

Section IV Educational Program

The institution that was later to be known as Auburn University was chartered in 1856. The first students (80 in number) entered the institution in 1859 to be served by a faculty of six. The first graduating class consisted of five male students; whereas in 2003 the total number of degrees awarded was a thousand times greater with nearly 20 percent of those being graduate degrees.

The university, which offers bachelors, masters, doctoral, professional, and educational specialists degrees, comprises 13 colleges or schools, all of which offer the terminal degree in the discipline. Auburn offers 44 doctoral, 98 masters, and nearly 100 bachelors programs. The fall 2003 enrollment was somewhat greater than 23,000 students, of which 13 percent were graduate students and three percent were professional students.

The university uses its resources and energies to further the education of its students in a manner consistent with the university's stated mission. Its policies and procedures are approved by appropriate processes, are published, and are accessible to those affected by the policy or procedure. The university's recently established procedure for assessing academic programs is exceptional. Each academic unit sets goals, evaluates its success in achieving these goals, and uses the evaluation to improve its programs.

Section 4.1: General Requirements of the Educational Program

All aspects of the educational program are clearly related to the purpose of the institution. The institutional resources, including the faculty, physical facilities, computer and learning resources, and libraries are adequate to support an effective educational program.

The committee has no recommendations or suggestions regarding this section.

Section 4.2: Undergraduate Program

Section 4.2.1: Undergraduate Admission

Since the self study was written, the enrollment management unit has been reorganized into Office of Marketing and Recruitment, Office of Admission and Records, and Student Financial Aid, all of which report to the Assistant Vice President for Student Affairs.

Based on the review of documentation and interviews, the committee has no recommendations and no suggestions regarding undergraduate admissions.

Section 4.2.2: Undergraduate Completion Requirements

The committee has no recommendations or suggestions regarding this section.

Section 4.2.3: Undergraduate Curriculum

The university's undergraduate curricula are directly related and appropriate to the purpose and goals of the institution. The curricula are preparing the students for careers in their appropriate disciplines. The curricular development and implementation process is clearly recognized by the administration and faculty, which follows this review and approval sequence: 1) Department Faculty, 2) Department Curriculum Committee, 3) Department Head, 4) College Curriculum Committee, 5) Dean, 6) University Curriculum Committee, and 7) Assistant Provost. The Assistant Provost is responsible for notifying the committees, appropriate administrators, and faculty of the curricula additions, deletions, and/or revisions. Each department has an appointed or elected undergraduate coordinator. This faculty member has major teaching assignments in the area, with the responsibility of representing the program on the Department and College Curriculum Committees. The current curricula contain 41 semester hours of core requirements, which will subsequently transfer to other institutions through articulation agreements. New educational programs require the approval of the faculty, administration, the Board of Trustees, and the Alabama Commission on Higher Education. A detailed plan for new programs is required to identify recourses, program duplication, etc. (Suggestion 2) *Although the university has a systematic process for the faculty and administration to establish, review, and evaluate curricula, the committee suggests that the university require each department to conduct external program reviews.* (Suggestion 3) *In addition, the committee suggests that the university provide a systematic process for undergraduate students to be directly involved in curricula establishment, review, and evaluation.*

The committee has no recommendations regarding this section of the *Criteria*.

Section 4.2.4: Undergraduate Instruction

Instruction appears to be evaluated, as mandated by the Board of Trustees, mainly by the "Teaching Effectiveness Survey" (student course

evaluation form). This form was developed by faculty members on the Teaching Effectiveness Committee and with input from the faculty as a whole. These course surveys are used to evaluate Graduate Teaching Assistants in most units. Methods for peer evaluation of instruction vary from unit to unit and may be used for course improvement and to inform tenure and promotion decisions.

The Biggio Center for the Enhancement of Teaching and Learning was established recently to promote professional growth and development for faculty and graduate teaching assistants. The Center's focus will be on development of knowledge, techniques, and skills related to teaching undergraduates. Faculty at the Center will assemble resource materials, conduct workshops, and advise other faculty members on teaching techniques, student learning styles, course and curriculum development, teaching technologies, evaluation of teaching, and preparation of teaching portfolios. A new director was hired in September 2003.

Members of the Teaching Effectiveness Committee and other faculty groups described various methods for evaluation of undergraduate instruction. Methods of evaluation include regular course tests and quizzes, final examinations, oral and written reports, group and individual projects, laboratory experiments, field projects, and performances, exhibitions, and portfolios.

It appears that many colleges, schools, and departments are fully accredited by their respective national disciplinary accrediting organizations and that some units have alumni advisory boards that aid in establishing relevance between curricular content and the current practices in the field of specialization.

Based on interviews with students, faculty, department chairs, and members of the Senate Teaching Effectiveness Committee – and based on the documentation provided – the committee has no recommendations or suggestions regarding this section.

Section 4.2.5: Academic Advising of Undergraduate Students

An extensive program for undergraduate academic advising exists at Auburn University. All of the various schools have tailored approaches designed to recognize the distinctive nature of their student populations, disciplines, and staff. These programs are periodically evaluated for effectiveness.

A campus Advisers Caucus was created, enabling opportunities for all advisers from the different academic programs to interact periodically and ensure overall consistency. From a professional development perspective, a career ladder or progression has been created to recognize increasing levels of experience and competency from salary and titling standpoints.

Interviews with advisers from the various schools confirm that, although the enrollments are large in certain academic disciplines, adequacy is being achieved in the delivery of advising services to students. Interactions with students also validate the effectiveness of the present approach.

With regard to orientation experiences, both Camp War Eagle and the Successfully Orienting Students (SOS) program are well conceived, presented, and evaluated. This was confirmed both in adviser interviews and in student interactions.

Although interviews with advisers were assuring with regard to the self study suggestion that the advising program and process will be published in 2004-2005 editions of the *Undergraduate and Graduate Bulletin*, the *Tiger Cub*, and *Schedule of Classes*, the fact remains that, as of this committee's visit, the information has not been published. (Suggestion 4) *The committee therefore suggests that a section on advising be added to the Undergraduate and Graduate Bulletin, the Tiger Cub, and Schedule of Classes.*

The committee has no recommendations regarding this section.

Section 4.3: Graduate Program

Section 4.3.1: Initiation, Operation and Expansion of Graduate Programs

Procedures for development, review, and approval of new graduate programs appear to be appropriate and well documented. The chair of the University Curriculum Committee is responsible for notifying the Commission on Colleges when new graduate programs are initiated, following approval by the Board of Trustees and the Alabama Commission on Higher Education.

The committee has no recommendations or suggestions regarding this section of the *Criteria*.

Section 4.3.2: Graduate Admission

The committee has no recommendations or suggestions regarding this section.

Section 4.3.3: Graduate Completion Requirements

Graduate completion requirements are developed and approved by the appropriate faculty bodies and are published in the *Undergraduate and Graduate*

Bulletin. The *Self Study Report* states that, although general university requirements for graduate program completion are published in the *Bulletin*, special requirements established by departments, colleges, schools are not and includes a recommendation (4.1) that this be corrected. By the time of this committee's visit, this correction appears to have been made, and the special departmental, college, and school graduate completion requirements are published in the current edition of the *Bulletin*.

The committee has no recommendations or suggestions regarding this section of the *Criteria*.

Section 4.3.4: Graduate Curriculum

Auburn University offers 54 graduate programs and about 2,600 distinct graduate courses. Membership in the graduate faculty is peer-evaluated on a recurring basis to assure currency. The graduate curriculum is overseen and supported by the graduate school, which is headed by a dean and associate provost for academic affairs. The curriculum is further supported by graduate program officers who are individual faculty in each program and who shoulder academic administrative functions specific to the program.

Responding, in part, to a suggestion made in the self study, a framework has been established for distinguishing between graduate and undergraduate students who benefit from common course presentation by having distinct, but "piggy-backed" offering of 5000 and 6000 courses, where the 5000 offerings are tailored to undergraduate students and the 6000 offerings to graduate students. The synergy of graduate and undergraduate students together in the same lecture/recitation settings, but with distinct learning objectives and criteria for measurement, provide the challenge and excitement important for undergraduates with the depth and specialization important to graduate education.

A process is in place to assure that graduate programs maintain consistency with the mission of the university. Considerable responsibility is vested in the deans of the colleges to direct the needed resources available to appropriate programs.

Graduate curricula are established through faculty initiative at the academic department level, evaluated by the head or chair for issues of resources and fit, reviewed at the college level for issues of overlap and fit at a broader level, and reviewed and evaluated at the university level by the Graduate Council and University Curriculum Committee.

Curricular changes are vetted through the same process as described above. Most recently, a comprehensive review was conducted that culminated in a review by the Graduate Council in connection with the transition from the quarter system to the semester system. An “every five year” process has been established to perform a regular comprehensive review of programs.

External advisory committees are used, particularly in cases of those programs in which there are professional accreditation requirements. Such mechanisms provide a useful way to gain assessment of curricular content relative to current practices in the field.

(Suggestion 5) The committee suggests that the university establish procedures for external reviews of curricula to assist in the development and evaluation of curricula relative to current practices in the field.

The opportunity for faculty to participate in periods of renewal is important in keeping them current in their respective fields. The “Professional Improvement Leave” program provides that opportunity, but it is not funded. (See Suggestion 11 in Section 4.8.7.)

Based on representations in the self study and the addendum to the self study, and through discussions with the dean of the graduate school and members of the Graduate Council, it is clear that a five year cycle of evaluations is in place. The next cycle begins in fall 2005.

Based on discussions with graduate student leaders and examination of the documents describing graduate program review and the makeup of the Graduate Council and University Curriculum Committee, it is apparent that graduate student involvement in the evaluation of curricular offerings and program requirements is indirect at best. Students express an interest in having formal representation in this process. *(Suggestion 6) The committee suggests that the university establish formal means whereby graduate students are involved in curricular reviews.*

The intimate relationship between research and graduate instruction is implicit in the nature of the university and clear from observations of faculty and students interviewed. Faculty members are keenly aware of the importance of being able to recruit excellent graduate students, and students perceive the faculty’s interest in research as an element of excitement for their own studies.

The university has recently instituted a system of tuition waivers that has been very positively received by the faculty and that has been demonstrated to very positively affect recruitment. Several programs reported significant

increases in the pools of applicants which they attribute directly to having the waivers to offer. Faculty, directly and represented through graduate program officers, believe this system should be continued and enlarged to the extent funds can be identified. Representations by the dean of the graduate school indicate that there are plans to enlarge the program and that they will include the provision of health insurance as well. (Suggestion 7) *The committee suggests that the university expand its tuition waiver program and offer a health insurance program as a benefit for graduate students.*

Based upon interviews with graduate program officers, it is apparent that the graduate school has successfully undertaken an effort to significantly streamline the processes of admission, curriculum oversight, student program approvals, and graduation checkouts. These services have been provided in easy-to-use, web-based applications that are lauded by departmental graduate program officers for having saved them tremendous time and headache in undertaking their responsibilities for their faculty colleagues and students. (Commendation 2) *The committee commends the university for the successful efforts of the graduate school in streamlining the administrative processes which students and departments must negotiate.*

Based on discussions with graduate program officers, it is apparent that there is some degree of concern about enrollment growth plans. The understanding is that the university expects to grow to 25,000 students in the near future, and that all of that growth will be in graduate education. The concern expressed, and reinforced by all of the GPO's who participated in the meeting, is that there has not been adequate consideration of the resource needs associated with this level of growth in graduate education. (Suggestion 8) *The committee suggests that the university clearly articulate the plans for graduate enrollment growth.*

Section 4.3.5: Graduate Instruction

Graduate instruction is evaluated in the context of annual performance reviews conducted by department heads or chairs and based in part on anonymous student evaluations.

Based on the self study and representations by the dean of the graduate school, it is apparent that a program, the Breeden Grants Program, is in place to encourage and support appropriate experimentation with methods to improve instruction. Proposals seeking these grants are peer-evaluated and the results of activities supported are presented in various fora on campus and in professional meetings and journals.

Based upon the self study, the university policy on teacher evaluation of students, program documentation, the *Bulletin*, and examples of course and program documentation – and based upon interviews with graduate students, graduate program officers, and faculty – the committee makes no recommendations or suggestions.

Section 4.3.6: Academic Advising of Graduate Students

The institution conducts a systematic program of graduate academic advising. The *Undergraduate and Graduate Bulletin* indicates that the Graduate School is the general counselor to all graduate students and that an individual advisor will be designated from the major department.

Interview interaction confirmed a very well conceived and delivered program of advisement. The GS Post advising system has been implemented, which customizes a preliminary curriculum program by student and discipline for further review and approval by the appropriate graduate faculty committee, Dean, and Adviser.

Ratios of faculty to student in the overall advisement activity are appropriate by discipline to accomplish the goals of this initiative.

The committee has no recommendations or suggestions regarding this section.

Section 4.4: Publications

The primary publications distributed to students, prospective students, and the public are the *Undergraduate and Graduate Bulletin*, the *Schedule of Courses*, and the *Tiger Cub Student Handbook*. The *Undergraduate and Graduate Bulletin*, combined into one document, is updated and distributed annually. The *Schedule of Courses* is updated three times per year. In addition, this material is included on Auburn's Internet website. These publications provide accurate information concerning the entrance requirements and procedures; admission criteria and policies, including the admission and transfer of students; rules of conduct; academic calendar; degree completion requirements; full-time faculty degrees held; cost and financial obligations; refund policies; and other items relative to the admissions and withdrawal process. A policy updated in June 2003 established a printing procedure to assure that all non-internal printed materials, including recruiting brochures, comply with university purchasing policies and present a consistent image of Auburn University. All printing jobs require review and approval of the Office of Communications and Marketing. Faculty manuscripts to be submitted for publication in research outlets are excluded

from the policy. The university is to be congratulated for the quality of its student handbook – the *Tiger Cub* – which provides detailed information, in an attractive format, on student life, the University administration, student services, student organizations, and student-related policies.

The committee has no recommendations or suggestions regarding this section.

Section 4.5: Distance Learning Programs

The visiting committee found that Auburn University has a long tradition of providing quality distance learning programs for credit and non-credit. The development of credit distance learning programs on the Auburn campus has been decentralized to the colleges and schools of the university. Each college or school has staff members who support distance learning initiatives. All distance learning courses and programs are approved under a formal process that is required for all courses and programs within the department or college. Most distance learning courses also have face-to-face students taking the course simultaneously with the students using technology to access the class. Delivery formats include the following: the Internet, video cassettes, CD-ROM's, text, face-to-face, phones, message boards, and streaming video. Distance learning within the colleges and schools is supported by a centralized Distance Learning & Outreach Technology (DLOT) group. DLOT has developed a comprehensive policies and procedures guide for distance education courses and programs. These guidelines were approved by the Provost Council on April 4, 2002. This all-inclusive document provides excellent guidelines to ensure sound standards of practice for distance learning across the university. Resources for distance learning courses and programs appear to support needs of students for advisement, technology support, library services, and interactivity. Clear and explicit goals have been created and can be found on the Distance Learning and Outreach Technology website:
http://www.auburn.edu/outreach/dl/dl_goal.html.

The visiting committee has no recommendations or suggestions regarding this section.

Section 4.6: Continuing Education, Outreach and Service Programs

University Outreach at Auburn University has a significant presence. The Office of University Outreach Vice President reports to the Provost and oversees the Center for Governmental Services, Distance Learning & Outreach Technology, Economic Development, the Continuing Education CEU/Information Office, and an Outreach Office (community and professional

education). The Outreach program has evolved to the role of ensuring the integration of outreach activities with the institution's mission of teaching, research, and service. An additional arm of outreach for the university is the Alabama Cooperative Extension System which is in partnership with Alabama A&M. The Director of the cooperative extension system reports to the President of Auburn as well as to the President of Alabama A&M. Tuskegee University is also an ongoing partner contributing to the extension's programs. Six major programs are offered through these partnerships: agriculture, forestry and natural resources, urban and non-traditional programs, family and individual well-being, community and economic development, and 4-H and Youth.

The visiting committee has no recommendations or suggestions regarding this section.

Section 4.7: Student Records

The institution maintains adequate student records for all credit and non-credit courses. A student's permanent undergraduate academic record, consisting of a transcript and admissions information, resides in the Office of Admissions and Records. Admissions information for graduate students is maintained by the Graduate School, and graduate student transcripts are maintained in the Office of Admissions and Records.

The institution is following the guidelines of the American Association of Collegiate Registrars and Admission Offices and adheres to stated policies on record storage and disposal.

Upon reviewing the Self Study document and related information, the Committee was unable to locate a written institutional policy that defines the contents of a student's permanent educational record. (Recommendation 1) *Consequently, the committee recommends that the institution draft (if not presently in existence) and publish a policy that describes what constitutes the permanent record of each student; this policy should also include statements regarding proper retention and disposal of records. (Suggestion 9) Additionally, the committee suggests that the policy describing what constitutes the permanent record of each student (and how these records should be properly retained and disposed) be published in the Undergraduate and Graduate Bulletin.*

Information-release policies are published annually in the *Undergraduate and Graduate Bulletin*, in accordance with the *Criteria*.

Section 4.8: Faculty

The faculty is highly qualified; over 90 percent of full-time faculty members hold the terminal degree in their discipline. At the present time, the number of faculty is sufficient to maintain the academic program; however, some within the university believe that the number is minimally sufficient and that additional faculty must be hired to meet the needs of the future. This issue is of particular concern in some areas, such as COSAM, where several faculty members are approaching retirement age.

During the last decade, the number of full-time faculty has been essentially constant at about 1,150; however, during that time the percentage of part-time faculty has grown from 6.4 to 9.3. The number of part-time faculty is particularly high in disciplines such as English, where instructors teach service courses to large numbers of students. Although the use of part-time faculty is not now excessive, the teaching mission might be adversely affected if the percentage of part-time faculty continues to increase.

Section 4.8.1: Selection of Faculty

The committee has no recommendations or suggestions regarding this section.

Section 4.8.2: Academic and Professional Preparation

In its review of the subsections of Section 4.8.2, below, the committee has no recommendations or suggestions regarding this section of the *Criteria*.

Section 4.8.2.1: Associate

This section does not apply to Auburn University.

Section 4.8.2.2: Baccalaureate

The committee has no recommendations or suggestions regarding this section.

Section 4.8.2.3: Graduate

The Auburn University faculty teaching at the masters and specialist level appear to be well qualified in terms of their educational background and professional achievements. As is noted in the self study report, 92.3 percent of full-time faculty hold a terminal degree in their respective disciplines. This is further documented in the Faculty Roster, the list of Graduate Faculty found on the Graduate School website, and in the listing of faculty found in the university

Bulletin. The quality of the faculty certainly suggests that the university has adequate resources both to attract and to retain qualified faculty, especially in those disciplines offering doctoral programs. As stated in the self study report and substantiated in the Faculty Roster and personnel files, all faculty teaching graduate courses have a terminal degree in their respective disciplines. In addition, all faculty members teaching at the doctoral level have a doctoral degree in their respective teaching area. The graduate dean verifies this each semester for each course.

Although the criteria for membership in the Graduate Faculty vary by academic unit, all department criteria include a requirement for continued involvement in research. The latter is a central criterion in a faculty member's annual review and is demonstrated by the usual outcomes, e.g. publications, grants, contracts, juried exhibitions, etc. The individual department criteria for Graduate Faculty membership are found on the website for the Graduate School. These are clearly defined, approved by the Graduate Council, and accessible to everyone.

Each of the departments offering a doctoral degree program provides criteria that differentiate between those faculty who are eligible to teach graduate level courses and those who are eligible also to teach at the doctoral level. Members of this latter group, usually referred to as Level 2, are required to have previously advised or directed graduate students and served on masters level committees and/or dissertation committees before being eligible to direct a doctoral committee.

The requirements for promotion and tenure, and thus those for maintaining faculty status at Auburn for an extended period of time, require that the faculty demonstrate a commitment to the academic community – including the institution, the students, and their academic disciplines. This requirement is demonstrated by their contributions in the areas of “service” and “collegiality.” These areas are well defined in the *Faculty Handbook*.

Documentation of academic credentials, professional achievement, and service may be found in the personnel records of the respective faculty member's academic department. This documentation includes at least an official transcript and a current curriculum vitae.

The requisite minimum number of faculty would appear to exist for each graduate degree program. This may be seen by reviewing the faculty lists found on the Graduate School website and in the *Undergraduate and Graduate Bulletin*. Graduate students comprise only about 13 percent of the total student body in

the fall semester of 2003. This proportion has not changed substantially over the last ten years.

The Graduate Council is stated as the body that formulates and/or reviews all policies and regulations affecting the graduate curricula. The description of this body found on the Graduate School website is not exactly the same as that found in the *Faculty Handbook* and reprinted in the self study. Although the two are not contradictory, the latter appears more specific. One description says membership on the Graduate Faculty is based upon an appointment by the Dean; the website says appointment is made by the President. Although the departmental criteria are reviewed by the Graduate Council, this activity is not listed in the general description of this body as found on the Graduate School website, which states that the Graduate Council reviews all nominations. (Suggestion 10) *The committee suggests that the descriptions of the Graduate Council and the process of appointment to the Graduate Faculty be consistently presented in all publications.*

The committee has no recommendations regarding this section.

Section 4.8.2.4: Distance Learning Programs/Activities

The visiting committee reviewed the rosters of faculty teaching in distance learning classes. The credentials of faculty teaching distance learning courses met or exceeded the criteria related to faculty. Only faculty members who are teaching courses within the University's colleges or schools are allowed to teach distance learning classes. They are evaluated within the departments and held to the same standards as traditional, face-to-face faculty members.

The committee found that the distance learning courses are taught with WebCT, a course management system. The tools within WebCT provide numerous opportunities for interaction. Instructors who have used WebCT for their distance learning classes feel that it also increased their interactivity with their face-to-face students. Faculty hold posted office hours and are available by email.

The committee has no recommendations or suggestions regarding this section.

Section 4.8.3: Part-Time Faculty

The committee has no recommendations or suggestions regarding this section.

Section 4.8.4: Graduate Teaching Assistants

The committee has no recommendations or suggestions regarding this section.

Section 4.8.5: Faculty Compensation

Over the past two years (since the self study was written), the university has increased its tuition 12 and 16 percent, respectively. Through the increase in revenue, the university has been able to increase faculty salaries substantially. The salaries are now 95 percent of SREB institutions for Professor's salaries, 98 percent of SREB institutions for Associate Professor's salaries, 94 percent for Assistant Professor's salaries, and 87 percent for Instructor's salaries. There was an 11.22 percent increase in faculty salary funding for 2002-2003. Through the use of a consultant, the university was able to develop a model that tracked discipline-specific and rank-specific salary targets for the faculty. The consultant was able to help the university develop a plan whereby increases in revenue could be applied to each of these salaries in order to reach the SREB target. For FY 03, the deans and department heads were asked to develop a four-year retrospective merit review of faculty. Faculty members were then assigned a numerical value that determined the salary increases they would receive directed toward market adjustment. From those data, six percent of the available salary revenue was used to make market adjustments (addressing salary compression issues) and five percent used for merit-raise considerations. Of the 11.22 percent average raise pool, the rate of salary increases ranged from 0 to 32 percent. This year (FY 04), the faculty will receive an approximate seven percent, one-time salary supplement due to the inability of the university administration to include such an amount into the base (recurring). Of this seven percent, four percent will be allocated according to merit considerations and three percent toward market equity. If this increase had been added to the base salaries, the various ranks would have approached or exceeded 100 percent of SREB comparisons, which was the university's five-year goal set in 1999. If the FY 05 funding from the state is positive, the administration plans to put the six percent raise into the base of faculty salaries. A new five-year plan is in process for developing the resources needed to assure continuance of competitive salaries within the university. There is some concern that the university has reached the upper limit for in-state tuition. With 47 percent of the student populations comprised of out-of-state students, there may be a need to unlink the in-state and out-of-state tuition (which is now a multiplier of three) so that out-of-state tuition will bear a larger proportion of the tuition revenue. If state appropriations decrease or remain relatively flat, other potential sources of revenue should be developed that would supplement the tuition resources.

The committee has no recommendations or suggestions regarding this section.

Section 4.8.6: Academic Freedom and Professional Security

Policies and procedures regarding academic freedom, promotion and tenure, dismissal of tenured faculty for cause or financial exigency, and related faculty personnel matters are documented in the *Auburn University Faculty Handbook*. These policies and procedures appear appropriate and typical of those at U.S. institutions of higher education.

The committee has no recommendations or suggestions regarding this section of the *Criteria*.

Section 4.8.7: Professional Growth

Auburn provides opportunities for faculty to continue their professional development through participation in national meetings, especially as these relate to their specific disciplines. Short experiences (two- to four-week), seminars, and course work appear to be supported by departmental and school or college administrations; however, funding levels vary significantly between units. A "Professional Improvement Leave" policy is in place, but a lack of institutional funding for professional development has, over time, created a culture in which professional development appears to be undervalued by both departmental administration and the faculty themselves. Few faculty members request to take advantage of the leave program. When they do, requests are usually granted, but other faculty in the department are often asked to pick up the remaining workload without significant extra-departmental support. This has made it difficult for some faculty to take advantage of the leave policy, since some feel "guilty" about having others in the unit take on an extra workload. (Suggestion 11) *The committee suggests that the university revitalize the "Professional Improvement Leave" program at the university level and that funding be provided to replace the instruction and outreach that is disrupted due to reassignment of the faculty.*

The university is to be congratulated for the decision to dedicate \$10 million dollars of undedicated development funds in the genesis of the Biggio Center for the Enhancement of Teaching and Learning. The plan for implementation of the mission of the Biggio Center appears sound, and a director has been hired.

The committee has no recommendations regarding this section.

Section 4.8.8: The Role of the Faculty and Its Committees

The committee has no recommendations or suggestions regarding this section.

Section 4.8.9: Faculty Loads

The committee has no recommendations or suggestions regarding this section.

Section 4.8.10: Criteria and Procedures for Evaluation

The university is conducting annual evaluations of the performance of individual faculty. The department heads conduct these written evaluations with each faculty member. The evaluation includes statements concerning the faculty's annual performance, based on his or her assigned duties and responsibilities – which are consistent with the purposes and goals of the program, department, college, and university. Faculty indicated that these evaluations have been used to improve their performance and the program; however, the *Self Study Report* indicates that “[t]here is some cause for concern that a substantial minority of faculty did not believe that criteria for annual evaluation are clearly stated.” (Suggestion 12) *As a result, the committee suggests that department heads clearly communicate the evaluation criteria for annual faculty evaluations based on the faculty's appointment (teaching, research, and outreach/service responsibilities).*

The committee has no recommendations regarding this section.

Section 4.9: Consortial Relationships and Contractual Agreement

The visiting committee sought documentation of the Marine Environmental Sciences Consortium. Files made available to the committee contain the 1971 Articles of Incorporation of the Marine Environmental Sciences Consortium, which stated the intention of making a proposal for the 1971 Legislature of Alabama for legislation establishing the Marine Environment Sciences Consortium (MESC) as a public corporation. Two sites were named as physical space for the MESC: Dauphin Island Sea Lab and the Gulf Coast Research Lab. Programming for the consortium has been primarily provided by Auburn University and the University of Southern Mississippi. Courses were reviewed during the semester conversion and are evaluated yearly by students at the end of each summer term. Courses offered by both institutions must go through a review process by the Auburn Biological Sciences Department. New courses must be offered for three years and, if they have been satisfactory, will

become permanent courses. Auburn primarily teaches the courses offered at the Dauphin Island Sea Lab. Auburn University and the University of Southern Mississippi faculty members who teach at the Marine Environmental Sciences Consortium hold quarterly meetings to discuss curricula and activities, but there is no documentation available to indicate that the MESC consortial agreement has been evaluated regularly. (Recommendation 2) *The Committee recommends that the university regularly evaluate the consortial agreement for the Marine Environment Sciences Consortium.*

The committee has no suggestions regarding this section.

Section 4.9.1: Consortial Relationships

The committee has no recommendations or suggestions regarding this section.

Section 4.9.2: Contractual Agreements

The committee has no recommendations or suggestions regarding this section.

Academic Area Reports

Humanities and Communications

The College of Liberal Arts offers four areas of academic study (Humanities, Fine Arts, Communications, and Behavioral and Social Sciences) for undergraduate and graduate students in the College's 13 departments. At the undergraduate level, the Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts are offered in more than 30 fields. At the graduate level, Doctor of Philosophy degrees are offered in English, History, Psychology, and Public Administration and Public Policy. Master of Arts degrees are offered in six areas (English, Spanish, Political Science, Sociology, and Communications) and the Master of Science degree in two areas (Communication Disorders and Psychology).

In fall semester 2003, the College of Liberal Arts enrolled 5,243 students, 4,819 undergraduate students, and 424 graduate students. Currently, there are 227 full-time, tenure-track professors; 69 full-time instructors; and 89 part-time instructors on the College's faculty.

Since the College is responsible for two-thirds of Auburn's Core Curriculum courses, it plays a vital role in the education of all students in their first two years. The College is to be congratulated for emphasizing international and multi-cultural aspects in its Core Curriculum courses offered in the various disciplines.

Mathematics and Physical Sciences

Auburn University has programs leading to bachelors degrees in biochemistry, chemistry, geology, mathematics, and physics. Masters-level degrees are offered in chemistry, geology, mathematics, and physics. Doctoral degrees are offered in chemistry, physics, and mathematics. The departments supporting these degree programs are part of the College of Sciences and Mathematics. The chemistry faculty of about 25 has roughly 80 undergraduate majors and approximately 60 graduate students. The geology/geography faculty of 15 has roughly 50 majors and 25 graduate students. The mathematics faculty, now divided into two departments, is about to be merged into a single department with roughly 55 faculty, 50 majors, and 60 graduate students. The physics faculty of 23 has about 25 majors and 30 graduate students. These faculties, particularly in mathematics, also have significant responsibility for service courses offered to students outside their majors.

The faculty in these departments is well-suited by education, experience, and accomplishments to guide and carry out all the various aspects of these degree programs. Students at both the undergraduate and graduate level offered praise and appreciation for the accessibility and openness of individual faculty members. The students have found their courses of study both challenging and rewarding. At the graduate level, the departments sponsor a variety of informal research seminars meeting on a weekly basis, a program of visiting colloquium speakers, and in the laboratory disciplines a strong collection of research teams. Each of these activities brings graduate students and faculty into regular contact outside the classroom. The faculty, as well as the students, have high morale. They appreciate the support for their research activities and find enjoyment in their teaching. It is noteworthy that senior members of the physical and mathematical science faculty regularly teach service courses at the freshman and sophomore levels.

The research programs, particularly those in departments offering doctoral degrees, are strong and have won solid recognition within the various disciplines. The level of external funding is growing. With appropriate support from the administrative side, this funding trend can be enhanced.

Construction in progress promises to increase the effectiveness of the undergraduate programs, especially in chemistry. As a secondary consequence, this will allow current undergraduate laboratory space in chemistry to be converted to research use. Over the next five years, however, with the replacement of retiring faculty by new chemistry faculty with active research programs, it seems likely that the laboratory space problem in chemistry will need to be addressed again. The space occupied by mathematics seems to be in a cycle of continuing dilapidation and renovation. Currently, the mathematics graduate students are located in tight quarters across an active construction site from the faculty. The dean of the college indicated that plans to address the space needs of mathematics and physics are on the horizon.

The department chairs voiced a concern for a flood of paperwork originating over the past several years from levels of the administration above the dean. They also observed, during the same time frame, a lack of accessibility to that level of the administration—including unreturned phone calls and recorded messages instead of personal contact. At times, this seems to have made responding to the increased paperwork very difficult. The department chairs also expressed the view that their own clerical and administrative support personnel put in devoted and extensive service while suffering very low levels of remuneration.

The faculty and the department chairs were uniform and strong in their respect and praise for the dean of the College of Sciences and Mathematics. The dean himself listed seven challenges facing his college:

1. The recruitment of minority faculty.
2. The problem of orderly replacement of the considerable number of faculty expected to retire over the next five years.
3. The lack of a viable and funded program of sabbatical leaves.
4. The stabilization of the university's top rank of administrators.
5. The management of enrollment in the face of demographics that indicate a substantial increase in the college-age population.
6. The rise of start-up costs in the laboratory sciences, especially with the increased faculty replacements foreseen in the years ahead.
7. The recruitment of qualified domestic graduate students.

It is noteworthy that this dean has overseen two departmental mergers. These have been accomplished with exceptional sensitivity. The merger of the geology faculty and the geography faculty appears to have led to a strong, vigorous group. The geographers have found a welcome in the College of Sciences and Mathematics. The (re)merging of the Department of Discrete and Statistical Sciences and the Department of Mathematics will be completed this year. Long-range plans include the further development of a strong statistics component within this combined department.

In summary, the university can have considerable pride and confidence in its faculties and its programs in the physical and mathematical sciences. The challenges ahead are real and merit close consideration and well-considered action.

Biological Sciences

Biological Sciences is one of five departments in the College of Sciences and Mathematics (COSAM). In terms both of numbers of faculty and numbers of students taught, it is the second largest department in the college. The department is relatively new in its current conformation, having been formed in 1999 in the merger of Zoology from the then Department of Zoology and Wildlife Science with the Department of Botany and Microbiology.

Undergraduate study includes the major areas of botany, conservation and biodiversity, ecology, evolution and behavior, cell and molecular biology, marine biology, microbiology, and zoology. The department has a strong commitment to undergraduate education, and undergraduate students are provided opportunities to participate in research. The department is also a major contributor to general education for students throughout the university in that General Biology is one of the more popular science courses elected by students to

meet science requirements for general education. Moreover, many of the department's courses for majors also provide valuable required or elective courses important to many other majors, including pre-professional programs, outside the department.

The faculty have an evolving growth in research and other scholarly activity in a diverse spectrum of biological areas and offer masters and doctoral study opportunities in aquatic ecology, biotechnology and genetic engineering, cellular and organismal physiology, conservation biology, cytology and ultrastructure of plants, developmental biology, ethology/behavioral ecology, eukaryotic and prokaryotic genetics, evolutionary biology, invertebrate biology and ecology, microbiology, molecular biology, molecular systematics, plant ecology, plant physiology, tropical biology, vertebrate biology and ecology, and virology and immunology. The department is significantly involved in the university's "Peaks of Excellence" program in Forest Sustainability, Cell and Molecular Biosciences, and Detection and Food Safety.

Departmental leadership is supportive and collegial, and the department is well served by the college administration.

The faculty consists of 34 tenure-track members and three non-tenure track members. Their diverse interests are a significant strength that contributes to an exciting array of study opportunities. There has apparently been a clear recognition of the significant rise in the breadth and scientific popularity of biological sciences in general, in that the department has obtained the continuing resources to appoint four new faculty in the last one-and-one-half years. During the current academic year (03-04) another four faculty are being recruited, and there is the expectation to add another next year. The faculty collectively consider the growth areas and determine the areas in which to focus in faculty recruiting. The current searches are focusing on microbiology, marine and molecular ecology, and systems biology. The expected search next year will focus on genomic physiology.

The faculty express dedication to a user-friendly approach to providing educational opportunity and mentoring to students. Students interviewed were unanimous in their praise of faculty for their openness, their obvious concern for students and their learning, their knowledge, and their exceptional teaching abilities.

The research of the faculty is integrally associated with the graduate education program of the department and reflects the evolving success of the faculty, both new faculty and seasoned faculty, in obtaining extramural support. Of the approximately 80 graduate students, at least 30 of them are at any time

supported on research assistantships provided from faculty grants and contracts. Moreover, significant opportunities for undergraduate research, both in terms of paid jobs and special projects (for academic credit), abound.

Among the faculty exists a growing interest in the scholarship of teaching and a willingness to entertain the development of faculty careers in which research on education in biological sciences is a focus. Faculty are concertedly engaging in efforts to collaborate with faculty from other programs.

The faculty have accepted the responsibility for service to the university and have been represented in significant faculty leadership roles.

The students are acknowledged by college administration as among the very best in the university. The committee can confirm the high quality of students in the biological sciences, after having interviewed many of them. Undergraduate students are cognizant of the breadth of areas offered in the department, dedicated to their areas of study, and appreciative of the diversity of learning opportunities provided.

About 450 undergraduate students are engaged in undergraduate degree study in the various programs, tracks, and concentrations; and about 80 students are engaged in graduate study. In addition, the department serves approximately 1,600 students with courses to meet general education science requirements as well as a significant number of students from other majors in biological science major courses and in specialized biological science course offerings developed for other majors.

The diversity of programs arises in part from the 1999 merger of two departments. Based upon both quite seriously approached assessment approaches and considerations of evolution in academic areas, the faculty are considering some streamlining of the degree program offerings.

The members of the department are currently housed and do their teaching and research in four buildings. The department's programs are a major beneficiary of the new Science Learning Center, which will provide state-of-the-art educational space. The pending availability of adjacent space also presents the opportunity to consolidate locations.

School of Fine Arts

The School of Fine Arts is located within the College of Liberal Arts, which is comprised of four academic units: Fine Arts, Humanities,

Communications, and Social Sciences. The Fine Arts unit consists of the Departments of Art, Music, and Theatre.

There are approximately 400 majors within the three degree programs offered in the Department of Art – B.A. in Liberal Arts, B.F.A. in Studio Art, and B.F.A. in Graphic Design. The degree programs are fully accredited by the National Association of Schools of Art and Design (NASAD). There is no graduate program in the Department of Art. There are 22 full-time and three to five part-time faculty.

The facilities consist of a new ceramics, sculpture, and 3-D design facility – as well as newly renovated primary studio/classroom spaces that appear clean, spacious, and appropriately equipped for the size and scope of the program. The Biggin Gallery is housed within the main art building and is used for the exhibition of student works (i.e., senior projects) as well as the work of art professionals.

A high degree of professionalism is encouraged by the faculty with a capstone exhibition and a recently instituted course on professional practices. The faculty are rightfully proud of the students' accomplishments, and they do an excellent job of tracking recent graduates and posting their careers/jobs on the Department website.

The Department has new energetic leadership in the Director, who also currently serves as Interim Director of the new Jule Collins Smith Museum of Fine Arts. A national search is underway to hire a Director for the new museum. The Department enjoys a special relationship with this new museum, where the annual faculty exhibition is currently on display.

The Department of Music works in cooperation with the College of Education in offering degrees at both the undergraduate and graduate levels, including bachelors degrees in Instrumental and Choral Music Education (B.M.E.), a minor in Music Performance, and masters (M.Ed. and M.S.) and doctoral (Ph.D.) degrees in Music Education, as well the Ed. S. degree. Students pursuing music education degrees will register through the College of Education. The Department also provides students with the opportunity to earn a M.Ed. in Music Education via a distance learning program that can be completed in as little as three summers. All of the degrees available within the Department are accredited by both NASM (National Association of Schools of Music) and NCATE (National Council for Accreditation of Teacher Education). The Department is housed within a spacious, modern facility that is able to accommodate the needs of the students in the various degree and minor programs – with the exception of the serious need for a large performance hall.

The Department of Music's chamber, instrumental, and vocal ensembles perform regularly, and the Department consistently brings visiting musicians to perform on the Auburn campus.

There are 21 faculty members and approximately eight Graduate Teaching Assistants. There are 70 undergraduate and 20-25 graduate students currently enrolled in the program.

The students are particularly complimentary of the faculty, praising them for their dedication and professionalism. The Department's small size allows students to receive individualized attention and personal instruction in all aspects of the program. The students perceive this as an important benefit of the quality of instruction they receive. Students also commented on the quality of visiting artists and scholars invited to campus to perform and conduct master classes. Students expressed concern about two important issues - the lack of scholarships available for recruitment and retention and the absence of a performance degree in the Department.

The program in the Department of Theatre awards undergraduate degrees exclusively, offering four degrees: B.F.A. in Theatre Performance, B.F.A. in Production/Management or Design/Technology, and B.A. in Theatre. The Department emphasizes practical training in performance, stage management, design, and technical production as well as academic instruction in an intimate environment. There are 76 students and nine full-time faculty with one artist-in-residence in dance. The Department's small size allows students to receive individualized attention and personal instruction in all aspects of theatre performance, production, and management. This was perceived as an important facet of the quality of instruction. The Telfair Peet Theatre building, which houses the Department of Theatre and its accompanying facilities (two theatres, scenic and costume studios, design labs, acting and dancing studio classrooms, dressing and green room facilities, administrative and faculty offices, and an art gallery), is currently undergoing major renovations to update and modernize its spaces, equipment, and aesthetic appearance. The Department regularly stages important contemporary plays and musicals and hosts traveling dance artists and troupes in its two theatres.

The Department has new dynamic leadership eager to advance the growth and development of the department.

Overall, the Chairs of the Departments of Art, Music, and Theatre enjoy a supportive relationship with the current administration at the Dean's level. This is important in light of the following:

- A percentage of the funds from the summer course offerings are returned to the unit for instruction and faculty enhancement projects.
- Often chairs will make special requests to the Dean for funding faculty research projects.
- Students in the College of Liberal Arts pay a fee, a portion of which is returned to the departments for various uses.
- Often faculty professional development leave must be supported from resources within the department.

The Chairs and faculty are enthusiastic and hopeful about opportunities that the new Jule Collins Smith Museum of Fine Art provides for faculty and students in the arts. Each chair expressed a general belief that the university, alumni, and community recognize the importance and value of the arts at Auburn University.

Social Sciences and History

Included in this review of social sciences and history are the disciplines of anthropology, political science (including public administration), psychology, sociology (including criminology), social work, and history. All disciplines offer a Bachelor of Arts degree. In addition, there are Bachelor of Arts degrees offered in criminology/criminal justice and public administration. History offers an MA degree, psychology offers an MS degree, political science a Masters of Public Administration, and sociology has both the MA and MS degrees. History, psychology, and political science offer the doctoral degree. Three disciplines have accreditation from professional associations: social work, psychology, and the graduate program in public administration. All programs appear to be of good quality.

The curriculum for the above undergraduate majors is clearly listed in the university bulletin, which also states the admissions criteria. Likewise, the admissions and general degree requirements for the graduate degree programs are presented in the *Bulletin* and on the various websites.

The faculty in all disciplines appear to be sufficient in terms of minimal numbers and exceptionally well qualified with the appropriate commitment to their profession. Opportunities for professional development would appear to be satisfactory with the possible exception of sabbaticals. The criteria, by which a faculty member is evaluated on an annual basis as well as for promotion and tenure, are stated in both the university "P and T" document and that of the unit

itself. Each department has a document explaining the evaluation process and the allocation of merit salary increases.

The social sciences listed above, as well as history, are located in the College of Liberal Arts, the largest college in the university with approximately 5,100 students in the fall 2003 semester. The College of Liberal Arts has consistently been the largest college in the university for over ten years, the overwhelming number of these students being at the undergraduate level. Three of the largest undergraduate majors in the college for fall 2003 are psychology with 643 students, political science with 455, and criminology with 382. Over one-quarter of the all students in the College of Liberal Arts are undergraduates in one of these three majors. It does seem possible that the large number of students in these areas may not be served adequately by a sufficient number of faculty. Psychology, which now has degrees at all levels and serves 643 students, has only 22 full-time faculty – the same number they have had for 20 years, when there were only 240 students. Likewise, the number of political science majors has more than doubled in the last five years, but the number of faculty has remained the same, at 20. Criminology would appear to be served by seven faculty, although there are other sociologists (12 in all) that teach courses that may be taken as part of this program. One consequence of the higher enrollments is surely reflected in the teaching load of the faculty, both in terms of the number of students and the number of courses taught during the year. Doctoral departments are teaching a 3-2, 2-2 load over a two-year period. This would appear to be higher than the teaching loads of faculty at peer institutions.

Unlike undergraduate enrollment, graduate enrollment for the College of Liberal Arts is significantly less than at other colleges. In fact, their graduate numbers are the fourth largest in the university, with the largest two programs being first in English and then in history. Breaking down the graduate students by level of degree reveals history to be the largest doctoral program in the College.

College of Agriculture

The College of Agriculture has clearly stated its mission and goals. The college is staffed with full-time faculty holding doctoral degrees in the appropriate fields. The most obvious strength of the college is the quality and dedication of the faculty, especially considering the teaching and advising loads. The College has 144 FTEs, which includes the Alabama Experiment Station appointments, with approximately 63 FTEs for instruction. The Office of the Dean and Departments are well organized and focused on teaching, research, and extension/outreach goals. Student assessment is a major focus with the College, which has established exit interviews and surveys, alumni surveys,

business and industry surveys, program reviews (eight departments have recently completed a CSREES review), capstone courses, exit exams, and advisory groups. The committee notes the College's strong student support and record of student internship/job placement.

The College curricula are contemporary and organized. Syllabi are provided for course offerings, identifying the course objectives, requirements, and evaluation methods. Each department's goals and objectives are consistent with the curricula; however, the College is in need of additional resources to provide adequate teaching and laboratory space and supplies. The students indicated that the university administration should also provide funds for student activities related to academics and research at both the undergraduate and graduate levels. Modern laboratories for teaching and research are also needed, with additional financial support for Graduate Research Assistants, which includes tuition waivers. Experiment Station funds are currently supporting research and teaching efforts in the College. The College administration is working to enhance extramural funding opportunities for the faculty by utilizing target funding for specific issues/problems, creating pools of competitive funds, and offering a faculty appointment conversion incentive.

The College has very strong partnerships with other institutions, businesses and industries, and government agencies. For example, the College belongs to the Alabama Land Grant Alliance, involving joint projects among the university, Tuskegee University, and Alabama A&M University. These projects include conducting research and outreach programming in areas such as water quality, waste management, and food safety. The College's partnership with the Alabama Cooperative Extension Service also provides a comprehensive effort to expand the teaching, research, and outreach responsibilities beyond the undergraduate and graduate classrooms on the main campus. Faculty appointments in Extension extend the instruction and research to the citizens of Alabama. The College has also partnered with Extension to determine selected research and outreach initiatives where faculty teams are developing proposals seeking external funds to conduct various projects.

The College of Architecture, Design, and Construction

The College of Architecture, Design, and Construction offers the following degrees:

<u>Degree Programs</u>	<u>Spring 2004 Enrollment</u>	<u>Faculty FTE</u>
Bachelor of Architecture	258	19
Bachelor of Industrial Design	135	9

Bachelor of Building Science	180	14
Bachelor of Interior Architecture	4	-
Master of Landscape Architecture	15	5
Master of Building Science	5	-
Master of Industrial Design	14	-
Master of Community Planning	21	3.65
Pre Architecture	221	-
Pre Building Science	265	-
Pre Industrial Design	58	-
Pre Landscape Architecture	26	-

The quality of curriculum, instruction, faculty, research, library, and other resources are generally more than adequate to meet the stated mission of each academic program. The level and quality of student outcomes and work is consistently high across the College – as are the qualifications, dedication, and productivity of the faculty. For example, the Architecture Program has achieved top national ranking in a recent survey of professional architectural firms. Academic advising and library resources were also described as outstanding by faculty and students.

An exceptional strength of the College is its technology resources, made possible by a \$2,500/year professional fee paid by all students in the College. One hundred percent of this fund is directed to the College and dedicated to computer hardware and software purchases and technical support staff salaries. The fee also allows departments within the College to redirect operating funds otherwise used for instructional technology to other essential needs, such as the purchase of equipment, supplies, and faculty development. Despite the addition of the professional fee, operating budgets at the unit level are still considered inadequate.

A second major strength of the College is its off-campus program, the Rural Studio. The Rural Studio has attracted national and international acclaim for innovations in architectural education.

Lastly, the College benefits from strong leadership at the level of dean, associate dean, and department head. Faculty and students report a great deal of satisfaction and confidence in the administration of the College.

Program planning and assessment occur on a regular five- or six-year cycle, as required by the related accreditation agency where applicable. All applicable programs are currently fully accredited, with the exception of the Master of Landscape Architecture, which is under provisional accreditation. College administrators, department chairs, and faculty report a weak

relationship between strategic planning at the unit level and strategic planning conducted at the university-wide level.

Weaknesses of the College lie in the areas of instructional space and resources for faculty development. Studio space for Architecture, Landscape Architecture, and Industrial Design is cramped, and there is a lack of jury/exhibit space throughout. The Community Planning Program lacks dedicated classroom space and graduate student offices. It is reported that much of the space problem in Dudley Hall will be resolved upon completion of the new Building Science building scheduled for construction within the next two years. There appears to be no immediate plans for resolution to space problems in the Wallace building.

Dedicated funds for faculty development, specifically for travel, are inadequate in all programs except those in the Department of Building Science, which receives \$350,000 annually from the Construction Industry Fund. Provision of resources for sabbatical leaves is left up to the academic unit, making leaves infrequent and highly competitive.

Scholarly productivity is adequate, considering the relatively high teaching loads in the College. Teaching loads in the Industrial Design Program are unusually high (6-credit studio, 3-credit lecture course, and 2-credit graduate seminar/semester), making it difficult for faculty to meet scholarly expectations.

School of Forestry and Wildlife Sciences

Auburn's forestry program began as the Department of Forestry in 1947, was elevated to the status of the School of Forestry in 1984, and became the School of Forestry and Wildlife Sciences in 1999 when the Board of Trustees approved a merger with Wildlife Sciences. It is one of 13 Schools or Colleges in the University. The Dean reports administratively to the Provost and Vice President for Academic Affairs and maintains functional working relationships with the Dean of Agriculture and the Director of the Agricultural Experiment Station for research budgeting, and with the Director of Cooperative Extension for extension budgeting. The undergraduate degree offered is the Bachelor of Science with majors in Forestry, Wildlife Sciences, and Wildlife Sciences Pre-Veterinarian Medicine. A Forest Engineering Option is available under the Biosystems Engineering (BBSE) degree program in conjunction with the Samuel Ginn College of Engineering. Students may also select from a number of Emphases comprised of a series of courses providing strength in specialized areas of forestry. Graduate degrees include the Master of Forestry (MF), a non-thesis program; the Master of Science (MS); and the Doctor of Philosophy (PHD). Graduate fields include Forest Biology and Ecology, Forest Measurements, Forest

Management/Economics, Timber Harvesting/Forest Operations, and Forest Products.

The School's faculty consists of 34 full-time tenured or tenure-track individuals (all with the PhD) and one part-time instructor. The School has one part-time endowed professorship and one full-time endowed professorship. All but one full-time faculty hold joint appointments between instruction, research, or extension. Ninety support personnel include research associates, technicians, office staff, center directors, and specialists. The School's stated goal is to develop a premier forestry faculty that will deliver quality programs of education, research, and public service. Each faculty member is expected to provide leadership in all of these areas. The School has a robust research program that is supported by a major goal within its Strategic Plan for the period 2000-2004. The goal is as follows: "The School of Forestry and Wildlife Sciences will encourage and facilitate aggressive inquiry into fundamental and applied research questions relevant to management and utilization of the forest resources of the state, region, nation, and world." Many faculty members have achieved this goal of regional, national, and international recognition in their fields.

The School continues to do a commendable job of responding to the needs of a state rich in natural resources. Commercial forests in Alabama cover 22 million acres, two-thirds of the state's land area. Timber is Alabama's number one crop in terms of value received at first delivery. Forest production is Alabama's largest manufacturing industry in terms of value added in manufacturing and employment. Forest resources also contribute to the quality of life in the state by providing wildlife habitat, water quality, recreational opportunities, and aesthetic value. The Center for Forest Sustainability, selected in 1998 as one of the University's five "Peaks of Excellence," resides in the School. A new Forestry and Wildlife Sciences building is currently under construction, with a projected completion date of 2005.

College of Veterinary Medicine

The Auburn University College of Veterinary Medicine is a professional school that offers three programs: a professional D.V.M. degree, as well as both the M.S. and Ph.D. in biomedical sciences. The primary focus of the College is the professional degree. There are approximately 370 students in the four-year D.V.M. program (68 percent female) and approximately 50 additional students in the two graduate programs. The graduate students are split fairly evenly between those students who have a D.V.M. and those who do not – and between those who are additionally engaged in clinical residency specialty training and those who are not. In addition, the College admits approximately 25 D.V.M. students into the fourth year of the program, based on a contractual relationship

with two foreign veterinary schools at Ross University in St. Kitts and St. George's University in Grenada. These students do not receive a degree from Auburn University. The D.V.M. program enrollment is limited by the facilities to approximately 400 students, but the graduate program could feasibly double in size. The residency training program is small for a unit of this size and could feasibly increase significantly as well. The College is fully accredited by the American Veterinary Medical Association–Council on Education and had full accreditation reaffirmed in 2003. Additionally, the College is AAALAC accredited – a new accomplishment that has been a goal for sometime.

Within the past four years, the College consolidated six smaller departments into three larger departments: Clinical Sciences; Anatomy, Physiology, and Pharmacology; and Pathobiology. The faculties of the three departments are well qualified to meet the missions of the College although the total number is low compared to many other schools and colleges of veterinary medicine. The department of Clinical Sciences has 54 faculty, most of whom have a D.V.M., specialty board certification, and either a masters or Ph.D. degree. The department of Anatomy, Physiology, and Pharmacology has 24 faculty, half of whom have a D.V.M. and most of whom have a Ph.D. The department of Pathobiology has 35 faculty members, most of whom have both a D.V.M. and a Ph.D. Appropriate certification of the terminal degrees was present in all files checked by the committee. The consolidation of departments seems to have been good for the College and the current departmental structure appears to be a strength. Recruitment of high quality, nationally coveted faculty has been very successful and is a testament to the dedication and commitment on the parts of both the faculty and the administration to this effort. Faculty salaries are at or above national means at all three professorial academic ranks, but start-up packages are less than at many like institutions and are believed to be a weakness. Additional clinical faculty, especially in the areas of anesthesiology and cardiology, are needed.

Extramural research funding has risen from \$2.5 million to \$9.5 million over the past five years. Although this total still places the College below the national average, it is a very commendable level of extramural research support for a small faculty that exhibits a significant dedication to teaching and clinical service. The current level of extramural funding would appear to be able to support larger graduate and post-doctoral programs than are presently in place. Professional student and undergraduate student summer research has been emphasized and appears to have been very successful. The success of this area might position the College well to compete for NIH T-35 funding. The College is involved in two of the University's "Peaks of Excellence": Detection and Food Safety and Cell and Molecular Biology. Oncology/cancer biology, cardiovascular physiology, reproductive and endocrine physiology, infectious

disease, as well as companion animal and diabetes mellitus research are recognized research strengths.

A very strong commitment to quality teaching is evident. There is a culture of teaching excellence that was evident in all interactions with College faculty and administration. The teaching facilities, the Cary Veterinary Medical Library, student and classroom computer and multimedia access, and a new student learning center are strengths. Additionally, construction of a new 71,000 sq ft, \$23 million, large animal teaching hospital is being completed. This addition almost doubles the size of the teaching hospital facility and is a major strength, although funding to staff and maintain the facility is not well defined at present. Planning to replace/upgrade the small animal teaching hospital and to develop a much-needed biomedical research wing has begun. Both the small animal teaching hospital and the basic science facilities are aging and soon will become inadequate to meet the research and service missions of the College.

The professional curriculum was reviewed and completely changed in 1999 when the university switched from a quarter to a semester system. A modified systems approach is being used and appears to be working well in most areas. Increased elective offerings are a significant part of this new curriculum, as is an increased emphasis on problem solving, communication, and team building. Curricular outcomes assessment is well thought out and being very effectively administered, although the filtering of the assessment data through the College Courses and Curriculum committee could be improved. Outcomes assessment is considered a strength of the College. Ninety-one percent of the first class to graduate from this new curriculum passed the national licensing examination prior to graduation.

Student services are centralized within the College and appear to be a strength. Admissions, financial aid, counseling, career development, and disabilities services are very effectively administered by a small administrative unit overseen by one of the associate deans. The D.V.M. students admitted into the professional program are well prepared with an average of 4.3 years of undergraduate work at the time of admission. Seventy-four percent of the students have at least a B.S./B.A. at the time of admission. A recognized weakness of the student body is ethnic diversity (three percent of enrollment) but this is a weakness of enrollments in similar programs throughout the country (9.6 percent of total enrollment in schools and colleges of veterinary medicine). Attrition is low (less than one percent), graduates are successful in obtaining internship/residency positions and quality employment opportunities, and students seem pleased with their education and overall experience at the College.

In conclusion, the College has a very talented and dedicated group of faculty, staff, students, and administrators that appear to function in a positive and collegial environment. The leadership of the College is excellent, hard-working, and visionary; and the programs in all areas seem to be thriving, balanced, and meeting the diverse missions of the College and of the university.

College of Human Sciences

The College of Human Sciences is a nationally recognized, comprehensive academic program in the human sciences. The mission of the College is “to enhance human well-being in Alabama, the nation and the world through the integrated study of individuals and families in their near environment.” Human Sciences programs educate professionals, generate knowledge, and deliver research-based educational programs to contribute to the quality of life of families and individual consumers and to the economic growth of Alabama business and industry. There are three academic departments housed within the College, including Consumer Affairs (CA), Human Development and Family Studies (HDFS), and Nutrition and Food Science (NUFS).

In keeping with its stature as a nationally recognized teaching, research, and service unit, the College has adopted the vision of “educating individuals who are prepared to address the challenges of the new century and are committed to improving quality of life worldwide.” The College has identified four goals in relation to its strategic directions: 1) to pursue excellence in undergraduate and graduate programs, 2) to advance new knowledge, 3) to provide technology transfer for Alabama, and 4) to establish infrastructure to maintain programs. These goals are consistent with the mission and vision of the university. The dean administers the College in conjunction with an administrative team that is comprised of department chairs and associate deans. The dean works in a collaborative manner in setting the goals for the academic unit.

The undergraduate programs in the College emphasize a liberal education and specialized career preparation. Five undergraduate degree programs are housed within the three academic departments. These include bachelors programs in Nutrition and Food Science; Hotel and Restaurant Management; Human Development and Family Studies; Apparel Merchandising, Design, and Production Management; and Interior Design. Two of the bachelors programs include specialized areas of study. Human Development and Family Studies includes emphases in infancy and preschool, school age and adolescence, and adulthood and aging. Apparel Merchandising, Design and Production includes options in apparel merchandising and production as well as design and production management. The College offers the International Minor in Human

Sciences (17-19 semester hours) and an option in Cooperative Extension for students enrolled in any major in the College who may want to prepare for a career in the Cooperative Extension. Several undergraduate programs are accredited, including Interior Design, which is accredited by the Foundation for Interior Design Education Research (FIDER), and Nutrition and Food Science, which has a didactic program in dietetics approved by the Commission on Accreditation for Dietetics Education of the American Dietetic Association. In addition, the Human Development and Family Studies curriculum is approved by the National Council on Family Relations to offer the Provisional Certified Family Life Education designation.

Graduate programs strive for excellence and national recognition at both the masters and Ph.D. levels. In Consumer Affairs, the M.S. and Ph.D. are provided in Integrated Textile and Apparel Science through joint programs with the Department of Textile Engineering in the College of Engineering. The focus of these programs is on the integration of textile science and apparel science within a product management approach for application in the global textile industrial complex. At the masters level, there are both thesis and non-thesis options. In HDFS, the M.S. is offered with concentrations in child development, family relations, and marriage and family therapy. The latter concentration is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy. At the Ph.D. level, the focus is on interpersonal competence and relationship dynamics within the context of the family. In Nutrition and Food Science, the M.S. and Ph.D. are provided with emphases in food science, nutrition, or hotel and restaurant management. Additional specialties are offered at the masters level, including human, community, clinical, or sports nutrition and food service management. The hotel and restaurant management program at the masters level is also provided via distance learning as a non-thesis option.

As of fall 2003, the total enrollment in the College was 1,110—including 85 graduate students. In addition, there are six masters and 26 doctoral students from the College enrolled in the Integrated Textile and Apparel Science program. Students enter the College at the freshman level and receive central advising during their first two years within the dean's office. Upper-level advising is provided in the academic departments. Student feedback regarding advising in the College was positive.

According to the fall 2003 faculty rosters, there are currently 44 tenured or tenure-track faculty within the College, including 16 full professors, 17 associate professors, seven assistant professors, and four instructors. Five of these faculty also carry Cooperative Extension appointments. In addition, there are 25 part-

time instructors and graduate teaching assistants who help deliver the instructional programs in the College. Faculty are distributed over the three departments, with HDFS having the largest number of faculty. Each undergraduate major has at least one faculty associated with the program, and each graduate program has at least four faculty designated for programs. Full-time faculty are the majority of the instructional faculty in the College. Through data and verification by faculty and administrators, it is clear that 25 percent of the courses taught in any given program are by faculty who hold terminal degrees.

The College is located in the Spidle Hall and in eight additional buildings across campus. Based on feedback from faculty and administrators, space appears to be a major limitation in both teaching and research. These space needs were verified in the space assessment of the College conducted in 1999.

Faculty members within the College are noted for both teaching and research. With regard to teaching, there is evidence that the unit performs well in this area. For example, several faculty have been the recipients of Alumni Teaching Awards. Feedback from both undergraduate and graduate students suggests that teaching is a strength within the College. In addition, the College provides enriching activities for students through a variety of innovations. For example, the College has developed a partnership between the West Paces Hotel Group to convert the Auburn University Hotel and Dixon Conference Center from an auxiliary to an academic facility for the Hotel and Restaurant Management program. In addition, the College has established a study abroad program (located in Ariccia, Italy, a city 15 miles southeast of Rome) that complements the International Minor in Human Sciences. This program has been identified by the university's Office of International Education as a prototype for the campus.

The scholarship within the College is nationally recognized. Faculty contract and grant productivity is particularly impressive. The College averages \$2.5 M per year in external awards, with most of this funding from federal agencies. In recent years, the College has been ranked within the top ten nationally in contract and grants within the university, based on total awards per department or on awards per faculty FTE. Further evidence of scholarly excellence is noted through the College's leadership in serving as a founding member of the National Textile Center, a university consortium of eight cooperating universities focused on enhancing the competitiveness of the U.S. textile industrial complex. In addition, scholarship in both research and teaching is strengthened through state-of-the-art child care facilities, including the Harris Early Learning Center of Birmingham and the Auburn Early Learning Center. Finally, faculty excellence in scholarship is shown through the selection of

College of Human Sciences faculty for Alumni Professorships and the Distinguished Graduate Faculty Lecture.

Excellence is also noted in service activities. The College sponsors a Human Sciences Day for Global Understanding, which is a day of activities for students, faculty, and the public to focus on global issues. Exhibits, speakers, and participation of international guests are used to highlight critical areas of interest. The College has also developed the Women's Philanthropy Board as an outreach initiative that emphasizes women's financial education and leadership in philanthropy. The Board is focusing its first efforts on academic scholarship support. In the early 1990s, the College launched the International Quality of Life Awards that are given to honor those who foster the creativity, compassion, strength, and resilience of the human spirit. Recipients include, among others, Desmond Tutu, Madeleine Albright, and Millard Fuller, Founder and President of Habitat for Humanity International. The committee congratulates the College for these creative efforts.

Assessment appears to be a concept integrated throughout the academic programs in the College. Programs require internships, portfolios, and other measures of student academic progress. For example, students in Human Development and Family Studies complete a required, supervised internship in a setting consistent with the emphasis area of their major. In Restaurant and Hotel Management, students complete required rotations within the Auburn University Hotel and Dixon Conference Center. Dietetic students complete the didactic program that prepares them for application to an American Dietetic Association-approved internship. Interior Design students prepare design projects as a programmatic requirement. In addition, departments have external advisory boards and use lecture series, guest speakers, and other mechanisms to keep academic programs updated and current. Student evaluations and faculty annual reviews provide feedback for both individual faculty development and program development. Finally, the College uses exit surveys and exit interviews to garner feedback from students regarding their experiences within the unit. Thus, there appears to be substantial activity in assessment, driven primarily by specialized accreditation and the desire to have well prepared professionals for a variety of fields represented in the College. One area that could be strengthened is evaluation of advising throughout the undergraduate experience, especially as the College moves to a new centralized model at the lower division level.

With the excellence noted in teaching, research, and service, the College is clearly a program of strength within the university and in the human sciences. This unit is deserving of support and recognition within the university.

Harrison School of Pharmacy

The School is routinely accredited by the Accreditation Council of Pharmacy Education (ACPE) headquartered in Chicago, Illinois. The School was last accredited in 2000; its next accreditation is scheduled for 2006. There were several issues associated with the 2000 accreditation, and the School was asked to submit periodic interim reports. This is a normal process for ACPE. The Harrison School of Pharmacy at Auburn University had its accreditation reaffirmed following the 2000 ACPE team visit.

The issues raised by the ACPE from the 2000 visit were as follows:

- Student attrition: There was a brief history of severe student attrition. The analysis by the School's faculty and administration revealed a student population that was not adequately prepared academically to handle the rigor of the School's curriculum. Subsequently, the School has completed the following action steps:
 - hired a recruiter to increase the pool of better prepared students
 - hired a counseling psychologist to help students make the transition into the School from the community college environment
 - begun using the Pharmacy College Admissions Test, which validates a student's pre-professional academic performance
 - Altered the curriculum, so that the pre-professional course requirements increased from 65 to 84 credit hours, thus ensuring that students are better able to handle the academic rigor of the curriculum.
- Increase funding for the School's operations
 - This is an ongoing negotiation process with the administration of the university. The School has been granted the ability to charge a professional school differential tuition and has been allowed to keep the differential amount.
- Increase physical space
 - Fund raising has resulted in the planning and construction of additional space for the School to increase research and teaching space.
- Improve the recruitment and retention of faculty
 - A concerted effort by faculty and administration has resulted in a more positive environment for recruiting and retention of faculty.

The School appears to be making progress toward meeting the recommendations of the 2000 accreditation report. The School will soon prepare a self study for the 2006 reaccreditation visit from ACPE.

School of Nursing

The School of Nursing offers a Bachelor of Science degree in Nursing. Professional program students are required to have two years of pre-nursing course work that includes the core curriculum, followed by two years of professional education. Admissions decisions are based on grade point average. The School offers a career advancement opportunity for registered nurses through the Educational Advancement for Registered Nurses (EARN) program. Also, students who have earned a baccalaureate or higher degree in another field may complete the Bachelor of Science in Nursing in three semesters and one summer session. Each year the program receives between 130 and 150 applicants. Class size is limited to 60 full-time students. During the 2003-2004 academic year, professional student enrollment was 153, with 12.5 FTE faculty members to support them. Faculty members assess the curriculum on a yearly basis and make changes as evidenced by quantitative and qualitative information.

The School of Nursing has a proposal for a Masters degree in nursing that now resides with the Alabama Commission on Higher Education for approval. The program was designed and offered cooperatively between Auburn University and Auburn University-Montgomery. The Dean of the Auburn University School of Nursing is also the Dean of the Auburn University-Montgomery School of Nursing. She commutes between the two campuses on alternate days of the week. This shared administrative structure provides the needed resources for the graduate degree program.

The School of Nursing should be recognized for an effective model of community-based, service-learning experience in a low-income housing facility. The facility houses over 12,000 residents with disparate health conditions. The nurse-run model of health care delivery, disease prevention, and health promotion received two national awards from the Auburn Housing Authority for the improved health outcomes realized by this program. Both students and residents are benefiting from this program.

The School of Nursing admits students primarily on the basis of quantitative criteria, i.e., student grade point average. This practice may result in a homogeneous group of students, thereby detracting from the maximum educational value derived from a diverse group of students. Also, there is evidence to indicate that an increase of minority and culturally diverse students

increases access to health care services for the respective populations. Historically, a maximum of five percent of the enrollment consisted of students from underrepresented populations. To assist with increasing the number of qualified applicants from underrepresented populations, the School applied for and received a grant to provide tutoring and mentoring for pre-nursing students at Auburn University. This initiative is commendable and the School is encouraged to evaluate other policies and procedures as they relate to increasing the diversity of the student body.

The depth and breadth of program assessment is impressive. The Dean and faculty should be recognized for their efforts and outcomes.

Allied Health Programs

The Medical Technology program (MT) is offered with the Laboratory Technology (LT) program in the Department of Chemistry in the College of Sciences and Mathematics. Both programs are similar and lead to a Bachelor of Science degree. Both degree programs are supported by one full-time faculty member who also is the Program Director of the MT/LT program. Other faculty members from the departments of chemistry and microbiology teach courses or sections of courses in the program. Since 1993, the total enrollment in both programs has ranged from a total of 37 to 71. The Program Director has reached out to faculty members at Auburn University-Montgomery for collegiality, intellectual stimulation, and, recently, the teaching of selected courses where expertise may be lacking. The Director should be congratulated for taking the initiative to establish this partnership. This cooperative relationship allows the Program Director to teach a course at AUM while a faculty member from AUM teaches a course in Auburn University's program. Thus far, this partnership has been of great assistance to the Program Director. She is complimented for her initiative and drive toward excellence.

Since converting to the semester calendar system, the program is five years in length (144 semester credit hours). There are four years of classroom and laboratory courses taken on the Auburn campus, which include the core and professional course work. At the end of four years, students may graduate with a Bachelor of Science degree in Laboratory Technology and enter the workforce in research laboratories, health departments, etc. If students wish to earn a Bachelor of Science degree in Medical Technology, they must complete an additional one-year clinical residency in a program or facility accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). At the end of the four-year program, it is the responsibility of the students to apply for a clinical residency a NAACLS accredited program. The Program Director provides assistance in the selection and application process for the fifth year.

When students complete the fifth year, they may receive a second baccalaureate degree, the Bachelor of Science in Medical Technology, provided they were continuously enrolled at Auburn University over that year.

The Auburn University MT program is excellent. The Program Director rightfully takes pride in the quality of the program and students; however, the student must complete five years of study for a baccalaureate degree – whereas, in most other institutions, students complete requirements for the Bachelor of Science in Medical Technology within four years. The increase in time and cost to Auburn students may be perceived as unnecessary by some students and may negatively affect applications in the future. Since Auburn University does not offer the clinical education component of the medical technology curriculum, it is not required to seek accreditation by NAACLS.

The Curriculum in Communication Disorders (CMDS) is offered through the College of Liberal Arts. The CMDS offers four programs of study: a Bachelor of Science degree in Communication Disorders, a Master of Communication Disorders degree in Speech-Language Pathology, a Master of Science degree in Speech-Language Pathology, and a Doctor of Audiology first professional degree. All programs are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. The Bachelor of Science degree in Communication Disorders contains the core curriculum and prerequisite courses required for entering masters programs in speech-language pathology or audiology. The undergraduate enrollment is around 100 students each year. There are twenty students admitted to each class of the masters program in speech-language pathology and a maximum of ten students admitted to the Doctor of Audiology Program. There are 15 FTE faculty members in the department, plus an additional three faculty members from Auburn University-Montgomery to augment instruction in the Aud.D. program.

The programs use quantitative measures (grade point average and standardized examinations) as the primary determinant of admission. The number of representatives from underrepresented minorities is small. Diversity of the student body contributes to the learning environment for health professions students and increases the probability of educating students in a culturally sensitive manner. Such cultural and language diversity is important to increased access to health care services.

Graduates of the baccalaureate degree program may not sit for the national examination for certification or licensure. Entry level to practice is at the masters level for Speech Pathology and the Doctor of Audiology level for audiologists. The national association, American Speech-Language-Hearing

Association (ASHA), offers certification of clinical competence, which is offered after clinical experiences and skill competencies are reached by the student. Students completing the graduate program in speech-language pathology or the Doctor of Audiology program are eligible for certification by the Alabama State Board of Education and for licensure by the Alabama Board of Examiners in Speech-Language Pathology and Audiology.

The faculty members initiated a Doctor of Audiology Degree in cooperation with faculty members at Auburn University-Montgomery in fall 2003. Eight students were admitted. The plan is for a total of ten students to be admitted each year, for a total of at least thirty students on campus at any one time. After receipt of the baccalaureate degree, the first three years of the Aud.D. Program are composed of classroom, laboratory, and some supervised clinical experiences. The fourth year is a clinical residency. The post-baccalaureate program is now 11 semesters long, rather than five semesters long, for the previously offered masters program.

The Department of Communication Disorders and the Speech and Hearing Clinic are located together in the Haley Center. The Clinic includes individual treatment rooms, large patient education and treatment rooms, and separate observation areas with one-way windows. A hearing-aid dispensary is also available for patients. The clinic provides a needed service for members of the community on a sliding fee scale. Referrals to the clinic are often and frequent from health practitioners and educators in the community. The department is able to retain funds received through this service to support faculty development activities.

The department is organized well and attends to quality of the educational programs. Assessment and development are part of the academic culture. Faculty members work well together and graduate satisfied and highly competent professionals.

An area of concern is the length of time required to complete the Audiology Doctorate; however, audiology programs were required by the specialized accrediting agency to increase the entry-level degree to the Doctor of Audiology. The increased costs associated with the expanded length of time to degree must be assumed by the program. Students cannot receive the Aud.D. until all requirements are completed, including the one-year clinical residency. This places both the student and the sponsoring clinical agency in a difficult situation. In order for the student and clinical agency to bill for services provided to clients/patients, the provider must be a licensed audiologist. Students may not be licensed until they have completed all degree requirements of which the clinical residency is a part. The faculty members have not yet

determined a way for the students to receive financial remuneration as clinical residents.

College of Engineering and Computer Science

The Samuel Ginn College of Engineering offers undergraduate and graduate degree programs in most of the traditional engineering disciplines and in several non-traditional areas as well. In the current academic year, the College serves approximately 3,000 undergraduate and almost 700 graduate students with a faculty of 140.

External research support is significant, totaling more than \$27 million, roughly half of the total for all Auburn University academic units combined (exclusive of separate research centers). Among more than 300 U.S. institutions offering accredited degrees in engineering, the College ranks 30th in total undergraduate enrollment, 25th in bachelors degrees awarded, 17th in bachelors degrees awarded to women, 16th in bachelors degrees awarded to African Americans, and 46th in engineering research expenditures.

In 2001, the University received a commitment of \$25 million from Samuel Ginn, a 1959 Auburn graduate in Industrial and Systems Engineering and former CEO of AirTouch Communications. This sum was dedicated as an endowment for the College of Engineering and allowed the establishment of the first degree program in Wireless Engineering in the United States, designed to meet the needs of the rapidly growing wireless communications industry. A technical advisory board for the program is composed of senior technical members from leading firms: Vodafone, Nortel Network, Ericsson, Verizon Wireless, Texas Instruments, Nokia, Hewlett-Packard, Cingular, Aligent, and Motorola. In recognition of this gift, the College has been formally designated the Samuel Ginn College of Engineering.

In recent years, the College has become increasingly proactive in supporting the transfer of technology to the private sector. In the period 2002-2003, engineering technology transfer activities included the issuing of 13 patents and 3 licenses, the formation of 2 start-up companies, and the filing of 60 patent applications and 37 invention disclosures. Long-term benefits to the economies of Alabama and the nation should be significant.

The College has been engaged in a strategic planning process directed toward an extremely ambitious goal - to increase its national ranking according to six "Benchmarks of Excellence" from 61st at present to the top 20 by around 2010 and the top 10 by around 2015. (The Benchmarks are baccalaureate degrees granted/year, doctoral degrees granted/year, annual baccalaureate degrees per

FTE faculty member, number of faculty in National Academy of Engineering, average ACT score of entering freshmen, state expenditures per student, and annual research expenditures.) In moving toward these goals, the College has established a series of objectives to achieve by 2008, which include the following: increasing the number of faculty to 210, increasing undergraduate enrollment to 3,500, increasing graduate enrollment to 1,500, increasing annual research expenditures to \$45 million, attracting a minimum of 25 National Merit Scholarship winners per year, adding 20 new named professorships, and recruiting at least five new faculty members who are members of the National Academy of Engineering or have the potential to become members. It is estimated that achievement of these objectives will require capital improvements of approximately \$55 million, a scholarship endowment of \$20 million, a graduate fellowship endowment of \$20 million, a professorship endowment of \$50 million, and an unrestricted endowment of \$45 million. Major gifts from industry and alumni will be required, and the Engineering College Development Office has been expanded significantly to support the required fund raising effort.

The College has a long history of preparing baccalaureate graduates who are well regarded by engineering employers and are highly successful in professional practice. More recent years have seen increasing recognition of the quality of Auburn's graduate engineering education and research programs. The committee congratulates the College for its ambition. Continued progress toward the College's ambitious goals will require major attention to development efforts and University policies that allow maximum flexibility in the utilization of available resources.

College of Education

The College of Education includes programs at the bachelors, masters (M.Ed., M.S.), educational specialist, and doctoral (Ed.D., Ph.D.) levels. At the undergraduate level, the college offers programs to prepare entry-level, P-12 teachers in early childhood education, elementary education, the full range of secondary teaching majors (except art), P-12 music (vocal and instrumental) and physical education, early childhood/special education, special education (collaborative teacher), vocational education (agri-science, business), English as a second language, and middle school (endorsement). In addition, the college offers undergraduate programs to prepared personnel for other types of careers, including adult and continuing education, health promotion, exercise science, and rehabilitation.

The College of Education offers graduate programs in counselor education, counseling psychology, educational administration, educational

media, general education, health and human performance, secondary education, teacher education, vocational education, educational psychology, rehabilitation, school psychology, and special education. All teacher education programs are fully accredited by the National Council for the Accreditation of Teacher Education. Other programs are accredited by Council for Accreditation of Counseling and Related Educational Programs (Community Agency Counseling, Counselor Education, School Counseling), American Psychological Association (Counseling Psychology), Music Education (National Association of Schools of Music), and Rehabilitation Counseling (Commission on Rehabilitation Counselor Certification).

The college has approximately 87 tenured or tenure-track faculty members and graduated 521 students in 2002-2003 – 328 bachelors, 148 masters, seven specialists, and 38 doctorates. Facilities include Haley Center (most faculty, classes, and Learning Resource Center), Wallace building (vocational education), and Coliseum (Health and Human Performance). Facilities are adequate and well maintained; however, the college faculty members would like to be in one building, and some space is dated and in need of renovation.

Faculty, staff, and administrators cited the following as strengths of the College of Education:

- Good equipment and facilities and a high level of student and faculty involvement with technology for instruction, research, and outreach – distance education, computer classrooms and laboratories, smart classrooms, and emerging technology.
- Positive relationships and collaborative activities with other colleges in the university, both internally and in projects with P-12 schools and community agencies.
- Strong partnerships and working relationships with schools and a wide variety of community agencies to support instructional programs at undergraduate and graduate levels.
- Availability of small grants through the college and university for projects in instruction, research, and outreach, combined with very good level of external funding.
- Strong, collegial faculty – good level of research productivity, good working relationships, good level of interdisciplinary activities and cooperation.
- Students are academically capable, dedicated to becoming teachers, and strongly oriented to involvement in and service to the community.

Areas of limitation or improvement mentioned by faculty, staff, and administrators were the following:

- Enrollments are capped in some programs because of limited faculty resources; this means that qualified students are denied access to the program and career of their choice.
- Although about 12 percent of the college's faculty members are from ethnically diverse backgrounds, the college faculty members want to increase their diversity and strengthen the incorporation of multicultural concepts and experiences in their programs.
- The college needs some mechanism to support faculty in pursuing external funding and entrepreneurial projects.

College of Business

Founded in 1967, Auburn University's College of Business is consistently ranked among the top 50 public institutions in the nation at both the undergraduate and graduate levels. The College is organized into six academic departments (Accountancy, Aviation Management and Logistics, Economics, Finance, Management, and Marketing) and awards a broad array of undergraduate and graduate degrees (B.S.B.A., M.Ac., M.B.A., M.M.I.S., M.S., M.S.B.A., and Ph.D.). The College offers distance learning options for several of its masters' degree programs. Some of its programs, such as Physicians Executive MBA, Aviation Management, and Business and Engineering Outreach, are quite unique. During the fall 2003, the College enrolled 3,815 undergraduate and 527 graduate students and employed 100 full-time faculty members.

(Suggestion 13) The visiting committee suggests that the College of Business continue to manage its enrollments to achieve its goals for student body quality and student/faculty ratios.

(Suggestion 14) The visiting committee suggests that the College of Business place a greater emphasis on research and scholarship to achieve its aspirations regarding improved academic reputation and competitiveness.