Appendix A
List of Recommendations

Section I: Principles and Philosophy of Accreditation

No recommendations in this section.

Section II: Institutional Purpose

No recommendations in this section.

Section III: Institutional Effectiveness

No recommendations in this section.

Section IV: Educational Program

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.

2. The Committee recommends that the university regularly evaluate the consortial agreement for the Marine Environment Sciences Consortium.

Section V: Educational Support Services

No recommendations in this section.

Section VI: Administrative Processes

No recommendations in this section.
Appendix B
List of Suggestions

Section I: Principles and Philosophy of Accreditation

No suggestions in this section.

Section II: Institutional Purpose

No suggestions in this section.

Section III: Institutional Effectiveness

1. The Committee therefore suggests that an electronic version of the current API process be developed and implemented for future annual iterations of the planning and evaluation process.

Section IV: Educational Program

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.

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.

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.

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.

6. The committee suggests that the university establish formal means whereby graduate students are involved in curricular reviews.

7. The committee suggests that the university expand its tuition waiver program and offer a health insurance program as a benefit for graduate students.
8. The committee suggests that the university clearly articulate the plans for graduate enrollment growth.

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.

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.

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.

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).

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.

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.

**Section V: Educational Support Services**

15. Therefore, the committee suggests that the office of Housing and Residence Life be reviewed for possible placement within the Division of Student Affairs, so as to augment the holistic development of students in the residential environment at the institution.

**Section VI: Administrative Processes**

16. The committee suggests that the Board of Trustees implement the draft recommendation of the external auditors to create an audit committee. The audit committee should review all internal and external audit reports.
and receive regular updates from management on the implementation of audit recommendations.

17. The committee suggests that the university implement the draft recommendation of the external auditors to establish a program for the confidential receipt, retention, and disposition of complaints related to ethical matters.

18. The committee suggests that Auburn University develop a plan to fund the operating and maintenance cost of the new facilities which are planned and under construction.
Appendix C
Addendum

Interview report

Three African-American professional-level staff members wanted to talk about problems related to cultural diversity and equitable treatment of employees throughout the institution. In the judgment of those committee members with whom these individuals spoke, these three employees were highly credible. They expressed themselves in a responsible manner, identified specific issues, and gave specific examples of problem areas.

The issues identified by these employees are the following:

- Hiring and employment practices that violate the concept of equal opportunity such as the following:
  - Appointing individuals to vacant positions on an interim basis, then grooming the individuals for the positions, and writing the job description and advertisement to fit the selected individuals.
  - Patterns of promoting white individuals over black peers with the same qualifications, experience, and performance.
  - Unequal pay for the same work and altering job descriptions, e.g., omitting some of the position’s responsibilities, to support the inequitable pay.
  - Not giving African Americans equal opportunities to train for higher level positions, lack of mentoring and professional development for African Americans.
  - Lack of visible connection between professional development for African Americans and career advancement.
  - Patterns of assigning African Americans to the lower ranges of the step scale for types of positions.
  - Patterns of higher level managers filling positions with friends and fellow church members, to the exclusion of African Americans and other nonwhite groups.

- Lack of clarity about employment practices and standards:
  - Not having information about the classification system for positions:
    - What the different levels represent, what qualifications are appropriate for the various levels, how titles and pay levels are determined, how new or transferred employees are assigned to a specific level and salary, etc.
    - Lack of clarity about how employees get increases in classification level or raises.
• Lack of confidence that decisions made in Human Resources are objective and free of racial bias.
• Lack of clear answers to questions about employment practices and standards.
• Lack of information about diversity of applicant pools versus hires.

• Hostile or intimidating atmosphere for African Americans and other employees of color:
  • Fear of retaliation for talking about problems, complaining, or asking questions.
  • Middle managers keeping a lid on problems and telling top administration that everything is going well.
  • Repeated use of an external audit of positions to document that the administration is addressing problems; the external audit does not correct all or even most of the inequities because middle managers are allowed to control the data.

The employees stated that African Americans and people of color experience these and other problems in all sectors of the university population. They felt strongly that the discriminatory practices are embedded in the basic ethos and practice of the university and hoped that the new president would be able to address these issues.