

**AUBURN  
UNIVERSITY  
AND THE UNITED  
NATIONS  
SUSTAINABLE  
DEVELOPMENT  
GOALS  
OF 2019 - 2021**

Published December 2022

# **Report Author**

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**“Auburn University is committed to integrating sustainability into all aspects of the University... Auburn University considers sustainability a core value and strives for excellence in sustainability through continuous assessment and improvement.”**

Auburn University's Sustainability Policy

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# Executive Summary

The United Nations Sustainable Development Goals (UN SDGs) are a collection of 17 intentional, global goals that aim to solve intersecting issues of environmental, social, and economic sustainability by the year 2030.<sup>1</sup> As a land, sea, and space-grant institution, Auburn University's mission is to improve quality of life for people across the state of Alabama, the nation, and the world.<sup>2</sup>

Land-grant universities are designed to provide practical solutions to pressing societal issues, make higher education more accessible to a broader segment of American citizens, and spur economic and social opportunity and development.<sup>3</sup> Along with Auburn University's commitment to fulfilling its responsibilities as a land-grant institution, the Auburn University Strategic Plan outlines Auburn University's commitment to lead change, shape the future, and be known as a world-renowned institution.<sup>3</sup>

The United Nations prioritizes providing practical solutions to societal issues and creating economic and social opportunity and development. Many actors have transformed these priorities into action, including the UN Sustainable Development Solutions Network (SDSN). The mission of the SDSN is to mobilize universities toward research, outreach, and collective action; build awareness, dialogue, and progress on the SDGs; and understand and address sustainable development challenges at local, state, and national levels.<sup>4</sup> Auburn University is a charter member of the SDSN United States chapter, an effort led by the College of Forestry, Wildlife and Environment, the College of Human Sciences, and the Office of Sustainability. As a leader within its community, state, nation, and world, and as an institution built upon the mission of improving quality of life for all people, Auburn University is an essential player in the movement to achieve the UN SDGs by 2030.

## Purpose

The purpose of this publication is to provide a holistic account of Auburn University's engagement with the UN SDGs through a Voluntary University Review (VUR). The report will provide a basis for which to establish accountability within the Auburn University's frameworks, to educate Auburn University's students, faculty, and staff on the complexities of sustainability and how their work pertains to it, and to provide a tangible record of reports in order to monitor growth of Auburn University's involvement with different SDGs over the years.

## Methods

Auburn University's Hunger Solutions Institute (HSI) composed *Auburn University and the United Nations Sustainable Development Goals of 2019 - 2021* with data collection aid from the Academic Sustainability Program and guidance from the Office of Sustainability. Measurements include the parameters of teaching, outreach, and research on Auburn's campus during 2019 - 2021. Categories within teaching include courses, undergraduate degrees, undergraduate and graduate minors, graduate programs, and immersion programs. Categories within outreach include student organizations and centers, offices, and institutions. Student involvement is included as an additional metric, as "active social responsibility distinguishes the

student experience at all land-grant universities, and certainly at Auburn University.”<sup>3</sup> Research is represented through the number of faculty conducting research at Auburn University.

These data were originally collected by the Academic Sustainability Program for use in the 2019 Association for the Advancement of Sustainability in Higher Education’s Sustainability Tracking, Assessment, and Rating System (AASHE STARS) report.

## **Statistical Analysis**

Undergraduate researchers within HSI and the Office of Sustainability coded each entity within teaching, outreach, and research to a singular SDG of which it pertained to most and ranked SDGs according to level of engagement with Auburn University.

## **Results**

In descending order beginning with the SDG with which Auburn University is most engaged, the six SDGs that Auburn University is most highly engaged with from 2019 to 2021 were:

- Goal 15: Life on Land
- Goal 3: Good Health and Well-being
- Goal 11: Sustainable Cities and Communities
- Goal 12: Responsible Consumption and Production
- Goal 10: Reduced Inequalities
- Goal 2: Zero Hunger

In descending order, the five SDGs that Auburn University is moderately engaged with from 2019 to 2021 were:

- Goal 6: Clean Water and Sanitation
- Goal 14: Life Below Water
- Goal 13: Climate Action
- Goal 9: Industry, Innovation, and Infrastructure
- Goal 5: Gender Equality

In descending order, ending with the SDG with which Auburn University is least engaged, the six SDGs that Auburn University is the least engaged with from 2019 to 2021 were:

- Goal 16: Peace, Justice, and Strong Institutions
- Goal 8: Decent Work and Economic Growth
- Goal 4: Quality Education
- Goal 7: Affordable and Clean Energy
- Goal 17: Partnerships for the Goals
- Goal 1: No Poverty

## Conclusions and Next Steps

While Auburn University has much to celebrate regarding its engagement with specific SDGs, many opportunities exist for further SDG engagement across all categories of teaching, outreach, and research. This may be used by Auburn University administration, faculty, and students to learn more about each of the 17 SDGs as well as gain insight into what Auburn University is already doing to support each goal.

## Introduction

Sustainability at Auburn University is upheld by four central pillars – nature, economy, society, and well-being. These pillars are deeply interconnected, as one cannot be upheld without the others. Because the UN SDGs are built upon three interconnected themes of environment, economy, and equity, the SDGs themselves are also interconnected and depend on each other for success. The SDGs are a unified set of interconnected global priorities that leave no one behind. The 17 SDGs were adopted in 2015 as a “blueprint to achieving a more equitable and sustainable future for all.”<sup>1</sup>

### SUSTAINABLE DEVELOPMENT GOALS



The symbiotic nature of the SDGs aligns with Auburn University's commitment to “reaching across or dissolving intra-organization boundaries,” as work supporting the SDGs will encourage collaboration among Auburn University's various disciplines, organizations, departments, and colleges.<sup>3</sup>

To achieve the SDGs by 2030, every country, state, community, and institution has been called upon to act. Achieving the SDGs will require a concerted effort. Universities are crucial to achieving the SDGs,<sup>5</sup> serving as incubators of new ideas, inventions, and solutions. They raise awareness and educate about the SDGs on their campuses, in their communities, and beyond.<sup>5</sup> As an institution built upon the mission of improving quality of life for all people, Auburn University is an essential player in the cultivation of student leaders and interdisciplinary faculty and staff to instigate the advancement and fulfillment of the UN SDGs by 2030.

The purpose of the *Auburn University and the United Nations Sustainable Development Goals of 2019 - 2021* report is to delineate Auburn University's engagement with the UN SDGs through teaching, outreach, and research. The bulk of this report includes 17 spreads dedicated to sharing a detailed look into what each SDG means, offering tangible targets that increase awareness about the mission of each SDG. The report will highlight the SDGs with which Auburn University is most highly engaged and SDGs with which Auburn University is least engaged. The report reflects three highlights per SDG, amounting to 51 total highlights.

Additionally, the report is designed to raise awareness of the SDGs, so university students and faculty may join the global movement to achieve the SDGs by 2030. *Auburn University and the United Nations Sustainable Development Goals of 2019 - 2021* aims to mobilize the Auburn community in order to collaborate to a global movement and instigate systematic change in the pillars of sustainability.

*Auburn University and the United Nations Sustainable Development Goals of 2019 - 2021* is the sequel report to *Auburn University and the United Nations Sustainable Development Goals of 2016-2018*.

## Methodology

The *Auburn University and the United Nations Sustainable Development Goals of 2019 - 2021* report reflects a descriptive study determining the alignment of Auburn University's teaching, outreach, and research with the UN SDGs. For the purpose of the study, the author defined teaching as courses, undergraduate degrees, minors, graduate programs, and immersion programs. Outreach is comprised of centers, institutes, and student organizations. Research is identified as faculty conducting SDG-related research. Authors utilized the definitions defined by the UN per SDG and its subgoals to conceptualize and operationalize the SDGs. The study included Auburn University's teaching, outreach, and research activities from January 2019 to December 2021.

These data parameters include teaching, outreach, and research, but also select facilities, operations, and service learning events in order to depict an all-encompassing report of Auburn University's sustainable endeavors.

### Instruments

The Association for the Advancement of Sustainability in Higher Education's (AASHE) Sustainability Tracking Assessment and Rating System (STARS) assesses higher education institutions across categories of academics, engagement, operations, planning and administration, and innovation and leadership. This data collection spanned January of 2019 to December 2021 and aligns with the data collecting process for the *Auburn University and the United Nations Sustainable Development Goals of 2019 - 2021* report.

Data from the teaching portion of courses, undergraduate degrees, minors, graduate programs, and immersion programs were provided by the Academic Sustainability Program (ASP), originally compiled for the 2021 AASHE STARS rating. The STARS report focused only on core campus data. Activities not reported on by STARS, such as centers, institutes, and student organizations, were collected through additional research by report contributors.

Undergraduate research assistants conducted web-based searches to operationalize outreach, including centers, institutes, and student organizations at Auburn University from 2019 to 2021. Research assistants used the Auburn University website listing for all sanctioned student organizations to find the purpose and mission statements of all on-campus organizations. If the mission of an organization aligned with one of the SDGs, it was added to the inventory. Using an online listing of all centers and institutes at Auburn University, all mission statements were again analyzed for whether or not their missions were related to an SDG and were added to the inventory when appropriate.

Data for research, which includes faculty conducting research, were also collected by Auburn University's ASP for the purposes of the AASHE STARS assessment in 2021.

The data set includes that of the 2016 - 2018 report, though has omitted teaching, outreach, and research that is no longer being conducted. The data collection process of the 2019 – 2021 report has been altered to reflect a more encompassing view of sustainability on Auburn's campus, relative to the 2016 – 2018 report process. This holistic data collection includes the pillars of sustainability, rather than primarily environmental with the first edition of Auburn University's VUR. Sustainability related facilities and operations were included in the highlight writing process, though were not included in the data collection.

## **Procedures**

The final inventory was organized by the teaching, outreach, and research categories: courses, undergraduate degrees, minors, graduate programs, immersion programs, centers, institutes, student organizations, and research. A research assistant coded each inventory entry for the SDG with which it most closely related. A separate research assistant coded each inventory entry as well. Upon completion of coding by both research assistants, the two sets of coded inventories were compared to determine discrepancies in coding. Discrepancies were discussed, and a final coding was determined for each discrepancy.

Data were coded by undergraduate researchers within HSI and the Office of Sustainability to a singular SDG that pertained to the category the most using website searches, key words, and the guidance of faculty conducting sustainability-related research, or managing or teaching sustainability-related programs on Auburn's campus. Each faculty member was contacted about their sustainability related research to gauge the most accurate coding of their work. For entries in which there was no response, research assistants coded each faculty conducting research to a singular SDG.

After coding of all sustainability-related teaching, outreach, and research was finalized, a research assistant determined the frequency of teaching, outreach and research categories within each SDG. The research assistant then ranked SDGs based on frequencies within each SDG. Using ranked SDGs, the research assistant identified SDGs Auburn University engaged with most, which represented SDGs whose content was present in most categories of teaching, outreach, and research.

Ranked SDGs also supported the identification of SDGs with which Auburn University engaged with least, which represented SDGs whose content was present in few categories of teaching, outreach, and research. Every data set was combined for teaching, outreach, and research to create **Figure 1**, **Figure 2**, and **Figure 3**.

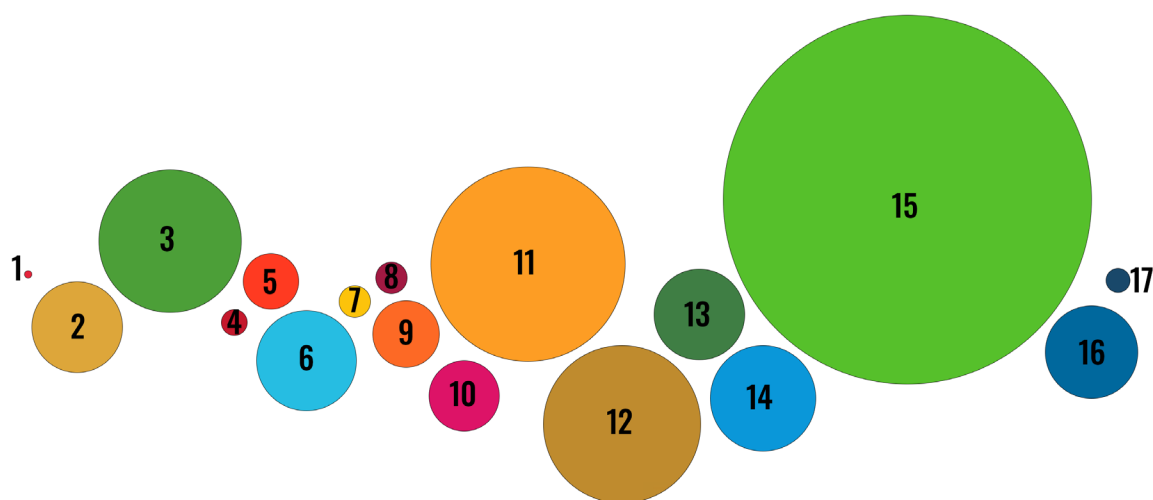
## Current Work

The findings of this report are intended to be an asset for Auburn University administrators, faculty, staff, students, and alumni as Auburn University strives to increase awareness and engagement with the UN SDGs. The interconnected, interdisciplinary nature of the SDGs encourages collaboration among faculty, staff, and students. Auburn University members can draw on their diverse expertise to promote and work collectively toward these multi-faceted goals.

The six SDGs with which Auburn University was most highly engaged across a greater number of categories were SDGs 15, 3, 11, 12, 10, and 2. The six SDGs with which Auburn University engaged to a lesser degree were SDGs 1, 17, 7, 4, 8, and 16. The SDG spreads that make up the bulk of this report detail Auburn University's current work to support the 17 SDGs. The spreads highlight some of Auburn University's teaching, outreach, and research activities specific to each SDG and offer insight into each SDG's prevalence across inventory categories. The values representing the total in each inventory category are minimums, meaning there are at least the given amount of activities in each category. Auburn University's current work toward the SDGs has established a firm foundation on which to build even stronger efforts in the future.

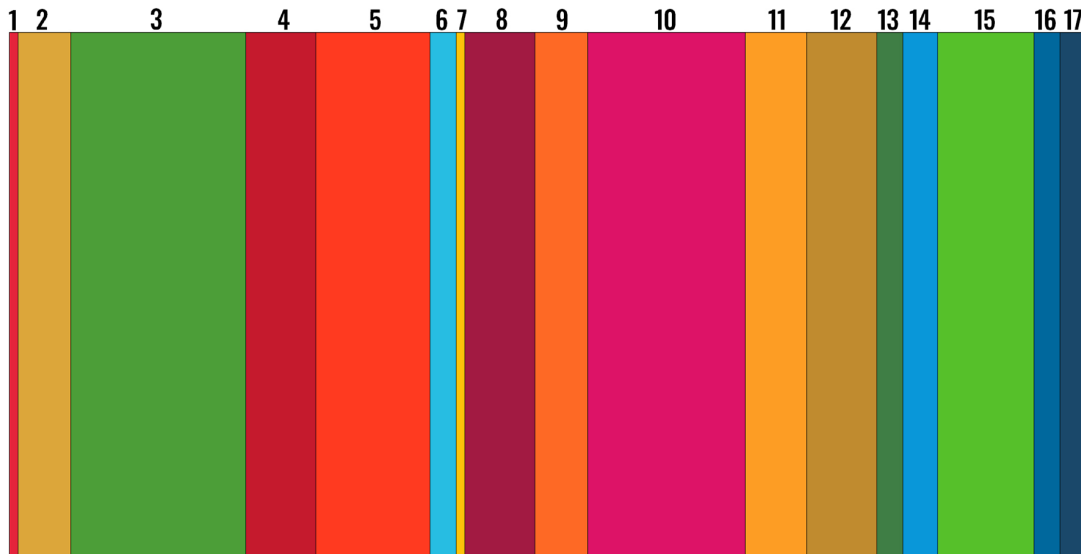
### Figure 1: Teaching

Teaching includes Auburn University's courses, undergraduate degrees, minors, graduate programs, and immersion programs. SDG 15: Life on Land, SDG 11: Sustainable Cities and Communities, and SDG 12: Responsible Consumption and Production have the strongest presence across all teaching categories.



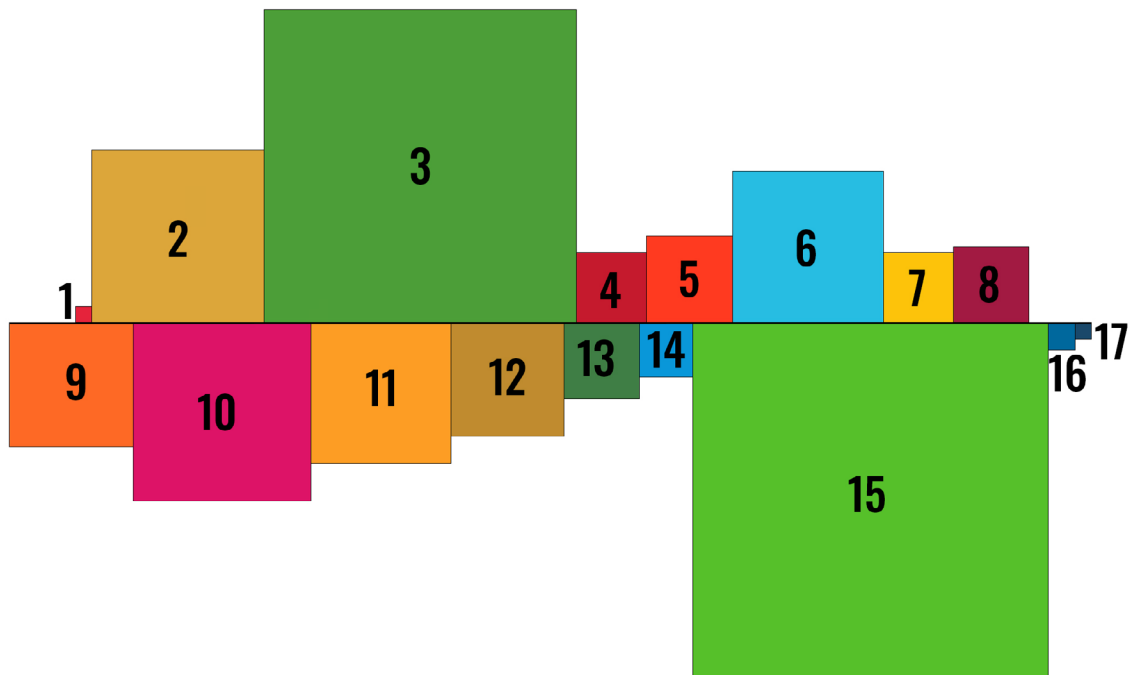
## Figure 2: Outreach

Outreach is comprised of all student organizations, centers, and institutes affiliated with Auburn University. SDG 3: Good Health and Well-Being, SDG 10: Reduced Inequalities, and SDG 5: Gender Equality represent the greatest number of outreach organizations.



## Figure 3: Research

Research consists of faculty conducting research related to each SDGs. The greatest number of faculty members conducting research are related to SDG 15: Life on Land, SDG 3: Good Health and Well-Being, and SDG 10: Reduced Inequalities.





# Next Steps

Following the release of the *Auburn University and the United Nations Sustainable Development Goals of 2019 - 2021* report, strategies will continue to be implemented across Auburn University to increase awareness, engagement, and collaboration across the SDGs.

Promotion of SDG awareness is being executed through curriculum and media. [Aub.ie/sdgs](http://Aub.ie/sdgs), a website that draws clear connections between AU initiatives and the SDGs, is valuable to raising SDG awareness, as well as describing AU's role as a member of the Sustainable Development Solutions Network, and acting as a database for SDG information at Auburn University. The 51 total highlights of *Auburn University and the United Nations Sustainable Development Goals of 2016 - 2018* have been transformed into detailed webpages on the site. Guest blog posts and AU resources pertaining to each SDG can also be found on [Aub.ie/sdgs](http://Aub.ie/sdgs). The same additions will be featured for *Auburn University and the United Nations Sustainable Development Goals of 2019 - 2021*.

Increasingly, professors are developing curricula that incorporate SDGs into student learning. Auburn University can begin to formally link course content to specific SDGs, which has already been done informally through this report. Auburn University can also encourage faculty to enhance and expand course content specifically related to the SDGs. Engagement with research and outreach will increase as Auburn University dives deeper into the SDGs that are already well represented and strengthens the SDG areas in which Auburn University is invested to a lesser degree.

Collaboration among Auburn University offices and departments can spark innovation and progress through initiatives, research, and programming that draws on diverse skill sets and resources. This report may act as a catalyst for connecting potential collaborators through their work to support SDGs.

For future iterations of the Auburn University and the United Nations Sustainable Development Goals report, authors may implement new strategies to make the report more detailed, thorough, and encompassing. Report authors will design a weight system for each category to improve the rigor of the report's statistical analysis. The AASHE STARS data used for this iteration of *Auburn University and the United Nations Sustainable Development Goals of 2019 - 2021* describe mostly academic activities, detailing Auburn University's engagement with SDGs through teaching and research but not outreach. Report authors and collaborators will continue to pursue ways to develop the report to encompass all pillars of sustainability, all SDGs, and all Auburn University activities more fully.

As Auburn University continues to develop its support of the UN SDGs, there are tangible ways to increase awareness, strengthen engagement, and promote collaboration for the SDGs. There remain abundant opportunities for Auburn University to further establish itself as a university known globally for its forward-thinking orientation toward service and leadership in the movement for a more sustainable future for all.

Individuals or organizations affiliated with Auburn University with work involving sustainability-related teaching and research may contact the Academic Sustainability Program to be included in the data collection process for sequential reports. Those affiliated with Auburn University with work involved sustainability-related outreach may contact the Hunger Solutions Institute.

# Sustainable Development Goals Spreads

# 1 No Poverty

1 NO POVERTY



Poverty has many causes, including unemployment, social exclusion, and high vulnerability to diseases, disasters, and other phenomena.<sup>7</sup> Globally, while real gross domestic products and labor productivity have increased, 731 million people, 9.4% of the global population, still live on less than \$2.00 a day.<sup>8</sup> The UN says that ending poverty in all its forms will require increased social protection, greater employment opportunities, and innovative policy benefiting the world's poor.<sup>7</sup>



Auburn University engages with Goal 1 to a lesser degree than other SDGs. Goal 1 is best represented through teaching, with at least 4 courses offered that relate to the issue of poverty. As Auburn University works to increase quality of life for people both near and far, per the mission of Auburn University, poverty continues to be a critical issue to address.

## TEACHING

**4**  
courses

**COURSE CURRICULA:** *International philanthropy and social welfare, family, and poverty*

## OUTREACH

**STUDENT ORGANIZATION:** *ONE Campaign Auburn student chapter*

**1**  
student  
organization

## RESEARCH

**3**  
faculty  
conducting  
research

**RESEARCH THEMES:** *Interrelationships between economic risk and poverty, access to services for rural families, lone parenting, barriers for women with young children in Alabama, homelessness, and healthcare*

## Intersections of Fathering and Poverty



Within the College of Human Sciences, Associate Professor Dr. Elif Dede Yildirim focuses on the intersections of fathering, parenting, and co-parenting with poverty, economic risk, and neighborhood risk. Within the context of early childhood development, Dr. Dede Yildirim focuses on improvements to juvenile quality of life, using poverty as a means of well-being measurement. Dr. Dede Yildirim's research investigates the intersectionality of poverty and the institution of fatherhood, especially within the context of culture and societal norms.<sup>9</sup>

## K(no)w Poverty Week of Service

Logo courtesy of the Honors College



Housed in Auburn University's Honor College, the K(no)w Poverty Week of Service aims to educate and raise funds for those impacted by poverty. The program provides first-year students with an immersive experience of the realities of poverty at local, state, and national levels. Designed to kindle and facilitate quality dialogue among students, the K(no)w Poverty Week of Service is an action and education-based program focusing on the complexities, causes, and consequences of low-income communities. For eight consecutive years, and taking place virtually during the COVID-19 pandemic, K(no)w Poverty has served as an integrative experience for freshmen looking to get involved in activism, philanthropy, and volunteerism during their time at Auburn.<sup>10</sup>

## Social Welfare, Family, and Poverty

photo courtesy of Dr. Ryan Thomson



Within the College of Agriculture, RSOC 5510/6510 focuses on quantifying poverty and inequality as well as examining its effects on family and community life. A course designed to examine various social inequalities and stratification within the United States, RSOC 5510/6510 examines the root causes of inequity and possible solutions. From a social, economic, political, cultural, and psychological perspective, the class studies systems of inequality that permeate society today. By surveying such systems, RSOC 5510/6510 examines the flaws present in modern means of measurement. Students learn the causes for vast income inequality in the United States as well as the ramifications of years of historical and proposed policies on at-risk and low-income citizens. The course also offers an analysis of the implementation and success of anti-poverty programs.<sup>11</sup>

# 2 Zero Hunger

2 ZERO HUNGER



Zero hunger means eradicating not only starvation, but food insecurity and malnourishment.<sup>10</sup> The UN also includes sustainable agriculture as a priority for achieving zero hunger by 2030.<sup>10</sup> In addition to the challenge of feeding 800 million hungry people worldwide, the challenge of feeding a global population of 9 billion by 2050 makes Goal 2 an urgent matter.<sup>10</sup>



Auburn University is highly engaged with Goal 2, mostly through teaching. From 2019 to 2021, Auburn University engaged in no less than 41 courses oriented toward eradicating hunger. Adequate food is critical to maintaining a sound mind, a sound body, and a spirit that is not afraid.<sup>11</sup> Having a variety of nutritious food to eat is a basic physiological need that must be met to actualize a quality life for all people, the central mission of Auburn University.<sup>6</sup>

## TEACHING

**41**  
courses

**5**  
undergraduate  
degrees

**5**  
graduate  
programs

**2**  
minors

**COURSE CURRICULA:** *Global issues in food, agriculture, development and environment, agricultural cooperatives, policy, and genetics, analysis of plant, soil, and animal data, animal sciences, meat consumption, food microbiology, crop science, forage production and utilization, sustainable agroecology, organic gardening, hydroponics, pest management, horticulture, greenhouse and pesticide management, global gastronomy, hunger, nutrition, sustainable agrifood systems, culture, and food safety*

**UNDERGRADUATE DEGREES:** *Agricultural Business and Economics; Biological and Agricultural Technology Management (BATMAN); Poultry Science - Poultry Production Option; Horticulture Science; Crop and Soil Sciences*

**GRADUATE PROGRAMS:** *Agricultural Economics; Applied Economics in Agriculture; Applied Economics in Forestry and Wildlife Sciences; Poultry Science; Horticulture*

**MINORS:** *Hunger Studies; Stewardship-Based Agriculture*

## OUTREACH

**STUDENT ORGANIZATIONS:** *Universities Fighting World Hunger; the Beat Bama Food Drive; the Plant-Based Plainsman*

**CENTERS AND INSTITUTES:** *Hunger Solutions Institute; the Auburn Detection and Food Safety Center; the National Poultry Technology Center*

**3**  
student  
organizations

**3**  
centers and  
institutes

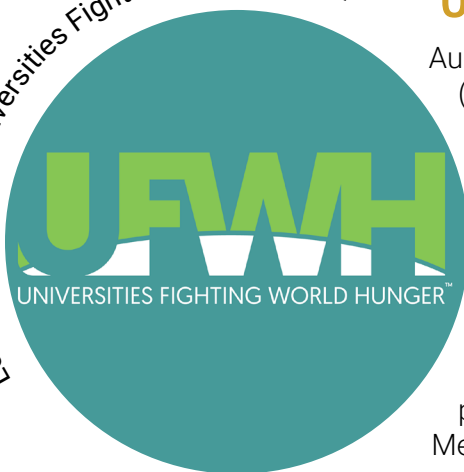
## RESEARCH

**32**  
faculty  
conducting  
research

**RESEARCH THEMES:** *Child obesity, locality of resources, optimized shelf life, food safety, healthy eating habits, genetic variability of fish farming, urban and soil health, sustainable agriculture, food security and justice, plant disease management, economics of food, public health, dietary habits, food policy, waste management, and climate mitigation*



Logo courtesy of Universities Fighting World Hunger



## Universities Fighting World Hunger

Auburn University's Universities Fighting World Hunger (UFWH) chapter is a student advocacy and action campaign striving to end hunger as well as advocating for the right to widespread, quality nutrition for all individuals, particularly for those in developing countries. UFWH's goals align with the Sustainable Development Goals in ending campus hunger, national hunger, and worldwide hunger by the year 2030. UFWH attends an annual summit with themes of resilience and resurgence, especially in the midst of the COVID-19 pandemic and was hosted at Auburn University in 2022. Members are able to obtain a global awareness of hunger as a rooted, interconnected issue upon entering the workforce.<sup>14</sup>

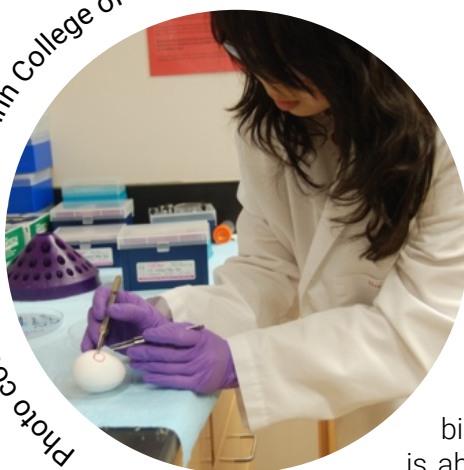
## The Nutrition Resource Center

Photo courtesy of the Campus Kitchen at Auburn University



The Nutrition Resource Center was established in 2021 in collaboration with the Office of Campus Dining, Nutrition and Dietetics Academy, Health Promotion and Wellness Services, and the AU Counseling & Psychological Services. The Center's mission is to identify and quantify food insecurity on campus, as well as provide a flagship for basic needs programs at Auburn University. The Center includes a space for the Campus Kitchen at Auburn University and the Campus Food Pantry, a service branching from Auburn Cares. The Nutrition Resource Center also aims to provide students with a basic understanding of the realities of food insecurity at Auburn University and throughout Auburn and Opelika communities. The Center also offers volunteer opportunities and nutrition counseling. In the heart of campus, the Nutrition Resource Center is a "full-scale integration of education, application, and service."<sup>15, 16</sup>

Photo courtesy of Samuel Ginn College of Engineering



## The Auburn Detection and Food Safety Center

The Auburn Detection and Food Safety Center fosters scientific collaboration that allows for the detection of pathogens and other potential dangers that arise in human consumption. The Center aims to reduce food borne diseases as well as improve health and well-being on a global scale. The Center includes professionals from five of Auburn University's colleges working to engineer sensor and information systems technology for sustainable food systems. By using biomolecular recognition and detection devices, the Center is able to precisely locate pathogen presence on fresh food in the lab and consequentially, improve food systems production and distribution on a national scale.<sup>17</sup>



# 3 Good Health & Well-Being

3 GOOD HEALTH AND WELL-BEING



Goal 3 aims to improve health and well-being for people of all ages everywhere.<sup>14</sup> Good health and well-being include decreasing maternal and child mortality rates, increasing vaccinations, continuing to address HIV/AIDS, and providing access to essential health services worldwide.<sup>14</sup>



Goal 3 is one of the goals Auburn University engages with most, offering at least 65 courses and conducting no less than 58 research projects from 2019 to 2021 relating to good health and well-being. Auburn University's centers and institutes relating to sustainability are most represented by SDG 3 with 11 centers and institutes. The United Nations emphasizes the importance of equitable access to healthcare for all people, regardless of income, race, ethnicity, religion, gender, or otherwise. Much of the health-related research and outreach conducted by Auburn University is focused on health equity. Auburn University has strong programs in health-related disciplines that encourage students and faculty to engage with health issues across the Auburn community, the state, the country, and the world. Promoting good health and well-being for all people enables everyone to achieve beyond their physiological needs and actualize a high quality of life.

## TEACHING

**65**  
courses

**2**  
minors

**COURSE CURRICULA:** Anthropology, genetics, microbiology, epidemics, environmental health engineering, pollutant analysis, immunology, virology, media and communication, mental health disparities, disease ecology, public health, society and equity, policy, human development, the workplace, disease prevention, women's health, and children and community

**MINORS:** Pubic Health; Health Equity Science

## OUTREACH

**STUDENT ORGANIZATIONS:** A Sound Mind; Active Minds; Alabama Student Rural Health Association; Body Image Education and Eating Disorders Awareness; Doctors Without Borders Student Chapter; Operation Smile Student Club; the Global Medical Training at Auburn University; the Pediatric Pharmacy Association at AU; the NICU and Infant Health Unification

**CENTERS AND INSTITUTES:** Association of Counseling Psychology Students; Health Promotion and Wellness Services; the Marriage and Family Therapy Center; Center of Health Ecology and Equity Research; the Auburn University Research Initiative in Cancer; the Boshell Diabetes and Metabolic Diseases Research Program; Human Development and Family Studies Center; the Warrior Research Center; Performance & Health Optimization Center; Auburn University MRI Research Center; the Scott Ritchey Center

**9**  
student  
organizations

**11**  
centers and  
institutes

## RESEARCH

**58**  
faculty  
conducting  
research

**RESEARCH THEMES:** Natural medicine, mental health and health disparities, healthcare and vulnerable populations, rural elders, assistive intelligent agent technology, homelessness, juvenile chronic illnesses, social justice, food borne pathogens, skilled nursing facilities, healthcare analytics, postpartum mental health, veterans and military families, HIV and AIDS, genomics and personalized medicine, diabetes, Alzheimer's, race and ethnicity, cancer, hypertension, sleep and the nervous system, toxic pollutants, addiction, developmental disabilities, and underserved populations

photo courtesy of the Auburn Newsroom



## Auburn University Medical Clinic

The Auburn University Medical Clinic makes accessible the Pfizer, Moderna, and Johnson & Johnson vaccines and booster shots to all current students, faculty, and staff. Offering ample antigen and COVID-19 testing, the Medical Clinic also provides a sentinel testing program that includes incentives for completion. The clinic also offers contact tracing program for students to help stop the spread of COVID-19. Professionals from the Auburn University Medical Clinic work closely with Auburn University to create safe guidelines for the university's faculty, staff, and students.<sup>19</sup>

## Alabama Rural Health Association, Auburn University Chapter

Logo courtesy of Alabama Rural Health Association



The Alabama Rural Health Association (ARHA) focuses on activism, research, and philanthropy to help combat the health issues suffered by those living in rural Alabama. The ARHA strives to spread awareness, raise funds, and support the Harrison College of Pharmacy in establishing a community health and education center located in the center of a community. The ARHA offers support to rural hospitals, clinics, health and education centers, and industry partners. The ARHA works to provide an accurate definition and depiction of rurality, so the group can spread awareness and advocate for policy supporting the health and well-being of those in rural areas.<sup>20</sup>

## Adolescent and Young Adult Health in Relation to the SDGs

photo courtesy of Dr. Felicia Tuggle



Dr. Felicia Tuggle is an Assistant Professor in the Department of Sociology, Anthropology, and Social Work in the College of Liberal Arts at Auburn University. As an engaged scholar, her research focuses on the role of social work education and practice in facilitating sustainable community development. Dr. Tuggle co-founded Global Development Solutions Lab with her colleagues Drs. Kelly Krawczyk and Peter Weber to integrate teaching, outreach, and research in the sub-disciplines of nonprofit studies, philanthropy, and social work and to apply and translate this teaching, outreach, and research into practice to empower citizens on the ground to be civic agents that can solve community problems and facilitate social development using participatory, empowering, equitable, rights-based, and sustainable approaches.<sup>21</sup>

# 4 Quality Education

4 QUALITY EDUCATION



Quality education is inclusive of all learners and promotes lifelong learning.<sup>18</sup> Education holds the key to higher quality of life, not only because of education's ability to eradicate poverty but also because of the empowering nature of quality education.<sup>18</sup> Adequate infrastructure and teacher training are necessary for the actualization of quality education, both of which are obstacles to education in the developing world, rural areas, and impoverished communities.<sup>18</sup>



Auburn University engages with Goal 4 to a lesser degree than other SDGs. Goal 4 is best represented in Auburn University's research developments, with a minimum of 13 faculty members conducting research from 2019 to 2021 that focus on issues related to humanizing and equitable practices in schools, group therapy and classroom education, teacher development, sense of community and place, and writing to connect expert and non-expert communities. Auburn University's strategic plan outlines the goal to "increase access to educational opportunities and lifelong learning across the State, especially in underserved communities."<sup>3</sup> Auburn University has high outreach potential, which can be utilized for the promotion of quality education on many levels.

## TEACHING

**12**  
courses

**COURSE CURRICULA:** *Teaching disadvantaged adults, diverse needs in educational settings, equity issues, legal and ethical issues, social and cultural diversity, global perspectives, exceptionality of learners, and leadership for green schools*

## OUTREACH

**STUDENT ORGANIZATIONS:** *The Council for Exceptional Children; AU Student Chapter; Honors Serves*

**CENTERS AND INSTITUTES:** *The East Alabama Regional Inservice Center; the Alabama Prison Arts & Education Project; the Center for Ethical Organizational Cultures; the Truman Pierce Institute; the Cary Center; the Adult Education Applied Learning Center; the EAGLE's Program; Opelika Grows Community Garden*

**2**  
student  
organizations

**6**  
centers and  
institutes

## RESEARCH

**13**  
faculty  
conducting  
research

**RESEARCH THEMES:** *Policy and social justice, sense of place, race, human rights, multiculturalism, youth education, communities, school counseling, and Latinx student advocacy*



Photo courtesy of the Office of Communications and Marketing



## The EAGLES Program

Housed in the Department of Special Education, Rehabilitation, and Counseling, the EAGLES Program, or Education to Accomplish Growth in Life Experiences for Success, is a two-year or four-year, comprehensive transition program for students with intellectual disabilities. The EAGLES Program has the primary goals of promoting academic achievement, developing social skill sets, fostering independent thinking and living, maintaining quality physical and mental health, and integrating work opportunities with anticipated transition to a four-year undergraduate degree upon program completion. Students have the support of a WINGS peer, a Warmhearted Individual Nurturing Great Success, to help them navigate various experiences at Auburn University. For the first time in 2020, six EAGLES students participated in Greek Life recruitment, paving the way for future participants that may wish to join Greek life.<sup>23, 24, 25</sup>

## FOUN 3000



FOUN 3000: Diversity of Learners and Settings includes the exploration of how socio-political factors and students' diverse identities shape their experiences and opportunities in educational settings and society, with a focus on the interaction between schooling and inequity. The course also includes a service-learning requirement composed of community-based discovery learning that connects theory and application in a local agency or service center. Diversity of Learners and Settings equips students to better understand learners from different cultural backgrounds, abilities, and values and helps educators kindle a safe and healthy learning environment.<sup>26</sup>

Logo courtesy of the College of Education



## Opelika Grows

Opelika Grows (O Grows) is a renowned community garden and outreach and research program that partners with Auburn University to meet the needs of a local community. O Grow's mission is to create "sustainable community-based food systems, where communities work to create shared values in meeting food needs of all residents in a matter that is economically, socially, and environmentally viable for future generations." O Grows supports youth programs at six local schools and conducts a daily food systems class at the Opelika Learning Center to teach practical skills on gardening, sustainable production, and community involvement. O Grows also invites youth from the Lee County Department of Juvenile Probation to complete their community service hours by learning about sustainable food systems.<sup>27</sup>

# 5 Gender Equality



Because women and girls represent half the world's population, they represent half the world's potential; but gender inequality stagnates this potential for progress.<sup>21</sup> Gender equality encompasses women's empowerment, women's rights, and proper representation of women in leadership.<sup>21</sup>



Auburn University is moderately engaged with Goal 5 mostly through teaching endeavors, with no fewer than 28 courses offered from 2019 to 2021 that were related to women's empowerment and equality. Women make up 50% of Auburn University's population, 51.7% of Alabama's population, and 50.8% of the US population as of 2021.<sup>22, 23, 24</sup> Because Auburn University's mission is to improve the lives of the people of Alabama, the nation, and the world, women's empowerment, leadership, employment, representation, and rights must be central to Auburn University's activities.<sup>6</sup>

**28**  
courses

**1**  
minor

## TEACHING

**COURSE CURRICULA:** *Anthropology of gender, gender development and culture, the visual arts, wealth, philanthropy, work and communication, sport, literature, communication, history of women, sexuality, law, beauty and culture, and feminist theory*

**MINOR:** *Women's and Gender Studies*

## OUTREACH

**STUDENT ORGANIZATIONS:** *The Association for Women in Mathematics; Association for Women in Science; Baby Steps; Black Women in Mental Health; Graduate Women in Science; International Justice Mission; Students Against Human Trafficking; Women's Initiatives at AU; Feminists at Auburn; the Dream Mentorship at AU*

**CENTERS AND INSTITUTES:** *Advance Auburn Center - Women in STEM; the Women's Center; Safe Harbor*

**10**  
student  
organizations

**3**  
centers and  
institutes

## RESEARCH

**16**  
faculty  
conducting  
research

**RESEARCH THEMES:** *Feminism criticism, cultural studies, diversity and social justice, gender, relationships, digital spaces, structural barriers, higher education leadership, women's history, sexual abuse, partner violence, resiliency, survivors of sex trafficking, philosophy and ethics, women in politics, Victorian studies, and anti-violence activism*



Image courtesy of the AU Photographic Services



## Women's and Gender Studies Minor

Located in the College of Liberal Arts, the Women's and Gender Studies Minor aims to educate in themes of gender studies and feminist theory. Students choose from a wide range of classes, including marriage and family, anthropology, history, environment, sociology, and politics. The Women's and Gender Studies Minor curriculum offers students a multifaceted approach to understanding intersectional gender inequality, leaving graduates well positioned to pursue careers in research, activism, and philanthropy. This minor also equips students to better understand the needs of women and children and how to better aid them in situations relating to hunger, education, and poverty.<sup>32</sup>

Photo courtesy of Dr. Tal Peretz



## Anti-Sexism and Anti-Violence within Social Movements

Dr. Tal Peretz, Assistant Professor of Sociology and Women's Studies, studies intersectional inequalities and men's allyship in gender justice and women's rights movements. By focusing on anti-sexist and anti-violence activism, Dr. Peretz aims to highlight pro-social masculinities, shift masculinity norms in culture, and develop innovative anti-violence strategies. Dr. Peretz's various research projects and publications also focus on increasing the safety of other at-risk groups on college campuses. Dr. Peretz's research also explores how the intersections of race, class, religion, and sexual identities shape particular grassroots movements in men's gender justice groups.<sup>33</sup>

## WMST 5980/6980



Housed in the College of Liberal Arts, WMST 5980/6980: Feminist Theory, focuses on revolutionary feminist theorists and their analyses of gender subordination. Students become familiarized with a variety of theorists and the history of feminist activism. The course also includes perspectives on feminist theory, with emphasis on intersections of race, class, sexual orientation, and gender as they affect the position of women in culture. A vital course in the Women's and Gender Studies Minor, WMST 5980/6980 involves dimensions of gender roles, relations, and identities as well as social constructions of femininity and masculinity in historical and modern adaptations.<sup>34</sup>

# 6 Clean Water & Sanitation

6 CLEAN WATER  
AND SANITATION



Half the world's population experiences water scarcity and shortages for at least one month out of the year.<sup>27</sup> Water is essential for sanitation and hygiene, not only for staying hydrated.<sup>27</sup> Lack of access to safely managed drinking and bathing water as well as pollution in waterways leads to the spread of diseases that cause the death of 800 children every day.<sup>27</sup>



Auburn University is moderately engaged with Goal 6 across teaching, outreach, and research. Goal 6 is best represented in Auburn University's teaching, with at least 54 courses offered from 2019 to 2021 that related to issues of clean water, sanitation and waste management. Proper water management enables better food production management, energy production management, decent work and economic growth, ecosystem preservation, biodiversity maintenance, and climate change action; all of which are issues that concern Auburn University because of Auburn University's global perspective and dedication to service.<sup>6, 27</sup>

## TEACHING

**54**  
courses

**1**  
minor

**1**  
immersion  
program

**COURSE CURRICULA:** Stream ecology, irrigation systems, waste management, biosystems, watershed modeling, engineering within lakes and reservoirs, fluvial geomorphology, water treatment, urban hydraulic systems, groundwater, stormwater management, surface water quality, soil quality, stream restoration, reservoir limnology, management of riverine systems, fish populations, and aqueous and environmental geochemistry

**MINOR:** Watershed Sciences

**IMMERSION PROGRAM:** Auburn University's chapter of Engineers without Borders

## OUTREACH

**STUDENT ORGANIZATIONS:** Alabama's Water Environment Association; Auburn for Water

**CENTERS AND INSTITUTES:** AU Water Resources Center

**2**  
student  
organizations

**1**  
center

## RESEARCH

**28**  
faculty  
conducting  
research

**RESEARCH THEMES:** Groundwater policy, wastewater treatment, stream restoration, sustainable nutrient reuse, algae systems engineering, ecological engineering, aquatic systems ecology, management of aquatic systems, water use, water policy and law, relationships with the built environment, public lands management, low impact development, erosion, sedimentation, algae and bacteria waste remediation, metal contamination, geographic information systems and remote sensing, land use change, climate variability, peak water, virtual water, saltwater intrusion, pollution control, urban sprawl, vegetation, natural resource use, and rain gardens



## Restoration Ecology Graduate Certificate

The graduate certificate in Restoration Ecology within the College of Forestry, Wildlife and Environment prepares graduate students to understand and evaluate ecosystem restoration. The certificate entails 15 credit hours of online coursework ranging from human-wildlife conflicts to forest wetlands management. Students examine the critical realities of ecosystem damage and degradation while enhancing practical critical thinking and communication skills. Completion of the Restoration Ecology program leaves graduates prepared to work in natural resource management, forest and wildlife management, environmental sciences and consulting, or environmental education. Auburn University also offers one of the only online versions of the Restoration Ecology Graduate Certificate in the country.<sup>36</sup>

## Auburn University Water Resources Center

The Auburn University Water Resources Center (AUWRC) fosters collaboration and innovation among educators, students, and professionals to develop innovative research in water resources and water systems. The mission of the AUWRC is to “facilitate interdisciplinary collaboration among AU faculty and staff on water-related research, outreach, and instruction; conduct innovative research to find practical solutions for current and future water issues and empower private citizens to become active stewards of water resources.” The EPA has given the AUWRC the distinction as a Center of Excellence for Watershed Management for its efforts to implement equitable water policy throughout Alabama.<sup>37</sup>

## Sustainable Water Resources Usage

Dr. Eve Brantley, a Professor in the College of Agriculture, studies the intersections of watersheds and water quality with ethical stewardship and sustainability through a local and regional lens. Particularly, Dr. Brantley researches riparian buffer systems, stream enhancement assessments, and innovative storm-water management in the Southeast region. As an extension specialist in partnership with the ACES Water Program, she also works to facilitate watershed restoration and improvement and leads management workshops throughout the state for natural resource professionals and stakeholders, local developers and contractors, and elected officials.<sup>38, 39</sup>

# 7 Affordable & Clean Energy

7 AFFORDABLE AND  
CLEAN ENERGY



Access to energy that is clean, affordable, reliable, and sustainable is essential to reduce poverty, ensure good health and well-being, take action against climate change, develop economies, and more.<sup>30</sup> Well-established energy systems support business, agriculture, medicine, education, infrastructure, communication, and technology.<sup>30</sup> Clean energy is important not only for these large-scale sectors, but also for individuals, as lack of access to clean cooking fuels leads to four million premature deaths annually.<sup>30</sup> Clean energy is essential for sustaining life.



Auburn University engages with Goal 7 to a lesser degree across teaching, outreach, and research. Engagement with Goal 7 is best represented by no fewer than 16 courses offered from 2019 to 2021. Because clean energy is a catalyst for progress for so many other SDGs, addressing Goal 7 can potentially advance many other SDGs. Effectively prioritizing Goal 7 will enable Auburn University to work toward many SDGs at once, magnifying Auburn University's reach and amplifying its positive impact.



## TEACHING

**16**  
courses

**1**  
immersion  
program

**COURSE CURRICULA:** *Energy efficient buildings, green construction and materials, harvesting ambient environmental energy, biomass gasification, biofuels, porous media in energy-related systems, energy conservation, energy storage and conversion, wood procurement issues, metallic and carbon nanostructures, natural gas storage and fuel cell combustion, solar energy conversion, bioanalytic chemistry, oxidative catalysis, and methane conversion*

**IMMERSION PROGRAM:** *Regional Sustainable Technologies and Practices in Northern Spain*

## OUTREACH

**CENTERS AND INSTITUTES:** *The Center for Bioenergy and Bioproducts*

**1**  
center

## RESEARCH

**13**  
faculty  
conducting  
research

**RESEARCH THEMES:** *Renewable energy in biosystems, biofuels engineering, systems design, analysis, and applications, electrical power systems, sustainable energy production and storage, statistical thermodynamics, and semiconductors*

Photo courtesy of Dr. Elizabeth Lipke and Morgan Ellis



## Regional Sustainable Practices in Northern Spain

Auburn's Regional Sustainable Practices in Northern Spain is a four-week immersion program designed to introduce students to sustainable technologies and practices. Students visit wind and solar farm sites, biomass conversion facilities, and a desalination plant. Courses particularly emphasize renewable energy, water treatment, and sustainable infrastructure. Students are able to learn from Auburn University professors as well as current experts in Spain. Courses take place in the facilities of the Engineering Association of Navarre in the center of Pamplona, Spain.<sup>41</sup>

Photo courtesy of Dr. Sushil Adhikari



## Renewable Energy in Biosystems Processes

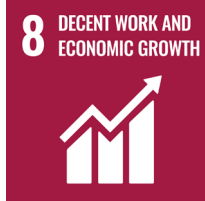
Included in the College of Engineering, BSEN 5260 aims to provide graduates with skill sets needed to solve global issues in applications of food, water, energy, environment, and health. A course designed to examine the use of renewable energy in biological, food, forest, and agricultural systems, BSEN 5260 includes aspects of bioenergy, solar energy, wind power and geothermal energy. A key course in the Biosystems Engineering degree, it aims to prepare students for professional careers in biosystems industries and related natural resource and environmental systems sectors.<sup>42</sup>



## High Efficiency and Low Emission Systems

Dr. David Scarborough is an Assistant Professor within the College of Engineering. Dr. Scarborough's research efforts focus upon modeling high-efficiency, low-emissions combustion systems for peak production of power. Within the School of Aerospace Engineering, Dr. Scarborough studies the reduction of greenhouse gas emissions by pursuing efficiency and improvement of burners for space heaters. These burners produce less than 1 ppm CO and 5 ppm NO<sub>x</sub>, significantly less greenhouse gas production than commercial burners.<sup>43</sup>

# 8 Decent Work & Economic Growth



Inclusion, sustainability, and employment for all are essential to economic growth and development.<sup>32</sup> Employment alone is not enough to ensure a good living.<sup>32</sup> Creating jobs that are gender inclusive, provide safe working conditions, and offer fair wages is critical for developing and sustaining economic development and eliminating poverty.<sup>32</sup>



Auburn University engages with Goal 8 to a lesser degree than other SDGs across teaching, outreach, and research. SDG 8 is best represented by Auburn University's teaching and research activities. A minimum of 14 courses and 14 research developments related to decent work and economic growth represented Goal 8 from 2019 to 2021. Auburn University's strategic plan outlines its intention to "strengthen engagement with both the public and private sectors in the State of Alabama to provide increased workforce development and economic growth."<sup>3</sup> Auburn University also aims to "elevate research and scholarly impact to... promote economic development in Alabama and beyond."<sup>3</sup> As a land grant institution, Auburn University has a responsibility to Alabama to be a driver of economic development. This ethic of service and development extends beyond the state of Alabama and into the world on a grander scale.



## TEACHING

**14**  
courses

**COURSE CURRICULA:** *Agricultural economic development, American economic history, economics of growth and development, externalities and public goods, ecotourism, international travel and tourism, labor relations, political economy, and competition*

## OUTREACH

**STUDENT ORGANIZATION:** *The Auburn Student Center for Public Trust*

**1**  
student  
organization

**CENTERS AND INSTITUTES:** *The Government and Economic Development Institute; the Small Business Development Center; Auburn Technical Assistance Center; the Center for Ethical Organizational Cultures; the Lowder Center for Family Business and Entrepreneurship; the Center for Occupational Safety, Ergonomics; Injury Prevention; the Office of Professional and Career Development*

**7**  
centers and  
institutes

## RESEARCH

**14**  
faculty  
conducting  
research

**RESEARCH THEMES:** *Nature-based tourism, international economics, agricultural economics, labor economics, economics of family and crime, labor history, race and immigration, industrial ergonomics, occupational safety and health, ethical business practices and the natural environment*

## Economic Analysis of Crime, Health, and Society



Dr. Duha Altindag of the College of Liberal Arts is an Associate Professor of Economics studying the economic analysis of crime, health knowledge, happiness, and the consequences of joblessness. Dr. Altindag studies how such areas coincide with health and labor economics. Dr. Altindag also explores applied econometrics, law and economics, and consequently, results on overall well-being. Studies include the links between education and re-employment, along with the modern effects of COVID-19 on productivity at universities, especially at Auburn University.<sup>45</sup>

## Business Practices in Relation to Sustainability

Image courtesy of Dr. Sarah Stanwick



Drs. Sarah Stanwick and Peter Stanwick are Associate Professors in the Harbert College of Business with research efforts in environmental accounting, ethical issues for managers and accountants, and social responsibility issues. Dr. Sarah Stanwick teaches classes for the Alabama Prison Arts and Education Project, and is a key developer for the TigerSense financial literacy fair. Her work has been included in various publications, such as the Journal of Business Ethics, the CPA Journal, and Business Strategy and the Environment. In 2020, both professors authored a textbook on Corporate Sustainability Leadership, depicting the ethical intersections of stakeholder and business relations.<sup>46</sup>

## Lowder Center For Family Business And Entrepreneurship

Photo courtesy of the Office of Communications and Marketing



The Lowder Center for Family Business and Entrepreneurship (LCFBE) is an outreach program designed to augment the success of local family businesses. By addressing the needs and unique experiences of small business owners, the LCFBE fosters innovation, entrepreneurship, and the overall well-being of its participants. Programs include leadership development and sustainable management planning, as well as business resiliency when adapting to economic and organizational stimuli. The LCFB's training and education program provides guest lecturers from successful family businesses and various site visits. The LCFBE also connects students to the Auburn Entrepreneurship Program, relevant mentors and advisors, and networking events regarding small businesses.<sup>47</sup>

# 9 Industry, Innovation, & Infrastructure



The United Nations defines infrastructure as roads, information and communication technologies, sanitation, electrical power, and water.<sup>39</sup> Goal 9 aims to build resilient, inclusive, sustainable, and innovative infrastructure.<sup>39</sup> Even basic infrastructure has the potential to spark economic and social development, and climate action.<sup>39</sup>



Auburn University is moderately engaged with Goal 9 across many categories of teaching, outreach, and research, with no less than 38 courses offered between 2019 and 2021. Auburn University engaged with SDG 9 most frequently through its teaching activities. One of Auburn University's goals included in the 2019-2024 strategic plan describes Auburn University's intent to provide "practical and innovative solutions to social, economic and environmental issues."<sup>3</sup> Innovative infrastructure can deliver on all three of those fronts - society, economy, and environment - to achieve both Auburn University's goals while contributing to achieving Goal 9.

## TEACHING

**38**  
courses

**1**  
undergraduate  
degree

**1**  
graduate  
program

**COURSE CURRICULA:** *Environmental controls, materials and methods of construction, sustainable construction, LEED accreditation, environmental engineering, chemical principles, geosynthetics and soil improvement, erosion and sediment control, computer ethics, environmental design practices, technology and civilization, landscape and culture, contemporary urbanism, nongovernmental organizations and international development, site planning and infrastructure development*

**UNDERGRADUATE DEGREE:** *Architecture*

**GRADUATE PROGRAM:** *Architecture with a Public Interest Design Option*

## OUTREACH

**STUDENT ORGANIZATIONS:** *Engineers With Borders; the US Green Building Council Students Chapter*

**CENTERS AND INSTITUTES:** *The National Center for Additive Manufacturing Excellence; the Center for Construction Innovation and Collaboration; the Thomas Walter Center; the National Center for Asphalt Technology*

**2**  
student  
organizations

**4**  
centers and  
institutes

## RESEARCH

**23**  
faculty  
conducting  
research

**RESEARCH THEMES:** *Urban design, cultural, economic, political, and environmental influences, the built environment, rural community, corporate social performance, social justice, ethics, environmental issues, affordable housing, sustainable construction, green infrastructure, food insecurity, poverty, community resilience, LEED accreditation, Village Gardens, equitable housing, regenerative landscapes, urban planning, design, racial justice and bias, systemic change, historic preservation, and architecture*

Logo courtesy of USGBC.org



## United States Green Building Council Auburn University Chapter

The United States Green Building Council Auburn University Chapter (USGBC) is a student organization that seeks to provide students a platform to explore and promote sustainable building practices. Students are also able to obtain LEED accreditation through the chapter and participate in monthly service projects. The USGBC AU Chapter is an interdisciplinary organization, as all degree seeking students are encouraged to join and contribute their perspective on designing, building, and operating more sustainable buildings. This coalition of students is committed to the development of buildings that are more environmentally and socially responsible, and healthier for all people, making this level of performance standard practice for buildings everywhere.<sup>49</sup>

Logo courtesy of the Center for Construction, Innovation, and Collaboration



## Center for Construction Innovation and Collaboration

The Center for Construction Innovation and Collaboration (CCIC) at Auburn University provides quality research across the built environment from an interdisciplinary perspective. The CCIC's mission statement is to focus on "innovative approaches to construction-related problems and processes, including those involving construction education, while maintaining core values centered on sustainability and impact on built environments." The center strives to promote academic excellence and facilitate a collaborative process to form strong relationships with students, industry, product manufacturers, and other academic institutions through innovations in construction products and processes.<sup>50</sup>

Photo courtesy of Timothy Hursley



## Community Infrastructure and Affordability

Associate Professor Rusty Smith of the College of Architecture, Design and Construction is the Associate Director of Rural Studio with research in both project-based teaching and learning as well as in equitable housing access and the design and construction of community-oriented infrastructure. By studying the intersections of housing affordability and socioeconomic factors, Professor Smith is able to examine poverty origins relative to housing, income, energy, food, health, and education resources. Over the past three decades, Rural Studio has evolved to include the planning, design, and construction of community projects; the development of more equitable, affordable, and accessible high-performance homes; and a comprehensive approach to addressing the low-wealth stressors that are unique to persistently impoverished rural communities.<sup>51</sup>

# 10 Reduced Inequalities

10 REDUCED INEQUALITIES



Sustainable development requires reduced inequalities based on income, age, sex, gender, disability, sexual orientation, race, ethnicity, and religion, not only within countries but also between countries. Inequality leads to crime, disease, and environmental degradation because it threatens long-term social and economic development.<sup>43</sup>



Auburn University is moderately engaged with Goal 10 across a variety of teaching, outreach, and research operations. Auburn University's involvement with Goal 10 is well-represented through its teaching and research activities. Goal 10 also has the most outreach activities oriented toward it than any other SDG. 15 student organizations are invested in reducing inequalities. Auburn University seeks to better reflect the diversity of the world beyond the AU campus.<sup>3</sup> Because of Auburn University's mission as a land grant institution, "improving the lives of the people of Alabama, the nation, and the world,"<sup>6</sup> equality must be central to Auburn University's activities.



## TEACHING

**39**  
courses

**COURSE CURRICULA:** *Africana studies, African diaspora, race and the human variation, diverse societies, LGBTQ studies, counseling, social justice, education, literature and controversies, African American literature, ethnic studies, race, gender, and sexuality, the civil rights movement, American slavery, physical education for individuals with disabilities, philosophy of race and gender, politics, extension programs, social inequalities and movements, and diversity and difference in practice*

## OUTREACH

**STUDENT ORGANIZATIONS:** *Adaptive Recreation and Athletics; the COSAM Office of Inclusion; Equity, and Diversity Student Ambassadors; the Cross Cultural Center for Excellence; Diversity in Honors; Harold A. Franklin Society; Minorities in Agriculture, Natural Resources, and Related Sciences; Minority Association of Pre-Health Students; National Organization for the Professional Advancement of Black Chemists and Chemical Engineers; National Society of Black Engineers; Spectrum: Auburn's Gay-Straight Alliance; STEM Coalition of United Learners; Organization of Black Aerospace Professionals; Friends of Bravehearts Club; the Initiative for Representation in Nursing; Camp Kesem at Auburn University*

**15**  
student  
organizations

**1**  
office

**CENTERS AND INSTITUTES:** *The Office of Inclusion and Diversity*

## RESEARCH

**39**  
faculty  
conducting  
research

**RESEARCH THEMES:** *Post-incarceration for fathers, anti-blackness in schools, police, inter-generational storytelling, building community capacity, history of the Civil Rights Movement, racial crossing and passing literature, gender, Black women writers, African American literary movements, social inequalities, disadvantaged groups, positive youth development, bullying prevention, history of lynching, white supremacy, national parks, critical race theory, cultural studies, race represented on film, grassroots social movements and activism, human rights, criminal and social justice, visual storytelling, environmental issues, music, digital journalism, conflict resolution, black identity, Black press, media portrayals, oral histories, technology and psychological services, social psychology, culture and power, immigration, family relationships, graphic design, higher education, counseling, desegregation, youth and school violence, indigenous studies, environmental humanities, literary, cultural, and queer theories, questions of manhood, masculinity, and vulnerability, environment and community and health, black transnationalism, emancipation, and peace studies*

Photo courtesy of the Plainsman



## Office of Inclusion and Diversity

The Office of Inclusion and Diversity is paramount to building unity, equity, and inclusion at Auburn University. The office recognizes the benefits of creating a welcoming space for education, as this increases student well-being and success. Auburn University's Strategic Diversity Plan states that the institution will "establish diversity as a core value at Auburn University." Core goals include the inclusion of underrepresented groups into the university's faculty, staff, and student body, and fostering a sense of place and belonging. The Office of Inclusion and Diversity also supports efforts that enhance external support for various scholarships and programs. The office is now formalizing annual reports detailing transparency and accountability towards Auburn's Diversity, Equity, and Inclusion goals.<sup>53</sup>

Photo courtesy of the Office of Communications and Marketing



## Presidential Task Force for Opportunity and Equality

The Presidential Task Force for Opportunity and Equality (PTFOE) is a representative team that aims to implement equitable and inclusive policies on campus. The subcommittees of the PTFOE include Diversity, Equity and Inclusion Education, undergraduate Student Recruitment and Retention, Faculty Recruitment and Retention, and Staff Recruitment and Retention. Auburn University Employment Services joined the Higher Education Recruitment Consortium in order to increase diversity of faculty, staff, and administrators in academia. PTFOE also increased use of inclusive language throughout university websites and applications for new staff positions.<sup>54</sup>

Photo courtesy of Dr. Hannah Baggett



## Race in the Context of Schools and Empowerment of Youths

Dr. Hannah Baggett is an Associate Professor in the College of Education with specialization in educational research and teaching for social justice. Dr. Baggett's work focuses on research about preservice and practicing teachers' orientations to justice and equity and a state-wide analysis of school discipline policy and practice in Alabama. Her recent book, *The Grammar of School Discipline: Removal, Resistance, and Reform in Alabama Schools*, coauthored with Dr. Carey Andrzejewski, describes how school discipline policies and practices damage relationships with and trajectories of Black youth and how practitioners might make efforts towards repair. Dr. Baggett's scholarship also reports on outreach work engaging alternative school students in youth research to facilitate a sense of community belonging and empowerment.<sup>55</sup>



# 11 Sustainable Cities & Communities



As the world becomes progressively more urbanized, making cities more inclusive, safe, resilient, and sustainable is becoming increasingly necessary.<sup>47</sup> Cities and metropolitan areas are powerhouses of economic growth, but they are also contributors to carbon emissions and users of massive amounts of resources.<sup>47</sup> In addition to pollution and resource use, cities and metropolitan areas also present problems of inequality, with slums and inadequate housing plaguing large urban populations.<sup>47</sup>



Auburn University is highly engaged with Goal 11 in many ways through teaching, outreach, and research. From 2019-2021, Auburn University offered at least 93 courses oriented toward Goal 11, making teaching activities are the most dominant way the University engaged with SDG 11. Auburn University's sustainability-oriented minors and graduate programs also have a high correlation with SDG 11 at 3 minors and 5 graduate programs. As Auburn University continues to build on its capacity as an innovative institution with a global perspective, Auburn University will continue to contribute to creating more sustainable cities and communities.

## TEACHING

**93**  
courses

**3**  
undergraduate  
degrees

**3**  
minors

**5**  
graduate  
programs

**3**  
immersion  
programs

**COURSE CURRICULA:** Anthropology, global studies, culture, marriage, family, political ecology, architecture, community based learning, design within biosystems, issues in interior design, environmental design theories, community and civic engagement, global societies, communication, social movements, urban form, community planning, land use, land and urban economics, sustainable transportation, affordable housing, sustainable urbanism, geographic information systems, policy, city planning and climate change, historic preservation, law, role of forests on human health, global geography, urban ecology, rural sociology, and art

**UNDERGRADUATE DEGREES:** Environmental Design; Landscape Architecture; Geography

**MINORS:** Rural and Community Development; Urban Environmental Sciences; Civil and Community Engagement

**GRADUATE PROGRAMS:** Rural Sociology; Landscape Architecture; Community Planning; Development Practice; Geography

**IMMERSIVE PROGRAMS:** The Rural Studio; Alternative Spring Breaks at AU; the Environmental Design Program in Copenhagen, Denmark

## OUTREACH

**STUDENT ORGANIZATION:** The Community and Civic Engagement Club

**CENTERS AND INSTITUTES:** The Rural Studio, the Center for Environmental Studies at the Urban-Rural Interface, the NSF Center for Advanced Vehicle and Extreme Environment Electronics, Auburn University's Center for Architecture and Urban Studies, Auburn University's Center for Architecture and Urban Studies, and the Auburn University Transportation Research Institute

**1**  
student  
organization

**6**  
centers and  
institutes

## RESEARCH

**26**  
faculty  
conducting  
research

**RESEARCH THEMES:** Urban entomology, environmental conservation, adaptive reuse, public relations and diversity issues, the Selma Project and the Edmund Pettus Bridge, human and environmental interactions, natural disasters, social vulnerability, resilience, international planning, comprehensive planning, land management, occupational health, healthy workplaces and communities, risk and crisis management, public diplomacy, corporate social responsibility, ethics, religion, race, and politics, Southeastern landscapes, native species, infrastructure design, philanthropies and non-profit organizations, walkability and urban planning, housing affordability, the production of social spaces, Latin American geographical representations, rain gardens, and combating gentrification

Photo courtesy of the College of Architecture, Design and Construction



## Environmental Design Program in Copenhagen, Denmark

In the College of Architecture, Design and Construction, the Environmental Design Program in Copenhagen, Denmark is a summer immersion program open to Environmental Design majors. The program has notable emphasis on themes of sustainability, urban livability, transportation systems, design, and environmental design. A global leader in design innovation, Copenhagen is known for being one of the most livable cities in the world and is highly regarded for its bicycle urbanism. Students study interconnected systems in order to apply resiliency within design. Copenhagen allows students to witness contemporary sustainable projects that will be useful and valuable for the entirety of their careers.<sup>57, 58</sup>

Photo courtesy of the US Department of Transportation



## Sustainable Transport Systems

In 2021, Auburn University introduced a fleet of hybrid-electric buses to the central campus area. The buses are designed with geofencing technology, allowing the buses to run on a battery charge when they detect the proximity of central campus. When not running on a battery, buses utilize a fuel-efficient, low-emissions diesel, fitted with a new exhaust design that reduces noise pollution. The Tiger Transit buses also feature increased capacity and an accessibility ramp for the elderly and physically disabled. To encourage more use of alternative transportation, the buses come equipped with bike racks. The Office of Sustainability also features a Sustainability Transportation Guide to highlight the most sustainable transportation options available.<sup>59</sup>

Photo courtesy of Professor Gorham Bird



## Architectural Conservation

Professor Gorham Bird of the College of Architecture, Design and Construction, researches architectural conservation, viewing architecture as an artifact of culture, linking political, socioeconomic, and historical connections. Through his research as a Visiting Assistant Professor of Architecture, Professor Bird confronts obstacles in architectural preservation and renovation, as well as adaptive reuse projects, especially within historical settings. Particularly, Professor Bird focuses on the historical Julius Rosenwald Schools and the intersections of historic preservation, architectural conservation, adaptive reuse, and reimagining viable, sustainable futures for cities afflicted by economic neglect.<sup>60</sup>

# 12 Responsible Consumption & Production



Future economic and social progress depends on sustainable production and consumption patterns.<sup>51</sup> Responsible consumption and production address issues related to food, fuel, over-extraction of resources, social and ethical impacts of product manufacturing, and all other issues involving waste and excessive resource use.<sup>51</sup>



Auburn University is highly engaged with Goal 12, especially through teaching activities. There were no fewer than 90 courses offered from 2019-2021 relating to responsible consumption and production. Auburn University's sustainability-oriented minors have the highest correlation with SDG 12 at 3 minors. As the world navigates a future of waste elimination, efficient systems, and resource depletion, Auburn University has the potential to be a leader in the charge to navigate these realities sustainably.

## TEACHING

90  
courses

2  
undergraduate  
degrees

1  
graduate  
program

3  
minors

**COURSE CURRICULA:** *Environmental and natural resource economics, modern livestock systems, conservation, forest products and packaging, biomass processing chemistry, durability and performance, business management, trade and marketing, product development, biopolymers, life cycle assessment, wood composites, non-point source pollution, soil plant environmental system design, global consumer culture, air pollution, landfills, soil microbiology and morphology, small impoundment management, resource use in aquaculture, timber harvesting techniques, harvesting, biocomposites, forestry in the private sector, wildlife leadership, policy, conflict and collaboration, finance, spatial statistics, geography of rural change, dynamic earth, mineral resources, petrology, informatics, greenhouse management, human dimensions, conservation planning, supply management and the supply chain, and sustainable biomaterials*

**UNDERGRADUATE DEGREES:** *Natural Resource Management; Sustainable Biomaterials and Packaging*

**GRADUATE PROGRAM:** *Natural Resources*

**MINORS:** *Natural Resource Economics and Environmental Policy; Natural Resources Ecology; Nature-Based Recreation*

## OUTREACH

**STUDENT ORGANIZATIONS:** *The Sustainable Biomaterials and Packaging Society; the American Society of Agricultural and Biological Engineers*

**CENTERS AND INSTITUTES:** *Alabama Center for Paper and Bioresource Engineering; the AU Center for Microfibrous Materials Manufacturing; the Forest Products Development Center; the Materials Research and Education Center; the Center for Supply Chain Innovation; the Center for Polymers and Advanced Composites*

2  
student  
organizations

6  
centers and  
institutes

## RESEARCH

21  
faculty  
conducting  
research

**RESEARCH THEMES:** *Natural and bio-derived nanomaterials, environmental assessment and restoration, design interactions between manufactured and successional landscapes, green lubricants, sustainable systems, cradle-to-cradle design, international business, development economics, misplaced marketing, ethical consumption behavior, sustainable green apparel practices, renewable biomass, alternative supply chains, electronic waste and recycling, sustainable production in the Southeast, post-peak oil futures, polymers from renewable resources, consumer response, radioactive wastes, sustainable chemistry, technology and transportation, and biodegradable packaging*



Photo courtesy of the College of Forestry, Wildlife and Environment



## Natural Resources Management

The Natural Resources Management degree equips students with the knowledge necessary to conserve, maintain, and manage systems of natural resources. Housed in the College of Forestry, Wildlife and Environment, this interdisciplinary degree aims to solve diverse and contemporary issues in resource consumption. Based on the relationship between humans and their environment, the Natural Resources Management Degree uses the sustainability compass as a framework to provide humans with the resources needed for the future. Natural Resources Management requires a minor from one of these related areas of study: Nature-Based Recreation, Watershed Sciences, Urban Environmental Science, Natural Resource Ecology, International Business, or Sustainability.<sup>62</sup>

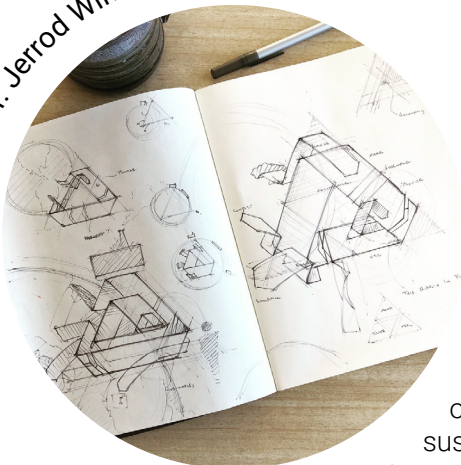
Photo courtesy of the Sustainable Biomaterials and Packaging Society



## Sustainable Biomaterials and Packaging Society

The Sustainable Biomaterials and Packaging Society is a student organization with the goal of educating fellow students and faculty on the Sustainable Biomaterials and Packaging Major, as well as discussing professional advancement in relation to the interests of its members. The club focuses on professional outcomes and practical use of utilizing forest biomaterial sustainably. The society provides students a space to explore intersections of biological, ecological, environmental, social, economic, and ethical considerations in sustainable biomaterials and packaging markets in order to provide focus for their future graduate programs, employment, and experiences.<sup>63</sup>

Photo courtesy of Dr. Jerrod Windham



## Sustainable Industrial Design Strategies

As an Associate Professor in the College of Architecture, Design and Construction, Professor Jerrod Windham focuses on sustainable design strategies for the production of goods and services. Prof. Windham studies the elimination of waste and works to increase efficiencies in supply chains, to improve social and environmental sustainability in communities, benefiting businesses and consumers alike. Through his innovations in digital fabrication, Dr. Windham works to evolve systems of entrepreneurship, assistive technology, and environmental sustainability. Prof. Windham also leads the annual Designing Green initiative, consisting of guest lecturers and a sustainable design competition.<sup>64</sup>

# 13 Climate Action



Taking urgent action against climate change and its impacts is essential to building a sustainable world for everyone.<sup>53</sup> Severe weather and rising sea levels affect everyone, but marginalized people groups and the poor are disproportionately affected.<sup>53</sup> If climate change is left unchecked, the consequences will be ecosystem destruction, food and water scarcity, and conflict.<sup>53</sup>



Auburn University engaged with Goal 13 to a moderate degree across teaching, outreach, and research activities from 2019-2021. Most of Auburn University's engagement with Goal 13 is through its teaching, with no less than 48 courses offered from 2019-2021. Auburn University's mission is to improve the lives of people in its community, state, nation, and world through education, research, and service.<sup>6</sup> Because the climate crisis is a global issue, any action to remedy the effects of climate change has a global impact, which aligns with Auburn University's mission to have a positive impact on a local and global scale. Climate action is an effective and lasting way to have the positive impact Auburn University desires on every scale.

**48**  
courses

**1**  
undergraduate  
degree

**2**  
graduate  
programs

## TEACHING

**COURSE CURRICULA:** *Hurricanes, climate change physiology and evolution, city planning, land use planning, agroclimatology, impact, communication, natural hazards risk and disaster resilience, earth system science, global systems, climatology, global resources, society, geocommunication, paleoclimatology, applications in environmental informatics, environmental modeling, digital earth and big data, and stewardship within climate change*

**UNDERGRADUATE DEGREE:** *Biosystems Engineering*

**GRADUATE PROGRAMS:** *Biosystems Engineering; Earth Systems Science*

## OUTREACH

**STUDENT ORGANIZATIONS:** *Earth Strike; the Environmental Action Committee*

**CENTER:** *The International Center for Climate Change and Global Change Research*

**2**  
student  
organizations

**1**  
center

## RESEARCH

**14**  
faculty  
conducting  
research

**RESEARCH THEMES:** *Statistical methods and data, effects on ecology and water resources, ecocriticism, climate change fiction, building energy efficiency, green buildings energy production and conversion technologies, waste energy recovery system multiphysics and multi-scale systems, nuclear waste repositories, ocean currents, urban heat islands, cultural tourism, agronomic modeling, climate variability, climate extremes, geoscience education, risk analysis, agricultural production and finance, solar thermal synthesis of fuels, GIS applications, and earth systems modeling*



## International Center for Climate and Global Change Research

Photo courtesy of the Office of Communications and Marketing



The International Center for Climate and Global Change Research (ICCGCR) features the collaborative efforts of the Colleges of Science and Mathematics, Agriculture, Engineering, Liberal Arts, and the College of Forestry, Wildlife and Environment. The ICCGCR fosters a space for interdisciplinary research as pertaining to climate change and includes publications from a wide range of colleges. The ICCGCR also develops various graduate courses related to climate change and its relationship with ecology. Director of the ICCGCR, Dr. Hanqin Tian, was nationally ranked in 2021 as among the world's most influential climate scientists.<sup>66, 67, 68</sup>

## Earth Systems Modeling

Photo courtesy of the College of Forestry, Wildlife and Environment



Dr. Susan (Shufen) Pan is an Associate Professor and Director of the GIS and Remote Sensing Laboratory in the College of Forestry, Wildlife and Environment at Auburn University. She has more than 20 years of experience in geospatial analysis, ecosystem modeling and remote sensing applications. Dr. Pan's research program aims to Monitor, Assess and Predict the impacts of climate change and other environmental stresses on ecosystems and people, and provide geospatial solutions for enhancing ecosystem resilience to environmental stresses. Dr. Pan's research projects have covered a range of topics such as climate change and land use impacts on terrestrial productivity, water resources, natural disasters and ecosystem resilience, and water-food-energy nexus across many regions of the world including North America, Asia and Africa.<sup>69</sup>

## Energy Management

Photo courtesy of the Office of Sustainability



Facilities Energy Management (FEM) monitors electricity, gas, and water usage of campus buildings to lower energy costs and greenhouse gas emissions. FEM's Energy Reduction Strategy, a key climate-related initiative underway at AU, is a collection of aggressive energy reduction goals. The strategy has resulted in the metering of nearly every building on Auburn's campus, tracking data to identify leaks and other issues. FEM uses a building commissioning, recommissioning, and retrocommissioning program to improve and upgrade building mechanicals to ensure safe, efficient, and optimal operating conditions. FEM's outreach includes relationships with community partners to support students through mentorship, guest lecturers, and tours of renewable energy plants and solar arrays.<sup>70</sup>

# 14 Life Below Water

14 LIFE BELOW WATER



Oceans provide key ecosystem services, including food, medicines, biofuels, climate moderation, and carbon storage.<sup>55</sup> Because oceans are so essential to life on earth, the conservation and sustainable use of the world's oceans, seas, and marine resources is vital to protecting all of Earth's life forms.<sup>55</sup> Maintaining healthy marine systems supports climate mitigation, economic development, good health and well-being, and biodiversity.<sup>55</sup>



Auburn University is moderately engaged with Goal 14 across teaching, outreach, and research activities. Auburn University is engaged most with Goal 14 through its teaching activities, offering a minimum of 51 courses from 2019 to 2021. Auburn University is a sea-grant institution in addition to being a land-grant institution. Because Auburn University's mission is to serve the state of Alabama, and because Alabama has a strong coastal community providing income and livelihood for thousands of Alabama residents, the health of marine systems directly involves Auburn University.<sup>6</sup> Additionally, Auburn University's global perspective and desire to achieve a global impact make marine conservation, preservation, and restoration relevant concerns.<sup>6,3</sup>

**51**  
courses

**1**  
undergraduate  
degree

**1**  
graduate  
program

**1**  
immersion  
program

## TEACHING

**COURSE CURRICULA:** *Aquaculture economics, marine biology, marine systems, oceanography, vertebrae biodiversity, marine mammals and behavior, marine fisheries, coastal zone management, general ichthyology, botany, environmental nutrient control processes, fisheries orientation, global and regional perspectives, shellfish aquaculture, limnology, small impound management, and physics*

**UNDERGRADUATE DEGREE:** *Fisheries, Aquaculture, and Aquatic Resource Management*

**GRADUATE PROGRAM:** *Fisheries*

**IMMERSION PROGRAM:** *Tropical Veterinary Science and the Great Barrier Reef*

## OUTREACH

**STUDENT ORGANIZATIONS:** *American Fisheries Society; the Marine Biology Club; the USAS Student Subunit at AU*

**CENTERS AND INSTITUTES:** *Aquaculture and the Fisheries Business Institute*

**3**  
student  
organizations

**1**  
institute

## RESEARCH

**10**  
faculty  
conducting  
research

**RESEARCH THEMES:** *Community structure of aquatic systems, restoration of rare and endangered species, fish systematics and molecular phylogeny, contested waterscapes and groundwater, aquacultural development, renewable energy systems, population genetics, symbiosis biology, sustainable fisheries, developmental plasticity, maternal effects, paleoecology, large scale ecological change, climate variation, water quality, watershed disturbance, stream communities, disease control using beneficial microorganisms, geomorphology, anthropogenic impacts on river systems, harmful algae blooms, and potable water*

Photo courtesy of the College of Agriculture



## Marine Resources Management

The Marine Resources Management Major in the College of Agriculture emphasizes the intersections of biology, ecology, and engineering of healthy life below water as well as the sustainable management of aquatic resources. The degree leaves students well versed in the management of aquatic resources as well as the conservation of oceans, wetlands, and marshes. Participants also complete a series of off-campus marine science classes. Post graduation, students pursue careers in marine farming, environmental law, and wetlands conservation and management. Students work in collaboration with one of the country's most renowned fisheries facilities, the Center for Aquatic Resource Management.<sup>72</sup>

Photo courtesy of Dr. Dennis DeVries and Henry Hershey



## Conservation of Aquatic Systems

Dr. Dennis DeVries is the Assistant Director for Research Programs within the School of Fisheries, Aquaculture, & Aquatic Sciences of the College of Agriculture. Dr. DeVries work focuses on inefficiencies in applied management of aquatic resources. Working at the intersections of ecology, fisheries, and natural resource management, Dr. DeVries studies the complex interactions between species and community structures, as well as the use of ecological principles to achieve restoration of rare and endangered species. Particularly, Dr. DeVries focuses on how to improve threatened and endangered species harmed by the development of dams.<sup>73</sup>

Photo courtesy of Dr. Dawn Boothe



## Tropical Veterinary Science and the Great Barrier Reef

The Tropical Veterinary Science and the Great Barrier Reef is a seventeen-day immersion program based in Townsville, Australia. Offered by the College of Veterinary Medicine and open to all majors, the immersion program examines native marine and terrestrial flora and fauna and how climate change and the economy alter populations. Running most recently in Summer 2019, the Tropical Veterinary Science and the Great Barrier Reef allows students to partake in programs and studies on environmental health and resiliency with particular emphasis on how to optimize reef health in the Anthropocene.<sup>74</sup>



# 15 Life on Land



To protect the air we breathe, the water we drink, and the food we eat, sustainably managing forests, desertification, land degradation, and biodiversity loss is crucial.<sup>58</sup> Biodiversity is essential for climate change adaptation and natural disaster risk reduction, but biodiversity is decreasing more rapidly than any other time in human history.<sup>58</sup>



Auburn University is highly engaged with Goal 15 across a variety of categories; most notably through teaching activities, with at least 195 courses offered from 2019-2021. Sustainability-oriented classes, undergraduate degrees, immersion programs, and research at Auburn University are best represented through Goal 15 at 195 classes, 7 undergraduate degrees, 4 immersion programs, and 66 faculty conducting research. Auburn University is a land-grant institution with strong teaching, outreach, and research within the realm of forestry, agriculture, horticulture, and more. Auburn University is a direct stakeholder in local, statewide, national, and global land health because of the investments the university has made in forests, farming, soil health, and ecosystems at these levels, making Goal 15 a direct concern of this institution.

195

courses

7

undergraduate  
degrees

2

graduate  
programs

2

minors

4

immersion  
programs

## TEACHING

**COURSE CURRICULA:** *Agricultural law, animals and society, organismal biology, evolution, ecology, conservation of marine life, plant ecology, molecular ecology, herpetology, mammalogy, population genetics, ecological engineering, soil microbiology, insectology, urban entomology, GIS applications, silviculture, land economics, mycology, disease ecology, ecological modeling, and restoration ecology*

**UNDERGRADUATE DEGREES:** *Environmental Science; Wildlife Ecology and Management; Wildlife Enterprise Management; Wildlife Science Pre-vet; Forestry, Organismal Biology - Conservation and Biodiversity Option; Organismal Biology - Ecology, Evolution, and Behavior option*

**GRADUATE PROGRAMS:** *Forestry and Wildlife Sciences; Wildlife Sciences*

**MINORS:** *Forest Resources; Forestry*

**IMMERSION PROGRAMS:** *The Role of Forests in Human Livelihood and Health in Africa; the Honor's College Pre-Freshman Study and Travel in Costa Rica; Biodiversity, Conservation, and Sustainability: Costa Rica; Conservation and Research in the Peruvian Rainforest*

## OUTREACH

**STUDENT ORGANIZATIONS:** *The Backcountry Hunters and Anglers of Auburn University; the Organic Garden Club; Permaculture Tigers; Society for Conservation Biology; Wildlife Society; the Crop, Soil, and Environmental Sciences Graduate Student Association*

**CENTERS AND INSTITUTES:** *The Donald E. Davis Arboretum; the Plant Science Research Center; the Louise Kreher Forest Ecology Preserve; Solon Dixon Forestry Education Center; Southeastern Raptor Rehabilitation Center; the Forest Policy Center*

5

student  
organizations

6

centers and  
institutes

## RESEARCH

66

faculty  
conducting  
research

**RESEARCH THEMES:** *Green infrastructure, natural resource economics, wetland and floodplain ecology, wildlife damage management, invasive species control, human-wildlife conflict, tree responses to heat and drought, yield and crop quality, large mammal management, international policy, host interactions, integrated pest management, beneficial bacteria, coastal planning, soil chemistry and microbiology, agribusiness management, environmental humanities, low resource farmers in Alabama, community-based ecotourism, animal response to economic stressors, and plant responses to climate change*

photo courtesy of the College of Agriculture



## Organismal Biology

Auburn University features three concentrations for the Organismal Biology Major: Conservation Biology; Ecology, Evolution, and Behavior; and Integrative Biology. Housed in the College of Science and Mathematics, the Organismal Biology degree focuses on the preservation and conservation of diverse biota from a species level to a community level. Many students become involved in the AU Society for Conservation Biology in order to network with their peers and develop professional goals. Students also complete an immersive internship and participate in various undergraduate research opportunities, particularly with the Organization for Tropical Studies and the Dauphin Island Sea Lab.<sup>76</sup>

photo courtesy of Tree Physiological Ecology Lab



## Tree Physiological Ecology Lab

Housed in the College of Forestry, Wildlife and Environment, the Tree Physiological Ecology Lab studies how stimuli affect tree populations and examines heatwaves and climate impacts on such ecosystems. The lab has the objective to “inform predictions of species and ecosystem responses to environmental change”, “inform sustainable management of grassland and forest ecosystems,” and “provide data for improving our quantitative and predictive understanding of physiological responses to environmental change, and their representation in process-based models.” The use of glasshouse studies and large chambers helps to measure ecosystem resiliency in the face of the modern climate crisis.<sup>77</sup>

photo courtesy of the Kreher Preserve and Nature Center



## Kreher Preserve and Nature Center

The Kreher Preserve and Nature Center's (KPNC) mission is to “promote a sense of stewardship toward nature through quality environmental education, recreation, and outreach programs with Auburn University and its community partners.” Through various programs, camps, and educational sessions, the KPNC helps to educate the general public and upcoming leaders to appreciate the value of native species in an ecosystem. Comprised of 120 acres, the center provides an amphitheater, interactive check points, and a community garden. The KPNC welcomed a record-breaking number of visitors during the COVID-19 pandemic, with more than a 30 percent increase during summer 2020, many of them first time visitors.<sup>78, 79</sup>

# 16 Peace, Justice, & Strong Institutions



Promoting peace, justice, and strong institutions means supporting inclusive societies; providing justice for all; and building effective, accountable institutions.<sup>6,3</sup> Advancing all other SDGs cannot be done without peace, justice, and strong institutions because fear, corruption, violence, oppression, and discrimination undermine all of the SDGs.<sup>6,3</sup>



Auburn University engages less with Goal 16 across teaching, outreach, and research activities. Teaching activities are Auburn University's main method of engaging with Goal 16, providing no fewer than 31 courses related to promoting peace, justice, and strong institutions from 2019-2021. Auburn University's strategic plan highlights Auburn University's goal to "address society's most challenging issues."<sup>3</sup> Addressing society's most challenging issues will require engagement with institutions at all levels to make enduring, positive change that will reverberate throughout the community, state, nation, and world. Establishing peace and justice must involve all Auburn men and women, and Auburn University has the power to spark the spread of peace and justice in our institutions because of its scale and reach of influence.



**31**  
courses

**2**  
undergraduate  
degrees

**1**  
graduate  
program

**2**  
minors

## TEACHING

**COURSES CURRICULA:** *Themes of giving and sharing, nonprofit organizations, intercultural communications, research methods for social justice and equity, global fluency and awareness, political geography, human sciences, government in a multicultural world, justice and society, the Arab Spring, issues in race and ethnicity, crime and juvenile justice, child welfare, and social welfare policy*

**UNDERGRADUATE DEGREES:** *Social Work; Global Studies*

**GRADUATE PROGRAM:** *Social Work*

**MINORS:** *Social Work; Philanthropy and Nonprofit Studies*

## OUTREACH

**STUDENT ORGANIZATIONS:** *The Model United Nations; the Global Studies Club*

**CENTERS AND INSTITUTES:** *The Cary Center for the Advancement of Philanthropy and Nonprofit Studies*

**2**  
student  
organizations

**1**  
institute

## RESEARCH

**5**  
faculty  
conducting  
research

**RESEARCH THEMES:** *Teacher education, social justice, voting rights, diversity in public policy, voter disenfranchisement, civil society and democratic governance in West Africa, interrelations between materials, Native American landscapes and society, and social roles and norms within a people*

photo courtesy of the College of Liberal Arts



## Social Work

Auburn University offers a minor, undergraduate degree, and graduate degree in social work in the College of Liberal Arts and the Department of Sociology, Anthropology, and Social Work. By studying human behavior and norms, as well as social adaptations and movements, the Master of Social Work program includes both research and application in order to reach those who are “economically, physically, mentally, or socially disadvantaged.” Dedicated to scholarship, professional practice, and advocacy, Auburn equips students to improve underperforming institutions by offering multifaceted solutions. Hands-on practice and experience enable students to develop practical skills for future careers in social welfare.<sup>81</sup>

Photo courtesy of the Model United Nations

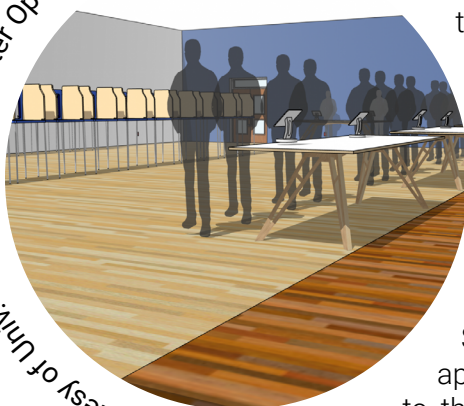


## The Model United Nations

The Model United Nations, housed in the Department of Political Science within the College of Liberal Arts, is a student organization aimed at providing a realistic panel experience similar to that of the United Nations (UN). The club is open to all majors and stresses the interdisciplinary nature of the UN itself, in that public speaking, research, and debate skills will prove to be useful in an ever-globalizing world. In 2021, Auburn's United Nations team competed in the Southern Regional Model United Nations Charlotte Virtual Conference. The group received a top 10 distinction and was recognized as an “Outstanding Delegation for Position Papers” for the first time in the club history.<sup>82</sup>

## Felony Disenfranchisement and Electoral Outcomes

Image courtesy of Univ. of Rhode Island Voter Operations & Electric Systems



Dr. Bridgett King is the Director of the Master of Public Administration Program and an Associate Professor within the College of Liberal Arts. Dr. King's research specialization focuses on election administration, public policy, citizen voting experiences, and race and ethnicity. Particularly, King's work involves the administrative structure of felony disenfranchisement and stigmatization and consequentially, its effect on participation and representation, citizen confidence in electoral outcomes, and the effects of administration discretion on voter experiences and democratic representation. She also collaborates on interdisciplinary projects that apply systems and architectural engineering approaches to the realm of election administration in order to address systemic issues within political systems and voter experiences.<sup>83</sup>

# 17 Partnerships for the Goals

17 PARTNERSHIPS FOR THE GOALS



Partnerships are indispensable to achieving the UN SDGs by 2030. The movement to create a more sustainable, more inclusive, healthier, and happier world for all involves everyone – governments, civil society, scientists, artists, activists, academics, and the private sector.<sup>65</sup> Everyone is in this together to ensure no one is left behind.<sup>65</sup>



Auburn University engages with Goal 17 to a lesser degree. Teaching activities provide the most opportunity for engagement with Goal 17, with no less than 7 courses oriented toward partnerships from 2019-2021. Auburn University appreciates the power of collaboration, and aims to “[reach] across or [dissolve] intraorganizational boundaries” in order to establish innovative, positive, and enduring change.<sup>3</sup> Auburn University understands that maximizing its impact will require “deep and long-lasting partnerships that amplify and extend the positive societal change we seek.”<sup>3</sup> Partnerships are invaluable not only for Auburn University, but for institutions, organizations, disciplines, communities, states, and nations.

7  
courses

1  
minor

1  
immersion  
program

## TEACHING

**COURSE CURRICULA:** *Sustainability theory and applications, sustainability and the modern world, international sustainability and a senior capstone in sustainability*

**MINOR:** *Sustainability*

**IMMERSIVE PROGRAM:** *Sustainability in Action: Fiji*

## OUTREACH

**STUDENT ORGANIZATION:** *More than Auburn*

**CENTERS AND INSTITUTES:** *The Office of Sustainability; the Academic Sustainability Program; the Caroline Marshall Draughon Center for Arts and Humanities*

1  
student  
organization

3  
centers and  
institutes

## RESEARCH

3  
faculty  
conducting  
research

**RESEARCH THEMES:** *Environmental rhetoric and modern perceptions in modern culture, sustainable design strategies in assistive technology design, and sustainability and green logistics: resiliency within a society*

Photo courtesy of the College of Liberal Arts



## Caroline Marshall Draughon Center for the Arts and Humanities

The Caroline Marshall Draughon Center for the Arts and Humanities (CMDCAH) facilitates public engagement within the Auburn community. CMDCAH hosts various events that inform community members and spark substantive conversation on issues of importance. Examples of events include “Becoming the Beloved Community Amid Hate Crimes Against Asian Americans and Pacific Islanders”, “Building Community: A Process of Purpose,” and “Becoming the Beloved Community Amid the Fragility of Democracy and White Supremacy”. Other topics include sustaining traditionally disenfranchised groups and cultivating community resilience.

The center works to create dialogues that improve the civic health of the Auburn community.<sup>85</sup>

Photo courtesy of Academic Sustainability Program



## Academic Sustainability Program

The Academic Sustainability Program (ASP) is an interdisciplinary initiative that works to identify, incorporate, and support themes of sustainability into student curriculum and research. ASP offers programs to help professors incorporate sustainability and the Sustainable Development Goals into courses and curricula. The program also approves classes offered for Auburn University's Sustainability Studies minor, maintains an updated directory of sustainability-related programs, and serves to provide access to campus resource guides and upcoming events. ASP also partners with the Office of Sustainability and Facilities Management to use campus as a living laboratory for research and teaching.<sup>86</sup>

Photo courtesy of Megan Elliot



## Sustainability in Action: Fiji

Sustainability in Action is a study abroad program based in Fiji. Over one-month course, students are immersed in the lives of local residents and their more sustainable life practices. Subjects include globalization, economic development, climate change, natural resource management, eco-tourism, and consumerism. Participants reside in primitive housing of Malian natives without running water and electricity. In the Sustainability in Action program, students observe sugar cane and permaculture farms, collaborate with local Fijians on a community-based project, and gain an overall skill set and knowledge from their experience living on a remote, self-sustaining island.<sup>87</sup>



# Acknowledgments

The sequel report, *Auburn University and the United Nations Sustainable Development Goals of 2019 - 2021*, would not have been possible without the brilliant student leaders, administrators, faculty, and staff that contribute to the groundbreaking work in economic, social, and environmental sustainability on Auburn's campus.

Deans Janaki Alavalapati of the College of Forestry, Wildlife and Environment and Susan Hubbard of the College of Human Sciences' have been catalysts for Auburn University's continued engagement in the Sustainable Development Solutions Network.

The mentorship and guidance of Dr. Alicia Powers, Managing Director of the Hunger Solutions Institute (HSI), brought this report to fruition. Her work along with the guidance of the previous author, Hollen Terry, and the HSI team are crucial to telling the story of Auburn's contributions toward the Sustainable Development Goals at Auburn University. The work of undergraduate and graduate research assistants and interns of the Hunger Solutions Institute and the Office of Sustainability in collecting data and coding accordingly allowed for an efficient and smooth process.

Partnerships with the Office of Sustainability, particularly Mike Kensler, Jennifer Morse, and Amy Strickland, along with the Academic Sustainability Program's Drs. Sarah Hamilton and Rebecca Retzlaff, were crucial to data collecting and refining processes necessary to guarantee a comprehensive, reliable and accurate report.

The collaborative efforts exerted by Auburn University's professors, leaders, researchers, and scholars have been indispensable to the accurate representation of their research in this report. The diversity and breadth of research required for this project is a testament to how multifaceted sustainability can be and must be.

Auburn University's commitment to education, advocacy, service, and scholarship is core to Auburn University's mission. *Auburn University and the United Nations Sustainable Development Goals of 2019 - 2021* exists to report on the ongoing efforts to achieve a heightened quality of life for the inhabitants of Auburn and of the world.

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# Acronyms

<b>AASHE</b>	Association for the Advancement of Sustainability in Higher Education
<b>ASP</b>	Academic Sustainability Program
<b>AU</b>	Auburn University
<b>HSI</b>	Hunger Solutions Institute
<b>SDGs</b>	Sustainable Development Goals
<b>SDSN</b>	Sustainable Development Solutions Network
<b>STARS</b>	Sustainability Tracking Assessment & Rating System
<b>UN</b>	United Nations
<b>VUR</b>	Voluntary University Review

