Auburn University
Climate Study on Inclusion, Equity, and Diversity
Final Report

From its beginning, Auburn University has a little-known rich and diverse history of embracing newcomers and standing up to injustice and discrimination. Although our path has not always been perfect, and there have been struggles to adapt and adjust, we have always managed to build a bigger tent in an effort to ensure no one was excluded. From the first 180 male students in 1859, to welcoming female students in 1892; from standing up to Klansmen as they marched down Main Street in 1920, to establishing Club Latino Americano in 1945; from enrolling Harold Franklin in 1964, to forming the Gay-Straight Alliance organization in 1991, or hosting its first Intercollegiate Wheelchair Basketball Tournament in 2016, our community has realized that it is our differences that unite us, make us stronger and better. Just as George Petrie wrote in the 1945 Auburn Creed, "I believe in the human touch, which cultivates sympathy with my fellow men."

Today the Auburn Family has an opportunity to further expand the tent of inclusion, calibrate the scales of equity, and once again embrace the wonderful diversity that is Auburn. To do this, the President and Provost embarked on a journey of discovery in December 2015. Wanting to learn how to become a stronger and more welcoming institution, they established a committee of students, faculty, staff, alumni, and administrators to find the answers to three questions: What works well? What doesn't work well? and What would you do if you could? at Auburn University in terms of equity, inclusion and diversity.

In January 2016, the committee set out to ask these three questions of as many members of the Auburn Family as possible. After conducted a careful review of documents and the institution's organizational structure, the committee facilitated almost 200 focus groups, open forums, and individual interviews to identify key themes. With more than 2,500 responses to a climate survey that assessed key themes identified, the committee developed a communication plan for sharing the results and created ongoing ways to collect input about student, faculty, and staff experiences, perceptions and recommendations.

What the committee discovered is being shared with you here. Because we know you care. Because we know how much you love Auburn. Because we know that when we are united we become better and stronger. Because this is Auburn and because we are Family.

Results

After listening to almost 3,500 members of the Auburn Family, there are several things you told us work well, don't work as well as they should, and that you would like to see changed. Strong overlapping themes were identified and reinforced across the focus groups, interviews and survey responses. Respondents consistently talked about the need for funding and resources for scholarships and salaries. University Organizational and Structural Processes were also consistently mentioned. There were many Curriculum and Professional Development suggestions for students, faculty and staff. You especially talked about Recruiting and Retention for students, faculty and staff.

On the survey, you told us that you love the beauty of the campus and the new Recreation and Wellness Center. More than half of you feel the university does a good job providing academic support for students. Even when we asked what doesn't work as well, students, faculty, employees and alumni again were in agreement. Almost half of you told us we need to do a better job with Black/African-American student recruitment and retention. Talking about uncomfortable issues and having a more diverse administration and staff were other topics that don't work as well as you would like.

This means we have some work to do and improvements to make. At the same time, you told us that diversity is important to you and that we shouldn't stop working to get better at having the difficult conversations, creating opportunities for cross-cultural experiences, and building even more unity.

Institutional Readiness for Change: A Longitudinal View
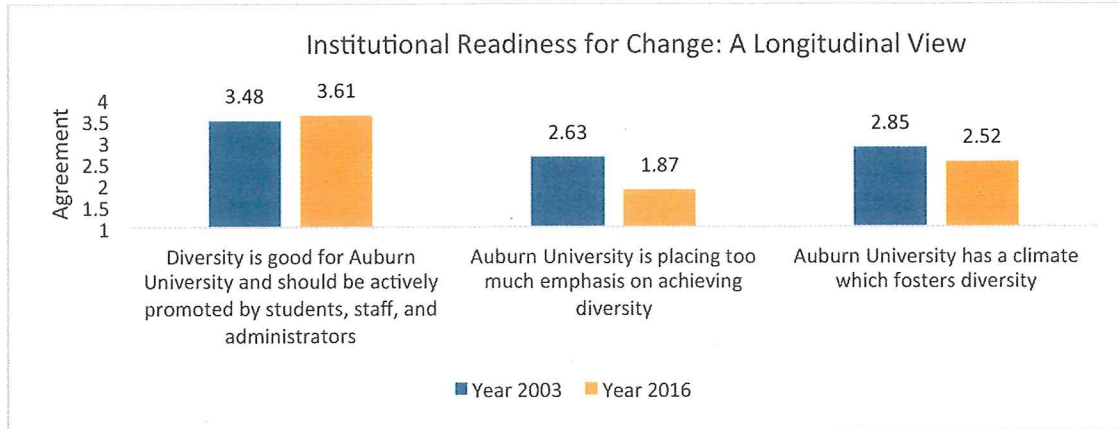
The Committee listened and we will continue listening to you, the Auburn Family.

Recommendations

The following recommendations and implementation suggestions will become part of our strategic plan so that every division, department, college/school and organization can take action. Other action items will be added as these are achieved. This goal will also become part of the current and future University Strategic Plan and will serve as a model for future campus climate studies. Implementation of the following goals will require the oversight of an Implementation Committee, to include representatives from the Steering Committee, as well as additional members of the Office of Diversity and Multicultural Affairs, students, faculty, and staff.

Engage all members of the Auburn Family in promoting and supporting a united and inclusive community by redefining inclusion and diversity as core institutional values.

1. Adopt a revised Auburn University inclusion and diversity statement, such as *"Auburn University will have an open, diverse and inclusive academic and social environment"*, that articulates a core institutional expectation for the development of current and future initiatives and refocuses the University's emphasis on unity and diversity.

   Responsible Lead Unit(s): Provost's Office, Human Resources, Implementation Committee

2. All Colleges, Schools, support units, and campus organizations should develop (or, where existing, revise), assess, and fully implement an inclusion and diversity plan. Plans should articulate individual unit needs, goals and objectives, and should be clearly visible and effectively communicated to all stakeholders. Common constructs addressed across all plans should include (1) an assessment of how inclusion and diversity efforts are defined and perceived, (2) identification of barriers to the implementation of inclusion and diversity efforts within and outside of the unit and (3) diversity

benchmarks with national and peer institutions. Annual plan updates should include a comprehensive report on actions and efforts to support inclusion and diversity strategies.

Responsible Lead Unit(s): Provost's Office, Human Resources, Implementation Committee, Office of Diversity and Multicultural Affairs

3. All Colleges, Schools, and support units should identify and implement comprehensive academic and professional development opportunities designed to emphasize the value of equity, inclusion, and diversity for all students, faculty, and staff. Programs should emphasize the academic and cultural benefits of these values for both the unit and institution.

   Responsible Lead Unit(s): Provost's Office, Implementation Committee

Implement programs, policies and practices that support a culture of unity, with an emphasis on the recruitment and retention of students, faculty, and staff.

4. Each College, School, and Unit should articulate, implement, and assess clear and holistic recruitment and retention strategies that assess an applicant's unique experiences alongside traditional measures to increase the diversity of students and faculty.

   Responsible Lead Unit(s): Provost's Office, Implementation Committee, Office of Admissions, Graduate School, Human Resources

5. Develop, adjust, and refine institutional recruitment strategies designed to attract and build a more diverse student body. Increased engagement with middle and high schools, as well as two-year colleges and HBCUs should be a priority.

   Responsible Lead Unit(s): Provost's Office, Implementation Committee, Office of Admissions, Office of Diversity and Multicultural Affairs

6. Redirect university financial support to provide increased, need-based scholarship opportunities.

   Responsible Lead Unit(s): Provost's Office, Implementation Committee, Office of Admissions, Office of Development

7. Strategically increase the number of women and underrepresented faculty at all levels, with an emphasis on transitioning to the administrative level (consistent with available pools).

   Responsible Lead Unit(s): Provost's Office, Implementation Committee, Deans

8. Incorporate the diversity history of Auburn University into new student, faculty, and employee orientations and strengthen institutional themes of diversity and equity.

Responsible Lead Unit(s): Provost's Office, Implementation Committee, Human Resources, FYE

9. Require all Search Firms and Search Committees to include holistic diversity (physical, cognitive, attitudinal) in top qualified candidate pools.

    Responsible Lead Unit(s): Provost's Office, Implementation Committee, Human Resources, Deans

10. Implement the recommendations of the mental health task force, including hiring diverse counselors and enabling "walk-in" based scheduling.

    Responsible Lead Unit(s): Division of Student Affairs

Review existing policies, practices, and organizational structures to ensure the culture is inclusive.

11. Place a strategic emphasis on increasing awareness of bias-related issues through professional development and educational opportunities, highlighting individual behaviors and unit policies/procedures that imply bias. Enhance methods for reporting, responding to and preventing bias-related incidents (including microagressions) at individual, unit, and institutional levels.

    Responsible Lead Unit(s): Provost's Office, Human Resources, Implementation Committee, Division of Student Affairs

12. Establish expectations and implement performance evaluation tools for supervisors and departmental leaders related to harassment and discrimination, and include these metrics in annual employee performance reviews. Implement programs for all employees with supervisory or administrator positions.

    Responsible Lead Unit(s): Provost, Human Resources, Supervisors, Deans, Department Heads/Chairs

13. Publicly acknowledge exemplary practices, programs, and policies in departments and colleges that prove to be effective in recruiting and retention or underrepresented students and faculty via newly created Inclusion Excellence Awards.

    Responsible Lead Unit(s): Provost's Office, Implementation Committee

14. Establish Campus Climate Grants to support programs or activities with a focus on creating and sustaining a healthy campus climate at Auburn University by assisting student organizations with programming efforts that speak to campus climate, where issues of ability status, age, ethnicity, gender, national origin, native language, race, religion, sexual orientation, globalization, and socioeconomic background may have caused students, staff, or faculty to not feel welcomed, supported, included, and/or valued by the campus community. The goal is to encourage cross cultural collaboration by supporting organizations, departments, or units that work with someone that is not considered an established partner.

Responsible Lead Unit(s): Provost's Office, Implementation Committee

15. Enhance the services for students with disabilities assuring that all buildings on campus are accessible and contain the necessary technology and learning needs assistance, access doors, ramps & parking.

    Responsible Lead Unit(s): Provost's Office, Office of Accessibility

16. Increase dedicated and shared physical spaces where diverse and inclusive activities, meetings, conversations and experiences are facilitated and encouraged.

    Responsible Lead Unit(s): Provost's Office, Implementation Committee, Division of Student Affairs, Office of Diversity and Multicultural Affairs, University Facilities

17. Encourage organizations and individual students, faculty, and staff to consider how existing practices and physical spaces, such as offices and meeting locations, communicate openness and inclusivity.

    Responsible Lead Unit(s): Provost's Office, Implementation Committee

Background Documents

These documents are provided for additional information and historical foundation.

- Survey Key Findings (Link)
- Equity, Inclusion and Diversity definitions (Link)
- Program and Experience Activities (Link)
- Climate Assessment Timeline (Link) to be developed
- Climate Assessment Steering Committee Members (Link)
- Foundation for Equity, Inclusion and Diversity (Link)
- Implementation Committee Members (Link) to be developed

Auburn University
Equity, Inclusion and Diversity Climate Study Recommendations

Recommendations are divided into the four thematic areas derived from interviews, focus groups and survey: Funding & Resources, Organizational & Structural Processes, Curriculum & Professional Development, Recruiting & Retention

Recommendations are designed to provide a basis for "Action Items" to be incorporated into the Auburn University Strategic Plan

Recommendations in Blue were included in the first year strategic plan action item list

Funding & Resources
- Redirect University financial support to provide increased, need-based scholarship opportunities.

- Enhance the services for students with disabilities assuring that all buildings on campus are accessible and contain the necessary technology and learning needs assistance, access doors, ramps & parking.

- Establish Campus Climate Grants to support programs or activities with a focus on creating and sustaining a healthy campus climate at Auburn University by assisting student organizations with programming efforts that speak to campus climate, where issues of ability status, age, ethnicity, gender, national origin, native language, race, religion, sexual orientation, globalization, and socioeconomic background may have caused students, staff, or faculty to not feel welcomed, supported, included, and/or valued by the campus community. The goal is to encourage cross cultural collaboration by supporting organizations, departments, or units that work with someone that is not considered an established partner.

- Implement wage and salary study findings beginning with employees most outside the identified ranges and progressing through faculty salaries. Assess the status of all educational professionals, beyond faculty, in terms of pay, increases/raises, work space, and other resources.

- Expand the scope of PLUS Scholarship program to focus on instate first generation, Pell eligible, ability challenged, transfer, veteran and other underrepresented groups that can be identified from current or revised application.

- Partner with, incorporate the programs of, and secure grants from organizations and foundations dedicated to equity and inclusion such as The Posse Foundation, Ford Foundation, The Atlantic Philanthropies, The Century Foundation, Russell Sage Foundation, Robert Wood Johnson Foundation, Ronald E. McNair program.

- Partner with and provide grants to regional higher education institutions such as Tuskegee, Huntington, Southern Union, AUM, Alabama State and others to provide academic and non-academic programs, shared faculty positions, research, student activities, etc.

- Expand the route and operating hour options for Tiger Transit that includes returning to campus for evening and weekend activities, reaching grocery and shopping areas, and nighttime transportation from campus to area residential areas for students and employees who cannot or do not drive.

- Install at least one unisex bathroom in every University facility/building.

- Work with food service to implement monthly, rather than weekly, menu rotations; incorporate healthier, affordable food choices at all food service locations; provide Indian, Hillel, Kosher, Korean, vegetarian, and vegan options in more than one dining facility.

- Provide an on campus full-service childcare center with extended hours and affordable rates to be used by students and employees that provides care during employee or student activity hours and in the evening. Create after school and summer programs for employees with children under twelve.

- Develop programs that provide scholarship funding for identified Auburn undergraduate and/or graduate students to get master or doctorate degrees at other schools with a requirement to become faculty members or administrators at Auburn for a specified number of years when they finish their degree requirements.

- Provide flexibility in requiring on-campus dining plans for students who are married and/or are veterans living off campus to avoid placing undue financial burdens on their families.

- Conduct a cost and benefit analysis for providing Wi-Fi service on the Tiger Transit vehicles.

- Evaluate and assess funding of international graduate teaching and research assistants to ensure the monthly salary is not negated by a tuition requirement, especially during

summer semesters and to ensure that the salaries are equitable across units and departments.

- Reaffirm the core mission of providing a sound education to students of all kinds by lowering spending on administrative positions, bring outsourced programs back into the core mission (including education for internationals and continuing education, as well as transit and facilities), move facilities trucks off the sidewalks and student/staff parking, examine and refurbish all older buildings, and provide mental and financial support.
- Reassess the current level of retirement benefits for surviving spouses of employees (not retired) to ensure that it is fair and comparable to retired spouse survivors.
- Have one or two residence halls that remain open during student breaks and summers so that international and out-of-state students have the option to remain on campus in cases where travel cost/time is prohibitive.

Organizational & Structural Processes

- All Colleges, Schools, support units, and campus organizations should develop (or, where existing, revise), assess, and fully implement an inclusion and diversity plan. Plans should articulate individual unit needs, goals and objectives, and should be clearly visible and effectively communicated to all stakeholders. Common constructs addressed across all plans should include (1) an assessment of how inclusion and diversity efforts are defined and perceived, (2) identification of barriers to the implementation of inclusion and diversity efforts within and outside of the unit and (3) diversity benchmarks with national and peer institutions. Annual plan updates should include a comprehensive report on actions and efforts to support inclusion and diversity strategies.

- Adopt a revised Auburn University inclusion and diversity statement, such as *"Auburn University will have an open, diverse and inclusive academic and social environment"*, that articulates a core institutional expectation for the development of current and future initiatives and refocuses the University's emphasis on unity and diversity.

- Incorporate the diversity history of Auburn University into new student, faculty, and employee orientations and strengthen institutional themes of diversity and equity.

- Implement the recommendations of the mental health task force, including hiring diverse counselors and enabling "walk-in" based scheduling.

- Place a strategic emphasis on increasing awareness of bias-related issues through professional development and educational opportunities, highlighting individual behaviors and unit policies/procedures that imply bias. Enhance methods for reporting, responding to and preventing bias-related incidents (including microaggressions) at individual, unit, and institutional levels.

- Publicly acknowledge exemplary practices, programs, and policies in departments and colleges that prove to be effective in recruiting and retention or underrepresented students and faculty via newly created Inclusion Excellence Awards.

- Increase dedicated and shared physical spaces where diverse and inclusive activities, meetings, conversations and experiences are facilitated and encouraged.

- Encourage organizations and individual students, faculty, and staff to consider how existing practices and physical spaces, such as offices and meeting locations, communicate openness and inclusivity.

- Incorporate inclusive history through building and room names, historical trails and markers, and department/school/college chairs throughout the University to commemorate and recognize "firsts" and "significant achievers" from among all populations.

- Student Affairs should consider moving more University administrative and staff positions out of the Student Center and utilizing the majority of the facility for students and student organizations. The current Center is fully large enough to support all organizations and provide office space and meeting space; however University employees currently utilize the majority of space.

- Every University department, division, organization or group that holds an event (for students or employees) should provide for and publicize that accommodations will be provided for attendees (for example: sign interpreters at all lectures and talks, straws for beverages provided for quadriplegics, wheelchair access, etc.). Ensure that there is a way for attendees to contact event planners to request specific accommodations. Often, students and employees do not attend functions because accommodations are not included on the announcement or they attend and find there are no accommodations.

- Provide indications (shading, stars, etc.) about where ramps and accessible doors are located on the campus map in addition to the current written directional information.

- Develop a record of Auburn University that discusses the history of diversity.

- All departments, divisions and organizations should initiate formal and informal discussions about the climate assessment findings among students and employees.

- Implement media outlets so that students and employees have a place and opportunities for sharing experiences and making recommendations.

- Review and revise policies and practices related to student housing assignments to ensure that room assignments are inclusive.

- Eliminate the current "no questions asked" room change policy to require room changes at the end of the semester or during the month of October, rather than immediately.

- Establish a Standing University Implementation Committee for AUTogether.

- Use Climate Assessment Survey metrics for annual evaluation and rollout reporting.

- Create a single stream calendar and advertising method on AUTogether for communicating diversity programs and other events and activities that are related to make it easier for students and employees to locate, get more information and attend.

- Determine how and who from each department will report annual equity, inclusion and diversity goal status.

- Monitor and use "CrisisTrends.org" to identify relevant trends that inform or impact University, department, division, organization or college/school policy and processes. The Crisis Text Line has a unique and large set of data on a variety of topics that can inform the public and media, shape government and school policies, and drive cutting edge academic research.

- Make public statements about the University commitment to include all people that take a stance against discriminatory legislation or policies. Not saying anything when an injustice occurs that impacts employees, students, and their families is perceived as condoning the legislation or policy.

- Conduct a comprehensive review of all programs, departments and personnel associated with equity, inclusion and diversity to identify duplication and gaps and use the information to develop an effective equity, inclusion and diversity division/department.

- Use COACH and NSSE metrics for annual evaluation and reporting.

- Use in-depth review of the Climate Study Recommendations to identify and address barriers faced by students, faculty and staff.

- Review and restructure policies and practices that prevent all Greek organizations from being able to afford Chapter Rooms and/or desired Housing on Campus. Currently, only chapter organizations that can afford rooms and housing in the Village or to lease and build on University owned land have dedicated space for meetings and events.

- Ensure that all University videos are produced with closed captioning. Ensure that all University events have sign language interpreters available.

- Simplify or categorize the listing of student organizations on the AU Involve website to make it easier to navigate and search for organizations. Currently, if a student is looking for an organization involved with "diversity" and they type the word in the search engine, articles, departments, and faculty member names come up rather than student organizations. Consider expanding the site to include all campus "communities" similar

to the "Find My Community" page at Cornell University

(http://diversity.cornell.edu/finding-my-community)

- Strategically locate programs, departments and personnel associated with equity, inclusion and diversity in academic and non-academic units.

- Conduct comprehensive interview, focus group, and site visit climate assessment in five year intervals.

- Expand and continue statewide programs through the 4H and Outreach Offices to decrease Math and Reading score gaps between African American and White students in Alabama schools using NAEP 2015 results as a foundational starting point.

- Implement a Vice President of Inclusion as an elected student government position.

- Implement the "7-to-21 Repetition Rule" to communicate information by varying the message and medium and ensuring that the "what, when, who, how and why" questions are addressed.

- Review and assess the effectiveness of distributed IT support in terms of responsiveness, communication, and efficiency.

- Communicate directly with the Board of Trustees, Foundation Board, and Alumni Board about the implementation experiences so that they can participate as desired.

- Expand inclusion and diversity efforts beyond international students to reflect the population of Alabama and the US in terms of socioeconomic and other diversity aspects.

- Conduct at least one site visit to another higher education institution each year to identify best practices and discover how cultural competency and diversity are being implemented.

- Create a 24-hour "Spiritual Awareness" room similar to that at Florida State University where students and employees of different faiths can meditate, pray and reflect.

- Diversify the Letterman's Club, Athletics Development and Athletic Mentors to reflect the current and former athletic student population. Consider establishing an Athletic Letterman's Club for athletes of color/international athletes as has been requested .

- Use the stories from people with different backgrounds in *Take 5*, *Alumni Magazine* and *Plainsman* articles.

- Consider delaying Greek Rush week until the second semester or sophomore year to remove pressure from first-time away from home students and give them the opportunity to fully explore all organization and activity opportunities.

- Develop a "First Year" program designed to help out-of-state new students and employees transition to being in Alabama that includes activities that bring similar regions together in social settings where they can meet and interact with others from their home state.

- Revise the current "first week" activities and programs to spread events throughout the year, especially after breaks, to help reassure new students for more than just the first week or month of the academic year.

- Create a list of community resources to house on the AUTogether Website that identifies services and resources that are available on campus and in the Auburn/Opelika community.

- Consider separating the Miss Auburn Pageant from SGA Elections to allow more females to participate in both opportunities, rather than choosing between the two, as currently practiced.

- Provide information about academic accommodations required by students with disabilities to advisors, faculty and the Office of Accessibility by collecting and sharing functionality-level information about ability challenged students when they are registered/admitted, rather than employees to looking them up or finding student information.

- The Office of Diversity should work with student organizations to intentionally and purposefully develop and schedule inter-organizational events that are not exclusionary in name or attendance to encourage the organization members to get to know and work with each other and to provide opportunities for students who don't belong to the organizations to attend together in a safe environment while feeling welcome to do so. Students have repeatedly expressed the desire to attend events of other organizations, but hesitate to do so. This will provide a welcoming environment and learning opportunity for that to begin to happen.

- Provide pronunciation guides for names in the online directory just as is done for student names at graduation.

- Review family leave and other work/life balance practices to ensure that female employees are not disproportionally affected by a lack of flexible paid family leave, childcare, and other policies.

- Review and ensure that existing age and gender discrimination policies are fairly applied across all student and employee situations. Provide for an appeal process for issues that have been brought forward.

- Consider discontinuing the practice of only offering Christian-based prayers at official University functions. Either include a moment of silence or invite members of other religions to offer prayer on a rotating basis.

- Ensure that students of non-Christian religions are not and do not feel excluded when planning for holiday, classroom activities/lectures, campus events, etc.

- Ensure that international faculty members have sufficient English proficiency for teaching by including students in a "teaching session" when they are brought in for interview. Many students complain about not being able to understand their professor because of poor use of the English language.

- Ensure that discussions continue and all aspects of inclusion go forward so that no one, including the "majority population" feels left out or at a disadvantage. Develop opportunities for conversations that are specifically targeted to majority population attendees.

- Provide peer review and mentorship opportunities for tenured and nontenured faculty through discussion and observation of teaching.

Curriculum & Professional Development

- All Colleges, Schools, and support units should identify and implement comprehensive academic and professional development opportunities designed to emphasize the value of equity, inclusion, and diversity for all students, faculty, and staff. Programs should emphasize the academic and cultural benefits of these values for both the unit and institution.

- Establish expectations and implement performance evaluation tools for supervisors and departmental leaders related to harassment and discrimination, and include these metrics in annual employee performance reviews. Implement programs for all employees with supervisory or administrator positions.

- Implement bias awareness programs for department heads, chairs, faculty and students to reveal and discuss hidden biases.

- Every employee, permanent contract employee (Tiger Transit, Police, Food Service etc.), and student should select and report on at least two items from a menu of Program and Experience Activities and other professional development training each year (a menu of Program and Experience Activities should be provided on the AUTogether Website).

- Modify curriculum options to provide more choices and flexibility for students to explore different curricular areas and interesting inclusion, equity and diversity courses.

- Develop Program and Experience Activity proposals from current University faculty and administrators and promote scheduled availability on the AUTogether Website (proposals provided).

- Order and distribute "Equal Justice Initiative" calendars to use in classrooms, offices and housing in preparation for the Common Book 2016-2017 initiative.

- Become an institutional member of and participate in the leadership levels of organizations such as The National Conference on Race & Ethnicity in American Higher Education (https://www.ncore.ou.edu), Consortium for Faculty Diversity (http://www.gettysburg.edu/about/offices/provost/cfd/index.dot), National Center for Faculty Development and Diversity (http://www.facultydiversity.org), and American Association of People with Disabilities (http://www.aapd.com). Provide funding for students, faculty, staff, and administrators to attend annual and regional conferences and report back to the University community each year.

- Encourage all faculty to learn and incorporate dynamic practices that adapt to multiple learning styles, cross-cultural content, and varied means of assessment, to promote student academic success, as well as social, cultural, and physical well-being strategies in all academic and non-academic courses and programs.

- Conduct core-course development review and revision of all diversity-related courses and programs to better align with assessment findings and recommendations. Expand curricular options in the areas of equity, inclusion and diversity.

- Develop an "AUTogether" workshop or co-curricular experience required by all onboarding employees and entering students that provides an opportunity for students, faculty and staff to discuss who they are and where they come from.

- Review and implement components of the Gallup and Purdue mentoring programs with faculty.

- Create career paths and training programs for the lowest levels in the workforce that go beyond curricular courses (for example, welding, air conditioning repair, carpentry, customer service, etc.).

- Offer remedial instruction for workforce employees in the areas of workplace math, reading, report writing, etc.

- Adopt discipline specific courses, such as Africana Studies, Women's Studies, World in Conversation, Social Problems & Social Change, Cross Cultural Communication Leadership for a Global Society into the Core Curriculum and/or as Certificate programs.

- Develop and provide leadership, communication, and team building programs required for all employees in supervisory or leadership positions (faculty and staff) that emphasizes listening skills, hiring skills, communication skills, personnel evaluation, staff management and other supervisory skills.

- Expand liberal arts programs in the Core Curriculum.

- Expand the offerings of the *Inclusive Leadership Workshop* (http://www.auburn.edu/administration/housing/residentinfo/sd/inclusiveleadership/) throughout the academic year to add a personal connection to inclusiveness and diversity.

- Review all course titles to eliminate exclusionary or divisive titles that would prevent students from signing up for them or indicating that they only apply to a certain segment of the University population.

- Provide training in the facilitation of difficult topics for all teachers, faculty and staff so they can speak comfortably about issues of equity, inclusion and diversity and are empowered to do so.
- Schedule open forum discussions about who the Auburn man or woman is, focusing on the fact that there is not a "typical" person, rather the character they embody.
- Plan, schedule and support concerts, speakers, conferences and other events with Tuskegee University and provide transportation for those attending (whether at Auburn or at Tuskegee).
- Provide disciplinary action for employees who are sued for and found guilty of discrimination to reinforce the position that the issue has institutional significance.
- Host a program/luncheon each semester to inform the greater community about the equity, inclusion, and diversity efforts and progress taking place.

Recruiting & Retention

- Each College, School, and Unit should articulate, implement, and assess clear and holistic recruitment and retention strategies that assess an applicant's unique experiences alongside traditional measures to increase the diversity of students and faculty.

- Develop, adjust, and refine institutional recruitment strategies designed to attract and build a more diverse student body. Increased engagement with middle and high schools, as well as two-year colleges and HBCUs should be a priority.

- Strategically increase the number of women and underrepresented faculty at all levels, with an emphasis on transitioning to the administrative level (consistent with available pools).

- Require all Search Firms and Search Committees to include holistic diversity (physical, cognitive, attitudinal) in top qualified candidate pools.

- Establish intentional mentoring partnerships with alumni and/or members of the local community for undergraduate, graduate, international, faculty, staff, and professional University members. Develop a resource bank of professionals that represent targeted populations to serve as mentors and role models.

- Develop policies and practices that will support efforts to increase numbers of academically qualified Pell-eligible student enrollees.

- Evaluate the number of employees who have degrees from the University to determine how to maintain the balance between having alumni as employees and still bringing fresh, new ideas and thought into the University community.

- Review the pathway to enrollment for non-legacy students to balance the equitable access of all applications with the University priorities and goals.

- Expand and more broadly publicize orientation programs that make it easier for out of state students and employees to acclimate to Auburn, to the state and to meet other students and employees from their home state. Provide activities for semester breaks and holidays when students might not be able to leave campus or have places to go locally.

- Schedule and broadly promote several "Inclusion Days" or "Family Days" each semester (including summer) with special event, promotional item and/or activity.

- Include proactive and specific language, beyond the required legal statement, in job qualification or summary statements to indicate that women and underrepresented populations are especially desired in position postings, such as:
  - Candidates should describe previous activities mentoring women or members of other underrepresented groups.
  - Women, underrepresented populations, individuals with disabilities and veterans are encouraged to apply.
  - Successful candidates must be committed to working with diverse student and community populations.
  - The University is responsive to the needs of dual career couples.
  - The University is committed to building a culturally diverse educational environment. Applicants are requested to include in their cover letter information about how they will further this goal.
  - The campus is especially interested in candidates who can contribute to the diversity and excellence of the academic community through their research, teaching and/or service.
- Develop Search Committee training that is required before participation on committees.
- Include all personnel levels on Search Committees, including students on faculty search committees and require all faculty applicants to conduct teaching sessions during their on-campus visit.
- Utilize a variety of publications and sources to conduct targeted hiring of qualified diverse populations by advertising in publications that extend beyond the Chronicle, Inside Higher Ed, Higher Ed Jobs, etc., and by attending target demographic school, professional and social organization meetings and conferences. Sources include IMDiversity, The Journal of Blacks in Higher Education, Hispanic Outlook in Higher Education, The Tribal College Journal of American Indian Education, Association for Women in Science, Society for the Advancement of Chicanos and Native Americans in Science (SACNAS), National Organization for the Professional Advancement of Black Chemists and Chemical Engineers, Society of Hispanic Professional Engineers, Society of Women Engineers, National Association of Black Social Workers, Society of Indian Psychologists, The Association of Black Psychologists, National Latina/o Psychological

Association, National Conference on Race & Ethnicity in American Higher Education, Consortium for Faculty Diversity, National Center for Faculty Development and Diversity, National Society of Hispanic Physicists, Ability Jobs, Out Professionals, Human Rights Campaign

- Work with all state high school and middle school faculty, counselors, and students especially in Lowndes, Perry, Wilcox and other "black belt" counties to identify high achieving students for recruiting. Use proxy class rankings that identify the top students in each school and designate one or two full scholarships for each high school; increasing the number over time.

- Provide opportunities for student athletes to have the option of studying outside of the athletic complex with classmates and to work on class assignments and projects to give them more opportunities to experience "student life" not just "student athlete life".

- Build additional, affordable on campus housing to accommodate the growing student need.

- Schedule sessions with the Provost each semester to discuss the question, "Why am I not reaching more people?" with inclusion, admissions, extension, recruiting and human resource personnel to brainstorm innovative ideas and initiatives.

- Use the model established by the School of Kinesiology to establish Bridge Program partnerships with higher education institutions throughout the US that identifies graduate students in fields and areas the University needs to create a pipeline to faculty positions. Bring graduate students to campus during summer weeklong visits that include meetings with department personnel, deans, administrators and members of the city/county community.

- Study and adopt the recruiting model used by the athletic department to recruit different student populations.

- Adopt the model used for recruiting AU Global students and apply the model to recruiting populations within Alabama.

- Participate in the PhD Project (http://www.phdproject.org) to recruit business professionals into higher education. The PhD Project was founded upon the premise that advancements in workplace diversity could be propelled forward by increasing the

diversity of business school faculty. Program participants provide a significantly larger talent pipeline of African-Americans, Hispanic Americans and Native Americans.

- Include Auburn Global and International students within the general student population for academic programs, mentoring and housing, rather than separating them, to provide experiences and opportunities for US and Foreign National students to interact and room together.

- Ensure that recruiting and alumni calendar events are not in conflict with high religious holy days for Christian, Jewish, Muslim, Hindu, and Buddhist students.

- Establish an official University policy on trailing spouse/partner that addresses steps and practices to be taken when an identified candidate has a spouse or partner who works outside the home that will help secure acceptance of the position by the candidate.

- Evaluate all University communication (print and electronic) to ensure that inclusive representation of the University community is provided to avoid sending an "underlying message that people who look different from these images are not welcome here; for example, when the 'This is Auburn' campaign was launched, every face on the banners on the College Mall looked like white cheerleaders" (from assessment feedback).

- Assess the level of weight applied to ACT, SAT, and GRE test scores when reviewing candidates for admission. Ensure that other factors which better predict student retention and success receive equal or greater importance weight.

- Create advisory committees and/or peer conflict management programs with students, faculty, and staff from across all constituencies to provide input on what they feel and see in terms of equity, inclusion, and diversity and receive input on recommendations to address the issues.

- Improve the relationship with businesses in the community (within a hundred mile radius) by supplying them with talented students that are of benefit to the businesses and provides students with real life experience at the same time. Hire or appoint an administrative supervisor or faculty member to supervise students.

- Create a governing board for each dormitory or housing unit to implement programs that are in the residence unit and foster dialogue between residents.