The Auburn University Strategic Plan, created in 2007, was a product of the participative effort across the University community and the broader Auburn Family that is unprecedented in its scope. During the first year of his presidency, Dr. Jay Gogue hosted campus-based discussions for input into the plan, and, along with Auburn University trustees, expanded upon those discussions by holding listening sessions across Alabama. Hundreds of people - students, faculty, alumni, staff, trustees, and others - contributed ideas and engaged in vigorous discussion of the opportunities and challenges faced by the University.

The resulting document defines the Auburn University System in the first decades of the 21st century, and embodies a shared commitment to elevate Auburn University in realizing its potential and fulfilling its historic commitment of service to the state, region, and nation. The plan recommits the University to its historic land-grant mission of instruction, research, and outreach. Implementing the actions detailed in this document will further improve the quality of Auburn’s programs and, as a result, enhance the University’s reputation.

After three years of the AU System working collaboratively to implement annual goals of the plan, this document summarizes the cumulative impact of this work. It is through the day-to-day dedication and efforts of the faculty, staff, and students that our multiple accomplishments to implement the Strategic Plan and build Auburn University are possible. We appreciate all of the collaboration that has been achieved and positioned Auburn University for its future.
STRATEGIC PRIORITY 1: ELEVATING ACADEMICS

Initiative #1: Increase selectivity in the Auburn admissions process.
"Elevating academics requires becoming more selective in admissions to the University. Auburn will increase the value of its degrees, attract strong faculty, improve its position in national rankings, and enhance its reputation by attracting Alabama’s brightest students through careful enrollment management."

1. The academic profile of admitted students has consistently increased since 2007.

- The mean ACT Composite score among incoming freshmen has increased from 24.9 in 2007 to a possible 26.8 in 2010, exceeding the institution’s initial goal of a freshmen mean ACT score of 26.5 by 2013.

- Writing scores from the ACT or SAT have been used in admissions since 2009; of the 11,478 students accepted for the 2009 freshman class, only 84 students (0.7%) received a waiver excusing them from submitting a writing test score.

2. The Honors College has been strengthened and improved to accommodate Auburn students.

- During the 2009-2010 academic year, objectives undertaken to implement the new Honors model have included: (1) hiring one new full-time academic advisor; (2) preparing the revised curricula and faculty development to begin offering the new courses in fall 2010; (3) receiving university curricular endorsement of new honors courses; and (4) approval of the Honors College Program Fee by the Board of Trustees.

- Enrollment in the Honors College has steadily increased from 475 students in 2007, 550 students in 2008, 675 students in 2009, to over 1,000 students in 2010.

- New honors requirements are designed to provide students with greater flexibility and encourage them to complete the program, regardless of their major. New Honors Symposia include “Sustainability and Our World” and “Technology and Culture,” in addition to the Human Odyssey sequence.

3. AU has raised its profile in U.S. News and World Report.

- Auburn improved its position in the U.S. News and World Report, America’s Best Colleges: 2010 Exclusive Rankings with a Top Public Ranking of 39, compared to a ranking of 45 in 2009. Additionally, Auburn received an overall score of 42 in 2010, compared to 40 in 2009.

- Out of 24 SREB peer institutions, Auburn ranked 11th overall in 2010, compared to 13th in 2009.

Initiative #2: Strengthen learning and teaching.
"Improving educational outcomes is appropriately becoming an area of greater emphasis for all institutions. Global competitive forces serve to reinforce this trend. Auburn will build on our existing work that measures learning outcomes, strengthens teaching effectiveness, and enhances diversity. These efforts will include enhancing courses to ensure, for example, that students engage in problem-solving and critical writing and gain an understanding of other cultures, the global forces making this an interdependent world, and the growing sustainability challenge. Courses will also take advantage of students’ readiness as digital learners to absorb computer-delivered content, and they will incorporate service and collaborative learning. A greatly invigorated Honors College will enrich learning opportunities for our academically strongest students.”
1. A revision of the General Education Core Curriculum was successfully completed and the revised core will be implemented in fall 2011.

   - In spring 2010, the University Senate approved the proposed changes to the Core Curriculum presented by the Core Curriculum and General Education Committee. These changes include: (1) Allowing more options in Area II (Humanities and Fine Arts), in addition to Philosophy; (2) Eliminating Auburn’s current organization of the Social Sciences into two separate groupings; and (3) Replacing requirement for sequences in both literature and history with the requirement for a sequence in one and a single course in the other (i.e., literature sequence and one history or history sequence and one literature).

   - The revised General Education plan identifies clear Student Learning Outcomes for each Core Course, and also requires an assessment plan for the outcomes within the Core Curriculum.

2. AU continues to place a strong institutional emphasis on enhancing student writing skills. (Institutional Goal)

   - In fall 2009, a new Director of University Writing began oversight of Auburn’s Writing Initiative; immediate plans include hiring a new Assistant Director of University Writing to oversee the Miller Writing Center.

   - A review of programmatic plans for incorporating writing in the majors is underway. Under these plans students will: (1) practice more than one form of writing; (2) write in more than one place in the curriculum; (3) write for more than one purpose and audience; (4) receive feedback and opportunities to revise. Plans will also include assessment that allows the department to make decisions about how to improve the writing experiences of students in the major.

   - In April 2010, the University Senate formally endorsed writing in the disciplines and a committee structure to assist with the review of departmental writing plans.

   - Beginning fall 2010, the Miller Writing Center will serve all undergraduates. A further initiative includes offering writing workshops located in campus residence halls.

3. AU continues to increase opportunities for students to acquire international experiences. (Institutional Goal)

   - In spring 2010, an Assistant Provost for International Programs was hired to continue moving the global and international agenda forward.

   - 100% of the colleges and schools offer study abroad opportunities. AUM has increased its study abroad participation by 5%.

   - To encourage AU students to be involved in International Experiences, two unique programs have been created:

     1. Non-credit Global Passport for freshmen is a voluntary, non-academic experience for freshmen students. Students participate in 8-10 campus-wide events (minimum of four per semester) and can receive one hour of elective credit. Qualified events include: visits of foreign ambassadors, consuls general, etc., foreign language films, general presentations with cross-cultural content, etc.

     2. The International Scholars Program is available to all students and can be completed with both on-campus coursework or study abroad options. Additional programming includes attendance at campus-wide events, major courses with international content, a foreign language sequence (3 semesters or demonstrated proficiency), or completion of various study abroad/service-learning projects.
4. Learning Communities and Service Learning Projects have been developed as strategies for improving academic success and graduation rates.

- In fall 2010, 76% of the projected freshmen class (3,065 students out of a projected 4,100) will participate in Learning Community offerings (communities and cohorts) or University (UNIV) courses, an increase of 100% from 2008. All Learning Communities will include a service-learning component and the Common Book selection, *Three Cups of Tea*. The Colleges and Schools have responded positively to increasing the availability of offering themed communities and clustered classes. Students have the option of participating in the residential component, which has proven to be a highly desirable factor in their decision to participate.

- To best incorporate service learning, a year-long series of faculty developed colloquia has been held featuring nationally recognized service learning scholars. A web-based service learning network for faculty, students, and community partners has been established at “Auburnserves.com.” The network has 118 community agencies and extension offices listed, providing a wide variety of readily available statewide opportunities for service projects. The site features on-line course management and project reporting tools. A number of collaborative service projects conducted this year have drawn hundreds of student volunteers, including two joint community revitalization projects between Auburn and Tuskegee University students.

5. New faculty are participating in the programs of the Biggio Center for the Enhancement of Teaching and Learning.

- Each year, The Biggio Center hosts both the New Faculty Convocation and the New Faculty Scholars Program. The New Faculty Scholars Program, for approximately 30 new faculty members, supports faculty through providing development as part of its required activities.

- 2009-2010 Biggio Center Activities included several workshops addressing important topics for new faculty, including: course design, publishing and academic writing, professional development, Auburn Symposium on Cultural Perspectives, individual consultations, and an academic portfolio retreat.

- In addition to small group instructional feedback, the Biggio Center also provides mid-semester evaluations of teaching for all new faculty members who request feedback and individualized teaching enhancement. Biggio Center representatives visit individual classes and interview students to identify strengths and weaknesses of individual faculty members. Due to a high demand for this service, students may also provide comments and feedback to the Biggio Center online.

- In fall 2009, the Provost’s Office began the Auburn University Faculty Mentoring Program. During the first year, approximately 43% of new faculty participated in the Mentoring Program. The program, designed to pair senior faculty with new faculty, successfully integrated programs offered by the Biggio Center, the Office of the Vice President for Research, University Outreach, Women’s Initiatives, and the Office of Diversity and Multicultural Affairs. Through the program, mentors and mentees explore topics including: functioning effectively in the college’s organizational structure, managing professional responsibilities, gaining awareness of available resources for professional development, and achieving greater satisfaction with career programs.

6. AU continues to expand the Collegiate Learning Assessment (CLA) and use of the data to improve curriculum. (Institutional Goal)

- Using the Collegiate Learning Assessment, the Office of Institutional Research and Assessment (OIRA) began a new longitudinal study in fall 2009, testing 226 new freshmen. These students will be recruited to test again as rising juniors in spring 2011 and seniors in spring 2013.

- Institutional level results from the first CLA study were useful in calling attention to the need for a writing initiative. To gain experience, OIRA sent several AU faculty to a two day Performance Task Academy, where they learned how to build CLA-like performance tasks for use in their own classrooms as teaching tools and assessment measures.
Initiative #3: Raise Auburn’s position in academic rankings.
“Auburn will improve its performance on important dimensions - such as student retention, graduation rates, class size, and alumni giving - that are considered in national rankings. A growing reputation for equipping our students with higher-order skills and readiness for global challenges will also positively impact our rankings.”

1. **AU continues to identify strategies for increasing graduation rates through better advising, use of summer schedule, and class loads taken. (Institutional Goal)**

   - As part of the Enrollment Management Council, a University Advising Council has been established to address several issues, including mid-term grades and other retention and graduation-related issues.

   - The Graduation Rate Task Force recommended that students take an average of 15 hours per semester; Academic Advisors are encouraged to remind students to register for a full 15 - 18 hour load and to consider summer classes, including distance education, to reduce the number of semesters it takes to complete their course of study.

2. **AU has completed the primary research needed to establish standards based on pedagogy and discipline to determine optimum class sizes to improve graduation rates.**

   - An AU study was published in the journal *Research on Higher Education* that examined the impact of class size by discipline on student performance. The study, “Class Size and Student Performance at a Public Research University: A Cross-Classified Model” by Dr. Iryna Johnson, Associate Director for Assessment, was awarded the honor of best paper for 2009 by the Association for Institutional Research.

   - Implications from the study indicate that, generally, increasing class size has a negative effect on students’ grades, most substantially affecting the chances of earning an “A.” However, this effect is most pronounced when students are added to small classes and diminishes as class size increases. Thus, adding more students to an already large class has a minimal effect on grades. The effect of class size on grades is strongest in Engineering, Biology, and Social Science.

3. **AU has welcomed several international dignitaries and consuls general to campus in an effort to raise the international profile of the university.**

   - In spring 2009, Auburn began inviting consuls general from several countries in an effort to establish relationships with other universities and explore potential opportunities for student and faculty exchanges.

   - During 2009-2010, **35** international dignitaries from Brazil, Albania, Peru, the People’s Republic of China, Taiwan, Turkey, and Mexico visited campus. The university hopes to welcome additional consuls general from Germany, Japan, Great Britain, France, Argentina, Canada, India, and Saudi Arabia.

4. **AU has examined graduate school policies and ensured they are aligned with those of our peer institutions.**

   - In fall 2009, the Graduate School worked with a peer review team and had two evaluators visit campus. The reviewers identified a number of areas and provided suggested changes, such as continuous enrollment and the Accelerated Bachelors/Masters Program.

   - The Graduate School has moved forward with the recommendations, and has accomplished over half of them. All of the recommendations will be completed within the coming months.

5. **AU will continue to develop an integrated marketing and communications plan. (Institutional Goal)**

   - Enhance Auburn’s image through a stronger, more connected relationship between the central Office of Communications and Marketing (OCM) and communicators/marketers located in colleges, schools, and areas.
• An indirect line of reporting from these non-central areas to OCM will be established to help create external messaging of consistently high quality more strongly tied to university messaging and priorities, and establish stronger protocol for campus-wide programs and events.

**Initiative #4: Implement new projects.**

“The University will pursue new projects in the areas of sustainability, wellness, and health sciences.”

1. **AU supported students in the creation of a Wellness and Sustainability Center (Student Activities Center).**

   • Design plans for the facility are in the final stages; the 240,000 sq. ft. facility will include basketball courts, racquetball courts, indoor track, weight room, locker rooms, and pool. Once approved, the university will complete design plans for the Wellness and Sustainability Center, with construction to be completed in 2013.

**Initiative #5: Strengthen the academic organization structure and management processes.**

“Refining Auburn’s academic organization and management approaches will enable it to more effectively and efficiently meet the needs of students and faculty and will also serve to improve planning.”

1. **AU and AUM have established many successful collaborations among academic programs, outreach, and international initiatives. (Institutional Goal)**

   • Auburn is providing significant support to the Seamless Admission program, including: providing 100 beds in an AU residence hall for on-campus housing; including Seamless students in the common book study in fall 2010 and in the AU Learning Communities; allowing Seamless students to use AU academic support services; and promoting the program through the Auburn Alumni Association.

   • The universities participate in a joint effort to deliver AUM’s new on-site Executive MBA program at East Alabama Medical Center.

   • Auburn leads a team of universities, including AUM, in the $3 million STEM grant (Alabama Alliance for Students with Disabilities in Science, Technology, Engineering, and Mathematics) from the National Science Foundation to help Alabama students with disabilities earn college degrees in science-related fields.

   • The AU and AUM Nursing faculties collaborated on development of the 2010 curriculum in the baccalaureate program, and the curricula are now the same on both campuses. Nursing faculties are also partners in the Kid Check program to screen and refer underserved schoolchildren and in the Blue Jean Ball fundraiser. The schools of nursing jointly operate the MSN program.

   • The universities are partners in an Organization for Tropical Studies membership, which facilitates study in the tropics for both students and faculty.

   • AU faculty will teach courses in AUM’s new master’s program in cybersystems and information security.

   • The faculties of the AU colleges of Education and Liberal Arts and AUM School of Education, along with teachers in the Alabama Reading Initiative, jointly operate the Strategic Teaching for Improved Performance of Students (TIPS) in Reading program.

   • The universities hold a Joint Educator Interview Day for education majors annually and operate a joint mathematics colloquium series.
STRATEGIC PRIORITY 2:
BUILDING THE RESEARCH ENTERPRISE FOUNDATION

Initiative #1: Build on existing strengths and natural competitive advantages.
“Auburn has many natural advantages and strengths in competing for research funding. Building from existing strengths will enable faster progress through focusing and leveraging scarce resources.”

1. AU continues its efforts to develop interdisciplinary research initiatives, including Health Sciences. (Institutional Goal)

- An interdisciplinary Health Sciences Initiative core team was established to organize scholarly research efforts in a number of key areas including: patient health safety, environmental health concerns, health care related policy development, patient treatment and wellness, and food safety.

- The Office of University Research and the Pharmacy School are currently working to create five internal thematic areas that develop a synthesis of academic research.

Initiative #2: Expand graduate programs in research disciplines.
“Graduate students are essential for research efforts, and they leverage faculty in many ways. Overall, Auburn has relatively fewer graduate students than many peer institutions engaged in research. Increasing the number of graduate students will allow Auburn to better develop its research programs in selected areas. We expect over time that more graduate students will be supported by sponsored programs.”

1. AU continues to place an emphasis on increasing the number of graduate students to 5,000. (Institutional Goal)

- Overall, the Graduate School has experienced a 4.8% growth increase; with substantial increases in the College of Architecture, Design and Construction (33%), and the School of Forestry and Wildlife Sciences (35%). Colleges that have experienced declines in enrollment include Agriculture (down 2.7%), Liberal Arts (down 3.4%), and Sciences and Mathematics (down 6%).

- A possible reason for the decrease could involve budget cuts. However, in looking at early fall 2010 enrollment data; there is an increase of 280 applications over fall 2009.

2. AU continues to support the development of Distance Education by creating additional online courses and targeted programs at both undergraduate and graduate levels. (Institutional Goal).

- New university guidelines have been established for Distance Education that address a new funding approach and oversight of course construction and instruction, in conjunction with SACS standards.

- Plans are in place for Distance Education to participate in the AG Idea Consortium (graduate level), to encourage online degree programs and increase graduate student enrollment.

Initiative #3: Strengthen research administration and management.
“Auburn’s management infrastructure must be improved to enable the University to realize significant gains in its research activities. Revisions in structure, organization, and practices will improve Auburn’s effectiveness in conducting research and its competitiveness in securing external funding. For example, we will build relationships with granting agency staff and create a research foundation.”

1. AU continues to support the creation of joint Faculty appointments. (Institutional Goal)

- The initial goal was to create 50 joint appointments to facilitate interdisciplinary research; to date 65
appointments have been accomplished with a new goal set at 100 (as stated in the 2007 AU Strategic Plan).

2. Established the Auburn Research and Technology Foundation (ARTF) [501(c) (3)].

- In conjunction with the ARTF, construction of the first building in the Auburn Research Park was completed on time and under budget.

- Current tenants include: Northrop Grumman Systems Corporation, Johnson Sterling, Roanoke Electronic Controls, Auburn University Office of Technology Transfer, and Auburn Research and Technology Foundation.

3. Developed training and certification program for college-level research administrators.

- Administrators dedicated to sponsored programs management were trained in procedures for direct proposal submission within the College of Education, the College of Engineering, the College of Human Sciences, and the College of Veterinary Medicine.

- A Request for Proposals was developed to procure an enterprise system for electronic research administration, including but not limited to proposal submission, reporting, measurement, and compliance monitoring.

4. AU continues to develop an Annual Report by department for research, publications, and other creative endeavors. (Institutional Goal)

- Production of the Annual Report will be coordinated alongside major changes to the Auburn University Research web site as part of the strategic marketing and communications plan for research.

- The annual report employed a low-tech self reporting approach.

- Auburn faculty reported an average of 2,000 journal articles and 300 conference presentations in 2009.

- Plans for future reports include the use of Digital Measures, software designed to track faculty’s teaching, research, and service activities.

5. Developed an AU presence in Huntsville for research growth.

- Selection of the Executive Director is complete and the necessary logistics to establish the Auburn University Huntsville Office (AUHO) are in the final stages.

- The Auburn University Huntsville program will concentrate on increasing research contracts and grants particularly in the areas of aerospace engineering, biotechnology and defense related work supported by public and private sector sponsors.

6. Extended an offer to members of the National Academy of Engineering to join Auburn University.

- Two members of the National Academy of Engineering joined Auburn University during 2008-2009.
Initiative #1: Redesign and redefine extension and outreach programs, leveraging new technologies for greater impact.

“Extension and outreach programs will continue to be reviewed, revised, and modernized, employing new delivery systems and adapting to changes in demographics and lifestyles.”

1. Identify institution-level expected outcomes of Auburn University’s public service activities (Outreach and Extension), analyze the extent to which those outcomes are being achieved, and make improvements based upon this analysis. (Institutional Goal)

   • A goal is to demonstrate, with data, the impact of outreach and extension activities.

2. AU continues to ensure outreach programming is financially sustainable. (Institutional Goal)

   • The Outreach Program Office has been renamed the Office of Professional and Continuing Education in order to better identify the office and market its services, produce income, and promote sustainability of outreach programming. This office is also significantly expanding its programming efforts, both by expanding existing programming and adding new program areas.

   • Future plans include implementing new policies for dealing with other campus entities in regard to Outreach grants and partnerships and University Outreach’s “Revenue Sharing Agreement” so that a portion of revenues produced as a result of funding from University Outreach will be given back to Outreach and used to support future outreach efforts.

Initiative #2: Increase Auburn’s involvement in developing communities and improving their schools (K-16).

“Serving communities and schools builds on Auburn’s strengths to make a high-impact difference in these important areas of need in Alabama.”

1. AU continues to develop and implement initiatives to impact two or more school districts. (Institutional Goal)

   • In 2009, University Outreach made the decision to make Loachapoka Schools the first school in which to make an impact. All of the outreach activities are devoted to the goal of twenty-five percent of Loachapoka High School students attending college (currently only 3%).

   • Four groups of AU faculty and students are involved in engagement and service learning projects at Loachapoka Schools. These include a Math Lab to provide intensive math enrichment for Loachapoka High School students who have the capacity to enter college.

   • Other efforts to improve the ability of Loachapoka students to attend college and increase the number of students that do are programs, in partnerships between University Outreach, the Truman Pierce Institute, the Office of Diversity and Multi-Cultural Affairs, and others, designed to bring students from Loachapoka and other area schools on campus for leadership and enrichment programs, such as the 21st Century Community Learning Center Camp and the K-12 Fellows in Science and Mathematics Camp.

   • During summer 2010, the Office of University Outreach and the College of Education’s Truman Pierce Institute each hosted a residential camp for Alabama high school students in an effort to give them some insights into college life and academic requirements necessary for college entrance. The Office of University Writing provided the students with journals to both chronicle their experiences and assist with writing skills.
2. Provided computer-based English as a Second Language Instruction at Extension Offices.
   - Rosetta Stone licensed software was provided to Extension Coordinators and their staff in 25 counties; the Alabama Cooperative Extension System has provided foreign language training to its employees in Spanish, Chinese, Korean, and Vietnamese (all growing populations in Alabama).

3. AUM has provided assistance to enhance statewide Pre-K efforts.
   - AUM has worked with the Office of Governor and Voices for Alabama’s Children by conducting an economic analysis of feasibility of expanding Pre-K in Alabama. The purpose was to estimate and highlight the benefits and the costs of a statewide Pre-K program to serve all three and four year old children of the State.
   - Additionally, AUM provided an economic impact and feasibility analysis of the ThyssenKrupp (TK) Steel and Stainless USA, Inc Project. This was the largest economic development project (foreign direct investment) in the nation.
   - AUM conducted the research to determine the economic feasibility/potential economic impact of Northrop Grumman-KC 45 Project to the state of Alabama, resulting in a potential $40 billion investment in south Alabama.

**Initiative #3: Continue to expand Auburn’s service to state government.**

“Auburn has a proven track record of providing value-added services to Alabama state government. Building on its strong capabilities at the Montgomery campus, Auburn will identify opportunities to broaden and elevate its government-service activities.”

1. Completed survey of state government customers to obtain ideas on improvement of services and emerging challenges.

   - In 2009, the Center for Governmental Services (CGS), working with Matthew Duke, Senior Director of the Center for Government and Public Affairs at AUM, was charged with developing and administering a survey on Alabama’s State Government. Results of the survey revealed opportunities primarily in the areas of: Training, Leadership Development, Distance Education and Information Technology, and Technical Assistance. Results from the survey indicated the following activities:

     * The Economic and Community Development Institute currently provides leadership for the Alabama Community Leadership Development Network (ACLN). In October 2009, a statewide conference was held at AU, with over 150 participants in attendance.

     * CGS is hosting the Alabama County Government Institute on June 17-18, 2010. This institute provides leadership development, personnel management, and effective communication instruction to employees from all levels of Alabama’s state government.

     * CGS has expanded GIS training through courses provided for the mapping division of the State Department of Revenue.

     * CGS is collaborating with Southern Union Community College, the Workforce Development Councils for Regions 7 and 8, and AIDT to provide retraining programs that assist former state employees and unemployed residents with obtaining practical skill sets needed to obtain new jobs. This project uses mobile training centers.

     * CGS is working with the Alabama Department of Revenue to provide training to develop a statewide training program for DOR, relating to fraud in income tax preparation in the State of Alabama.

     * Over 50% of survey respondents expressed interest in pursuing an advanced online degree (Masters or PhD) in Public Administration. The College of Liberal Arts is currently working to offer the Masters of Public Administration degree online.
University Outreach and its partners (CGS, Tuskegee University, Alabama Public Libraries, AU’s Harrision School of Pharmacy, AU’s College of Engineering, and AU’s Library) are working together to coordinate the delivery of technology services throughout rural Alabama Public Libraries. A proposal has been submitted to US Department of Commerce for $5.4 million under the Rural Broadband Initiative.

CGS has expanded its online certificate in Emergency Management for Government and the Public Sector by offering new courses. These additions and/or modifications were designed to include and reflect changing and emerging technologies and processes available in responding to and mitigating disasters.

CGS is providing technical assistance to the Department of Nutrition and Food Science to evaluate the effectiveness of educational efforts targeting Alabama’s State Food Assistance Program.

CGS is working with Alabama’s Superintendent of Schools to construct and conduct a survey that will measure social, academic, and emotional factors that can become barriers to learning for students.

2. Projects completed by the AU Natural Resources Management and Development Institute.

- Over the past three years, the AU Natural Resources Management and Development Institute and its Center for Bioenergy and Bioproducts as well as its Water Resources Center has provided support and technical assistance to the Alabama Permanent Joint Legislative Committee on Energy and the Alabama Permanent Joint Legislative Committee on Water Policy and Management, respectively.

- The Institute has also supported a number of joint projects with the Alabama Department of Economic and Community Affairs (ADECA), the Alabama Department of Agriculture and Industries (AGI), and the Alabama Development Office (ADO). These efforts have resulted in significant municipal renewable energy projects, two major watershed research projects and annual state-wide and regional conferences on energy and water.

3. AUM contribution to the Alabama Medicaid Healthcare Reform Readiness Initiative.

- The AUM Center for Government helped the Alabama Medicaid Agency develop a strategy to implement Healthcare Reform. We formed and are running a Portfolio Management Office to assist in the execution of the strategy. AUM is reorganizing and preparing the Agency’s IT department for the change and is supporting the implementation of various projects in financial management, enrollment, health systems, and Alabama Medicaid’s participation in a Health Information Exchange. Readiness for the implementation of Healthcare Reform will potentially impact over 1.4 million Alabamians by 2014.

4. AUM contribution to the State Child Abuse Prevention Plan Initiative.

- The AUM Center for Government is studying Alabama’s 12 poorest mental health catchment areas to identify resource needs to reduce child abuse and neglect. AUM is helping to develop a ‘State Plan for Children’ to reduce child abuse by strategically allocating resources to service providers in those areas. The State Plan for Children will enable the Agency to strategically allocate $5.6 million in grants for prevention of child abuse and neglect among 177 grantees throughout the State.


- The AUM Center for Government conducted the Alabama Department of Homeland Security’s annual Program and Capability Reviews. AUM facilitated a series of workshops each year with over 150 participants from 43 agencies and eight homeland security disciplines to promote discussion and gather data. Using that information to prepare and submit grant applications on behalf of the Alabama Department of Homeland Security to the U.S. Department of Homeland Security, the project has captured over $70 million in federal funding for the Alabama Department of Homeland Security from 2006 to present.
**STRATEGIC PRIORITY 4:**

**REDOBLE EFFORTS TO SUPPORT, DEVELOP, AND STRENGTHEN OUR PEOPLE**

**Initiative #1: Strengthening faculty and staff recruitment and retention.**
“We will take steps to ensure that we are appropriately supporting faculty in their teaching, research, and other endeavors. We will also confirm that we have the proper approaches in place to continue to recruit a diverse and high-quality faculty who will make significant long-term contributions to the Auburn experience and help us carry out our strategic directives.”

1. **Added faculty positions to departments with student credit hours over 20 percent of the norm.**
   - New faculty lines were awarded to the Department of Computer Sciences & Software Engineering, the Department of Finance, and the Department of History.

2. **Recognized exemplary AU Faculty through the creation of 80 new professorships.**
   - This goal was achieved and exceeded the initial target of creating 80 new professorships.
   - A total of 96 committed pledges (to date) have been completed on time and within budget.

3. **Implemented several faculty/staff strategies as identified in the Strategic Diversity Plan.**
   - Auburn University has successfully implemented the following faculty initiatives:
     * Early Career Mentoring Program: The program teams junior faculty with Alumni Professor mentors. Faculty members participate in numerous networking activities throughout the academic year;
     * Diversity Faculty Mentoring Program: The goal of the program is to promote retention of African American faculty by supporting well-designed research projects that lead to the authorship of scholarly publications, invited presentations, seminar presentations, submission of extramural funding proposals, or other creative academic works;
     * Research in Disabilities Education Program: The goal of the program is to promote faculty research efforts in evaluating disparities in disability diagnosis and enrollment and retention of students with disabilities in STEM fields; and
     * Endowed Professorships: Auburn University has established two endowed professorships to support superior faculty who have demonstrated a strong interest in and commitment to the enhancement of racial, gender, religious, cultural, socioeconomic, and other diversity initiatives within the Auburn University community.
   - To address staff initiatives, Auburn University is currently implementing Flexible Work Policy. Flextime plans/arrangements are valuable tools for employees in balancing the demands of work and personal life. Additionally, we are currently conducting a needs assessment analysis of Auburn University staff to determine the needs of employees for the purpose of strengthening and developing additional initiatives. A continuing goal for 2010-2011 is the development and implementation of a comprehensive AUM diversity plan.
Initiative #2: Enhancing faculty and staff professional development.

“Ongoing professional development is a shared responsibility of the faculty member and the University. Auburn will implement several proven approaches to enrich professional-development opportunities for our faculty. As we increase calls on faculty to design innovative teaching approaches and incorporate new material on global and sustainability issues into appropriate courses, we must provide them with best-practice tools, content, and experiences.”

1. Provided opportunities to eligible faculty for sabbatical programs.
   - Half of the faculty who applied for sabbaticals received awards.

2. Reported on faculty consulting and provided an award for outstanding service to government or industry.
   - The Office of Institutional Research and Assessment has created a Consulting Report on faculty consulting accomplished during the 2009 calendar year. The sum of consulting hours (from OIRA) is **4,420.25 hours** from **91 different consultations**. The median number of hours consulted was nine; the most common length of a consultation was eight hours.
   - In spring 2010, the award committee chose a recipient.

3. Enhanced instruction through improved teaching reviews by implementing a peer and student review system to evaluate teaching.
   - All academic departments have implemented plans for a “peer review system” to evaluate teaching.

4. Established a post-tenure review triggered based on annual reviews.
   - A committee of faculty leaders helped revise the University’s post-tenure review policies and procedures and recommended a new policy whereby post-tenure review will be triggered by two unsatisfactory faculty annual reviews during any six-year period; the new policy went into effect during the 2008-2009 academic year.

5. Provided small grants for AU to increase faculty international experiences.
   - Proposals were received and faculty international travel grants were awarded in 2008-2009.

6. Developed 20 online training courses for employees.
   - Human Resources developed and provided online training courses for employees.

Initiative #3: Reinforcing faculty and staff recognition and rewards.

“The University will acknowledge the valuable contributions of our employees through appropriate recognition and reward programs.”

1. Reported on the percentage of salary variation for AU and AUM faculty and staff compared to the SREB average.
   - In 2007, a market evaluation was completed.
Initiative #4: Better develop University staff to enable them to fulfill their potential, raise their productivity, and make a greater contribution.

“Auburn benefits daily from the collective activities of our dedicated and committed staff. Further developing our staff and building their capabilities is a win-win for each individual and Auburn, and we will accelerate our activities in this area.”

1. AU continues to improve the promotion and tenure process. (Institutional Goal)

   • Each academic department is in the final stages of submitting Promotion and Tenure guidelines for approval, and the process for soliciting external letters on candidates has been improved.

   • Guidelines will be reviewed by the University Promotion and Tenure Committee and the Provost’s Office. Following their review, guidelines will either be approved or returned to departments for revisions.
**Initiative #1: Strengthen Auburn’s management approaches and processes.**

“To improve both effectiveness and efficiency, we will initiate a comprehensive review of important management and security policies and procedures and revise as necessary.”

1. **AU continues to work on establishing a policy for Board of Trustees review that sets priorities for campus master plan implementation. (Institutional Goal)**
   - The Capital Projects Plan has been approved by the Executive Facilities Committee and was presented to President Gogue and the Board of Trustees at the March 2010 Board Meeting. When approved, the Capital Project Plan will be a key component of future Auburn University Master Plans.
   - The Executive Facilities Committee will meet with stakeholders to discuss implementation priorities of the plan.

2. **Initiated annual review of organizational structure and implemented needed changes.**
   - Organizational Structure is reviewed on a continuous basis to increase efficiency in Academic Affairs, Student Affairs, and Business Affairs. The Office of Undergraduate Studies has been reorganized.

**Initiative #2: Increase the efficiency of the University’s operations.**

“Better leveraging of information technology and facilities-management approaches has the potential to considerably increase our operational efficiency. Energy efficiency, waste reduction, and systems approaches to campus activities will facilitate managing operational cost and achieving sustainability.”

1. **Brought the IT facility (bonded in 2004) into planning and construction.**
   - In 2008, this project was made a priority in the University’s new strategic plan, site selection issues were resolved, and additional funding was made available.
   - On March 27, 2009, the Auburn University Board of Trustees approved the building site, the schematic design, and the budget and funding plan for a new OIT facility. The building is scheduled for completion in summer 2011.

2. **Developed criteria and completed review of facilities.**
   - Since 2009, the Assistant Vice President for Facilities has worked to develop a set of prioritized, major facilities objectives for Auburn University for the period of 2010-2020.
   - The Capital Projects Plan has recently been approved by the Executive Facilities Committee and was presented to President Gogue and will be presented to the Board of Trustees at the June 2010 Board Meeting.
   - The Capital Project Plan, when approved, will be a key component of future Auburn University Master Plans.
3. Developed a campus sustainability agenda with initial implementation.

- The Office of Sustainability completed a campus greenhouse gas inventory in fall 2009 and then began a Climate Action Planning process. With ten working groups (Buildings, Energy, Information Technology, and Purchasing being the most significant), Sustainability completed draft recommendations in spring 2010.

- The Minor in Sustainability Studies has at least 50 students enrolled in its second year. There are more who have not yet completed a plan of study. Sustainability will be the theme for one of the new honors interdisciplinary symposia.

Initiative #3: Generate new auxiliary sources of income.
“We will build on our unique competencies and attributes to produce additional revenue streams that benefit the University.”

1. AU continues to develop plans for one new major income stream for Auburn University.

- The university continues to explore possible options for net revenue enhancement including, but not limited to, significant development of online credit courses and degrees, Design Build Options for Auxiliary Operations of Dining and Parking, Retirement Home Facilities on Campus, more extensive Advertising Venues for our campus assets, Real Estate investment options, and other areas of potential.

- Future plans include identifying ways in which the development of more Distance Education courses can generate revenue for colleges, departments, and faculty.
Initiative #1: Implement a new capital campaign.
“Planning for a new, larger capital campaign will begin immediately. The resulting funding will be essential for making significant progress on our strategic priorities.”

1. AU continues to develop the plans for the next comprehensive fund raising campaign.
   • The Office of Development has completed some of the internal interviews with the Deans, the Provost, and the President.
   • Future steps include refining the “wish list” in preparation for an external study on the feasibility of the next campaign this spring. Timing and space are critical issues when planning a campaign.

Initiative #2: Establish a new Auburn tradition of annual giving.
“The “It Begins at Auburn” campaign underscored anew the tremendous esteem of the Auburn Family for its University as well as its willingness to contribute toward its long-term success. We will work to sustain and increase the financial commitment of the Auburn Family to improve the University and help ensure an even more special Auburn experience for its future generations.”

1. AU continues to support the Student Scholarship Campaign to increase funding for student scholarships with a goal of $15-20 million in endowments pledged by December 2011.
   • A goal continues to be increasing the number of scholarships and endowments.
AU 1: Implement new Honors College model.
• CLA offered 71 Honors courses in 2009-10.
• CLA faculty worked with the Honors College Director to design a new interdisciplinary Honors curriculum beginning Fall 2010; 8 CLA faculty will teach in the Honors Interdisciplinary Symposia in Fall 2010.

• CLA has submitted 28 proposals for courses to be included in the new general education program to begin Fall 2011. Of those, 9 are completely new courses. Additional proposals from the College are planned for the fall.

AU 3: Implement writing in the disciplines and the new model for the Writing Center.
• Faculty experts in the English Department oversee the English Composition core program, the Honors Writing Seminar courses, and the Master of Technical and Professional Communication (MTPC) program.

• CLA funded Academic Enrichment Scholarships for 7 students in 08 09 and 10 students in 09 10 to support study abroad and internships in distant off campus locations.
• CLA continues to have approximately 250 students a year participating in study abroad programs.
• CLA began new study abroad programs in Shanghai, China and Costa Rica.
• CLA is planning to implement use of a Spanish language placement exam by fall 2011.
• CLA initiated the CLA Reads! Program which has become the model for the university-wide AU Reads! Program.
• CLA is taking a leading role in Auburn Connects!, the new common reading program. The College will be sponsoring a series of events in 2010 11 related to Islam and Central Asia and a series of films and panels called “Lost (and Found) in Translation” focused on cross cultural narrative through the example of The Arabian Nights.
• Additional study abroad programs are in the exploratory stages to send students to Galway, Ireland and Greece to engage in service learning opportunities.
• Political Science is considering MPA exchange programs with universities in South Korea and Hong Kong.
• Foreign Languages & Literatures will implement a minor in Global Cultures.
• Political Science will implement the Health Administration internship option in Costa Rica.

AU 5: Continue to support all new faculty participating in the programs of the Biggio Center for Teaching Excellence.
• CLA Associate Dean for Educational Affairs conducted a Biggio Center colloquium on “Building Scholarship from Outreach Efforts” in Spring 2010.
• CLA Community and Civic Engagement Summer Academy includes staff from the Biggio Center to provide instruction and mentoring on service learning. Faculty are encouraged to work with the Biggio Center and to utilize its evaluation and assessment services.

AU 7: Increase graduation rates through better advising, use of summer schedule, and class loads taken.
• CLA is now utilizing a group of undergraduate peer advisors to increase student access to advising information.
• CLA continues advising assessment through periodic surveys of student satisfaction paired with analysis of their use of CLA advising services and their academic progress as reported in Banner.
• LBAR 1010 will be revamped to make it more interactive in fall 2010 and to incorporate the Auburn Connects! themes of global learning and service.
• CLA hired a Director of Student Services in August 2009 to provide more focused attention to advising needs.
• CLA began the 65/90/2.0 communication campaign to increase student awareness of need for academic advising.
• CLA supports student success and retention by providing OURCLA undergraduate research awards to students engaged in research with a faculty mentor. Nine students were provided with awards in 09 10.
• CLA continues to increase its emphasis on enrollment management plans and designating all incoming freshmen students (except those in the Honors College and Fine Arts majors) as pre-majors.
• All departments receive College support to maintain or increase course offerings.

AU 9: Continue to support Distance Education by creating additional online courses and targeted programs at both undergraduate and graduate levels.
• CLA needs to hire IT staff specialized in learning technologies to assist with the development of Distance Learning.
• CLA Associate Dean for Educational Affairs is developing a distance education proposal for the MPA program modeled on the MBA Distance Education program.

AU 10: Continue to support the creation of joint Faculty appointments.
• Approved 4 CLA faculty members for joint appointment with COB.
• Approved 9 COB faculty members with joint appointments: 2 with Political Science and 7 with Psychology.
• Hired 2 new faculty with joint appointments in Women’s Studies and Dept. of Sociology, Anthropology, and SW.

AU 11: Create a standing campus-wide Assessment Council to analyze data and recommend ways to enhance teaching.
• CLA has established a parallel College Assessment Committee.

Research Mission

AU 13: Increase the number of graduate students—goal is 5,000.
• CLA gave soft funds to several departments to hire additional GTAs.
• Graduate certificates were approved in Elections Administration, Technical Communication and Public History.
• Women’s Studies proposed a graduate certificate in Women’s Studies which awaits approval by the BOT and ACHE.
• The Accelerated BA/MPA program in Public Administration was approved and has admitted its first student.

AU 15: Develop an Annual Report by department for research publications, and other creative endeavors.
• Supported 52 external grant applications (24 were funded for a total of $2,650,359.47—external only!).
• 2 faculty members participated in Fulbright Fellowships; 1 faculty member participated in a fellowship in Rome.
• A Communication Disorders faculty member received CLA funding, an Outreach grant, and alumni assistance to take five doctor of audiology students to Guatemala City.

AU 16: Develop an AU presence in Huntsville for research growth.
• A Psychology professor has partnered with the National Children’s Advocacy Center (NCAC) in Huntsville.

AU 17: Provide opportunities to eligible faculty for sabbatical programs.
• CLA funded four competitive professional semester improvement leaves.
• CLA awarded 15 faculty semester releases from teaching and 24 faculty received summer research support.

Outreach Mission

AU 21: Implement new learning community and service learning curriculum, fall 2009. For students that do not participate in the “learning community,” an agreed upon plan for “service learning” will be developed and available.
• CLA offered 3 Learning Communities and participated in all 24 Learning Communities offered by AU.
• CLA is adding a new Learning Community in 2010-11, Living in a Global Community Learning Community.
• The Community and Civic Engagement Minor in Liberal Arts offers 31 service learning courses to students.
• The Community and Civic Engagement Planning Committee has held 3 summer academies that have taught 23 faculty how to incorporate service learning, develop research agendas, and collaborate across disciplines.
• CLA developed two new Community and Civic Engagement interdisciplinary courses: Introduction to Civic Literacy and Women and Leadership. Both courses offer a service learning component.
• The Art Department created and approved a special topics civic engagement course taught first in spring 2008.
• The Psychology Department has an experiential learning course for Psychology undergraduate majors.
• The Introduction to Theatre section is the department’s offering in the recently approved Civic Engagement minor.
• The MPA program has established paid internships with the Election Assistance Commission in Washington, D.C.
• CLA has developed a collaboration with the David Matthews Center for Public Life in Tuscaloosa, AL and offered 5 undergraduate internships, funded by the Matthew Center, that place students in communities across the state.
• History continued existing archival studies internships.
• Theatre has sent students to Circle in the Square in New York City, The Ellen DeGeneres Show in Los Angeles, The Berkshire Theatre Festival in Stockbridge, MA, and the Hangar Theatre in Ithica, NY since September 2008.

AU 24: Ensure outreach programming is financially sustainable.
• Approximately 90 Communication Disorders undergraduate/graduate students provided speech-language-hearing clinical services to patients, both on and off-campus, during the calendar year.
• Over 6,000 patient visits occurred during the year at the CLA Speech and Hearing Clinic.

Collaborative Efforts

AU 26: Continue to support the creation of 80 new professorships.
• CLA raised funds for 3 endowed professorships (1 History, 1 English, and 1 Political Science).
• The college has awarded CLA Engaged Scholar Professorships to 9 faculty and 2 Breeden Scholars.
• Two endowments have been established for community and civic engagement professorships.

AU 27: Develop plans for one new major income stream for Auburn University.
• CLA faculty developed a proposal for the Center for Design & Evaluation of Interaction which will support research from all CLA departments.

AU 28: Improve AU’S promotion and tenure process.
• Developmental P&T workshops are offered to individual CLA departments by the Associate Dean of Research.
• A new faculty P&T orientation seminar is being developed and will be held in 2010.
• CLA Associate Dean for Educational Affairs organized the panels on tenure and promotion at the Outreach Scholarship Symposia and prepared the notebook and web page with P&T resources.
• The CLA faculty development website was created and implemented.

AU 29: Implement faculty/staff initiatives in the Strategic Diversity Plan and report on progress.
• Theatre’s season consistently features works of dramatic literature that celebrate ethnic, cultural, gender, sexual orientation and all other forms of diversity.
• The CLA Diversity Officer serves on the Women’s Studies Advisory Committee, Africana Studies Committee, Diversity Research Institute, ODMCA Diversity Council, and search committees for English and Sociology department chairs and English and Theatre faculty; maintained CLA Diversity website; made presentations to Black Graduate and Professional Student Association, CLA Eminent Society, and CLA Journalism Camp; participated in The Clothesline Project, Take Back the Night, and Martin Luther King, Jr. Town Meeting.
• CLA hired a total of 24 new faculty for which 16 (66%) are from diverse minority categories.
• CLA faculty initiated and participated in the first 2009 Diversity Research Academy.
• A Political Science professor received the Diversity Research Award in 2009, and an English professor in 2010.
AU 31: Develop the plans for the next comprehensive fund raising campaign.
- CLA launched a new program, Connecting Alumni to Students (CATS), in July 2009 to reconnect alumni to the College. A select group of student ambassadors has conducted over 100 personal interviews with alumni.
- Fundraising efforts underway include a $15 million band practice facility, a $3 million addition to Telfair Peet Theatre, and raising funds through the Auburn Pops gala to provide scholarships for Music, Theatre, and Art.
- CLA raised over $5 million in 2009, the highest annual amount ever.

AU 32: Develop criteria and complete review of facilities.
- Political Science, Philosophy, Economics, History, Theatre, Communication/Journalism, and Sociology, Social Work, and Anthropology received additional office and research space with space reallocation within the college and additional offices provided by the Provost’s Office.
- The move into Tichenor permitted the Student Services Center to provide a more welcoming and student-centered environment to our students. Positive comments about the advising experience were up more than 75%.

AU 35: Develop a campus sustainability agenda with initial implementation.
- The Sociology Department participates in the sustainability minor.
- CLA supported the 2009-10 collaborative “Art in Agriculture” series of lectures, exhibits, and symposia.

Other College of Liberal Arts Highlights

College Stability
- No faculty grievances or lawsuits were filed, and there was no negative publicity.

Outreach and Engagement
- A major symposium on the Creek War/War of 1812 in collaboration with the Center for the Arts and Humanities and the Horseshoe Bend National Military Park was presented in May 2009.
- Interdisciplinary and Collaborative Programs
- CLA faculty began a new interdisciplinary 19th century research/studies group.
- The Women’s Leadership Institute presented its Extraordinary Women Lecture Series and received a $1,500 Community Development Grant for a seminar/workshop on women’s health issues.
- The Community and Civic Engagement Interdisciplinary Minor was approved in Fall 2009.
- A new interdisciplinary course (LBAR 3910: Practicum in the Liberal Arts) was approved in Fall 2009. It was offered for the first time in Spring 2010 as an alternative spring break opportunity for CCE minors.
- Communication Disorders is collaborating with several departments and disciplines including Theatre (to create a unique voice patient in the Clinic), Kinesiology (to co-design a voice research project and co-fund speakers), and Education, Psychology and Music (to develop common research projects).
- The Art Dept. has increased collaboration with JCSM, and its Chair serves ex-officio on the Museum board.
- The English Department has developed a film/lecture series that is now in its second year at the Museum.
- Programs of the CMDCAH and the Museum included a summit on the future of arts and humanities in Alabama, a lecture series, and co-sponsored events with the Office of Diversity and Multicultural Affairs, OLLI and the Art Dept.
- CLA faculty collaborated with other academic institutions in Imaging America to form a consortium of CAHs.
- The Community and Civic Engagement faculty presented at numerous interdisciplinary conferences and published or served on the editorial boards of the Journal of Community Engagement, The Professional Educator, and PACERS.
- An Art Department committee has been charged to work with Communication/Journalism to develop a new interdisciplinary degree track in Digital Media.

Accredited Programs
- Communication Disorders had both audiology and speech-language pathology separately re-accredited.
- The MPA program is ranked third in the Southeast and 57th nationally.
- Reaccreditation was granted to Theatre programs by the National Association of Schools of Theatre.

Undergraduate Scholarships and Research
- CLA awarded $517,970 in scholarships to students during the 08-09 academic year. This was the first time ever that CLA awarded over a half million dollars, much of it as a result of annual giving.
- 16 new endowed scholarships were created in 2008; 10 were created in 2009.
- 5 undergraduate students were selected as Community and Civic Engagement Fellows to assist faculty with outreach research projects throughout the college.