives and oral histories of individuals who attended the school. After completion, the building will become a much needed community education center.

• The Urban Studio, a teaching and outreach venue for the College of Architecture, Design, and Construction, developed the Our Small Town Design Initiative Program that has worked with small towns and communities across the state. The program helps communities identify
positive assets that can serve as the basis of a sound master plan for physical and economic vitality.

- The Rural Studio, part of the School of Architecture, enables participating students to cross the threshold of misconceived opinions to create/design/build as well as put their educational values to work as citizens of a community. The Rural Studio seeks solutions to the needs of the community within the community's own context, not from outside it. Abstract ideas based upon knowledge and study are transformed into workable solutions forged by real human contact, personal realization, and a gained appreciation for the culture.

- The College of Human Sciences has worked with the Alabama Rural Heritage Center in Thomaston, AL since 1999.

- TEAM Math: TEAM-Math is a partnership of fifteen school districts, AU, Tuskegee University and business partners, who have a common goal of improving mathematics education in East Alabama. The mission of TEAM-Math is to enable all students to understand, utilize, communicate, and appreciate mathematics as a tool in everyday situations in order to become life-long learners and productive citizens by Transforming East Alabama Mathematics (TEAM-Math). TEAM-Math is funded by the National Science Foundation.

- West Alabama Learning Coalition (WALC): As an outgrowth of its work as a charter member of the Holmes Partnership, AU initiated the "West Alabama Learning Coalition." The initiative is part of the Auburn Partnership Network, a national effort to promote Professional Development Schools (PDS). The West Alabama Learning Coalition was designed to assist the citizens of West Alabama with meeting their educational goals.

- Project AIM: Project AIM (Auburn Intervention Model) is an early intervention program for young children with developmental delays and/or disabilities, and their families. Project AIM has three purposes: (1) to provide early intervention, enrichment, and support services to infants and toddlers and their families in the East Alabama region, (2) to facilitate the preparation of early intervention personnel from a variety of professional disciplines, and (3) to serve as a site for research in early intervention.

- AU Science in Motion program: The goals of Science in Motion are to provide high tech laboratory experiences for 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 team teach during classroom visits.

- Spring YES (Youth Experiences in Science) Programs: Spring YES is a free opportunity to let 3rd-6th grade students explore the many wonders of mathematics and science. Each child participates in lots of hands-on experiments and make-and-take activities related to: kitchen chemistry, carnivorous plants, roller coaster design, forensics and much more.

- TEAM Science: The mission of TEAM-Science is to transform science education in East Alabama through stakeholder collaborations that empower students in scientific literacy to contribute responsibly to the ever changing needs of society.

- The School of Nursing works with the Alabama Rural Health Initiative to provide services to rural populations in the state.
The Truman Pierce Institute in the College of Education created and implemented two programs to identify support for at-risk middle and high school students: Leadership in Action Network (LAN) and the Building Individual Capacity for Success (BICS). The LAN programming funded by the Jessie Ball duPont Fund, builds leadership capacity in non-traditional and traditional student leaders in grades 5-12 in partnership with 7 school districts. BICS, funded by AT&T, is a high school dropout prevention program in partnership with 5 school districts.

The Alabama Community Healthy Marriage Initiative (ACHMI) joins together a network of 5 state agencies and over 200 grassroots community nonprofit organizations to implement and evaluate the effectiveness of educational programs focused on building and sustaining healthy relationships and stable marriages throughout Alabama. A priority for ACHMI is to ensure representation of diverse and underserved populations among its staff, students, partners, and participants.

In collaboration with the Office of University Outreach – Family University, ACI established a partnership with Loachapoka High School to launch the Auburn University College Access Project (AUCAP). AUCAP is an educational outreach program designed to address the college readiness of students in grades 7-12 at Loachapoka. Tutoring and mentoring efforts involve sessions on ACT preparation, admissions, financial aid and scholarships, career planning, time management, etc.

Women’s Initiatives operates the Young Women Leaders Program (YWLP), a psychoeducational mentoring program in which middle school girls are paired with female college students. Mentor-mentee pairs meet biweekly during the semester and address issues related to girls’ sense of self, scholastic achievement, body image, social aggression, and healthy decision making. In 2011-12, the curriculum was expanded, a second junior high school was added to the program, and endowed scholarships were established for mentors and mentees.

The Alabama Association of Higher Education Diversity Officers (ALAHEDO) was established in March 2010 by Diversity Officers from around the state. The association proposes initiatives to ensure that higher education institutions in Alabama fairly meet the needs of its underrepresented faculty, staff, and students.

**Tactic 1: Campus and city leadership will meet to determine a course of action.**
- Access and Community Initiatives (ACI) is charged with the mission to create, promote, and sustain diversity community partnerships. Meetings have been held between members of campus and city leadership.

**Tactic 2: Establish an annual Black Caucus Conference at AU designed to educate legislators about research and outreach at AU, to encourage an open forum for broader discussion of statewide issues affecting diversity, and to update legislators and others on the state of diversity at AU.**
- AU hosted a one-day conference on April 30, 2007, in order for institutions to review and critique the development of strategic diversity plans, which was attended by other defendant universities of the Knight case.
- The Alabama Association of Higher Education Diversity Officers (ALAHEDO) hosts annual statewide diversity conferences attended by administrators, faculty, staff, and students. Topics discussed include diversity research and best practices, and interactive pre-conference workshops focus on diversity training.
Tactic 3: Establish AU initiatives in connection with Alabama’s Black Belt as an official priority for the university.

- The Auburn University 2013-2018 Strategic Plan includes the following strategic commitment: Engage Alabama’s K-12 and community college system to enhance the state’s quality of life and economic vitality, with special attention to underserved populations in the Black Belt counties and in Hispanic communities.

- AU schools and college academic departments, the Office of the Vice President for University Outreach units, and the Alabama Cooperative Extension System have many efforts in place to bring educational resources and opportunities to Alabama’s Black Belt Region. These initiatives include 1) education and K-12 initiatives; 2) community and economic development initiatives; 3) cultural preservation and awareness; and 4) agriculture and natural resources. A list of specific AU initiatives in Alabama's Black Belt region can be found at http://www.auburn.edu/outreach/alabamablackbelt/.

- The Truman Pierce Institute has several initiatives in connection with Alabama’s Black Belt. For example, TPI developed and implemented several leadership capacity building programs that emphasize identifying and developing leadership skills; encouraging college preparation and attendance; and improving academic opportunities in K-12 schools. TPI also supported the development of the Black Belt Superintendents Coalition by providing Strategic Planning Assistance, Best Practice conferences, and providing other means of support.

- Water Education for Teachers (Project WET) for Alabama’s Black Belt is an outreach project within the College of Sciences and Mathematics. WET Alabama provides off-campus environmental and water-education activities designed to increase the appreciation, knowledge, conservation, and protection of water resources by middle-school teachers and children from predominantly African-American families in some of Alabama's poorest counties.
GOAL 5: Develop and execute a comprehensive Diversity Communication Plan.

STRATEGY 1: Through multi-media forms, promote diversity as a core value for AU.
- Sue Fuller, Special Projects Administrator in the Office of Diversity and Multicultural Affairs, was hired effective April 2nd, 2012 and is responsible for communications and marketing in ODMA and represents ODMA in the Campus Communicators group.
- Calendars of diversity events are continuously updated on AU’s home page, ODMA webpage, the Multicultural Center’s webpage, in the Plainsman, AU Daily, and news articles published by the Office of Communication and Marketing.
- ODMA has published the following media forms: Diversity News, “We Believe in Each Other” undergraduate recruiting brochure, a Student Reference Guide to Diversity at Auburn provided to all in-coming students, “We Believe in Each Other”, and a development magazine.
- ODMA has also sponsored ads in the Plainsman, on the Tiger Transit, and in national magazines such as Diverse Issues in Higher Education, The Chronicle of Higher Education, and Southern Jewish Life.
- The College of Human Sciences (CHS) distributes the CHS Belief System, which includes a commitment to global issues, awareness of emerging trends, and a realistic perspective of one’s place in the world.

Tactic 1: Examine ALL current communications to ensure a global perspective.
- The Office of Communications and Marketing incorporates diversity in all publications for the campus. Publications promote and market the diversity of the campus. Personnel within ODMA also read communications and contact OCM when articles or advertisements can possibly be misinterpreted by public audiences.

Tactic 2: Develop a campus wide diversity communication strategy through full and open consultations with faculty, students, and staff to ensure that all internal and external communications are consistent with the operational definitions of diversity.
- The Office of Communications and Marketing formed CampCom, Campus Communication Group, with the goal of enhancing the communications efforts at AU. All colleges, schools, and major units have representatives on CampCom. The group ensures that all internal and external communications are consistent and include diversity.

Tactic 3: Ensure campus events and visual displays are inclusive of religions or faiths represented on campus.
- The Multicultural Center makes every effort to support the tradition and heritage of individuals from different races, cultures, religion, ethnicities and sexual orientation as can be reflected in the visual displays they sponsor through the office.

Tactic 4: Include a column entitled “Discussions on Diversity” authored by the President, Provost or their designees in regularly published documents as appropriate.
- “Discussions on Diversity,” authored by Overtoun Jenda, Associate Provost for Diversity and Multicultural Affairs, was published in the Plainsman in Spring 2008.

Tactic 5: Publish a semi-annual electronic diversity/multiculturalism publication.
• An ODMA newsletter was established in 2006 (https://fp.auburn.edu/diversity/diversity-news.aspx). Effective July 17, 2012, the newsletter is being published monthly and distributed electronically to nearly 8,000 individuals, including AU staff, students, faculty, and alumni.

Tactic 6: Hold an open discussion with the Editorial Board of the Auburn Plainsman concerning the use of a broad base of authors and stories regarding diversity and multiculturalism.

• Meetings have taken place with the editor of the Plainsman regarding the publication of editorials and stories focusing on diversity.
• The Plainsman is committed to using a broad base of authors and providing coverage to events and programs relating to diversity and multiculturalism.

Tactic 7: Seek and identify other university and community collaborations that highlight diversity as a core value. Publicize these collaborations by featuring articles, editorials and stories on diversity initiatives.

• University and community collaborations that highlight diversity as a core value are often featured in AU media outlets. Collaborations and partnerships can be found easily at the diversity website, http://www.auburn.edu/diversity. Partnerships include colleges and schools recruitment and retention initiatives, ethnic organizations, and diversity resource units.
• A Diversity Handbook that highlights diversity programs and initiatives has been published online and given to University Recruiters to highlight current diversity initiatives to prospective students.

Tactic 8: Disseminate the diversity plan and promote it among all Auburn University audiences.

• The diversity plan, Knight case settlement agreement, and assessment reports are available online and have been promoted through meetings and news outlets.