



**Auburn University**  
**Strategic Diversity Plan**

*July 26, 2005*

*(Highlighted draft version showing additional tactics and strategies merged from 18-Point Plan)*

*(As revised 5.31.06)*

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## Table of Contents

Executive Summary	3
A Global Perspective	4
The Importance of Diversity	5
The Auburn University Strategic Diversity Plan	6
Business Justification	6
Reputation	7
Plan Development and Contributors	7
Goals Summary	10
Goals, Strategies, Tactics, and Measurements	11
Appendix A – Climate Assessment	19
Appendix B – Best Practices	27

## **Executive Summary**

Resolute in its land grant mission with tripartite goals of research, instruction and extension, Auburn University is a world class institution of higher learning in an era where demands for diversity present enormous challenges. Such challenges are opportunities to put in place culturally transformative processes.

In order to achieve diversity as a core value and as a foundation for the future, this strategic plan outlines five strategic goals along with a series of measurable implementation tactics. Goals are:

1. Foster a total campus environment that respects differences and encourages inclusiveness;
2. Increase the recruitment, retention, and representation of people of color, ethnic minorities, women, people with disabilities, and other underrepresented students, faculty, administrators, and staff at Auburn University to a level that reflects the appropriate relevant pool of availability for the target population;
3. Develop and implement a comprehensive system of education and training focused on effectively managing and leveraging diversity for students, faculty, and staff;
4. Build and strengthen partnerships with diverse communities, businesses, and civic community organizations to support diversity and multiculturalism in the university and in external communities;
5. Develop and execute a comprehensive AU Diversity Communication Plan

The strategic plan, with its vision and goals, must be recognized as a fluid document that outlines current challenges, solutions, and accountability measures and serves as a structure for the continual creation and nourishment of a culturally diverse learning community at Auburn University.

## **A Global Perspective**

As stated in the executive summary, higher learning today exists in an environment where demands for diversity present enormous challenges. One of the challenges stems from the Supreme Court's majority opinion in the University of Michigan law school admission case. The court said:

*"It is necessary that the path to leadership be visibly open to talented and qualified individuals of every race and ethnicity."*

Globally, nations such as India, Brazil, Malaysia, and even nations in Western Europe are also struggling with marginalization issues related to race, gender, and national origin. Such challenges present opportunities for those institutions that willingly put in place culturally transformative processes to meet them. Institutions less-equipped to meet diversity challenges stand to fall short of their missions.

In order to rise to the challenge of this new era, Auburn University in the spring of 2002 set out on an ambitious journey to develop a clear set of goals and visions to make diversity a core institutional value. This strategic diversity plan, completed by the Diversity Leadership Council and the Multicultural Diversity Commission, represents the culmination of that journey.

### **In particular, this plan lays the foundation for Auburn University to become:**

- A place that strives to create and nourish a culturally diverse community, educating students, faculty, and staff so that attitudes of racism, bigotry, , hate, prejudice, and religious intolerance are overcome by helping people become accepting of and sensitive to diversity in its many varied forms.
- A global institution of higher learning in a new millennium capable of being recognized as a best practice model for diversity.
- A place where the predominant value is academic excellence.

### **The inaugural ideas and recommendations outlined in the strategic diversity plan emphasize:**

- increasing the presence of people of color, ethnic minorities, women, people with disabilities, and other underrepresented groups in every facet of university life;
- fostering a total campus environment that respects differences and encourages inclusiveness;
- developing and implementing a comprehensive system of education and training focused on effectively managing and leveraging diversity for the entire campus; and
- forging and strengthening partnerships with diverse communities, including businesses and civic and community organizations, to support diversity and multiculturalism internally and externally.

As we move progressively forward to implement the plan's strategies, the document will identify individuals and units ultimately responsible for meeting the diversity challenge at Auburn. However, it should be noted that diversity accountability is the responsibility of everyone in the Auburn family.

These ideas and recommendations are based on 23 months of Diversity Leadership Council (DLC) meetings and deliberations, a town hall meeting, site visits to other campuses, DLC member participation at national and regional diversity conferences, and interactions with consultants who have unique expertise in diversity. After the DLC report was completed, it went to the Multicultural Diversity Commission to facilitate and incorporate campus-wide input, formatting, editing, and delivery to senior administration.

This Strategic Diversity Plan, then, is a consensus document that reflects Auburn University and illustrates the common bond and goals shared by the Auburn family.

## **The Importance of Diversity**

The population of the United States and of Alabama is growing more diverse. Companies do business in a global economic system, where products made in Alabama are sold all over the world, and Alabama consumers purchase products manufactured worldwide. If Auburn University wishes to produce graduates equipped to take a prominent place in the world of business, those graduates must:

- be exposed to cultural diversity
- learn to be accepting of people and ideas not their own
- learn to be sensitive to and accepting of people with disabilities
- learn how to deal with diversity issues
- learn to be sensitive to cultural differences
- develop personal skills and demonstrate competencies in understanding diversity

The U.S. Census Bureau projects that students of color and ethnic minorities will become the majority in K-12 classrooms by the middle of the 21st century. This dramatic shift in the proportion of minority students is already taking place, with 37% of elementary and secondary school students now identified as students of color or ethnic minorities. Forty percent of all high school graduates in the United States will be nonwhite by the year 2010, up from a third this year and less than 25% in 1980. Current population estimates project that "minority" students will become the majority in U.S. classrooms by 2050, with an estimated 54% of all students being people of color and ethnic minorities. Since there are no statistics on numbers of people with disabilities, institutions must be proactive in identifying their needs and providing facilities to meet those needs. These shifts in the make-up of the college population will require campus administrators to create campus environments where students can learn and benefit from this increasing diversity. Thus, diversity is a key component for educational excellence in the 21st century.

Students come to universities at a critical stage in their development, at a time when they define themselves in relation to others and experiment with different social roles before making permanent commitments to occupations, social groups, and intimate personal relationships. In addition, for many students college is the first sustained exposure to an environment other than their home community.

While diversity is an invaluable source of intelligence for our society, we should not believe that this new learning can be achieved easily. Learning with and from people whose backgrounds and assumptions are different from our own is enriching, but given our national history of separation it is difficult. Diversity on campus and in the curriculum is producing new knowledge, new respect, and a new commitment to the community. This is an extraordinary resource for a democracy that is growing more diverse by the minute.

## **The Auburn University Strategic Diversity Plan**

Auburn University is committed to meeting the diverse needs of its constituencies: students, faculty, staff, and citizens of the Auburn community, as well as citizens of Alabama. Diversity is integral to the stated mission, culture, and goals of Auburn University. It enriches the quality of education for all students and provides Auburn students with the skills required to function effectively as human beings across multiple cultural boundaries and communities.

The goals and objectives set forth in this document are designed to provide Auburn University with a proactive framework to meet and exceed its commitments through diversifying the various campus populations, the curricula, and students' experiences. Through the establishment of action-oriented goals, the Strategic Diversity Plan reflects Auburn's commitment to serve the diverse needs of its students, faculty, staff, and surrounding communities, state, nation, and world. These goals are the core of a fluid plan to guide and motivate additional initiatives over time; it encompasses goals, actions, assignments of accountability, and measures of accomplishments. Timetables for action will be determined upon plan implementation. Outcomes will be demonstrated by new forms of decision making, communication, skills development, and behaviors in Auburn students, faculty, staff, and administrators. Auburn University is committed to an institution-wide environment which will encourage students, staff, faculty, and employees from all segments of our pluralistic society to participate to the full level of their capabilities and to realize their aspirations without impediments.

While Auburn University is currently practicing diversity in a broad way, there is a need to build a sense of community that is inclusive, which means encompassing the various characteristics of all people in our society. These characteristics include, but are not limited to, gender, race, ethnicity, national origin, age, religion, socioeconomic background, and disability.

Diversity will be embedded within other university strategic plans and reach all areas of the campus to ensure diversity initiatives achieve high priority in planning and budgeting processes.

Diversity is the responsibility of all faculty, staff, and students as individuals and as members of various university areas and organizations. In particular, to ensure progress, there must be a demonstrated commitment to diversity at the highest administrative levels. The President, Provost, Vice Presidents, and other senior leaders are responsible for providing the leadership needed to create meaningful progress.

Activities will be monitored, measured, evaluated, and documented through established procedures, and the implementation of initiatives will be evaluated through inclusion of these tasks in performance evaluations of all faculty, staff, supervisors, and administrators. Each Vice President and College Dean will be responsible for evaluating and disseminating information about initiatives as part of annual university strategic planning efforts. While the initiatives outlined herein are overarching university initiatives, each Vice President, Dean, and Director will maintain and carry out more specific initiatives for each area. Individual status reports will be completed and forwarded to the President for review.

### **Business Justification**

The vision statement of Auburn University reads as follows: "The University will serve the citizens of the State through its instructional, research, and outreach programs and prepare Alabamians to respond successfully to the challenges of a global economy." If Auburn University is going to respond successfully to a global economy it must welcome people from diverse backgrounds and cultures to work and study here, and create an environment in which the talents of everyone are recognized and developed. Achieving institutional prominence in the absence of an appreciation for diversity is extremely improbable in today's competitive world.

It follows, then, that Auburn University should strive to create and nourish a culturally diverse community, educating students, faculty, and staff so that attitudes of racism, bigotry, and prejudice are overcome, and

people become accepting of and sensitive to diverse cultures. Individuals are better equipped to deal with cultural differences in their future lives by learning these attitudes and skills just as they are by learning language, science, engineering, or business.

### **Reputation**

Creating and nourishing a culturally diverse community will enhance the reputation of Auburn University among scholars and among the best students in the state, nation, and world. When we examine universities ranked as among the best in the country, they are generally more diverse in their faculty, staff, and student body. We must at least consider the possibility that their diversity contributes to that high regard. Conversely, we must also consider that lack of diversity can contribute to a less favorable regard.

### **Plan Development and Contributors**

This strategic plan was a collaborative effort by many individuals; as such, it is a consensus document that serves as a blueprint for establishing diversity as a core value at Auburn University. While broad input was solicited from all segments of the university community, the two primary groups responsible for plan development were the Diversity Leadership Council and the Multicultural Diversity Commission.

Following the charge given by the Auburn University President, the Diversity Leadership Council agreed upon the following Mission and Vision Statements to guide their efforts in developing the **original** version of the Strategic Diversity Plan:

**Mission:** The Diversity Leadership Council is a team of students, staff, faculty, administrators, and alumni empowered by the President to assist in establishing diversity as a core value at Auburn University.

**Vision:** Auburn University is nationally recognized as a dynamic academic institution. Auburn's culture attracts and develops students, staff, faculty, and administrators who represent multiple dimensions of diversity. It is a fair and equitable culture in which the talents and every member of the Auburn University community reinforce its values and contribute to achieving its mission.

#### **At the time of the drafting of the original DLC report, the members of the Auburn University Diversity Leadership Council included:**

- \* Dr. William Walker - President, Auburn University
- \* Dr. John Pritchett – Vice President Graduate Studies and Associate Provost Academic Affairs
- \* Dr. Keenan Grenell - Interim Assistant Provost for Diversity and Multicultural Affairs
- \* Dr. David Wilson – Associate Provost and Vice President for University Outreach
- \* Dr. Wes Williams – Associate Provost and Vice President for Student Affairs
- \* Dr. David Granger - Associate Editor, University Relations
- \* Ms. Janet Saunders - Executive Director Affirmative Action/EEO Office
- \* Ms. Lynne Hammond – Assistant Vice President, Human Resources
- \* Dr. Dan Gropper - Assistant Dean and Executive Director MBA, College of Business
- \* Dr. Johnny Green - Special Assistant to the Provost
- \* Mr. Jimmy Brock - Alumnus
- \* Dr. Dennis Weatherby - Assistant Dean of Engineering
- \* Dr. Anna-Katrin Gramberg – Chair, Foreign Languages
- \* Mr. John Asmuth – Director, Aquatics Center
- \* Ms. Candace Bourne – Laboratory Technician, Pathobiology Department
- \* Ms. Lisa Swanzy – Office of Students with Disabilities Program
- \* Mr. Heath Henderson – SGA President
- \* Mr. Nathan Currie – Farm House President

- \* Ms. Kai Mumpfield – Black Student Union President
- \* Ms. Kelley Banna – Student
- \* Mr. Virgil Starks – Associate Athletic Director and Assistant to the Provost for Student Support
- \* Dr. Sabit Adanur - Textile Engineering
- \* Dr. Donald Buck - Foreign Languages
- \* Dr. Kimberly King - Chair of Auburn Black Caucus, Educational Foundations, Leadership and Technology
- \* Ms. Emily Myers – Director, Social Work Program
- \* Dr. Roy Broughton - Textile Engineering
- \* Dr. Evelyn Crayton - ACES Nutrition and Food Science
- \* Dr. Willie D. Larkin - Leadership and Organizational Development Specialist, ACES
- \* Dr. Steven Silvern - Curriculum and Teaching
- \* Dr. Daowei Zhang - School of Forestry and Wildlife Science

**Members of the Multicultural Diversity Commission also provided input and participated in accepting additional input, revising, and enhancing the plan. They are:**

**2004**

Chair: Virginia O'leary - Psychology  
Kelly Alley - Anthropology  
Keenan Grenell - Interim Assistant Provost for Diversity and Multicultural Affairs  
Victoreold Walker - Undergraduate Student Representative  
Robin Jaffe - Theatre  
Nancy McDaniel - Student Life  
Nancy Nowicki - Executive Assistant to the Provost  
Nejla Orgen - International Admissions Advisor  
Janet Saunders - Executive Director, Affirmative Action/EEO Office  
Bob Lowry - Communications and Marketing  
Jeffrey Fergus - Mechanical Engineering  
Jenny Swaim - Chair-elect, Staff Council

**2005**

Chair: Kelly Alley - Anthropology  
Gobena Huluka - Agronomy and Soils  
Tim Dodge - Library  
Deedie Dowdle - Communications and Marketing  
Emily Myers - Social Work  
John Varner - Chair, Staff Council  
Keenan Grenell - Interim Assistant Provost for Diversity and Multicultural Affairs  
Veena Prabhu - Graduate Student representative  
Robin Jaffe - Theatre  
Becky Liddle - Counseling and Counseling Psychology  
Natalie Kelly - Undergraduate Student representative  
James Ellis - Office of International Education  
Nancy McDaniel - Assistant Vice President, Student Life  
Nejla Orgen - International Admissions Advisor  
Lynne Hammond - Assistant Vice President, Human Resources  
Barnese Adair-Wallace - A & P Representative  
Jeffrey Fergus - Mechanical Engineering  
Jenny Swaim - Chair-elect, Staff Council

### **Diversity Accomplishments 2002 – 2005**

- > Establishment of Special Assistant to Provost – Women’s Leadership
- > Establishment of an ad hoc VALUE Committee – Created to prevent and respond to issues of hate
- > Launched bias awareness education and training
- > Launched Diversity Workshop for Camp War Eagle
- > Launched Auburn diversity Website
- > Established the Center for Diversity and Race Relations
- > Town hall meeting on “Discussions on Diversity”
- > Conducted extensive research and benchmarking for Strategic Diversity Plan
- > Conducted in-depth focus groups on campus
- > Conducted university-wide climate survey
- > Launched Africana Studies
- > Developed Strategic Diversity Plan

### **Special thanks**

Without the assistance of the Center for Governmental Services at Auburn University in conducting the original DLC survey, much of the foundation of this plan would not have been possible. The DLC and MDC are grateful for the Center’s efforts.

## Diversity Plan Goals, Strategies and Tactics

### Goals Summary

**Mission:** Establish diversity as a core value at Auburn University.

**Vision:** Auburn University is nationally recognized as a dynamic academic institution. Auburn's culture attracts and develops students, staff, faculty, and administrators who represent multiple dimensions of diversity. It is a fair and equitable culture in which the talents of every member of the Auburn University community reinforces its values and contributes to achieving its mission.

### Strategic Goals Summary

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

**Goal 2:** Increase the recruitment, retention, and representation of people of color, ethnic minorities, women, people with disabilities, and other underrepresented students, faculty, administrators, and staff at Auburn University to a level that reflects the appropriate relevant pool of availability for the target population.

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

**Goal 4:** Build and strengthen partnerships with diverse communities, businesses, and civic and community organizations to support diversity and multiculturalism in the university and in external communities.

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

*\* This is a fluid document which will be reviewed annually. Revisions, updates, and additions will be made as necessary to continue embedding diversity into the culture at Auburn University. The report is meant to be inclusive of all members of the University community, focusing particularly on historically or currently underrepresented and minority groups through use of the terms "people of color," "ethnic minorities," "women," "people with disabilities," and "other underrepresented groups."*

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

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

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

**Partners:** MDC, Provost, President

**Measure:** Definition published in this plan, approved by provost and president, worked into approved BOT policy/resolution as appropriate

**Tactic 2:** Ensure commitment to diversity at the highest levels of the institution through approval of a policy statement via resolution by the university Board of Trustees.

**Partners:** MDC, Provost, President

**Measure:** Policy/resolution passed

**Tactic 3:** Establish an overarching Associate Provost for Diversity and Multicultural Affairs, reporting to the Provost.

**Partners:** Provost, with assistance as needed from MDC for job description

**Measure:** Position established, associate provost hired

**STRATEGY 2: Initiate programs and activities which enhance cultural awareness for the entire campus, creating opportunities for campus education, constructive dialogue, and honest reflection on diversity.**

**Tactic 1:** Establish and publish a comprehensive annual Diversity Calendar of events, celebrations, historic dates, and holidays.

**Partners:** Center for Diversity and Race Relations, The Plainsman

**Measure:** Calendar published and available

**Tactic 2:** Profile an AU student each month in the Auburn Plainsman. These students should reflect diverse population groups on the AU campus.

**Partners:** Center for Diversity and Race Relations, The Plainsman

**Measure:** Monthly article published

**Tactic 3:** Create more opportunities for open forums for students, faculty, and staff, by establishing a subcommittee to focus on the process and the outcomes of the open forums.

**Partners:** Office of Diversity and Multicultural Affairs, Center for Diversity and Race Relations, Student Affairs, Multicultural Diversity Commission (MDC)

**Measure:** Subcommittee report with recommendations published

**Tactic 4:** Develop a reward and incentive program for all faculty and staff who have made and contributed to the advancement of diversity at Auburn.

**Partners:** Provost, Office of Diversity and Multicultural Affairs, Executive Vice President Human Resources

**Measure:** Recommendations presented, adopted, and communicated

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

**Partners:** Development, MDC, administrative leaders

**Measure:** Recommendations submitted as per existing protocol and acted on; endowments established

**Tactic 6:** Name university buildings after prominent minority leaders or alumni

**Partners:** Development (when tied to fundraising), President, Facilities, MDC, administrative leaders

**Measure:** New building names dedicated

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

**Partners:** Office of Provost, MDC, administrative leaders, Office of Communications and Marketing (to publicize honorees)

**Measure:** Degrees awarded

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

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

**Partners:** Office of Students with Disabilities, Facilities, Executive Vice President, Structural Modifications Committee, Human Resources, AA/EEO

**Measure:** All facilities are reviewed annually and action plans are initiated

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

**Partners:** Dean of Students, Office of Diversity and Multicultural Affairs, AA/EEO, Human Resources, MDC

**Measure:** Review complete, report published

**Tactic 3:** Appoint a university committee to address issues of bias and hate and provide resources necessary to support a victim's assistance program.

**Partners:** University-appointed committee, Provost, President, Executive Vice President

**Measure:** Victim's assistance program sanctioned; level of funding provided

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

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

**Partners:** Office of Communications and Marketing, Office of Diversity and Multicultural Affairs, Multicultural Diversity Commission, AA/EEO, Center for Governmental Services.

**Measure:** Survey instruments developed; data collected; reports published, publicized and analyzed; action taken.

**Goal 2: Increase the recruitment, retention and representation of people of color, ethnic minorities, women, people with disabilities, and other underrepresented students, faculty, administrators, and staff at Auburn University to a level that reflects the relevant pool of availability for the target population.**

**STRATEGY 1: Senior Administrative Levels, Department Heads, and Chairs**

Seek to include all University constituencies including people of color, ethnic minorities, women, and members of other underrepresented groups in positions of President, Vice President, Dean, Provost, Assistant Provost, Department Head, and/or Chair, Directors of Programs and other non-academic departments.

**Tactic 1:** Develop and implement requirements of a diverse search committee by including an individual trained to ensure an inclusive process in job searches, and ensure minorities are represented on search committees.

**Partners:** AA/EEO, Human Resources

**Measure:** Develop a process and requirements and communicate these to the University community

**Tactic 2:** Develop and implement education and training for all search committees so that certification of completion of this training is a pre-requisite for participation on search committees.

**Partners:** AA/EEO, Human Resources

**Measure:** Training and certification process implemented

**Tactic 3:** Establish search criteria regarding diversity for use as guidelines for external search firms, and analyze previous search firms' ability to deliver a diverse slate of candidates.

**Partners:** Office of Diversity and Multicultural Affairs, AA/EEO, Human Resources

**Measure:** Approved docket of search firms

**Tactic 4:** Establish permanent positions of Special Assistant to the Provost for Women's Leadership and Special Assistant to the President for an AU/ADA coordinator of all relevant disabilities issues, actions, activities, manifestations, and projects to work toward building an AU Center for Disabilities, as exemplified at other institutions of higher education.

**Partners:** President, Provost, Human Resources

**Measure:** Position established and filled

**Tactic 5:** Implement a career development/succession planning program to allow all University employees including women, people of color, ethnic minorities, people with disabilities, and other underrepresented groups the opportunity to grow through broad leadership experiences.

**Partners:** Human Resources, Provost's Office, Special Assistant to the Provost for Women's Leadership, Career Development Services

**Measure:** Program developed and career development plans completed

**Tactic 6:** Establish an administrative mentoring program to supplement Tactic 4 above.

**Partners:** Provost's Office, Human Resources, Special Assistant to the Provost for Women's Leadership

**Measure:** Program developed, implemented and monitored for effectiveness

## **STRATEGY 2: Faculty Retention**

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

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

**Partners:** Office of Diversity and Multicultural Affairs, Title VI Committee, Special Assistant to the Provost for Women's Leadership

**Measure:** Report from the analysis

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

**Partners:** Provost, Special Assistant to the Provost for Women's Leadership, Office of Diversity and Multicultural Affairs

**Measure:** Program developed, implemented, and monitored for effectiveness

## **STRATEGY 3: Student Retention**

Increase the graduation rate of students of color, ethnic minority students, women, students with disabilities, and other underrepresented groups to the same level as non-minority students who enter the University with comparable preparation.

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

**Partners:** Graduate School, Colleges and Schools, Student Affairs  
**Measure:** Percentage of students entering AU graduate programs

**Tactic 2:** Conduct research to better understand the dynamics of current retention rates.  
**Partners:** Colleges and Schools, Graduate School, Student Affairs  
**Measure:** Report

**Tactic 3:** Establish a mentoring program at the College/School level to focus on retention of students and provide for broad dissemination of the availability of such program, especially to minority students..  
**Partners:** Colleges and Schools, Graduate School, Student Affairs  
**Measure:** Program recommendations formed and implemented

#### **STRATEGY 4: Faculty Recruitment**

Increase the recruitment of women, people of color, ethnic minorities, and other underrepresented groups to faculty positions.

**Tactic 1:** Identify doctoral students who are women, people of color, ethnic minorities, or members of other underrepresented groups for possible recruitment to Auburn University faculty.  
**Partners:** All Colleges and Schools, AA/EEO, Title VI Committee  
**Measure:** Number of applications and resumes received; number of positions filled

**Tactic 2:** Create Assistant or Associate Dean positions in each College or School to focus in part on recruiting, retaining, and mentoring underrepresented students and faculty.  
**Partners:** All Colleges and Schools, AA/EEO, Provost, Title VI Committee  
**Measure:** Positions are created and filled

**Tactic 3:** Develop College and School plans to increase the diversity of faculty applicant pools.  
**Partners:** All Colleges and Schools, Title VI Committee  
**Measure:** Plans reported to the Provost

#### **STRATEGY 5: Students**

Increase the recruitment, retention and thus representation of people of color, ethnic minorities, women, and other underrepresented students.

**Tactic 1:** Establish scholarships, or better promote existing Opportunity Scholarships, to facilitate achieving a diverse student body including students of color, ethnic minorities and other underrepresented groups, and provide for broad dissemination of the availability of such scholarships especially to high schools populated by such groups.  
**Partners:** Student Affairs and all Colleges and Schools  
**Measure:** To reach 100% of the targeted high schools, number of scholarships awarded and the value to the resources committed to this recruitment effort

**Tactic 2:** Ensure that recruitment for graduate programs includes a focus on women, people of color, ethnic minorities, and other underrepresented groups, or establish a council to focus on this initiative.  
**Partners:** Office of Diversity and Multicultural Affairs, Graduate School, Colleges and Schools  
**Measure:** Require reports to Graduate School annually

**Tactic 3:** Establish a council charged with expanding the international student population, both undergraduate and graduate.  
**Partners:** Office of International Student Life and Admissions, Graduate School, Office of International Education  
**Measure:** Council established, increase in international students

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

**Partners:** Office of Diversity and Multicultural Affairs, Student Affairs

**Measure:** Evaluate the program and document the number of visits and applications

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

**Partners:** Student Affairs, Office of Diversity and Multicultural Affairs

**Measure:** Evaluate the program and document the number of guidance counselors who attend

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

**Partners:** Student Affairs, Office of Diversity and Multicultural Affairs, Colleges and Schools

**Measure:** Programs developed and implemented with targeted high schools

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

**Partners:** Graduate School, Office of Diversity and Multicultural Affairs, Colleges and Schools

**Measure:** Report of analysis

#### **STRATEGY 6: Staff Recruitment and Retention**

Seek to increase employee diversity, including women, people of color, ethnic minorities, people with disabilities, and other underrepresented groups in higher level staff positions.

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

**Partners:** Human Resources, AA/EEO, Hiring Managers

**Measure:** Annual review and assessment of recruitment

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

**Partners:** Human Resources, Hiring Managers

**Measure:** Development of programs and tracking systems to monitor progress

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

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

**Partners:** Human Resources, Special Assistant to the Provost for Women's Leadership

**Measure:** Programs developed and benchmarked against successful programs at other institutions. Conduct demographic analysis of the Auburn University workforce to determine the needs of employees.

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

**STRATEGY 1:** Establish a baseline of assessment, training, education, academic courses, and experiences which are focused on diversity and/or elements of diversity.

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

**Partners:** Provost, Office of Diversity and Multicultural Affairs, Human Resources, AA/EEO

**Measure:** Definition and standards statement completed

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

**Partners:** President's Office, Provost and Human Resources

**Measure:** Development of performance appraisal instruments for all University employees

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

**Partners:** Provost, ODMA, AA/EEO, Core Curriculum Oversight Committee, Biggio Center, Center for Diversity and Race Relations

**Measure:** Definition and standards statement completed

**Tactic 4: (formerly Tactic 1 of Strategy 2, now combined with above tactics under one strategy)** Establish a subcommittee to conduct an internal audit of all training, education, and academic courses and experiences which are focused on diversity and/or elements of diversity.

**Partners:** Human Resources, Office of Diversity and Multicultural Affairs, College and Schools, Departments, AA/EEO

**Measure:** Complete inventory published with identification of gaps and updated annually

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

**Tactic 1:** Implement a mandatory supervisory training program for all employees with direct reports to include diversity sensitivity and affirmative action/equal employment opportunity.

**Partners:** Human Resources, AA/EEO, President, Provost

**Measure:** Commitment from senior administration and implementation and evaluation of training

**Tactic 2:** Conduct diversity training for student leadership, i.e. SGA, IFC, Residence Hall Leaders, Panhellenic Council, etc.

**Partners:** AA/EEO, Human Resources, Dean of Students, Residence Life

**Measure:** Training implemented and evaluated

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

**Partners:** AA/EEO, Human Resources, Provost

**Measure:** Training implemented and evaluated. Participation tracked and tied to performance

**Tactic 4:** Provide progressive diversity-oriented professional development opportunities for faculty and staff.

**Partners:** AA/EEO, Human Resources, Office of Diversity and Multicultural Affairs

**Measure:** Training established and evaluated. Participation tracked and compared with benchmark programs at other institutions such as Virginia Tech and Michigan

**STRATEGY 3:** Ensure that the university's academic curriculum creates global awareness and multicultural understanding in its students

**Tactic 1:** Broaden the university curriculum to include multicultural studies such as Global Studies, Africana Studies, Hispanic-American studies, Asian-American studies, and Women's Studies

**Partners:** Office of Diversity and Multicultural Affairs, Deans and Directors of target programs, Provost

**Measure:** Number of faculty teaching; number of programs offered; number of students enrolled; annual number of classes reported to Student Affairs and Office of Diversity and Multicultural Affairs

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

**Partners:** Multicultural Diversity Commission, Women's Studies, Africana Studies, Office of International Education, Department Initiative Committee, Core Curriculum Oversight Committee

**Measure:** Menu of courses developed

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

**Partners:** Student Affairs, Provost

**Measure:** Establish requirement in curriculum and provide resources as necessary; level of funding provided

**Goal 4: Build and strengthen partnerships with diverse communities, businesses, and civic and community organizations to support diversity and multiculturalism in the university and in external communities.**

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

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

**Partners:** Purchasing, Office of Diversity and Multicultural Affairs, Executive Vice President

**Measure:** Quarterly spending reports published

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

**Partners:** Purchasing, Office of Diversity and Multicultural Affairs

**Measure:** Supplier list available to entire campus

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

**Partners:** Office of Communications and Marketing, Business Outreach (Small Business Development Center), Executive Vice President

**Measure:** Strategy published; relationships generated from supplier fair

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

**Partners:** Office of Diversity and Multicultural Affairs, Business Outreach, Purchasing and Accounts Payable

**Measure:** Document memberships

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

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

**Partners:** Center for Diversity and Race Relations, Office of Diversity and Multicultural Affairs, Office of International Student Life and Admissions, Office of Communications and Marketing

**Measure:** Measure through the campus climate survey

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

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

**Partners:** Office of Diversity and Multicultural Affairs, Mayor's Office, Center for Diversity and Race Relations, President's Office

**Measure:** Course of action defined and reported

**Tactic 2:** Establish an annual Black Caucus Conference at AU designed to educate legislators about research and outreach at AU, to encourage an open forum for broader discussion of statewide issues affecting diversity, and to update legislators and others on the state of diversity at AU.

**Partners:** Outreach, President

**Measure:** Conference organized and well-received

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

**Partners:** Outreach, President, Communications and Marketing

**Measure:** Priority established formally, funding adjusted as needed, initiative promoted

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

**STRATEGY 1: Through multi-media forms, promote diversity as a core value for AU.**

**Tactic 1:** Examine ALL current communications to ensure a global perspective.

**Partners:** Office of Communications and Marketing

**Measure:** Inventory complete and reported

**Tactic 2:** Develop a campus wide diversity communication strategy through full and open consultations with faculty, students, and staff to ensure that all internal and external communications are consistent with the operational definitions of diversity.

**Partners:** Office of Communications and Marketing, SGA, governance groups leadership (Faculty Senate, AP Assembly, Staff Council)

**Measure:** First draft complete and reviewed

**Tactic 3:** Ensure campus events and visual displays are inclusive of religions or faiths represented on campus.

**Partners:** Center for Diversity and Race Relations, SGA, Colleges and Schools, Staff Council, A/P Assembly, Faculty Senate

**Measure:** Completed calendar, annual report

**Tactic 4:** Include a column entitled "Discussions on Diversity" authored by the President, Provost or their designees in regularly published documents as appropriate.

**Partners:** President, Provost

**Measure:** Articles published

**Tactic 5:** Publish a semi-annual electronic diversity/multiculturalism publication

**Partners:** Office of Diversity and Multicultural Affairs

**Measure:** Semi-annual report published

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

**Partners:** President, Provost, Deans, Editorial Board of The Plainsman

**Measure:** Discussions held

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

**Partners:** Office of Communication and Marketing, President's Office, Office of Diversity and Multicultural Affairs, Center for Diversity and Race Relations

**Measure:** Articles and editorials published and distributed

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

**Partners:** Office of Communications and Marketing, Schools and Colleges, President, Provost, Deans, Directors, Department Heads, Student Government Association, organizations

**Measures:** Plan publicized and distributed to media, online, and in print

## **Appendix A: Assessment**

Beginning in January 2003, detailed quantitative research of all students, faculty, staff and employees was conducted. Additionally, extensive qualitative research was conducted through interviews and focus groups to validate the current areas of improvement and identify other areas that need to be addressed.

On an annual basis, the Strategic Plan will be reviewed in depth and amended, modified, or revised as needed to accomplish the university's diversity mission. Additional research will be conducted two years after this plan is adopted, in order to assess accomplishments, identify new issues, and analyze initiatives that did not meet expectations. Some initiatives may be difficult to quantify, i.e. those aimed at improving campus climate, enhancing the curriculum, etc. In these cases, qualitative research will be used to assess information.

### **Employee Survey:**

The survey instruments were designed for each of the populations to collect information relevant to each particular constituency of the university and each instrument is substantially similar.

Key questions were common to all groups. These questions were grouped into four categories.

#### (A) Value of Diversity

1. Diversity is good for Auburn University and should be actively promoted.
2. Affirmative action leads to the hiring of qualified faculty and staff.

#### (B) Practice of Diversity

1. In order to fit in at Auburn University, I often feel that I have to change some of my personal characteristics.
2. Performance evaluations and career advancement decisions are made fairly.

#### (C) Auburn University's Diversity Climate

1. Auburn University has a climate which fosters diversity.
2. Auburn University is placing too much emphasis on achieving diversity.

#### (D) Assessment of the Department/Work Unit and the university regarding:

1. Racism – Non-Racism
2. Sexism – Non-Sexism
3. Supportive of Gay, Lesbian, Bisexual and Transgender Persons
4. Auburn People with Disabilities
5. People with Different Religions

### **Administration Survey:**

Auburn administrator response rate was 60%. 74% of the sample is male and 3.3% racial/ethnic minority. 44% have been at the university for more than 20 years.

### **Key Findings:**

- Administrators agree, 94%, that their department or unit actively seeks to hire more racial/ethnic minorities and 87% state that the department or unit actively seeks to hire more women.
- Nearly every administrator surveyed supports diversity as a goal for the university.
- Women and minority administrators are more likely to 1) assess the climate as racist and sexist, 2) disagree that affirmative action leads to the hiring of less qualified personnel, 3) give a critical assessment of opportunities for administrative positions for women, and 4) cite an under-representation of women on important campus governance committees.
- Women, persons with disabilities under the ADA, and those of 61 years or older are more likely to experience instances of unfair treatment or harassment based upon gender, age, or disability.
- Insensitive or disparaging comments at the expense of racial/ethnic groups, women, persons with disabilities, GLBT, and various religious faiths are observed or heard frequently or occasionally.
- University administrators enjoy a high level of job satisfaction, and a work environment characterized by respect and appreciation for initiative.

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**Faculty Surveys:**

Auburn Faculty response rate was 37.5% and was conducted in February 2003. The response rate for women faculty, 46%, and African-American faculty, 55%, were higher than the total faculty response rate.

**Key Findings:**

- Support among the faculty for diversity in hiring, inter-departmental behavior and teaching is very strong. Eighty percent of faculty agree or strongly agree that their department has made a serious effort to hire minorities and women.
- There is a widespread acknowledgement that the departments do not employ a representative number of racial/ethnic faculty members.
- The individual departments are assessed higher than the University as a whole in creating a climate supportive of diversity.
- More than half of all faculty and nearly three quarters of African-American faculty assess the level of respect by students for faculty of different racial and ethnic groups as fair to poor.
- Three quarters of all faculty rate racial/ethnic integration on campus as fair to poor.
- Many perceive that women and minorities are underrepresented on committees, particularly at the college and university-wide levels.
- There is a high frequency of insensitive or disparaging comments made at the expense of racial/ethnic groups, women, religious faiths, immigrants or foreign nationals, and individuals who are gay, lesbian, bisexual, or transgender. Large percentages of faculty feel pressured to remain silent about these occurrences.

**Administrative and Professional Staff:**

The assessment of administrative and professional staff was conducted in January, 2003. The overall response rate was 47%. Seventy percent of the respondents were women, 18% African-American, 77% Caucasian. Forty five percent have been employed with the University for more than 10 years.

**Key Findings:**

- Most agree that the departments/work units are actively seeking to hire more racial/ethnic minorities, but the level of agreement is lower among minority staff.
- Minority A&P staff members generally perceive the climate regarding racism and tolerance of religious beliefs within the university less positively than do non-minority staff.
- Minority staff are much more critical or suspicious about the university's efforts and intentions than non-minority staff.
- Perceptions about the adequacy of representation for minority staff and opportunities for advancement vary by race/ethnicity. Women tend to perceive fewer opportunities for advancement of women than do men.
- Racial/ethnic minorities, non U.S. citizens, those over the age of 60, and GLBT persons report frequent or occasional incidences or insensitive or disparaging comments made at their expense.

**Student Groups Survey:**

The survey instrument for each of the student populations was designed to collect information relevant to each educational level, and each instrument is substantially different. Certain key questions were common to all groups. These questions are grouped into four categories:

(A) Value of Diversity

1. Diversity is good for Auburn University and should be actively promoted.
2. Affirmative action leads to the admission of under-qualified students.

(B) Practice of Diversity

1. I often feel that I don't fit in very well with other students in my department.
2. In order to fit in at Auburn University, I often feel that I have to change some of my personal characteristics
3. Racial/ethnic integration on campus

4. Respect by faculty for students of different racial and ethnic groups.
  5. Faculty members at Auburn University are fair to all students, regardless of their background.
- (C) Auburn University's Diversity Climate
1. Auburn University is placing too much emphasis on achieving diversity
  2. Auburn University has a climate which fosters diversity
  3. Top University administrators are genuinely committed to increasing diversity at Auburn University
  4. Assessment on the Non-racist – Racist dimension
- (D) Ability to Voice One's True Opinions at Auburn University about issues concerning:
1. Racial/ethnic minorities
  2. Women
  3. Gay, lesbian, bisexual, or transgender persons

#### **Graduate Students Survey:**

The assessment survey was conducted in March, 2003 and the response rate was 21%. Among those responding, 48% were male; 49% are working towards a masters degree; 48% are seeking a doctorate; 40% have been at the University less than two years.

#### **Key Findings:**

- Auburn University's graduate students are somewhat satisfied with the level and degree of support, respect, and consideration that they receive from their department and departmental faculty.
- Instances of discrimination based upon gender or race and ethnicity are rare.
- The departmental climate regarding accessibility and support of people with disabilities, racism, sexism, support of different religious beliefs and support of GLBT persons is perceived to be positive.
- The University climate in these dimensions is perceived somewhat less positively, particularly with respect to the racism/non-racism and support for GLBT persons.
- Ninety-three percent of all graduate students expressed strong support for the value of diversity.
- African-American students were more critical of the University's diversity climate and commitment to the success of graduate students of different racial and ethnic groups; more supportive of affirmative action; and less satisfied with the social and community environment both in and out of the classroom.
- African-American, Asian, gay/lesbian, and international graduate students report occasional instances of unfair treatment or harassment.

#### **Undergraduate Students Survey:**

The assessment involved an in-class survey of all Auburn University undergraduates enrolled in a formal class during the spring semester 2003. The survey was conducted in April, 2003 and the response rate was 47%.

#### **Key Findings:**

- Auburn University's undergraduate students are complimentary of the support and consideration they receive from their department and instructors. Eighty-seven percent feel that they have received adequate guidance from faculty members in their department, and over 80% feel that can talk freely to a faculty member or administrator when they have a concern or problem.
- Ninety-four percent of all undergraduates expressed support for the principle of achieving diversity at AU.
- African-American undergraduate students had a less positive perception of diversity at the University. They were also much more supportive of affirmative action; more willing to endorse a required cultural diversity course for the curriculum; and more critical towards the University's commitment to the success of students from different racial and ethnic groups than was the total student population.

- African-American, Asian, GLBT, Jewish, and Muslim students report more instances of unfair treatment or harassment. The majority of students also report occasional or frequent instances of disparaging comments made at the expense of racial/ethnic minorities and GLBT persons.
- Undergraduate students are not very familiar with AU programs and services in support of the diversity mission of the University.

## Appendix B: Best Practices

A thorough analysis of other higher education institutions was conducted for the purpose of evaluating best practices and providing a foundation for this strategic plan. Each institution is different and is managing diversity to meet its individual needs. However, there are many characteristics found in common at those institutions which are committed to an open and inclusive campus climate.

- They have support from Trustees, the President, the Provost and key campus leadership.
- The leaders of the institution, the President, Senior Administrators, and Senior Faculty are active in the institution's diversity initiative.
- Diversity is everyone's responsibility.
- A central department has the responsibility for coordinating all events and programs on campus, for promoting diversity in the institution and communicating with faculty, administrators, staff, and students.
- Specific initiatives are defined for all departments and Colleges of the campus.
- Each institution recognizes that this is a long process.
- Each institution has embodied diversity into its core values.
- Rewards and incentives are available.
- Ownership of individual diversity initiatives is driven through the annual performance review process.
- Personnel resources and financial resources are provided for diversity programs, the department responsible for driving diversity, and to other departments and colleges for furthering diversity efforts.

### The Benchmarking Process

We researched a number of institutions, including doctoral, with varying diversity initiatives launched and varying geographic locations. We selected these institutions through preliminary research revealing they had progressed by defining what diversity meant to their environment.

The benchmarking process was led by teams of individuals from the Diversity Leadership Council who traveled to some of these institutions and interviewed, toured, and explored their diversity efforts. Research was conducted on all these institutions. Lead members from the host institution: faculty, staff, administrators, and students provided insight into their diversity progress. Research was additionally collected from the AACU (American Association of Colleges and Universities), the Institute for Higher Education, recent diversity seminars held for those in higher education, in-person interviews, and data research.

The institutions selected were:

- California State University - Palmona
- Mississippi State University
- Ohio State University
- Portland State University
- Rutgers University
- Stanford University
- Texas A&M
- University of Arizona
- University of Colorado
- University of Georgia
- University of Illinois – Urbana
- University of Maryland – Baltimore County
- University of Maryland – College Park
- University of Michigan
- University of Wisconsin – Milwaukee
- Virginia Tech University

We noted the following six areas of focus for those successful programs:

1. Leadership commitment
2. Ownership throughout the institution
3. Resource commitment
4. Accountability
5. Representation of under represented groups
6. Education and training

### **Leadership Commitment**

The institutions who best exemplify a campus climate and culture of inclusion and advancing diversity have campus leaders who truly believe diversity is a core value. In fact, many institutions emphasized this element as the single most crucial element of an effective strategic plan. This leadership was described as an active, not passive, involvement particularly by the President, Administration, Faculty, and Trustees. Their leadership was visible in the representation of departments, colleges, employees, and students. The underlying current of the culture exhibits an open and inclusive culture through attitudes, actions, and programs.

- The President has personally made a commitment to a desired change in that institution's culture towards one of inclusiveness of all elements of diversity.
- The campus leadership is perceived by most that they "walk the talk." The leadership, particularly the President, Senior Administration, and Trustees have taken proactive positions regarding policy, representation, development of programs and financial commitment for the furthering of diversity.
- These leaders have instilled diversity as a core value in that institution, through their actions and constant support.
- As a core value, diversity is communicated in all of that university's external and internal documents.
- The leadership provides rewards and incentives to those who further the advancement of diversity within their institutions. Examples of these rewards includes: a President's award for diversity leadership, financial stipends earmarked for diversity projects and research, exchange programs for students and faculty, faculty education to assist professors in how to teach to a diverse classroom, etc.

### **Ownership**

The institutions that have gone beyond programs and mere activities and are in fact driving systemic change in the very culture of their institutions have done so by involving everyone. These stellar institutions have faculty, staff, administration, employees, and students who are diversity champions.

Ownership of enhancing the campus climate and providing a culture that is inclusive falls on each and every individual at that institution.

Involvement is felt from students, faculty, staff, and administration. The functional areas and departments, colleges, and schools and major organizations have a diversity plan specific to their scope. The individual plans are connected to the overarching institutional plan.

- In order for the overall plan to be successful, it must involve and be dependent upon everyone for implementation.
- Individual colleges and schools of the institution develop a diversity plan that is specific to them and challenges Deans, Assistant Deans, and Chairs to promote and support programs, activities and policies that yield more inclusiveness.
- Staff and administrative departments develop a diversity plan that is specific to them and contributes positively to the overall institutions climate of inclusiveness.
- Specific roles are further defined across the institution to contribute to the institution's changing climate towards one of inclusion. Specific roles some have enacted are dedicated resources for

recruitment of underrepresented students, on-campus events coordinators for cultural events and holidays, dedicated purchasing agent resources focused on increasing the institution's minority supplier base, etc.

- Dialogue across staff, faculty, students and administration is open and all groups work together towards a climate of inclusiveness.

### **Commitment to Resources**

In order to support an institution's goal of culture and climate transformation, resources are needed. These resources include personnel, public relations, travel, research, assessment, and other expenses. Generally, an institution has many of the resources it needs currently on campus. The execution of a strategic diversity plan requires focusing those resources on the specific initiatives that are in alignment with its goals and objectives. Many institutions fail to execute a cohesive approach as a result of two major mistakes:

- Lack of support and a commitment of resources
- Failure to focus efforts and actions

### **Communication strategy**

1. A comprehensive communication plan will serve to inform the campus of events and maximize the visibility for those events.
2. A central area for the campus, i.e., Office of Diversity and Multicultural Affairs, assists in campus communication in an effort to improve the climate and prevent duplication of efforts.
3. The communication plan ensures that the campus is kept abreast of advances made at the institution with respect to its Strategic Diversity Plan.

### **Accountability**

Integrating accountability into a Strategic Diversity Plan's execution is a necessity. Without accountability, only some individuals, due to their own personal beliefs, will drive initiatives. "What gets measured gets done" becomes the motto for executing a plan. Measurement and accountability are reviewed quarterly and are considered as core elements in performance reviews. Rewards and incentives are designed for individuals, groups, and organizations that exceed goals or initiate programs. Institutions that hold themselves and individuals accountable for the success of the process, programs, activities, education, and training will reap the benefits of a plan being executed cohesively and effectively.

- The Strategic Diversity Plan is reviewed quarterly and re-evaluated and/or amended annually.
- A Diversity Scorecard is developed which tracks the institution's key initiatives.
- Measures as they relate to the execution of individual action plans, college and school diversity plans and departmental plans are tied to an individual's merit performance review.
- Goals are established that are specific and stretch the institution requiring effort to be expended in order for success.
- Programs, projects, and goals that will be executed by multiple individuals all carry the same measure on individual performance reviews. This measure ensures teamwork and begins to break down walls between individuals, departments, and groups.
- Rewards and incentives are developed which showcase organization, group, and individual achievement towards a campus climate of inclusion.

### **Representation**

Institutions which fall below their targeted goals of representation of underrepresented groups for students, faculty, staff, and administration set specific, measurable goals and drive programs and activities towards those goals.

Representation goals for students and staff are established by evaluating the geographical region's population. Representation goals for faculty and administration are developed by thorough evaluation of the total population from which possible recruitment would take place. Representation goals are driven down through the institution at the department, college and school level.

College and School Deans and Department Heads are held accountable for the recruitment and retention within their area of responsibility. Each of these individuals has a specified goal, and performance against that goal will be tracked and measured.

- Specific goals are established for faculty, staff, administration, employees, and students. Action plans are developed and implemented to reach the desired representation goals.
- Incentives and rewards are established for those departments, functions, and areas who exceed goals.
- Individuals who become champions of diversity for the institution are recognized and rewarded among their peers.
- Specific programs are designed to enhance the recruitment of underrepresented faculty, staff, administrators, employees, and students.
- Partnerships are developed between the University and targeted middle and high schools to build the reputation of that institution in the eyes of potential college students.
- Current faculty, staff, and administration serve as informal mentors, encouraging more recruitment into the university.

### **Education and Training**

Leading universities, colleges and organizations consider education and training as the foundation for their diversity maturity. Education and training is embedded into requirements for every member of the. Education is considered the basis of entry for all and facilitates getting everyone in sync around the definition of the mission and vision of diversity. Ongoing training, beginning with awareness training, progressing into skill development, and then into diversity management is provided and encouraged for all faculty, staff, administration, and employees. Those individuals designated as high leadership potential are required to complete the training and exhibit diversity management and leadership skills.

- All students as incoming freshmen are required to complete diversity awareness education and training as a core course.
- All staff, faculty, administration and employees have diversity education as a requirement in their career path.
- All faculty, staff and administration are required to complete a train the trainer course and encouraged to incorporate diversity into their daily activities/teachings.
- Extensive training in other institutions is encouraged and supported by the university for those individuals who desire to grow in their diversity maturity.