



AUBURN

UNIVERSITY

Strategic Diversity Plan Progress Report

January, 2009

Office of Diversity and Multicultural Affairs

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 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

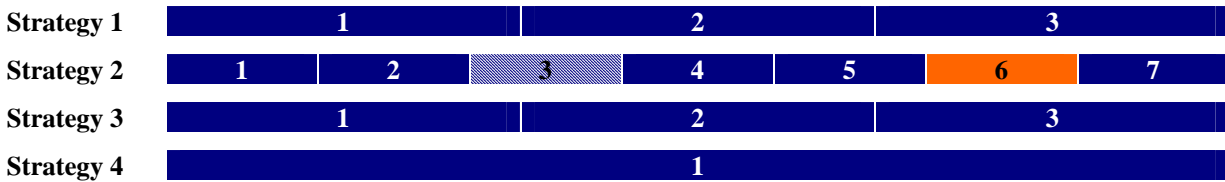
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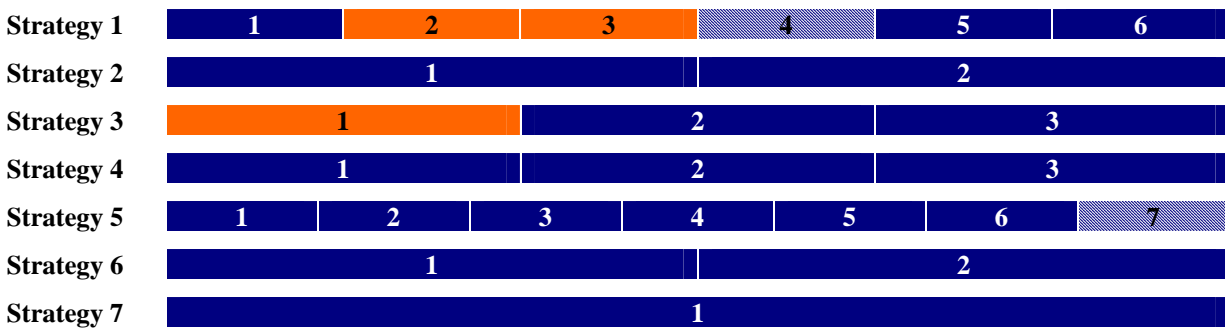
Strategic Goals Summary (86%)

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

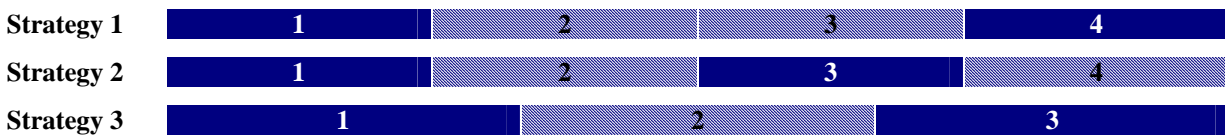
Goal 1: Foster a total campus environment that respects differences and encourages inclusiveness. (89%)



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. (83%)



Goal 3: Develop and implement a comprehensive system of education and training focused on effectively managing and leveraging diversity for students, faculty, and staff. (77%)



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. (88%)



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



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 stereo-type 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. Members of the Retention committee, a Senate committee can be viewed: http://www.auburn.edu/administration/governance/senate/senate_committees.html
- Several colleges and administrative units also have diversity councils or committees: Agriculture, Education, Human Sciences, Liberal Arts, Science 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.

- Shakeer Abdullah was appointed the new director of the Multicultural Center, effective July 1, 2008. 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 stereo-type challenging films, plays, and other platforms; and hosting and supporting ethnic and cultural heritage events. Recent events included the War Eagle Native American Festival, Divided We Fall video series, and Disability Awareness, "Accepting the Challenge" speaker presentation.
- Access and Community Initiatives hosted Martin Luther King, Jr. week, a week long series of events to honor the life and work of Dr. King, a community forum – Too Many Children Left Behind How We Can Close the Achievement Gap, and is conducting the inaugural Men of Every Color Leadership Symposium.
- 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.
- 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>
- 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.
- The Office of Alumni Affairs hosts several events such as the Minority Alumni Involvement Now (MAIN) event, AT&T Minority Engineering Program alumni reunion, A-Day tailgate, to reunite minority alumni with others on the Auburn University campus. In addition, the

office has sponsored 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.

- 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.

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 Communication 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.

- The Auburn Plainsman profiles students in the Joe/Jane Random section of the paper. Profiles during Fall 2008 reflected student diversity.
- ODMA sponsors the “We Believe in Each Other” student spotlight in the AU Plainsman each month to profile students from diverse groups on campus.

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.

- The Diversity Research Initiative for the Study of Diversity hosted its first annual conference in October 2008: *Understanding Differences that Matter: Diversity Research at Auburn University*. The two-day event included presentations by Auburn University Distinguished Diversity Research Awardees and two invited speakers. The initiative is designed to facilitate and enhance research between AU faculty.
- The Black-American Legacy in the College of Agriculture hosts an annual panel discussion in which minority panelists serve as role models and/or mentors to students.

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.

- 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 Shirley Scott-Harris in 2008.
- The Black American Legacy in the College of Agriculture has awarded the Humanitarian Award since 2004. Recipients include Overtoun Jenda (2008), Johnny Green (2007), and Sheila Walton (2006), David Wilson (2005), and Rev. Clifford Jones (2004).
- The Algernon Sydney Sullivan National Award was awarded to Dr. Overtoun Jenda (2008).
- Juan Gilbert received the Center for Governmental Services 2007-08 Fellowship.
- During the 2007-08 academic year, a planning committee for the Diversity Research Initiative honored the following individuals as 2008 Distinguished Diversity Researchers: Toni Alexander (Geology and Geography), Michael Clay (School of Architecture), Conner Bailey (Agricultural Economics and Rural Sociology), Juan Gilbert (Computer Science and Software Engineering), Robin Sabino (English) and Marilyn Strutchens (Curriculum and Teaching). Additionally, five interdisciplinary

teams were awarded Proposal Development Grants to assist these teams in competitively seeking additional funding for diversity research.

Tactic 5: Work with development office to establish endowed professorships in the names of prominent AU minority alumni.

- Hank Galbreath, Development Officer, and Charus Campbell, Coordinator of Development Programs, work with ODMA and the Office of Development to raise funds for diversity programs.

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 Program for Students with Disabilities 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.

- Jim Wohl was appointed Auburn's first ombudsperson in Fall 2008. Wohl serves as a neutral party in resolving workplace grievances and is charged with ensuring that faculty and staff receive fair and equitable treatment when conflicts arise. His major responsibility includes assisting communication and helping parties achieve mutually acceptable solutions when possible.

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.

- Robin Taylor was appointed ODMA's Analyst for Diversity, Assessment and Planning effective August 24, 2006. 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.
- Racial composition data of students, faculty, and administrators at AU is posted as part of the Knight's Case settlement.
- The first Academic Work Environment Survey for faculty was conducted in Fall 2007. Climate surveys for staff will also be conducted periodically starting Fall 2009. Surveys will be administered every three years.
- The ADVANCE Auburn Center, established with the support of a National Science Foundation grant, will develop a "small wins" cost/benefit model and protocol, based on institutional transformation data obtained from ADVANCE institutions in the country and Auburn University.

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. (discussion for next DC meeting)
- 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 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, Kirsten Perkins, David Hennessey, and Sandra Forsythe.
- Human Resources Development is implementing 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.

- An On-The-Job training program for staff of skill trade jobs and a Facilities Mentoring Program (where senior level staff members will serve as mentors for new employees) have been identified as potential developmental opportunities for employees in Facilities.

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, Kirsten Perkins, David Hennessey, and Sandra Forsythe.

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 have established several strategies and tactics to assist Auburn University in its efforts to retain minority and women faculty.

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: Mentor Research Grant, Summer Salary Assistance, Postdoctoral Fellows, Professional Development Funding, and African American Faculty Outreach. An analysis of the effectiveness of the Title VI program is ongoing.

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 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 Curtis Jolly. 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.
- Women's Initiatives (WI) is implementing a Women's Mentoring Program to promote the professional development of women faculty, through presentations, networking opportunities, and skills building.
- The Title VI Mentor Research Grant Project provides a supportive environment that promotes the professional development of African American junior faculty (three years or less in rank). The junior faculty member (mentee) works with an experienced and successful senior colleague (mentor) in the department. The grant supports mentee's salary, technical and secretarial assistance, product or proposal development costs and travel.

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.

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 recent ad hoc studies for the Graduation Rate Task Force.
- Retention rates have been analyzed by the Noel-Levitz Consultant Group yielding valuable information.

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 has been instituted 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 3 years, and supports them academically and socially to ensure that they succeed at Auburn University.
- Jocelyn Vickers, Coordinator for Peer Mentoring and Global Connections, is coordinating the P²ODS (Providing Peer Opportunities for Diverse Students Programs). 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 AT&T Minority Engineering 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 mentoring programs and other forms of support to their students. The College of Education has the Minority Achievement Retention and Success (MARS) 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), and the School of Nursing provides tutoring for science classes to pre-nursing majors.

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

- The Faculty Visitation Program is a recruitment strategy 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.
- Several faculty and staff attended UA's First Annual Diversity Conference: "Best Practices for Identifying, Recruiting, and Retaining Underrepresented Faculty and Staff" on November 14, 2007.

- Auburn faculty members attended a “How to Recruit Minority Faculty” workshop in Birmingham on February 23, 2008. Attendees assisted ODMA in conducting a similar workshop with Department Heads on April 21, 2008.

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 Faculty Visitation Program is a recruitment strategy 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.
- The Title VI Postdoctoral Fellows Program recruits postdoctoral African-American fellows to Auburn University and supports them for one year. The postdoctoral fellow participates in scholarly pursuits with an Auburn faculty member. The postdoctoral fellows provide a pool of potential African-American candidates who could be recruited for tenure track positions at Auburn.
- 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 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.

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 will be 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 - Omar Oyarzabal;
 - College of Architecture, Design & Construction - Carla Jackson-Bell;
 - College of Business - Sarah Stanwick;
 - College of Education - Ivan Watts;
 - Samuel Ginn College of Engineering - Nels Madsen;
 - School of Forestry and Wildlife Sciences - Greg Somers;
 - Graduate School - Rosa Jackson;
 - College of Human Sciences - Susan Hubbard;
 - College of Liberal Arts - ChiChi Lovett;

- School of Nursing - Pamela Hennessey;
- College of Harrison School of Pharmacy - Paul Jungnickel;
- College of Sciences and Mathematics - Velma Richardson;
- College of Veterinary Medicine - Donna Angarano;
- Ralph Brown Draughon Library – Glenn Anderson;
- Diversity Officers for Administrative Units:
 - Alabama Cooperative Extension Services – Chris McClendon;
 - Enrollment Management – Velda Rooker;
 - Facilities Division – Zilun Fan;
 - Dean of Students – Paul Kittle;
 - Undergraduate Studies – Nancy McDaniel
- Diversity Officers 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
- Ex-Officio Members:
 - Special Assistant to the Associate Provost – Florence Holland
 - Diversity Analyst, Planning & Assessment– Robin Taylor
 - Marketing Specialist – Lucy LaMar

Tactic 3: Develop College and School plans to increase the diversity of faculty applicant pools.

- Diversity Council members are coordinating efforts within their respective colleges and schools to revise diversity plans. New plans will be submitted June 2009 to direct efforts for increasing diversity within student, staff, and faculty populations.

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 were primarily underrepresented groups. In addition the office has created a list of talking points that can 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, and 4) a “home for the holidays” program in which current AU students visit and recruit at their home high schools during breaks. These programs focus on educating counselors and prospective students about AU admissions, financial aid and scholarships, and other programs.
- Several colleges (Agriculture, 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.

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 held financial aid workshops within 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 3 years, and supports them academically and socially to ensure that they succeed at Auburn University.
- AT&T MEP 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 SMET fields designed to increase the quantity and quality of underrepresented minority students. Additional scholarships within COSAM include: CSEMS Scholarship program and the Leadership Council Scholarship program.
- The following scholarships are additional scholarships which can be awarded to underrepresented students: Alumni Scholars Endowment, National Achievement and National Hispanic Scholars, Advancement Scholarship, Auburn University Board of Trustees Scholarship, Charles Barkley Endowed Scholarship, Terry Bowden Endowed Scholarship, Mary Lou Foy Annual Scholarship, Goizueta Foundation Scholarship, Robert W. Harris Memorial Endowed Scholarship, Ceddrick C. Mack Memorial Beacon Leadership Scholarship, Persons with Disabilities Annual Scholarship, Presbyterian Home Endowed Scholarship, School of Nursing D. Wright 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 one of 18 sites in the nation to receive the 2008-10 Louis Stokes Alliance for Minority Participation Bridge to the Doctorate (BD) Program. A total of 14 BD fellowships were granted to incoming graduate students in science, technology, engineering, and mathematics disciplines.
- In April, 2008, undergraduates from 10 HBCUs attended the Graduate School's first HBCU visitation day. Students who attended the event were provided information about Auburn's campus and graduate programs.

- The Department of Kinesiology in the College of Education successfully recruited undergraduates into the Masters program after hosting an overnight visit for these students.
- 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>
 - ii. Southern Regional Education Board (SREB) Doctoral Scholars Program. <http://www.sreb.org/programs/dsp/dspindex.asp>
 - 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. National Physical Sciences Consortium (NPSC) <http://www.npsc.org/>
 - vi. National Science Foundation (NSF) Louis Stokes Alliance for Minority Participation (LSAMP) Bridge to the Doctorate Program.
- 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.

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 and Enrollment Services in conjunction with ODMA sponsor a 1-day junior and senior high school visitation program. This program focuses on educating prospective students about AU admissions, financial aid and 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 and Enrollment Services in conjunction with ODMA sponsor 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.

- The first Summer Enrichment Experience (SEE) Auburn Program was conducted during Summer 2008. Seven colleges (Business, Education, Architecture, Design, & Construction, Nursing, Forestry, Human Sciences, and Agriculture) partnered together to prepare underserved students for success at Auburn University through an intensive four-week 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 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 will implement the Academic Success and Action Program (ASAP) as a supplemental program to the summer camps which will offer 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, Summer Transition Enrichment Program (STEP), and outreach programs such as Youth Experiences in Science (YES). Several colleges are planning to implement additional programs.

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

- In Fall 2008, the AU Senate passed a measure to define a graduate certificate program in which both degree or non-degree seeking students pursue an integrated curriculum which may not necessarily align with a specific academic program.

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 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.
- The ADVANCE Auburn Center, established with the support of a NSF grant, will develop a “small wins” cost/benefit model and protocol, based on institutional transformation data obtained from ADVANCE institutions in the country and Auburn University.

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

- A proposal for standards for academic courses and experiences has been submitted to Auburn University Core Curriculum Committee for consideration.

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.

- The Office of Human Resources has completed the Diversity Train-the-Trainer sessions for AAES, ACES, Alumni Affairs, Office of Development, Auxiliary Services, Business Office, College of Education, College of Human Sciences, Human Resources, Library, Office of Communications, OIT, Samuel Ginn College of Engineering, School of Forestry & Wildlife Sciences, Undergraduate Studies, VP for Outreach, Facilities, and VP for Research. Efforts are still underway to complete the Diversity Train-the-Trainer sessions for the remaining colleges and units on Auburn's campus.

Tactic 2a: Conduct diversity training for student leadership, i.e. SGA, IFC, Residence Hall Leaders, Pan-Hellenic Council, etc.

- Student leaders who solicit monetary support from ODMA are required to attend a Diversity and Student Leadership Retreat hosted by the Multicultural Center. Students who participate in the retreat learn more about the value of diversity as well as how diversity can be incorporated into their respective organizations and groups and best practices in planning events.

Tactic 3: Conduct diversity and multiculturalism training for faculty and staff.

- The Office of Human Resources has completed the Diversity Train-the-Trainer sessions for many colleges and units across campus. The trained facilitators conduct diversity training for faculty and staff. To date, the College of Human Sciences has had all faculty members complete the training. Facilities has launched plans to offer a shorter version of the course to all Facilities staff.
- 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.
- Annual Diversity Best Practices Conferences have been held at the Auburn University Hotel and Dixon Conference Center. The first conference, "A College Approach to Achieving Diversity", was held on June 8, 2006, and the second conference, "Strategic Diversity Plans", was held April 30, 2007. A Minority Faculty Recruitment Workshop was held April 21, 2008.

Tactic 4a: Provide progressive diversity-oriented professional development opportunities for faculty.

- The Title VI Summer Salary Assistance Program provides an opportunity for African-American faculty to concentrate on research activities unencumbered by teaching responsibilities in the summer term. The goal of the program is to help African-

American junior faculty (with four years or less in rank) to concentrate on research during the summer to enhance their tenure and promotion portfolio.

- The Title VI Professional Development Funding Program assists tenure track African-American faculty members (with three years or less in rank) in developing academic leadership skills as well as attending conferences and workshops related to improving qualifications for tenure and promotion.

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.

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, and the School of Nursing offers a nursing abroad experience in Ecuador for students.
- The College of Education established a formal partnership with National University in Costa Rica. The partnership promotes research collaboration and educational exchange opportunities for faculty and students.

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

- A Global Cultural Education Requirement proposal has been submitted to Auburn University Core Curriculum Committee for consideration.

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) established the COE Community Partnership to foster collaboration among children and youth.

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) is in the process of establishing methods and reports which will address tactics 1 through 4. Currently in development are plans to identify vendors' classification that will capture spending that Auburn University does with MWBE. Once verification is complete, the office will have the ability to generate quarterly reports about the current spending done with MWBE and be able to publish a list of MWBEs on their website.

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 four annual Black Business Awareness Fairs in Opelika to provide an opportunity for minority businesses to network with other businesses and potential customers in Lee County.
- The Small Business Development Center disperses 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, Chamber of Commerces, etc.) to inform small businesses (MWBEs included) about their programs.

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 recently 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.

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-hosted several events 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 recently surveyed constituents throughout the state to determine multicultural and non-English/limited English speaking populations of the state. Findings have been used to create an action plan that will enable ACES to better serve clients from diverse and linguistic backgrounds.
- Shiloh Restoration Project: A community-based initiative located in Notasulga involving AU faculty, staff, students, and local citizens working to restore the Shiloh Rosenwald school building. 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 over 40 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 works with the Alabama Rural Heritage Center in Thomaston, AL since 1999.
- GK-12 Fellows in Science and Mathematics for Schools in East Alabama: Auburn and Tuskegee universities are sending graduate students into classrooms in Lee and Macon county schools starting Fall 2006 to assist science and mathematics teachers. The two universities will send the students into East Alabama schools through a GK-12 partnership with Lee and Macon County Schools with support from a three-year, \$2 million grant by the National Science Foundation. Working with grades 9-12, the project will focus on

Beauregard, Beulah and Loachapoka schools in Lee County and Booker T. Washington and Notasulga schools in Macon County. AU is the lead institution.

- 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.

- During Fall and Spring semesters, ODMA sponsors Saturday Academies, half day enrichment activities for high school students with an emphasis on inviting students from under-served populations. Students participate in several hands-on mini-courses while parent attend interactive seminars designed to improve information about financial aid and college admission and application requirements.

Tactic 1: Campus and city leadership will meet to determine a course of action.

- Access and Community Initiatives (ACI) Advisory Board has been created. This board is charged with the mission to create, promote, and sustain diversity community partnerships.

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. Plans are currently underway to plan the next conference for implementation of Strategic Diversity Plans for Fall 2009.

Tactic 3: Establish AU initiatives in connection with Alabama's Black Belt as an official priority for the university.

- AU school's 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 i) education and K-12 initiatives; ii) community and economic development initiatives; iii) cultural preservation and awareness; and iv) 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.
- The Center for Arts and Humanities in the College of Liberal Arts is providing a five-year arts curriculum and capacity building program to 12 schools in the Black Belt region of the state. The project is a comprehensive, interdisciplinary, and cross-curriculum program to enhance student achievement and learning in all subject areas through the arts.
- Water EducaTion (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.

- Lucy LaMar, Marketing Specialist in the Office of Communications & Marketing, is responsible for all publications and other media forms for ODMA.
- Dr. Florence Holland, Special Assistant to the Associate Provost for ODMA, was hired on August 16, 2006 and represents ODMA on 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 published the following media forms during the past year: Diversity News, "We Believe in Each Other" undergraduate recruiting brochure, and Student Reference Guide to Diversity at Auburn which is 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* and *Chronicle of Higher Ed.*
- 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 ones 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.

- A “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.

- A Diversity Newsletter is being published each fall and spring semester.

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.

- After meeting with the editor of the Plainsman, the Plainsman will include weekly diversity ads in each issue as well as include an editorial from Dr. Jenda, Associate Provost for Diversity and Multicultural Affairs on a quarterly basis.

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. The handbook is updated annually.
- A number of articles have appeared in the AU Report featuring Overtoun Jenda, the PLUS program, new hires, and diversity efforts.

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

- The diversity plan and the Knight case settlement agreement are available online and have been promoted through meetings and news outlets.

Tactics Under Review

Progress has been made for part of the tactic:

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 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 2, Strategy 5, Tactic 7b: Examine current graduate curricula to determine if additional programs should be added in order to attract a more diverse graduate student population. (Graduate School, ODMA, Colleges and Schools)

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)

Goal 3, Strategy 1, Tactic 3b: Create an operational definition of diversity with standards for academic courses and experiences. (Provost, ODMA, AA/EEO, Core Curriculum Oversight Committee, Biggio Center)

Goal 3, Strategy 2, Tactic 2b: Conduct diversity training for student leadership, i.e. SGA, IFC, Residence Hall Leaders, Pan-Hellenic Council, etc. (AA/EEO, Human Resources, Dean of Students, Residence Life)

Goal 3, Strategy 2, Tactic 4b: Provide progressive diversity-oriented professional development opportunities for staff. (AA/EEO, Human Resources, ODMA)

Goal 3, Strategy 3, Tactic 2b: Create a Diversity Education Course requirement and allow students to select from university approved diversity courses and study abroad options to meet the requirement. (MDC, Women's Studies, Africana Studies, Office of International Education, Department Initiative Committee, Core Curriculum Oversight Committee)

Progress still needs to be made for the tactic:

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 2: 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 3: 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 3, 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. (Graduate School, Colleges and Schools, Student Affairs)

Goal 4, Strategy 1, Tactic 1: Establish current spending with MWBE businesses by implementing a spending tracking mechanism that identifies central and decentralized purchasing activities and discretionary spending. (Purchasing, ODMA, Executive Vice President)