

*Educational
Support Services*



Comer Hall

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5.1 Library and Other Learning Resources

Auburn University has a centralized library system referred to as Auburn University Libraries and consisting of the Ralph Brown Draughon (RBD) Library which houses the collections for most disciplines, the Library for Architecture, Design, and Construction (located in Dudley Hall in the Fine Arts Complex), and the Charles Allen Cary Veterinary Medical Library (located in Greene Hall in the College of Veterinary Medicine, two miles from main campus). Auburn University at Montgomery administers its own library. Other learning resource centers, which are separately funded and are not under the purview of the University Libraries, include the College of Education Learning Resources Center, the College of Engineering Media Center, and the School of Pharmacy's Drug Information Center and Learning Resources Center. Throughout this discussion, the College of Education Learning Resources Center will be used as an example of support services available for students and faculty.

5.1.1 Purpose and Scope

Because adequate library and other learning resources and services are essential to teaching and learning, each institution **must** ensure that they are available to all faculty members and enrolled students wherever the programs or courses are located and however they are delivered.

Auburn University is in compliance.

It provides library and other learning resources and services to all faculty, staff, and students. The online catalog and the Libraries Homepage, available on the Internet, provide access to all collections whether patrons are on campus or off.

Included in the various collections are over 2.6 million bound volumes, 2.5 million microforms, 141,000 maps, subscriptions to over 23,000 serials, over 5,000 sound recordings, over 1,000 films and videos, close to 1,000 computer files, and over 150 electronic databases, almost 4,000 full-text electronic journals, and over 10,000 full-text electronic books through Net-Library and through other sources. The electronic resources are provided to the users' desktop through the web. The RBD Library is open 95.25 hours per week; the Cary Veterinary Medical Library is open 83.5 hours a week; and the Library for Architecture, Design, and Construction is open 83.75 hours per week.

Materials that are out on loan can be recalled at a patron's request. Materials the Auburn University Libraries does not own are made accessible through a range of services, including rush purchase orders, interlibrary loan, and document acquisition via the document delivery service Ingentia.

Reference services include on-site assistance at the RBD Library second floor Reference Desk. The Desk is staffed by at least two professional reference librarians at all hours when the Library is open, except 4-6 p.m. Friday and 10-12 p.m. Sunday through Thursday. Each subject area specialist serves at the Reference Desk at some time during the day or week. In addition, individual in-depth reference consultations with subject specialists are available upon request.

Reference services are also available electronically and by telephone through Ask-a-Librarian and InfoChat. Ask-a-Librarian provides answers within 48 hours to inquiries sent to the Reference Department by email. InfoChat is an interactive chat service. In addition, the Reference Department

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has created an online reference page for ready-reference facts ranging from weights and measures to currency conversion calculators. The reference page also includes links to encyclopedias, directories, and specialized research guides for the different disciplines. The research guides list specialized reference sources, indexes and databases, journals, non-print media, and useful websites.

Other service points include two general information links staffed 94 hours per week and located at both entrances to the RBD Library. These desks are staffed by volunteer paraprofessionals during the day and students at night and on the weekends. Personnel at the general information desks provide initial telephone and in-person contact for library patrons with general library questions.

The First Floor Service Desk is staffed all hours the RBD Library is open. During the day staff consists of a combination of paraprofessionals and graduate students; at night and on weekends, the desk is manned by a combination of graduate and undergraduate students. The Service Desk staff maintains microform readers and printers, listening equipment, scanners, and GIS equipment and provides assistance in locating and using federal government publications, materials on microform, maps, and audio.

Distant learners have remote access to web-based databases, interlibrary loan, Electronic Reserves, email, interactive chat reference, library instruction, specially developed web resources for distance education, and expedited document delivery services.

The Auburn University Libraries sets priorities for acquiring materials and establishing services according to the needs of users. The Libraries' Comprehensive Plan requires regular and systematic evaluation of the Libraries to insure that it is meeting the needs of users and supporting the programs and purpose of Auburn University.

In the case of other learning resources, such as the Learning Resources Center operated by the College of Education, all resources and services are available to all students, faculty, and staff with a valid University ID. Access to audiovisual and newer instructional technology equipment is made available to any faculty member who teaches a class in Haley Center where the Learning Resources Center is located. Similar policies are implemented at other resource centers.

Sources of Information

Interviews

Stella Bentley, Former Dean of Auburn University Libraries, November 7, 2001

T. Harmon Straiton, Assistant Dean, November 7, 2001

Glenn Anderson, Director of Collection Management, November 7, 2001

Websites

ARL Statistics

<http://fisher.lib.virginia.edu/arl/index.html>

Libraries' Comprehensive Plan

[http://frontpage.duc.auburn.edu/gradschl/public_html/AUCUPSv2/level2n3/main.asp?](http://frontpage.duc.auburn.edu/gradschl/public_html/AUCUPSv2/level2n3/main.asp?UnitID=RBDL&Unitname=Libraries)

[UnitID=RBDL&Unitname=Libraries](http://frontpage.duc.auburn.edu/gradschl/public_html/AUCUPSv2/level2n3/main.asp?UnitID=RBDL&Unitname=Libraries)

Libraries Homepage

<http://www.lib.auburn.edu>

College of Education Learning Resources Center

<http://www.auburn.edu/academic/education/lrc/lrc.html>

Each institution **must** develop a purpose statement for its library and other learning resource services.

Auburn University is in compliance.

The Mission Statement for the Auburn University Libraries describes its purpose:

Auburn University's Libraries utilizes its human resources, technology, and physical facilities to provide responsive library services and collections in support of the instructional, research and outreach activities of the students, faculty, and staff of Auburn University.

Similarly each resource center has its own mission statement. For example, the mission of the College of Education Learning Resources Center is to ensure that students, faculty, and staff are effective users of ideas and information. This mission is accomplished by providing intellectual and physical access to materials in all formats and by providing instruction to foster competence and stimulate interest in using information and instructional technologies.

Sources of Information

Website

Libraries Mission Statement, Comprehensive Plan

http://frontpage.duc.auburn.edu/gradschl/public_html/AUCUPSv2/Level2n3/main.asp?UnitID=RBDL&Unitname=Libraries

The library and other learning resources **must** be evaluated regularly and systematically to ensure that they are meeting the needs of their users and are supporting the programs and purpose of the institution.

Auburn University is in compliance.

The purpose and scope of the Auburn University Libraries are under annual review through the University's Comprehensive Planning process. Each year, the Libraries has prepared a progress report on meeting the goals of the current Comprehensive Plan and has updated the Plan to guide it through the next five years. The Libraries' Comprehensive Plan covers the broad areas of research collections, services, flexibility and adaptability in a changing landscape of scholarly information, appropriate physical facilities and technology, staff development, and collaborative activities.

Each School, College, or, in some instances, Department, has a librarian liaison who establishes and maintains close working relationships with the academic unit. The Libraries also has electronic and paper suggestion boxes for patron feedback.

In addition, the Libraries has conducted on-going assessments to gauge how well it is meeting its patrons' information needs. The most recent assessment survey of faculty satisfaction was conducted in spring 2000 and involved 126 faculty members from 14 Departments on campus. Using a five-point Likert scale, faculty members responded to questions regarding satisfaction with online services; with the collection for their research needs as well as their graduate and undergraduate students' needs; with interlibrary loan; with article and book chapter delivery services to offices (AUBIExpress); and with the Libraries' policies and procedures. In order to gain a sense of priority about resources and services, the survey also asked which of the existing resources and services are the six most important to the faculty member.

Focus group studies of graduate and undergraduate students were conducted in 1999-2001 by an outside group, the Survey Research Lab at the Center for Governmental Services. Later the Libraries conducted these studies. The focus groups included 20 faculty and staff in December, 2000; 33 graduate students in January 2000; 17 staff in December 1999; 27 faculty in December 1999; 14

undergraduate students in July 2000; and 21 graduate students in September 1999. Table 5-1 provides further information about participants in the focus groups.

Table 5-1 Participants in Library Focus Groups

Date	Students	Sessions	Participants
September 1999	Graduate	3	21
February 2000	Graduate	3	33
July 2000	Undergraduate	3	14
March 2001*	Undergraduate	3	22
November 2001*	Graduate	3	47

*Administered by the Libraries

The focus groups were asked about their satisfaction with the physical characteristics of the Libraries; with equipment; with services; with bibliographic instruction; and with communication strategies to reach graduates and undergraduates. Further, they were asked what, if any, problems in using the Libraries existed. The students were also asked to give suggestions about how to improve the Libraries' services. The results of these assessment activities have been used to improve services and collections.

The resource centers also undergo periodic review. For example, the College of Education Learning Resources Center is under annual review through the University's Comprehensive Planning system (AUCUPS). Each year the units within the Learning Resources Center develop evaluation strategies, which range from patron satisfaction surveys to collection mapping, to obtain data on the scope of services provided. Information from these assessments is used to improve services and collections.

Sources of Information

Websites

Libraries Comprehensive Plan

http://frontpage.duc.auburn.edu/gradschl/public_html/AUCUPSv2/Level2n3/main.asp?UnitID=RBDL&Unitname=Libraries

Libraries Homepage

<http://www.lib.auburn.edu>

LIBRO203 Course Page. Library Focus Groups (Summer 01)

<http://eres.lib.auburn.edu/coursepage.asp?cid=269&page=01>

LIBRO719 Course Page. Faculty Survey (Summer 01)

<http://eres.lib.auburn.edu/coursepage.asp?cid=279&page=01>

The scope of library and other learning resources, the types of services, and the variety of print and non-print and electronic media depend on the purpose of the institution. Learning resources and services **must** be adequate to support the needs of users. The size of the collections and the amount of money spent on resources and services do not ensure adequacy. Of more importance are the quality, relevance, accessibility, availability and delivery of resources and services, and their actual use by students, regardless of location. These considerations **must** be taken into account in evaluating the effectiveness of library and learning resource support.

Auburn University is in compliance.

It has adequate learning resources and services to support the needs of users in terms of quality, relevance, accessibility, availability, and delivery.

Auburn University Libraries has an extensive collection development policy, specific for each Department within the University. The policy takes into account instructional needs in terms of courses taught, number of majors, support courses offered, and degrees offered. The collection policy indicates faculty research areas and expanding areas of interest and outlines selection policies related to depth of collection building and limits.

The adequacy of the size of the collection for its user population is indicated by the Auburn University Libraries' holdings statistics given previously and by membership in the Association of Research Libraries (ARL) since 1992. Even with proration and other losses of funds, combined with the rising costs of periodical subscriptions in the intervening years, the Libraries has at no time fallen below ARL's minimum standards for spending on collection development. Of the 112 ARL member libraries, Auburn ranked 68th in the number of volumes held.

The quality and relevance of the collection are assured by the systematic use of reviewing sources, by using the professional judgment of subject-specialist librarians, and by suggestions and feedback. The librarian liaisons representing the various Colleges and Schools are first lines of contact for acquisition requests. Electronic and paper suggestion boxes also function as a means to request new purchases. In addition, when major changes in journal subscriptions take place, the Libraries invites all members of the University community to provide feedback and suggestions. In these ways the Libraries tries to assure the quality and relevance of its collection.

The Libraries' assessment surveys and focus groups are also used to gain feedback about the quality and relevance of the collection. In 2000, the previously mentioned survey indicated that the 126 faculty respondents found the collection, on the whole, to be satisfactory or very satisfactory for their research needs. Greatest satisfaction was with the circulating book collection (28% were very satisfied, and 39% were satisfied) and with the government documents (53% were very satisfied, and 25% were satisfied). Satisfaction was not as high with reference books (24% were very satisfied, 43% satisfied, but 29% were only somewhat satisfied with the collection). Although the journal subscriptions had to be cut back in the last 10 years due to exponential rise in cost of many subscriptions, the majority of the faculty (65%) said they were satisfied with the collection, although only 8% said they were very satisfied. A smaller proportion of faculty found the collection of newspapers satisfactory (58%) or very satisfactory (5%). Although most of the 126 faculty respondents expressed opinions on the books, government documents, journals, and newspapers, only a small proportion of the faculty expressed opinions about the other media formats, such as conference proceedings, US patents and trademarks, GIS (geographical information system), slides, maps, sound recordings and video recordings. Of those 98 respondents who did express opinions on these information formats, satisfaction levels varied between very satisfied (65%) with the maps; satisfied with GIS and slides (63%); and about evenly divided among very satisfied, satisfied, and somewhat satisfied with sound and video recordings.

The 126 faculty respondents were also very satisfied (50%) or satisfied (39%) with the extent of the collection for their undergraduates and very satisfied (43%) or satisfied (45%) with the currency of the collection for their undergraduates. Similarly, the majority of the faculty respondents were very satisfied or satisfied with the extent and currency of the collection for their graduate students.

The focus group studies of undergraduate and graduate students provided more feedback on services than on the adequacy of the collection. Undergraduates had no comments about collection's adequacy. Graduate students, however, wished to see greater access to foreign journals, wished to have the Libraries reevaluate recent journal cancellations, wished to see multiple copies of those books that are frequently recalled, and wished to see the video collection increased. In view of the small number of students involved in the focus groups, it is not clear just how representative these opinions are, but the student responses are indicative of concerns.

Faculty respondents expressed satisfaction with the following services: reference assistance (94% representing 119 faculty out of 126 polled said they were very satisfied); circulation assistance (80%

were very satisfied); accessibility of electronic databases (75% very satisfied or satisfied); article delivery services, which include articles on demand from a commercial source and articles delivered to the faculty member's desk from the Libraries' own collection (71% very satisfied or satisfied); reserves (89% very satisfied or satisfied); electronic reserves (93% very satisfied or satisfied); library instruction and orientation for undergraduates (98% very satisfied or satisfied); library instruction and orientation for graduate students (100% very satisfied or satisfied of those faculty surveyed who used this service). Satisfaction was minimal (81% said they were only somewhat satisfied) with AUBIECat, the Libraries' online catalog. Faculty respondents said that the system is difficult to use and they would like better help screens. Interlibrary loan service was the only other service with which faculty did not express a high level of satisfaction. Although faculty were satisfied with the percent of requests met, they were not satisfied with amount of time it took for requested items, especially books, to arrive.

The undergraduate focus groups expressed less satisfaction with reference assistance than did faculty. Their experiences seemed to have been mixed. One of the students' main concerns was the lack of assistance on floors other than the second floor where the Reference Desk is. They were, however, excited about the prospect of asking for reference assistance electronically (*InfoChat*), a service of which they were unaware. On the other hand, the graduate students' opinion of the librarians and staff was "overwhelmingly positive." Graduate students found the staff readily available and willing and able to help, particularly with the use of AUBIECat, the online catalog, and the electronic databases. The only complaints were that student helpers were studying during finals instead of assisting patrons.

Accessibility is addressed by the question on the faculty survey about library hours (97% of the 126 faculty were very satisfied); ease of finding materials (73% very satisfied); availability of public terminals (94% very satisfied); length of time to reshelve materials (56% were satisfied); and use of closed stacks to store materials (29% very satisfied and 53% satisfied out of the relatively small proportion, 36%, of surveyed faculty who request materials from the closed stacks).

Undergraduates were particularly satisfied with the computer access to the Libraries' collection and with renewal of materials by computer. They were dissatisfied with the organization of the CDs and videos in the Libraries and would have preferred an easier method of access. They did not comment on access to books or periodicals except to say that they would like to see telephone or computer (*InfoChat*) stations on each floor so that they could communicate directly with the reference staff on the second floor. Graduate students' comments regarding accessibility included a suggestion for longer library hours on weekends and during semester breaks. (The RBD Library closes at 6 p. m. on Friday and Saturday and opens at 1 p. m. on Sunday during the semester; it is open from 9 a.m. to 1 p.m. on Saturdays and is closed on Sundays during semester breaks). Two graduate students suggested better signage in the stacks (arrows at the ends of the stacks and a listing of call numbers located at the stairwells).

According to their responses to the survey, faculty members use the Auburn University Libraries' collections and services. 57% of faculty respondents said that they use the Libraries at least twice a week; 77% of the 103 faculty respondents said they use the Libraries' books at least once every two to three weeks; and 92% of the 87 faculty respondents said they use the Libraries' journals at least once a week. 123 of the 126 faculty respondents said they use the online catalog at least once a week (most use it two or more times); and 97% of the 110 faculty respondents who use online databases said they use them at least once a week (62% use them twice a week or more).

The undergraduate focus group study indicated that undergraduates use the Libraries. However, students also said that they would use it more if their professors would assign more work requiring use of the Libraries. Graduate students use the Libraries' resources for dissertations, theses, and coursework but prefer to search from their homes or offices and come to the Libraries only to pick up the materials.

It is important to mention that the most recent faculty satisfaction survey was held before the major overhaul of the Libraries' shelving system, having changed from a divisional system to an A to Z arrangement of classification numbers. The fact that the Reference Desks on each of the floors were removed and all reference librarians were pooled on the second floor also represents a major change since spring 2000, when the faculty expressed very high levels of satisfaction with reference services.

Each resource center at Auburn has established its own collection development policies. For example, the College of Education Learning Resources Center has a collection development policy to guide the selection of resources. Feedback from the annual LRC Resource Needs Assessment is also used to determine priorities for acquiring resources. Faculty and students are surveyed as part of the annual needs assessment.

Suggestion 5-1:

The Steering Committee suggests that faculty members assign more work requiring use of the Libraries to ensure that students become familiar with library resources.

Suggestion 5-2:

The Steering Committee suggests that another survey of faculty satisfaction be conducted and that further focus groups be conducted with undergraduate and graduate students.

Suggestion 5-3:

The Steering Committee suggests that the Libraries investigate ways of improving the AUBIECat help screen and some of the other problems faculty report in using this online catalog.

Sources of Information

Document

Libraries Collections Management Policy Manual, available in RBD Library,
Office of Director of Collection Management

Websites

LIBRO203 Course Page. Library Focus Groups (Summer 01)
<http://eres.lib.auburn.edu/coursepage.asp?cid=269&page=01>

LIBRO719 Course Page. Faculty Survey (Summer 01)
<http://eres.lib.auburn.edu/coursepage.asp?cid=279&page=01>

Priorities for acquiring materials and establishing services **must** be determined with the needs of users in mind.

Auburn University is in compliance.

The Libraries acquires materials and establishes services based on the needs of users.

The Libraries' collection development policies are based on the mission of the University. Hence, these policies place a high priority on undergraduate education; emphasize support for historically strong research programs in Agriculture, Engineering, Forestry, Biological Sciences, Physical Sciences, and Mathematics; and emphasize support for the Alabama Agricultural Experiment Station. The policies also place a high priority on support of research and interdisciplinary programs organized primarily in Centers and Institutes; support of outreach efforts at the University; and support for Peaks of Excellence programs identified by the University.

Policies for including all types of users in decisions affecting the purpose and scope of the Libraries are in place. The University Library Committee includes representation from each School and College and from the Student Government Association and the Graduate Student Organization. The Committee recommends policies governing the distribution of funds for acquiring library materials, policies for the selection and location of such materials, and policies for the library services to be offered. Priorities are periodically reevaluated.

Priorities for acquisitions are also influenced by availability of materials electronically. For instance, when journals are available through databases, the Libraries may not need to maintain paper copies.

The availability of materials in the state's other libraries and through KUDZU-ASERL, the Libraries' interlibrary loan partners among Southeastern universities, also influences priorities for purchasing materials. The Libraries has a long-term plan to explore with faculty the possibility of new ways to obtain scholarly articles, outside of the traditional journal subscription system.

Sources of Information

Interviews

Stella Bentley, Former Dean of Auburn University Libraries, November 7, 2001

T. Harmon Straiton, Assistant Dean, November 7, 2001

Glenn Anderson, Director of Collection Management, November 7, 2001

Websites

Comprehensive Plan

http://frontpage.duc.auburn.edu/gradschl/public_html/AUCUPSv2/Level2n3/main.asp?UnitID=RBDL&Unitname=Libraries

Libraries Homepage

<http://www.lib.auburn.edu>

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<http://eres.lib.auburn.edu/coursepage.asp?cid=269&page=01>

LIBRO719 Course Page. Faculty Survey (Summer 01)

<http://eres.lib.auburn.edu/coursepage.asp?cid=279&page=01>

5.1.2

5.1.2 Services



Each institution **must** ensure that all students and faculty members have access to a broad range of learning resources to support its purposes and programs at both primary and distance learning sites.

Auburn University is in compliance.

The Auburn University Libraries ensures that all users have access to a broad range of learning resources and formats. The Libraries maintain hard copies and electronic materials for primary and distance learning sites.

Among hard copy formats are reference works, monographs, scholarly journals, trade and popular magazines, newspapers, conference proceedings, government documents, maps, sound recordings, video recordings, and computer files. The Libraries makes available on microform many of its journals, magazines and newspapers, and government documents. The Libraries maintains a Special Collections and Archives where Alabamiana, rare materials, and archival materials are housed. As a federal depository library, the Libraries has developed and maintains an online gateway for federal and state documents as well as documents on paper copy, on microforms, and on CD-ROM. The Libraries has a policy of not maintaining K-12 textbooks and curriculum materials. It also limits its non-print collection, such as computer files, videos, and sound recordings, to an adult audience, while the College of Education Learning Resources Center collects children's videos and sound recordings.

Electronic resources available both on campus and at distance learning sites include all the databases and electronic journals and books except the small handful whose licenses do not permit off campus (or even outside of library) access. Access to several current awareness resources and preprint service is provided through the Libraries Homepage. Unmediated delivery services, Ingenta Uncover Plus and EI Village 2, are available at little or no cost to the user.

Materials are shared within the Auburn campus, with Auburn University at Montgomery, and with other academic and corporate institutions through document delivery. Materials are delivered through a campus courier, inter-campus mail shuttle service, Ariel, fax, digitized email attachments, and United Parcel Service.

Users have access to reference services, instruction services, circulation services, reserves services, document delivery (for example, interlibrary loan), photo duplication services, computer labs, and multi-media classroom services. Reference services are discussed in **Section 5.1.1**.

The Libraries provides a range of document delivery services. Interlibrary loan is the traditional means for obtaining books, documents, proceedings, and journal articles. To expedite delivery services, the Libraries has entered into a partnership with several Southeastern research libraries. This partnership includes a Union Catalog that allows patrons of any of the libraries to identify the location among the partner libraries of materials and allows for immediate interlibrary loan requests electronically. Ingenta Uncover Plus is a general database of 8 million articles published from 1988 to the present. Auburn faculty, staff, and graduate students may order articles through this service. The fee, up to \$35, is subsidized by the Libraries, if it does not own the journal. EIVillage 2 (formerly CompendexWeb) is an electronic source of articles in Compendex that the Libraries does not own. The Libraries subsidizes the fees for faculty, staff, and graduate students. AUBIExpress is a document delivery service for materials that the Libraries owns. Articles and book chapters are scanned into the computer and are sent electronically to faculty, staff, graduate, and distance education students and AUM faculty and staff.

Distance learners have remote access to electronic reserves (ERes), email and chat reference services, library instruction, specially developed web resources for distance education, online circulation services, and document delivery services—electronic delivery of articles and book chapters owned by the Auburn University Libraries and mail delivery of journal articles, book chapters, and papers obtained via interlibrary loan. (Books, documents, or proceedings will not be borrowed for distance learners for off campus sites.) Distance learners have borrowing privileges at all Auburn University Libraries, and local arrangements are established as needed. Distance learners have access to all library resources and services when they visit the Auburn campus.

The University Libraries provides services to persons with disabilities. The Libraries continues to strengthen this commitment by working closely with the Office of the Program for Students with Disabilities by making available additional equipment, software, space, and furniture to assist disabled persons. A standing library committee on ADA is made up of staff and faculty. Facilities available to persons with disabilities include designated parking, a wheel chair ramp to the main entrance, and an automatic door. Elevator controls within the RBD Library are wheelchair accessible and include Braille indicators. A wheelchair accessible pay phone is available in the first floor lobby, and a TDD is available for use at the Reference Desk. Wheelchair accessible computer terminals are available on each floor, both at the online catalog stations and in the computer lab. There are also wheelchair accessible photocopiers, a microform reader/printer, a study carrel with an adjustable workstation and computer, other study carrels, water fountains, and restrooms. Handheld magnifiers are available at all service points and a TDD-equipped telephone, a four-track cassette tape player, and a Chroma CCD magnification are available at the Reference Desk on the second floor.

Similarly materials in all resource centers are accessible to all students and faculty. For example, faculty and staff have access to resources in the College of Education Learning Resources Center in the following formats: analog and digital audio, analog and digital video, study prints, kits, CD-ROM, html, streaming audio and video, maps models and text. An online public access catalog (OPAC) is used to provide access to the holdings of the collections. The OPAC is also available via the WorldWide Web. LRC staff members assist faculty, students, and staff with use of the various resource formats.

Sources of Information

Interviews

Stella Bentley, Former Dean of Auburn University Libraries, November 7, 2001

T. Harmon Straiton, Assistant Dean, November 7, 2001

Glenn Anderson, Director of Collection Management, November 7, 2001

Websites

Ask a Librarian

<http://www.lib.auburn.edu/askalibrarianfaqs.html>

Delivery Services

<http://www.lib.auburn.edu/newill.html>

Services and Access for Patrons with Disabilities

<http://www.lib.auburn.edu/ada/docs/services.html#list>

Distance Education Services

<http://www.lib.auburn.edu/disted/>

Faculty/Graduate Services

<http://www.lib.auburn.edu/facserv.html>

Help

<http://www.lib.auburn.edu/help.html>

*Info*Chat (online reference assistance).

<http://www.lib.auburn.edu/infochat.html>

Libraries Homepage

<http://www.lib.auburn.edu>

Online Reference

<http://www.lib.auburn.edu/hum/humweb/reference/erefindex.html>

Preprint Services

<http://www.lib.auburn.edu/preprint.html>

Research Guides

<http://www.lib.auburn.edu/hum/humweb/researchguides.html>

Reserves Services

<http://www.lib.auburn.edu/reserves.html>

Basic library services **must** include an orientation program designed to teach new users how to access bibliographic information and other learning resources.

Auburn University is in compliance.

The Libraries offers an orientation for new users.

Auburn University Libraries provides introductory instruction programs that consist of one-hour tours and demonstrations about how to use the online catalog *AUBIECat*, for Freshman Year Experience classes UNIV1000 and UNIV1050, English Composition II, and Counseling 2970. In Fall Semester 2001, the Freshman Year Experience classes began using the Libraries' Tiger Information Literacy Tutorial (TILT) as a supplement to the tour and catalog demonstration. To test comprehension of what they have learned, students took a quiz at the end of each TILT module. The results of this quiz were emailed to Freshman Year Experience instructors and the student. A copy of quiz results was also sent to the Library Instruction Coordinator for statistical purposes.

Additionally, Library Lifesaver sessions, walk-in tours and online catalog demonstrations—three separate and unique offerings—are advertised to the campus community in a variety of ways and offered the first two weeks of each semester. In addition to these programs, transfer students from other institutions are given the opportunity for orientation and tours coordinated by Auburn University's Students in Transition, a part of the Successfully Orienting Students program under the auspices of the Freshman Year Experience. The Libraries also provides library guides and user aids at

such orientation programs as the Camp War Eagle incoming freshman orientation sessions and War Eagle Days sessions for outstanding prospective students.

As a part of the Core Curriculum, English Composition II classes are required to attend two library instruction sessions. In these sessions students are taught the principles of Boolean searching, use of the Libraries' online catalog and general and subject specific periodical indices, evaluation of web-sites, and differences between popular and scholarly magazines and journals. Subject specialist librarians provide instruction in the use of subject specific electronic and print information resources to new graduate students and faculty in each Department.

All instruction sessions include information on accessing all of the Libraries' many electronic resources from off campus. Instruction methods employed include one-to-one instruction either at the Reference Desk or by appointment; small group instruction primarily for graduate students; class instruction, both lecture and hands-on, for general courses, such as UNIV 1000, and upper division and graduate courses; and online tutorials, such as TILT, and an additional one under development to teach use of AUBIECat, the online catalog.

The Cary Veterinary Medicine Library (CVML) conducts a library orientation for every entering College of Veterinary Medicine class. In addition, the head of the CVM Library attends all College of Veterinary Medicine faculty meetings during which new library services and resources are identified, demonstrated, and discussed. The CVM Library is placed on the training schedule for new residents and interns. Individual orientation sessions are offered to all new faculty members. The Library of Architecture, Design, and Construction offers similar orientation services.

Sources of Information

Interviews

Stella Bentley, Former Dean of Auburn University Libraries, November 7, 2001

T. Harmon Straiton, Assistant Dean, November 7, 2001

Glenn Anderson, Director of Collection Management, November 7, 2001

Websites

What is Library Instruction?

<http://www.lib.auburn.edu/bi/instructionguide.html>

Instruction Program

<http://www.lib.auburn.edu/pubs/newsletter/aug01/deans.html>

Library Instruction

<http://www.lib.auburn.edu/bi/index.html>

Microforms Tutorial

<http://www.lib.auburn.edu/diane/film/index.html>

Tiger Information Literacy Tutorial (TILT)

<http://tilt.lib.auburn.edu/>

Virtual Tour

<http://www.lib.auburn.edu/diane/cutaway.html>

Libraries and learning resource centers **must** provide students with opportunities to learn how to access information in different formats so that they can continue life-long learning.

Auburn University is in compliance.

Faculty, staff, and students of Auburn University have access to materials in a multitude of formats, including traditional print, microforms, CD-ROM, full text electronic sources, html, geo-spatial, scanned and digitized, streaming audio, and soon, streaming video. In addition, Auburn University

subject specialist librarians create instructional documentation about a variety of subjects delivered via several types of media, which can be used to support lectures, course webpages, and self-paced independent learning. Types of documentation include online Research Guides by subject; print and online tip sheets; guides and online tutorials on using tools such as AUBIE*Ca*; periodical indexes and databases; and print and online instructions for locating specific formats of information, such as government documents and science and engineering sources. A PowerPoint slide show on the web also introduces clients to microform readers. A series of electronic information seminars is offered to faculty and graduate students each semester.

These resources are also available at various resource centers. In the case of the Learning Resources Center in the College of Education, students, faculty, and staff have access to resources in the following formats: analog and digital audio, analog and digital video, study prints, kits, CD-ROM, html, streaming audio and video, maps, models and text. An online public access catalog (OPAC) is used to provide access to the holdings of the collections. The OPAC is also available via the World Wide Web. LRC staff members assist faculty, students, and staff with use of the various resource formats.

Sources of Information

Websites

Research Guides

<http://www.lib.auburn.edu/hum/humweb/researchguides.html>

Seminars for Faculty and Graduate Students: Electronic Resources

<http://www.lib.auburn.edu/madd/seminars/>

■ Librarians **must** work cooperatively with faculty members and other information providers in assisting students to use resource materials effectively.

Auburn University is in compliance.

Auburn University Libraries offers course-related instruction on resources and search strategies related to a particular discipline and/or class project or assignment. This instruction is intended to supplement the content of a course with instruction in library techniques. In addition, the Libraries provides instructional consultations with students and faculty members about using specific library resources or developing effective library-based assignments. Through the cooperation of the Assistant Director of Composition, the Library Instruction Coordinator surveyed English Composition instructors to solicit their opinions of the knowledge their students already have about finding information and what they need to learn to be able to complete their research assignments. As a result of these surveys, student learning outcomes were designed, and librarians teach to these learning outcomes during the two mandatory library instruction sessions. A pre- and post-session quiz is used to assess these learning outcomes. Each librarian who is to instruct a class contacts the English Composition instructor to determine what the instructor would like for the librarian to cover during the session. At the end of each library instruction session, English Composition instructors are given an Evaluation of Library Instruction form to fill out. This form is used, along with peer observation, evaluation, and assessment, to help gauge the teaching effectiveness of librarians.

In the past year a team of six library faculty collaborated with a History Department faculty member and contributed to the planning and presentation of a “for-credit” course called History on the Web, and another library faculty member has begun teaching a “for-credit” Chemistry literature class now required of all undergraduate Chemistry majors. In the near future, the RBD Library will be home to the Biggio Center for the Enhancement of Teaching and Learning. Hence, library faculty will become peer teachers to classroom faculty as they improve their teaching and learn to use technology in meaningful ways to enhance student lifelong learning.

The previously mentioned survey conducted in 2000 asked faculty members whether they used and were satisfied with presentation of information skills tailored to their course needs and delivered in their own classrooms or in the Libraries. 46% of the 126 faculty respondents were aware of the service, and 30% of respondents have used it. Most of the faculty respondents who used the tailored instruction were very satisfied with it, whether the instruction took place in their classrooms or in the Libraries.

Sources of Information

Interviews

Stella Bentley, Former Dean of Auburn University Libraries, November 7, 2001

T. Harmon Straiton, Assistant Dean, November 7, 2001

Glenn Anderson, Director of Collection Management, November 7, 2001

Websites

Course Related Instruction

<http://www.lib.auburn.edu/bi/bi2.html>

Library Listserv

<http://www.lib.auburn.edu/listservform.html>

Subject Specialists

http://www.lib.auburn.edu/coll_dev.html

Adequate hours **must** be maintained to ensure accessibility to users. Professional assistance **should** be available at convenient locations during library hours.

Auburn University is in compliance.

The Libraries maintains adequate hours to ensure accessibility to users, and professional assistance is available at convenient locations.

The RBD Library is the main research library on campus. It is open for 95.25 hours during a typical semester week. Hours at Cary Veterinary Medical Library (83.5 hours per semester week) and the Library for Architecture, Design, and Construction (83.75 hours per semester week) are also responsive to user needs. The Libraries' hours are extended during exam periods. Library faculty members are available at all reference service points for 83 of the 95.25 hours that the RBD Library is open. During official University holidays when only essential services remain in operation, the Libraries is open on a reduced schedule. Access to all services and resources is provided during these special holiday hours.

The survey conducted in 2000 asked about faculty satisfaction with the Libraries' hours. The large majority (97%) was very satisfied. On the other hand, in 1999 the graduate student focus group expressed concern about the curtailed hours during weekends and semester breaks.

Sources of Information

Websites

Hours Information

<http://www.lib.auburn.edu/hoursnew.html>

Faculty User Survey

<http://www.lib.auburn.edu/pubs/newsletter/aug00/deans.html>

LIBR 0203 Course Page. Library Focus Groups (Summer 01)

<http://eres.lib.auburn.edu/coursepage.asp?cid=269&page=01>

LIBR0719 Course Page. Faculty Survey (Summer 01)

<http://eres.lib.auburn.edu/coursepage.asp?cid=279&page=01>

- Library collections **must** be cataloged and organized in an orderly, easily accessible arrangement following national bibliographical standards and conventions.

Auburn University is in compliance.

The Libraries' collections have consistently been cataloged following the Anglo-American Cataloging Rules (through its various revisions), the Library of Congress Rule Interpretations, and CONSER cataloging practice for serials. All materials are cataloged, print and non-print, monograph and serial, and electronic resources of all sorts. Physical materials (print and non-print) are classified using the Library of Congress classification system, except for government documents, which use the SUDOCs classification system. Cataloging is done by both professional catalogers and skilled paraprofessionals, following policies and procedures available on the Departmental website and updated as needed.

The Libraries has an extensive collection of microform materials (film, fiche, card), which have, in the past, been filed by title or accession number. A project is underway to classify the microfilm collection using Library of Congress call numbers and, at the same time, to analyze unanalyzed sets and series. The project is under the direction of a professional cataloger who has extensive experience with microfilm.

Over the years, about 240,000 maps have been collected, most of which were housed in Special Collections and not formally cataloged. Now two full-time paraprofessionals (one with a extensive background in cartography) and one part-time paraprofessional are cataloging the maps and organizing them into a user-friendly collection.

Electronic resources to which the Libraries has access are cataloged and also made available through alphabetical lists of electronic journals and electronic monographs on the Libraries Homepage. These lists are generated directly from the library catalog daily to ensure currency.

Despite an increasing emphasis on electronic resources, the Libraries continues to collect print materials, including print monographs. One of the major changes for the Cataloging Department in recent years has been the outsourcing of the cataloging and processing of books to vendors. Since this process was started, 25,327 books shelf-ready from BNA and BWI have been received. To improve access, the Libraries subscribes to BNA's table of contents service and has added its table of contents to 68,633 records.

Sources of Information

Websites

Cataloging Department

<http://www.lib.auburn.edu/catalog/>

Ebooks

<http://www.lib.auburn.edu/ebook.html>

Ejournals

<http://www.lib.auburn.edu/ejournals/Atitles.html>

- Students and faculty **must** be provided convenient, effective access to library resources needed in their programs.

Auburn University is in compliance.

Faculty and students have convenient, effective access to library resources.

As previously stated, the Libraries' hours of operation are:

RBD Library

Sunday 1:00 p. m. – 12 midnight
Monday – Thursday, 7:45 a. m. – 12 midnight
Friday – 7:45 a.m. – 6:00 p. m.
Saturday 9:00 a. m. – 6:00 p. m.

CVM Library

Sunday 1:00 p. m. – 10:00 p. m.
Monday – Thursday, 7:30 a. m. – 10:30 p. m.
Friday 7:30 a. m. – 6:00 p. m.
Saturday 10:00 a. m. – 2:00 p. m.

Library for Architecture, Design, and Construction

Sunday 1:00 p. m. – 10:30 p. m.
Monday – Thursday, 7:45 a. m. – 10:30 p. m.
Friday 7:45 a. m. – 5:00 p. m.
Saturday 9:00 a. m. – 6:00 p. m. (with the exception of home football games. This Library is closed during home football games.)

Online access is provided 24 hours a day, 7 days a week.

Books may be checked out for 28 days regular loan time and renewed up to three times unless needed by another user. The policy is set so that a user cannot renew a book if the material is needed by someone else.

Reserve materials circulate for two hours inside the building or for 24 hours, three days, or seven days outside the building, depending on the instructor's decision.

Source of Information

Website

Hours

<http://www.lib.auburn.edu/hoursnew.html>

Convenient, effective access to electronic bibliographic databases, whether on-site or remote, **must** be provided when necessary to support the academic programs.

Auburn University is in compliance.

The Libraries provides online access 24 hours a day, 7 days a week.

More than 90 computer work stations are located throughout the RBD Library, the Library for Architecture, Design, and Construction, and the CVM Library. A large number of electronic resources are available to students, faculty, and staff via the Auburn University computing network, accessible in residence halls, classrooms, offices, and homes. Wireless laptop computers can be checked out in RBD Library for use in the building.

Access via the catalog is available to 15,645 electronic books, 11,558 electronic journals, and 129 websites. Through Auburn's participation in the federal government depository program, patrons also have access to 9,444 electronic resources of various types.

Sources of Information

Websites

Ebooks

<http://www.lib.auburn.edu/ebook.html>

Ejournals

<http://www.lib.auburn.edu/ejournals/Atitles.html>



Libraries and other learning centers **must** have adequate physical facilities to house, service and make library collections easily available; modern equipment in good condition for using print and non-print materials; provision for interlibrary loan services designed to ensure timely delivery of materials; and an efficient and appropriate circulation system.

Auburn University is in compliance.

The Libraries has adequate facilities to house, serve, and make collections easily available; modern equipment in good condition for using print and non-print materials; interlibrary loan services; and an efficient and appropriate circulation system.

The circulation of library materials is fully integrated to reflect the circulation policies for all three Libraries. Students can check out and return materials to any of the three Libraries. In addition, a courier system allows intra-library loans between the main library and its two branches without direct user involvement. Additionally, the campus delivery service or courier system promotes the retrieval of library materials with delivery to the campus offices of members of the faculty and staff or graduate students.

RBD Library has a total of 377,000 square feet with seating for 2,500 users, and it contains 21 study rooms. A 325-vehicle parking deck is adjacent to the RBD Library. RBD also has a large number of computer terminals, printers, and copying machines at different locations in good condition.

The Library for Architecture, Design, and Construction has a total of 7,000 square feet. It contains 36,500 volumes of books, videos, more than 80 current periodicals and more than 72,500 slides relating to Architecture, Landscape Architecture, Decorative Arts, Visual Arts, Interior and Industrial Design, and Building Science.

The CVM Library is located in Greene Hall Room 101 and has a total of 5,300 square feet. It maintains more than 30,000 volumes and approximately 450 active serials.

Interlibrary loans can be ordered over the AU e-gateway or at the Interlibrary Loan Desk on the second floor of RBD Library. Delivery times vary. Some articles arrive in three days; most within a week. Interlibrary loan hours are M-F 7:45 a.m. - 4:45 p.m.

The resource centers on campus also possess the necessary physical facilities to accomplish their missions. For example, the College of Education Learning Resources Center has a total of 15,909 square feet of assigned space with a capacity of 50 users in the main resource room. Within the LRC are the three College of Education computer classrooms, one computer lab, and one distance education classroom. The LRC also houses an information/reference/circulation area, an audiovisual equipment repair area, a resource materials processing area, a word processing and graphic production area, and a duplicating services area.

Source of Information

Website

Library Information

<http://www.lib.auburn.edu/info.html>

5.1.3 Library Collections

5.1.3

Institutions **must** provide access to essential references and specialized program resources for each instructional location.

Auburn University is in compliance.

The Libraries provides access to essential references and specialized program resources for all students and faculty.

The Auburn University Libraries provides access to extensive print, journal, and electronic resources that support all programs. Students off campus have online access to thousands of scholarly monographs and journals; they can also use electronic reserves, interlibrary loan, email and interactive chat reference service, web resources developed especially for distance education, and expedited document delivery services. The online catalog provides ready access and organization, including electronic links, to materials housed in the Libraries' buildings and to a wide range of electronic resources.

Sources of Information

Websites

Cataloging Department

<http://www.lib.auburn.edu/catalog/>

Ebooks

<http://www.lib.auburn.edu/ebook.html>

Ejournals

<http://www.lib.auburn.edu/ejournals/Atitles.html>

Access to the library collection **must** be sufficient to support the education, research and public service programs of the institution.

Auburn University is in compliance.

The Libraries supports the education, research, and public services programs at Auburn University.

Electronic access to databases and full-text materials is available 24 hours each day, 7 days a week.

Source of Information

Website

Hours Information

<http://www.lib.auburn.edu/hoursnew.html>

The collections of print and non-print materials **must** be well organized.

Auburn University is in compliance.

As noted in **Section 5.1.2**, books and journals are arranged by the Anglo-American Cataloging Rules, the Library of Congress Rule Interpretations, and the CONSER cataloging practice for serials. Physical materials are classified using the Library of Congress classification system. Government documents are classified using the SUDOCS classification system.

Source of Information

Website

Information

<http://www.lib.auburn.edu/info.html>

- Institutions offering graduate work **must** provide library resources substantially beyond those required for baccalaureate programs.

Auburn University is in compliance.

To support graduate programs, the Libraries provides resources substantially beyond the needs of programs at the baccalaureate level.

Various graduate and undergraduate programs are regularly assessed for reaccreditation by national accreditation agencies. The Libraries has periodically reviewed its holdings against selected Association of Research Libraries peers using a variety of sources, including the North American Shelf-list Count and the online catalogs of peer libraries. Subject specialist librarians also compare Libraries' holdings to sources cited in standard subject bibliographies. The Libraries' collection development policy identifies collection strengths, collecting levels, and areas of special research interest for each of the University's academic Departments.

Sources of Information

Website

Faculty/Graduate Services

<http://www.lib.auburn.edu/facserv.html>

- Librarians, teaching faculty and researchers **must** share in the development of collections, and the institution **must** establish policies defining their involvement.

Auburn University is in compliance.

Librarian subject specialists cooperate closely with faculty in each academic Department. Liaison activities between library and teaching faculty include attendance at Departmental faculty meetings, instructional sessions introducing faculty to databases and other resources in their fields, and frequent consultation, especially concerning the purchase of books and other media and new journal and database subscriptions. Library collection managers prepare an annual checklist of liaison activities that they will pursue with their academic Departments during the year. Many collection managers develop close relations with faculty in academic Departments; some collection managers provide additional teaching, research, or service support to academic Departments. The University Library Committee also provides faculty members with a role in establishing overall library policy.

Library policy for distributing funds to Departmental faculty and coordinating the ordering of faculty requests is built around a formula that guides the distribution of funds and the responsibilities of subject specialist librarians who coordinate Departmental expenditures. The formula (which includes the number of books produced in a given discipline and the average cost of a book in that discipline charged out by Auburn faculty, students, and staff) determines the distribution of money to Departments to purchase books and other research materials. For example, during the past year Education received 7.6% of the funds available, English received 6.6%, and Mathematics received 4.2%.

Sources of Information

Websites

Electronic Information Resources

<http://www.lib.auburn.edu/madd/seminars/>

Seminars for Auburn University Faculty and Graduate Students

<http://www.lib.auburn.edu/madd/seminars/>

Subject Specialists

http://www.lib.auburn.edu/coll_dev.html

Each library or learning resource center **must** have a policy governing resource material selection and elimination, and **should** have a procedure providing for the preservation, replacement or removal of deteriorating materials in the collection.

Auburn University is in compliance.

Auburn University Libraries has established the following policy statement and the procedures for these issues.

Decisions to discard specific items, like decisions to acquire new titles for the collection, are made within the context of the Library's collection development policy. Materials identified for discard are first offered to interested faculty members, given to other Libraries, or in some other ways applied to the University's benefit.

Worn or damaged library materials are identified during routine shelf-reading, as collections are shifted, or as circulating materials are returned. These materials are sent to Collection Management, where decisions about replacement and withdrawal are guided by the weeding/discard policy.

Resource centers also have established their own selection and elimination policies. For example, the policies in the College of Education Learning Resources Center include criteria for selecting resources, policy for handling gifts, and policy for weeding and discarding resources. The LRC also follows all University policies and procedures for removal or discard of resources, such as proper removal of 16mm film medium.

Source of Information

Website

Weeding/Discard Policy

<http://www.lib.auburn.edu/discard.html>

5.1.4 Information Technology

The institution **must** provide evidence that it is incorporating technological advances into its library and other learning resource operations.

Auburn University is in compliance.

The University has incorporated technological advances into the Libraries and learning resource centers.

Auburn University Libraries offers online access to nearly 200 electronic databases. The resources are fully cataloged and integrated into the Libraries' OPAC. In addition, another method of access to them

is displayed prominently on the Libraries Homepage. They are listed by title, subject coverage, and full-text access. All databases subscribed to by the Libraries are completely accessible to all students and employees of Auburn University, both on campus via our AUNet campus network and off campus via our EZProxy Server. The majority of databases also allow on-site access to members of the general public. Although a very few resources allow access only from the Libraries' premises and or the campus network (5% of databases), most allow seamless access from any AUNet computer on campus and up to 95% allow (off campus) access via EZProxy.

All the resource centers on campus are also incorporating technologies into their operation. For example, the College of Education Learning Resources Center offers the holdings of its collections through an online catalog that is accessible via the World Wide Web. Patrons may also make reservations for resources via an online form. All public access computers in the LRC and in the College's classrooms are connected to the Internet and therefore can access other electronic resources both on and off campus. The College of Education Learning Resources Center offers advanced digital technology for use with distance education delivery using streaming video, and faculty, students, and staff may checkout cameras, laptop computers, and computer/data video projectors.

Sources of Information

Websites

Find Articles. Online Access to Electronic Databases

<http://www.lib.auburn.edu/articles.html>

Online Access to EZProxy

<http://www.usefulutilities.com/ezproxy/>

5.1.5

5.1.5 Cooperative Agreements



Cooperative agreements with other libraries and agencies **should** be considered to enhance the resources and services available to an institution's students and faculty members. However, these agreements **must not** be used by institutions to avoid responsibility for providing adequate and readily accessible library resources.

Auburn University is in compliance.

Although the Auburn University Libraries uses cooperative agreements with other libraries to enhance available resources and services, it does not use these to avoid responsibility for providing adequate and readily accessible library resources.

The availability of the Libraries' resources and services for faculty and students is enhanced and extended through cooperative agreements with other libraries and agencies. The Auburn University Libraries shares materials with AUM as well as other state, regional, national, and international libraries and institutions through interlibrary loan. The Network of Alabama Academic Libraries (NAAL) supports interlibrary cooperation including free interlibrary loan and document delivery among educational, public, and state institutional libraries. The University Libraries is a member of the Solvent Information Network (SOLINET), the Association of Southeastern Research Libraries (ASERL), and the Association of Research Libraries (ARL) that have reciprocal interlibrary loan agreements with libraries throughout the United States. In addition, the Libraries participates in ASERL's KUDZU project. KUDZU is a system of linked online catalogs for 16 of the Association of Southeastern Research Libraries, connecting more than 180,000 students and faculty to more than 23 million volumes. The system allows users to browse the participating catalogs using a single search interface and to submit interlibrary loan requests to borrow books, microfilm reels, and government documents. Rules, regulations, policies, and procedures of the American Library Association are adhered to closely.

The Libraries is also a participant in the OCLC Reciprocal Faculty Borrowing Agreement so that faculty members can borrow in person library materials at other institutions. The Libraries honors similar requests from faculty members of participating institutions. The online public access of catalog software Voyager is being enhanced to permit universal borrowing from other state university libraries. The University of Georgia system will become a partner of the universal borrowing software upon its implementation.

The Libraries is a member of the Federal Depository Library Program and the US Patent and Trademark Office Depository Library Program. The Libraries' Special Collections and Archives Department cooperates with its counterpart at the University of Alabama in sharing collection development information regarding Alabama fiction; takes part in the Coalition for the Preservation of Alabama Newspapers, a state-wide cooperative effort to microfilm and catalog selected Alabama newspapers; and cooperates in on-going statewide efforts to create web-based access to information regarding Alabama history and culture.

Despite all the cooperative agreements, the University is not avoiding its responsibility for providing adequate and readily accessible library resources as evident in the available on-site resources previously described.

Sources of Information

Websites

All Services

<http://www.lib.auburn.edu/allserv.html>

Find Articles

<http://www.lib.auburn.edu/articles.html>

Network of Alabama Academic Libraries, Alabama Commission on Higher Education

<http://www.ache.state.al.us/NAAL/>

Cooperative agreements **must** be formalized and regularly evaluated.

Auburn University is in compliance.

All cooperative agreements are formalized contractual agreements between the various participating institutions and are regularly evaluated. For example, the interlibrary loan services of the Auburn University Libraries are in full agreement with the Interlibrary Loan Code of the United States that establishes principles to facilitate requesting material by a library and the provision of loans or copies in response to those requests. In this code, "material" includes books, audiovisual materials, and other returnable items as well as copies of journal articles, book chapters, excerpts, and other non-returnable items. Membership in NAAL, SOLINET, ASERL, and ARL requires full compliance with the code, which is reviewed and updated on a regular periodic timetable.

The Libraries' participation in the Federal Depository Library Program shows its commitment to providing access to materials that might otherwise not be available to library users. The contractual agreement with the federal government is reviewed and revised on a regular periodic basis. While its designation is the result of Congressional appointment, two formal mechanisms are available for evaluating the effectiveness of the contractual agreement: participating libraries are required to submit a self study every two years and there are periodic onsite inspections conducted by the Federal Depository Library Program. As a result of the last two onsite inspections, the Libraries received certificates of excellence. Less than 10% of the nearly 1,300 depository Libraries are awarded such certificates.

Sources of Information

Websites

American Library Association, *Interlibrary Loan*, ALA Library Fact Sheet Number 8
<http://www.ala.org/library/fact8.html>

Association of Southeastern Research Libraries, *ASERL Launches "Kudzu" Linking 16 Southeastern Research Libraries*
<http://www.aserl.org/projects/kudzu/default.htm>

Association of Southeastern Research Libraries, Kudzu
<http://www.lib.auburn.edu/kudzu.html>

Network of Alabama Academic Libraries, Alabama Commission on Higher Education, *By-Laws*
<http://www.ache.state.al.us/NAAL/Bylaws.htm#top%20of%20page>

Network of Alabama Academic Libraries, Alabama Commission on Higher Education, *Organizational Agreement*
<http://www.ache.state.al.us/NAAL/Organize.htm#top%20of%20page>

OCLC Reciprocal Faculty Borrowing Program
<http://www.lib.auburn.edu/madd/rfbp/>

Reference and User Services Association, American Library Association, *Interlibrary Loan Code for the United States. Summer 2001*
http://www.ala.org/rusa/stnd_inc.html

Reference and User Services Association, American Library Association, *Interlibrary Loan Code for the United States, Explanatory Supplement*
http://www.ala.org/rusa/stnd_ill_supp.html

United States, Government Printing Office, Federal Library Programs Service, *Federal Depository Library Manual. 2001*
http://www.access.gpo.gov/su_docs/fdlp/pubs/fdlm/

5.1.6

5.1.6 Staff



Libraries and other learning resources **must** be adequately staffed by professionals who hold graduate degrees in library science or in related fields such as learning resources or information technology. In exceptional cases, outstanding professional experience and demonstrated competence may substitute for this academic preparation; however, in such cases, the institution **must** justify the exceptions on an individual basis. Because professional or technical training in specialized areas is increasingly important in meeting user needs, professionals with specialized non-library degrees may be employed, where appropriate, to supervise these areas.

Auburn University is in compliance.

The Auburn University Libraries is adequately staffed by librarians and archivists at the faculty level and by an appropriate number of both administrative and professional staff and support staff.

The Libraries has 33 librarians and 71 staff. 32 out of the 33 librarians hold the MLS degree. At present, the Libraries is searching for a Dean and three other librarians. All librarians hold graduate degrees in Library and Information Science from ALA accredited programs. The two archivists have graduate history degrees (PhD) with professional training as archivists (certified).

All resources centers are also staffed by qualified personnel. For example, the Director of the College of Education Learning Resources Center holds graduate degrees in Educational Media and Library Science. Both Coordinators of Learning Resources Services in the College of Education facility have outstanding professional experience in resource center work.

Sources of Information

Websites

Faculty Handbook, Chapter 3, Section 3

<http://www.auburn.edu/academic/provost/handbook.html>

Personnel Policies and Procedures

http://www.auburn.edu/administration/human_resources/manual/index.htm

Libraries Career Ladder Information

<http://www.lib.auburn.edu/dean/career/index.html>

The number of library support staff members **must** be adequate. Qualification or skills needed by these support positions **should** be defined by the institution.

Auburn University is in compliance.

The Auburn University Libraries is staffed with 71 support personnel. Qualifications and skill requirements for support positions within the University Libraries follow the classification system of the University's Human Resources Department. According to rankings by the Association of Research Libraries, the 71 support personnel are adequate.

Auburn is ranked as 82 out of 112 in total number of professional and support staff/total materials expenditures, placing the school about mid-range of peer institutions. When examining the number of professional staff/total materials expenditures, Auburn was ranked 57 out of 112, making its ranking higher than most peer institutions.

Understaffing was identified as a major problem in past reviews. Developments since the last review, including the greater use of technology (which has made many tasks much less labor-intensive), the outsourcing of some activities (such as receiving shelf-ready books), and the streamlining or merging of other activities (such as merging service desks to reduce the number of service points within the RBD Library), have enabled the Libraries to address the existing staffing needs while reassigning some positions to new functions that are now necessary (such as development of the AU digital library). Like other comparable research libraries, the Auburn University Libraries has reduced staffing over the past 10 years; the reductions have taken place primarily within technical services, while public services and systems staffing have been increased.

Sources of Information

Websites

ARL Statistics

<http://fisher.lib.virginia.edu/arl/index.html>

Libraries Personnel Department List

<http://www.lib.auburn.edu/dean/docs/empdept.html>

Personnel Policies and Procedures

http://www.auburn.edu/administration/human_resources/manual/index.htm

Organizational relationships, both external and internal to the library, **should** be clearly specified. Institutional policies concerning faculty status, salary and contractual security for library personnel **must** be clearly defined and made known to all personnel at the time of employment.

Auburn University is in compliance.

Policies concerning Auburn University Libraries' personnel are clearly defined.

The librarians and archivists are members of the faculty; the *Faculty Handbook* contains the policies regarding their faculty status, salary, and contractual security. Qualifications and position descriptions for the administrative, professional, and staff personnel are determined by the Libraries in consultation with Human Resources. Personnel matters for these employees are covered by policies in the *Personnel, Policies and Procedures Manual*. In addition, there is a Career Ladder program for administrative and professional and staff employees, with requirements specifically for the Libraries' employees. A mandatory orientation program is offered to all new staff at the Libraries to ensure that they are aware of all employment policies. In addition, the Research Advisory Committee also offers workshops.

Sources of Information

Websites

ARL Statistics

<http://fisher.lib.virginia.edu/arl/index.html>

Faculty Handbook, Chapter 3

<http://www.auburn.edu/academic/provost/handbook.html>

Libraries Career Ladder Program

<http://www.lib.auburn.edu/dean/career/index.html>

Personnel Policies and Procedures

http://www.auburn.edu/administration/human_resources/manual/index.htm

5.1.7

5.1.7 Library/Learning Resources for Distance Learning Activities

For distance learning activities, an institution **must** ensure the provision of and ready access to adequate library/learning resources and services to support the courses, programs and degrees offered. The institution **must** own the library resources, provide access to electronic information available through existing technologies, or provide them through formal agreements. Such agreements **should** include the use of books and other materials. The institution **must** assign responsibility for providing library/learning resources and services and for ensuring continued access to them at each site.

Auburn University is in compliance.

As stated in **Section 4.5**, distance learners have remote access to all of the Libraries' Internet databases, electronic reserves, email and chat reference services, library instruction, specially developed web resources for distance education, and online circulation services. Distance learners have borrowing privileges at all Auburn University Libraries, and local arrangements are established as needed. Distance learners have access to all campus library resources and services when they visit Auburn.

The College of Architecture, Design, and Construction maintains an urban studies studio in Birmingham, offering students in all programs an opportunity for the study of urban design issues in context with a vital regional center. The College of Architecture, Design, and Construction also maintains a rural studio program in Greensboro (Hale County), Alabama, with a focus on the issues of housing in the rural South. Students in both programs have access to all library resources available to remote users, including the online catalog, full-text and article databases, and other resources.

Students at these remote sites have extended circulation privileges, which allow them to check out books for 90 days. In addition, students in both programs can email or call the Library for Architecture, Design, and Construction with information needs. Students in any of the international courses have the same access to library resources as local students.

Sources of Information

Websites

Delivery Services

<http://www.lib.auburn.edu/newill.html>

Distance Education Services

<http://www.lib.auburn.edu/disted>

Faculty/Graduate Services

<http://www.lib.auburn.edu/facserv.html>

InfoChat (online reference assistance)

<http://www.lib.auburn.edu/infochat.html>

Online Reference Sources

<http://www.lib.auburn.edu/hum/humweb/reference/erefindex.html>

Reserve Services

<http://www.lib.auburn.edu/reserves.html>

When formal agreements are established for the provision of library resources and services, they **must** ensure access to library resources pertinent to the programs offered by the institution and include provision for services and resources which support the institution's specific programs – in the field of study and at the degree level offered.

This statement does not apply to Auburn University. Auburn University provides sufficient learning resources through its own structure and does not rely on any agreement with outside sources.

5.2 Instructional Support

To support its curriculum, each institution **must** provide a variety of facilities and instructional support services (e.g. educational equipment and specialized facilities such as laboratories, audiovisual and duplicating services, and learning skills centers) which are organized and administered so as to provide easy access for faculty and student users. They **must** be adequate to allow fulfillment of the institutional purpose and contribute to the effectiveness of learning. These requirements **apply** to all programs wherever located or however delivered.

Auburn University is in compliance.

It provides a variety of facilities and instructional support services that are organized and administered to provide easy access for faculty and student users. These facilities allow fulfillment of the institutional purpose and contribute to the effectiveness of learning.

Auburn University administers printing services, a satellite uplink station, a television station, and photographic services to support the University-wide needs for facilities and instructional support. These facilities are well maintained and state of the art. The other instructional support facilities are

managed and maintained by the Colleges, Schools, and Departments. Responding to a request to describe and assess the instructional facilities in their units, Deans and Program Directors provided the information shown on Table 5.2. The table provides only a sample of the instructional support facilities available at Auburn.

Some Colleges and Schools have a number of state-of-the-art labs and facilities. For example, in the College of Sciences and Mathematics, some of the facilities are in state-of-the-art condition. In the School of Nursing, most of the facilities are state of the art, but some will require upgrading over the useful life of the technology. The multimedia resources vary across the University. However, in the past decade, major advances have been made in this area. The available technology varies from full-room control multimedia system (10), which is typically installed in larger auditoriums and incorporates a projector, screen, computer, and VCR all housed in a lectern, to PA systems consisting of sound reinforcements with wireless microphones and multiple speakers. 58 multimedia systems are currently available across campus, with 20 new systems being currently installed. The University, academic, and administrative units do not have a policy of maintaining appropriate lists of facilities and equipment. The lack of such a policy makes sharing resources difficult.

Over the last few years Auburn University has constructed and renovated numerous buildings, classrooms, and facilities to incorporate technology, improve existing conditions or enhance safety, and accommodate increased student enrollment. In recent years, funds have been allocated for at least 40 projects, including construction of new buildings, renovation of existing buildings and classrooms, and improvement of equipment. Of the approximate \$45M allocated to these projects, the two largest projects are the new construction of a Science Lab Center at an estimated cost of \$30M funded by state bond and University bond issuance, and the renovation of Biggin Hall for over \$7M, encompassing a new building for sculpturing, ceramics, and woodwork and for emerging graphic technology and enhancements. Of the remaining 38 projects, the scope of the work is mostly aimed at modernizing computer systems and making renovations. However, the institution does not have a policy for replacement and improvement of facility and equipment to maintain and bring all classrooms/labs/studios to the state-of-the-art level.

Responding to the SACS Faculty Survey (response rate approximately 50% of 1266 faculty), faculty members seemed generally satisfied with instructional facilities. About half of the respondents (49.92%) thought that space in their Departments was not adequate, while the other half of the respondents felt space was adequate (36.61%), or they were neutral or uncertain (13.48%). About 33% of the faculty respondents felt that teaching equipment was inadequate, while nearly 45% felt that the present condition of teaching equipment is acceptable. Approximately half (44.59%) of the faculty respondents agreed that the conditions within their Departments were acceptable, while nearly 36% did not find the condition of the facilities acceptable, and nearly 20% of the respondents answered neutral and uncertain. Finally, nearly 60% of faculty respondents felt that their Department was providing the support necessary for them to satisfy their teaching responsibilities.

The University has developed a website as an effective means of disseminating information to faculty and students. Through the website as well as through multimedia resources, a new level of dissemination is achieved where people readily learn of the various facilities, training programs, and instructional services offered on campus. However, as the student enrollment continues to rise and technological applications continue to expand, the demand will become greater for access to facilities and equipment.

Along with providing facilities for teaching, Auburn University provides support for students with documented disabilities as defined by Section 504 of the Rehabilitation Act of 1973, as amended, and by the Americans with Disabilities Act of 1990. The Program for Students with Disabilities, located in Haley Center, provides accessible programs, services and activities, and reasonable accommodations for disabled students. Accommodations include arranging with faculty to allow extended time on exams, permission to tape lectures, program modification, and the use of assistive technology. The Program can provide enlarged print or Braille books, taped materials or e-text, note takers, a text telephone, or an interpreter.

Auburn University also supports the personal and scholarly development of faculty. The University continues to support visiting scholars and scientists through programs, such as the Littleton-Franklin

Lectures in the Sciences and Humanities. In addition, the University is establishing the Biggio Center for the Enhancement of Teaching and Learning. Budgeted at nearly half-million dollars, the Center will be allocated about 2100 square feet of space, four full-time personnel, and faculty facilitators. The Center will coordinate instructional support facilities that are dispersed throughout the various subunits of the University. The Jule Collins Smith Museum of Art is still being constructed. When completed in spring 2003, the 40,000 square-foot facility will be the first University art museum in Alabama and will offer educational opportunities for all ages, including a lecture series of noted speakers, outreach programs coordinated within the K-12 school systems, museum tours locally and abroad, and scholarly literature that will accompany exhibitions. Further, the University attempts to foster diversity through the Office of Diversity and Multicultural Affairs and a woman's study program.

Suggestion 5-4:

The Steering Committee suggests that instructional equipment and resources be cataloged by the unit in charge of the resource. As a part of annual reporting, the University should receive lists of all instructional equipment and resources to facilitate identification of equipment and responsible parties.

Suggestion 5-5:

The Steering Committee suggests that the institution should develop a policy for replacement and improvement of facilities and equipment to maintain and bring all classrooms/labs/studios to the state-of-the-art level.

Sources of Information

Documents

Program for Students with Disabilities-10th Anniversary Year, Annual Report for 2000-01

Request for Information about Instructional Support Facilities sent to Deans and Unit Directors

Table Showing Some Instructional Support Facilities and Equipment

Website

SACS Reaffirmation and Accreditation, Survey and Results, Faculty Survey
http://www.auburn.edu/academic/provost/sacs/2002_sacs/Facultysurvey.htm

5.3 Information Technology Resources and Systems

5.3

Information technology resources and systems are essential components in higher education. An institution **must** provide evidence that it is incorporating technological advances into its operations.

Auburn University is in compliance.

It has incorporated technological advances into its operations. Evidence is given below.

The information technology (IT) infrastructure and the integration of IT into the educational environment have become critical for learning, research, administration, service, and outreach at Auburn University. Advances are distributed through all units at the University, both administrative and academic. Virtually all academic units have invested heavily in academic applications and hardware and advanced support. Some units, including the Colleges of Engineering, Veterinary Medicine,

and Architecture, Design, and Construction have developed their own networks, though networking has generally been the responsibility of the University's Office of Information Technology (OIT). Investment in and use of technology has occurred both inside and outside of OIT, which was created in 2001 to replace the previous Division of University Computing (DUC). IT expenditures for resources and support in the academic units in the past few years have been roughly equivalent to expenditures in OIT itself.

In October 1999, Auburn University contracted with consultants from IBM to examine IT and the way it was used. The IBM team was asked to produce a University-wide vision for IT and a strategy for achieving that vision. On January 20, 2000, the IBM consultants submitted their final report, which listed their recommendations for organizing IT at Auburn, for increasing Auburn's focus on instructional technology, for revitalizing Auburn's core administrative systems, and for increasing funding for IT services. The IBM report, *Information Technology Initiative*, details the findings and recommendations of the IBM consultants. However, it does not represent the opinions, views, or policies of the Board of Trustees, administration, faculty, staff, or students of Auburn University. Based on the recommendations of the IBM report and incorporating additional reports and recommendations from Auburn University faculty and staff, the Information Technology Initiative Core Team, originally established to support the IBM effort, produced *Information Technology Initiative: Action Recommendations of the Information Technology Initiative Core Team* to bring IBM's recommendations to Auburn's realities.

In May 2000, the University formally established an Information Technology Special Initiative as part of its overall Auburn University Comprehensive University Planning System (AUCUPS) 2001-2005. This initiative calls for Auburn to be "nationally and globally recognized as a premier public institution, embracing information technology to enhance the education, research and services we provide." Auburn seeks to distinguish itself in its efforts "to equip faculty, students and staff with the tools, training and support they need to be superlative information managers and highly proficient technology users in their professional pursuits." Auburn believes this worldwide reputation will "promote the economic vitality of the State of Alabama and its citizens whom we serve."

The Information Technology Special Initiative seeks the achievement of seven major goals. These goals undergo annual reexamination, reevaluation, and refinement. The goals as originally expressed in May 2000 were:

Goal A: *Information Technology Accessibility.* Auburn University will provide anytime, anywhere high-speed (broadband) Internet and AUNET access for faculty, staff, and students to include secure and standardized connectivity to the University network and the Internet for uses on campus in support of instructional, administrative, and research objectives and mobile IT activities.

Goal B: *Disseminate Information Technology Capabilities.* Auburn University will provide the necessary information and administrative support to pave the way for new waves of information technology use, including software and hardware, a means for making faculty, staff, and students aware of capabilities, and training in how to use them.

Goal C: *Information Technology Literacy.* Auburn University will provide the means to allow faculty, staff, and students to achieve basic literacy and competency in the technology tools of the Information Age.

Goal D: *Information Technology Equipment Upgrades.* Auburn University will develop plans to keep hardware and software current.

Goal E: *Information Technology Continuing Education.* Auburn University will make available continuing education opportunities in the area of information technology to faculty, staff, and students.

Goal F: *Instructional Technologies.* Auburn University will provide faculty and students with information technology-ready, professionally maintained multimedia classrooms specific to the different disciplines, enhanced to link in-the-classroom instructional technologies to distance education technologies beyond the classroom. These should include life-long learning capabilities

as well as the goal of delivering the opportunity for education to the students rather than making the students always come to the opportunity for education.

Goal G: *Information Technology Support.* Auburn University will provide information technology support for software and hardware to insure that faculty and staff hired to perform specific functions concentrate on performing those functions instead of troubleshooting technology problems.

All academic and administrative units are pursuing the achievement of these goals. OIT and other University units are continuously incorporating computer-based services into operations. These advances increase the speed of access and the quality of information available to faculty, staff, and students through a combination of worldwide computer networks, subscriptions to specialized electronic libraries and resources, and University-specific websites. Classroom and computer-based training is also available to assist University personnel and students in their use of these services.

OIT and outlying units are continually upgrading the campus network infrastructure and equipment to increase significantly the speed of the campus local area and wide area networks. In the past 10 years, the campus infrastructure has grown dramatically, adding new systems, capabilities, and interconnectedness. It now links every unit on campus as well as on-campus residential facilities. Access to local and wide area networks is available to all faculty, staff, and students through connections in offices, classrooms, dorm rooms, and off campus dial-up service. A survey done for the University by IBM in 2000 indicated that 86% of students (14% response rate of 4225 students surveyed), 92% (30% response rate of 6161 surveyed) of faculty and staff have convenient access to a computer on campus, which they use on a continuous basis. Those numbers have continued to improve with the IT developments of the past two years.

One of the major elements of IT utility at Auburn in the past has been its OASIS system. Implemented in 1998-99, OASIS has represented Auburn's Student Information System and provided Auburn with three substantial advantages. First, it has facilitated a database of student information easily organized both for individual student needs and for Departmental, School, College, and University management. Second, OASIS has provided a platform for an integrated University management structure that has handled both day-to-day/low level and long term/high level issues. Third, it has promoted improved communication and cooperation within the University, across traditional boundaries and between job classifications. Auburn has continued to improve the operation and management of OASIS while moving towards the introduction of an improved overall system. One goal has been to introduce a permanent and ongoing management strategy. Although any such system suffers from certain nagging problems—many of them lying in the difficulties of interface between computer systems, operations offices, and the Colleges, Schools, and Departments—OASIS has been a broad based, widely used asset at Auburn. Its successor promises to serve the University community even better.

In summary, IT at Auburn University has advanced from its pioneering adolescence into a widely accepted commodity. In the process Auburn IT has been a leader in the Southeast and has established a reputation for innovation in the higher education Information Age. In the view of the University's Information Technology Special Initiative, future progress and keeping pace with the rapid evolution of IT requires the development of a continually maturing organization as well as maturing systems. Such organization and systems must combine the accountability and service orientation that have been the mainstay of distributed operations with the perspective, knowledge, greater resources, and efficiencies of scale of a more centralized operation. Preparing Auburn students for the future will also require better communication and coordination between the centralized unit and the outlying units. Emerging information technologies require cooperation, concentration, and integration possible only with a coordination of activities and resources between OIT and distributed IT providers.

Clearly, a totally centralized IT operation has drawbacks. These can include lack of responsiveness and timeliness in which service requests are handled. In order to effectively address these concerns and provide faculty and staff with support services that are timely and responsive, several Schools, Colleges, and other units on campus have donated resources to develop IT services within their individual units. These efforts have closed certain IT gaps. Distributed IT providers are very customer oriented. Outlying units may be better suited to provide assistance with discipline-related software.

In professional Colleges and Schools, such as the College of Business, maintaining accreditation requires continual improvements in IT for faculty, staff, and students. Updating and maintenance of IT in laboratories, involving both hardware and software, are of great importance. The IT units in the various Colleges and Schools at Auburn have provided much-needed assistance to keep pace with developments and incorporate those in the joint missions of instruction, research, and outreach.

Sources of Information

Documents

Administrative Systems Management Structure, n.d.

Information Technology Services Council, Aug 31, 2000

Institutional Goals for Information Technology, Revised February 25, 2002

Memorandum, John F. Pritchett, Interim Provost, and Don L. Large, Jr., Executive Vice President, to Marcie Smith, Assistant Vice President and Controller, and Richard Burnett, Executive Director, OIT, "Administrative Systems Management Team," February 19, 2002

Proposal for the Design, Construction and Maintenance of the AUWeb Site, February 28, 2001

Websites

Auburn University Comprehensive Planning System (AUCUPS), 2001-2005

http://frontpage.auburn.edu/gradschl/public_html/AUCUPSv2/

2000 IBM Information Technology Report and Related Information:

Information Technology Initiative

<http://www.auburn.edu/itstudy>

Information Technology Overview

<http://www.auburn.edu/itstudy/overview.html>

Information Technology Initiative: Action Recommendations

<http://www.auburn.edu/itstudy/actionrecommendations.pdf>

Information Technology Initiative: Final Report

<http://www.auburn.edu/itstudy/final-report.pdf>

Institutional Goals for Information Technology Special Initiative

http://frontpage.duc.auburn.edu/gradschl/public_html/AUCUPSv2/Level1/goals.asp?ARE_ID=10

Office of Information Technology

<http://www.auburn.edu/oit/>

OASIS—Online Auburn Student Information System

<http://www.auburn.edu/helpdesk/oasis/>

Information technology resources **must** support the planning function and the educational program components of the institution at appropriate levels. These resources include computer hardware development and software, databases, communication networks, and a trained technical and user services staff.

Auburn University is in compliance.

IT resources support the planning function and the educational program of the institution.

Much planning for IT needs and operations takes place within the various Colleges, Schools, and other academic units, with OIT providing an umbrella organization for centralized planning. The University's Information Technology Special Initiative is part of an overall Auburn University Comprehensive University Planning System. Known by the acronym AUCUPS, this system spells

out an integrated package of institutional goals for instruction, research, outreach, student enrollment, fiscal support, and administrative support as well as for IT.

Since fall 2000, Auburn has been moving towards achievement of its overall IT goals with the help of an Information Technology Services Council (ITSC). Composed of recognized leaders in IT, the Council meets regularly to deal with major IT issues and to address specific concerns. The ITSC has become an integral element in the governance of IT at Auburn for both central and distributed IT service providers.

One example of how Auburn has been moving to integrate IT with the planning function and educational programs of the University is the increasing use of WebCT. The adoption of WebCT as a course management system provides a significant tool to assist faculty in the use of technology in instruction. Input was sought from various users before decisions were made, and OIT provides ongoing training and support.

Another example of integrated planning is wireless networking. In consultation with other units of the University, OIT has become involved in the early development and deployment of a wireless networking infrastructure. The goals of OIT in this new area of IT have been to stay abreast of the developing technology; gain experience with small, well-defined projects; and plan for the type of infrastructure standards that will serve the University effectively, regardless of the particular networking technology involved.

Sources of Information

Documents

Campus-Wide GroupWise Proposal, September 20, 2000

Proposal for the Design, Construction, and Maintenance of the AUWeb Site, February 28, 2001

Websites

AU Office Program

<http://www.auburn.edu/desktop/office>

Financial Records System (FRS)

<http://www.auburn.edu/administration/frs/whatis.html>

Human Resource System

<http://www.auburn.edu/client/hrs/tipsheet>

Introduction To AU NET Software, AU Install

<http://www.auburn.edu/helpdesk/aunet/>

OASIS—Online Auburn Student Information System

<http://www.auburn.edu/helpdesk/oasis/>

Web FOCUS Reports (Managed Reporting Environment)

<http://www.auburn.edu/helpdesk/oasis/webfocus/tipsheet.html>

Although the diversity of educational programs and goals will be a major determining factor in the selection of information technology resources by an institution, there **must** be a reasonable infusion of information technology into the curricula so that students exit with the fundamental knowledge and basic ability to use these resources in everyday life and in future occupations.

Auburn University is in compliance.

Instruction and practice with IT are included in curricula across campus.

In the 10 years since the last Self Study, the growing presence of IT on campus has had a dramatic impact on Auburn's educational programs. Course materials once available only on chalkboards and mimeographed sheets of paper have been replaced by multimedia presentations and WebCT, which

allows students instant, 24-hour per day access to electronic course materials and faculty-monitored email discussion groups. In addition, students are now using computers to simulate the natural processes of our universe. Research once requiring trips to the University Libraries, University laboratories, or distant sites can now be done from offices, homes, dormitories or apartments, anywhere and anytime. Manual library checkout systems have been replaced by laser scanners.

Auburn has created a number of electronic classrooms, largely from distributed, one-time funding sources. Today, over 200 of the roughly 1000 classrooms on campus are modernized, electronically enhanced, and equipped with multimedia capabilities. Auburn has been working to provide the infrastructure of training, maintenance, and incentives needed to exploit these resources fully and to make provision for continuing budgetary support. But there are many areas of concern regarding these classrooms, including the security of expensive equipment and the cost of maintenance and repair. The issue of central versus distributed management is also important, raising the related questions of who is and who should be responsible for these classrooms, OIT or the various academic units involved. Auburn has studied this problem in detail and has developed the Central Technology-Enhanced Classroom Support Facility. This unit performs daily routine maintenance; quarterly preventative maintenance; quick-action response to reports of trouble; user equipment training; and inventory and maintenance record keeping.

IT reaches students through the curriculum. Traditionally, the OIT itself has not had much direct involvement with curricula, curriculum support, faculty, or research; nor has it been involved in ensuring that students graduate with the fundamental knowledge and ability to use IT resources. Its role has been infrastructure development and support. However, OIT has been working to train and encourage faculty and students in the University's IT environment. Through the introduction of email, automated library resources, Internet, online registration, student records, automated fee payment, dorm room and campus wiring, OIT has helped create an overall IT environment for faculty and students. This environment has made everyone on campus more adept and comfortable with IT.

OIT has also developed prototypes and production models and worked closely with faculty in the design, production, and distribution of individual courses and entire programs of study.

The Educational Technology Advisory Council (ETAC), created in 2001, is helping to coordinate the introduction and use of IT in Auburn's learning environment. ETAC advises the Provost and OIT about the development of educational technology and its support on campus. The goal of this Council is to assure that IT is used appropriately and effectively in teaching and learning at Auburn. ETAC has discussed these issues:

- Methods for judging when technology is an enhancement to education
- Use of IT as a tool in creating course materials
- Creation of a technologically savvy faculty
- Appropriate infrastructure for training, maintenance, and support
- Funding of new directions
- Variety and use of IT media
- Non-classroom use of IT
- Sharing of accomplishments between "islands of innovation"
- Creation and maintenance of electronic classrooms
- Distributed use of educational technologies

ETAC has nine members, appointed by the Provost, drawn from Auburn's best teachers and from senior administrators.

ETAC and others responsible for IT development have discussed the coordinated introduction of WebCT as a means of improving teaching and learning and making it more possible for every electronically-able class to have an effective web presence. Through WebCT, class agenda, course chat rooms, class syllabi, assigned readings, quizzes and examinations, and much more can be delivered more effectively to students. Although many faculty members provide syllabi, study guides, assigned

readings, and other essential items through AUStudy or other websites, the WebCT system promises to better coordinate all of these goals and efforts.

The influence of IT on campus has grown so strong that requiring entering freshmen to come equipped with personal computers has been discussed. Students need personal computers so that they can integrate more easily with campus life and curriculum requirements.

The emphasis placed on developing and implementing technology to assist faculty and students will ensure a reasonable infusion of current IT into the everyday lives of the faculty and students. This infusion will, in turn, better assure that students graduate with a fundamental knowledge and ability to understand and use IT resources in a non-academic setting.

In addition, and also towards this end, OIT provides training and consulting for faculty, staff, and student software applications, electronic communications systems, mainframe systems, and the Internet. A Help Desk for walk-in/call-in problem resolution/information and a software group that manages University site licenses, compliance issues, and distribution and sales of software are also part of the regular OIT operation. Most Colleges and Schools on campus also provide staff for IT assistance in hardware and software.

In the past few years, Auburn has firmed up its commitment of resources to training faculty, staff, and students in IT. Auburn has sought to overcome the territoriality caused by a lack of coordination between central and distributed IT providers. This situation has created obstacles and misunderstandings that confuse and discourage users. Auburn recognizes that it needs to do even more to improve communication and coordination between central and distributed providers and between these providers and their customers.

As Auburn has moved to improve the resources, organization, and overall coordination of its IT infrastructure, it has alleviated certain problems. In the late 1990s, faculty and staff resources were being diverted away from assigned areas of responsibilities to fill the IT void, leading to an inefficient use of resources. For example, some faculty were making up for the lack of IT support by helping with basic IT development, to the overall detriment of their primary areas of expertise. This diversion of faculty time and effort may have camouflaged certain IT problems at Auburn.

Results from the SACS Faculty Survey (response rate approximately 50% of 1266 surveyed) raised some questions about the availability and the quality of IT resources on campus. Roughly 33% of the faculty respondents indicated that their classrooms were not adequately equipped. Some concerns about classroom equipment probably referred to items such as desks, chalkboards, and projection screens. But some of them involved electronic equipment and IT resources. 18% of faculty respondents felt that their academic units were not providing sufficient resources to satisfy their teaching responsibilities. In addition, over 16% of faculty respondents indicated that computer hardware and software resources were not appropriate in quantity or quality to meet their needs, and another 12% indicated that they did not know or were neutral on the issue.

Auburn has made progress in providing state-of-the-art IT for students, faculty, and staff. 84% of the faculty respondents approved or were unaware of inadequacy of computer hardware or software for the learning needs of their students. Similarly, 78% of respondents to the SACS Staff Survey (response rate 34% of 1755) and 80% of respondents to the Administrative and Professional Employees Survey (response rate 43% of 1150) expressed satisfaction with the computer hardware and software available to them.

Suggestion 5-6:

The Steering Committee suggests that funding for the continued deployment of the Educational Technology services of OIT be provided.

Suggestion 5-7:

The Steering Committee suggests additional funding for Colleges and Schools to provide sufficient IT support personnel and to avoid drawing faculty members into IT support roles.

Sources of Information

Documents

AU Faculty Submit Your Grades Online, June 15, 2001

Auburn University RESNET Information Guide

Central Technology-Enhanced Classroom Support, ca. Summer 2001

Educational Technology Advisory Council, n.d.

Faculty Email Tips and Guidelines, Fall 2001

OASIS Tip Sheets (Samples: Version 3: 3/31/99 and Version 2: 3/2001)

OASIS—Faculty Guide to Student Information Resources at Auburn University, Fall 2001

Report on OASIS, November 2000

Websites

OASIS—Class Materials on the Web at Auburn University

http://www.auburn.edu/helpdesk/instruct/class_material.html

Questions About the OIT Computing Labs at Auburn University

<http://www.auburn.edu/helpdesk/faq/labs.html>

SACS Reaffirmation and Accreditation, Survey and Results, Faculty Survey

http://www.auburn.edu/academic/provost/sacs/2002_SACS/Facultysurvey.htm

SACS Reaffirmation and Accreditation, Survey and Results, Administrative and Professional Survey

http://www.auburn.edu/academic/provost/sacs/2002_sacs/A&Psurvey.htm

SACS Reaffirmation and Accreditation, Survey and Results, Staff Survey

http://www.auburn.edu/academic/provost/sacs/2002_Staffsurvey.htm

University Academic Computing Committee

<http://www.auburn.edu/administration/governance/senate/committee.htm>

Institutions **must** provide the means by which students may acquire basic competencies in the use of computers and related information technology resources. A reliable data network **should** be available so that students, faculty, and staff may become accustomed to electronic communication and familiar with accessing national and global information resources.

Auburn University is in compliance.

It provides the means by which students may acquire basic competencies in using computers and other information technology resources.

Auburn's commitment to providing students, staff, and faculty with the means for acquiring basic competencies in IT is clearly stated in its Information Technology Special Initiative of May 2000, an integral part of its overall Auburn University Comprehensive University Planning System. Goal A, Information Technology Accessibility, states the provision of high-speed (broadband) Internet and AUNET access for faculty, staff, and students to include secure and standardized connectivity to the University network and the Internet in support of instructional, administrative, and research objectives and mobile IT activities. Goal C, Information Technology Literacy, provides resources for faculty, staff, and students to achieve basic literacy and competency in technology.

The importance of basic computer competencies and the value of IT resources are emphasized even before students begin their academic careers at Auburn. The University's summer orientation programs, which occur prior to the freshman year, familiarize students with the Information Age at Auburn.

Classroom, computer-based training, and other University IT resources are available in many easily accessible locations around Auburn. These resources are available for academic research, for software and hardware training and support, and for presentation of Department, major and minor, and course information.

Numerous computer laboratories assist students in their studies. These laboratories are managed and maintained by OIT, Colleges, Schools, and Departments. OIT maintains and manages eight lab sites consisting of 267 seats at publicly available computing labs. Many other labs are customized to meet specific academic requirements. The number of technical personnel for training faculty, staff, and students and acquainting them with hardware, software, and network issues varies from lab to lab. However, OIT supports the infrastructure that enables the physical connection of all labs to the University network and the Internet.

A survey done for the University by IBM in 2000 indicated that 86% of Auburn students and 91% of Auburn faculty and staff have convenient access to a computer on campus, which they use on a continuous basis. These numbers have improved with the IT developments of the past two years.

Immediately upon being admitted to Auburn University, all students are issued an email account. For the past several years, email has been promoted as a convenience but not considered an official communications medium. When an email was sent to one of the various student groups, such as the freshman class, or a class roll, not all students were aware that they should read this email. But in 2001-02, email became an official medium for communicating with students, and students became responsible for checking their University email in a timely fashion and on a regular basis. Typically, faculty members now provide their University email address on course syllabi. They use email as a regular means of communication with their students.

Through the Auburn University homepage, students can access a myriad of information, including a calendar of events designed to enable the user to quickly and comprehensively learn what is going on at Auburn on any given day; information on enrollment, facilities, faculty, alumni, governance, alumni relations, and construction activity; information on academic units; information on admissions and financial aid; information on Auburn traditions (for example, Auburn Creed, Alma Mater); information on the Auburn community; information on Auburn leadership (including a who's who of administration, Trustees, and student leaders); information on athletics and student activities; information on outreach (including information on distance learning); information on library resources; and information on employment opportunities. The Auburn Homepage provides access to state, national, and global information resources.

Recently, the University began to participate in Internet-2 as well as in a regional network called Southern Crossroads (SoX). Managed by the Southeastern University Research Association, SoX provides high-speed access to regional research universities and educational networks. Internet-2 gives high-speed access to the entire Internet-2 research community.

Sources of Information

Documents

Successfully Orienting Students (Auburn University's Orientation Program),
October 3, 2001

Supporting Planning Function and Educational Programs with Communications Networks,
October 2001

Survival Guide (for Camp War Eagle)—*A Student's Guide to Computing at Auburn University*, Fall 2001

Wireless Networking at Auburn University: Current Projects and the State of the Technology,
January 30, 2001

Websites

Appropriate Use Policy

http://www.auburn.edu/it_policies/au.appruse.policy.html

Frequently Asked Questions about Networks, Hosts and Servers

<http://www.auburn.edu/helpdesk/faq/nethosts.html>

Information Technology Help Desk
<http://www.auburn.edu/helpdesk/>
Learning to Use Computers & Software at Auburn University
<http://www.auburn.edu/helpdesk/instruct/learning.html>
Networks, Hosts and Servers at Auburn University
<http://www.auburn.edu/helpdesk/nethosts/>
Network Policies
http://www.auburn.edu/it_policies/network_policy.html#1
Office of Information Technology at Auburn University
<http://www.auburn.edu/oit/>
Orientation Programs (including Freshman Year Experience)
<http://www.auburn.edu/client/nep.html>
Student Email Policy
http://auburn.edu/it_policies/email.html
Survival Guide to Computing at AU
<http://www.auburn.edu/helpdesk/glossary/survival.html>

There **must** be provisions for ongoing training of faculty and staff members so that they may make skillful use of appropriate application software. These requirements apply to all programs wherever located or delivered.

Auburn University is in compliance.

See **Section 4.5** for a discussion of distance education.

Auburn's commitment to the ongoing training of faculty and staff (as well as students) in IT is clearly stated in the Information Technology Special Initiative. Goal B, Disseminate Information Technology Capabilities, calls for Auburn to provide the necessary information and administrative support to pave the way for new IT use, including software and hardware; to provide a means for making faculty, staff, and students aware of capabilities; and to provide training in how to use this new IT. Goal E, Information Technology Continuing Education, calls for Auburn to make available continuing education opportunities in IT to faculty, staff, and students.

OIT has assumed the principal responsibilities for IT training on campus. At all new student, staff, and faculty orientations, members of OIT explain OIT resources and opportunities for training on campus. Training seems to be an area, though, where the scope and the effectiveness of OIT's operation needs to be carefully reviewed.

OIT also carries out training through an Educational Support Unit. The function of this Unit is to provide assistance to faculty members in the integration of concepts, content, and technology in their teaching. This Unit is responsible for training faculty and staff in WebCT; assisting faculty in the exploration of effective use of multimedia technology; supporting web design and implementation for research and teaching; providing expertise and assistance in multimedia design and technology; and providing production services. It is not clear how many faculty take advantage of OIT's Educational Support Unit. This support is also offered by College, School, or Departmental IT providers.

For the past three summers (2000-02), OIT, the University Libraries, and the College of Liberal Arts have jointly sponsored a five-week academy for faculty who want to create instructional technology segments for courses they will be teaching. OIT also sponsors a series of IT Awareness Events to inform the campus community about various IT initiatives and technologies. The first of these events, held in October 2001, brought in a guest speaker from Georgia Southern University who presented an interactive program about the pedagogical benefits of WebCT-enhanced instructional experiences. OIT distributes a flyer outlining its services and products and maintains a website containing that

information as well. But more needs to be done by OIT to make its services known since many faculty, staff, and students are still not aware of them. The Computer Support Professionals Group, established in February 2001, intends to foster discussion and exchange of information among all IT support professionals at Auburn University.

In recent years, OIT has improved its training procedures. In spring 1999, OIT established the Information Technology Training Team, with members chosen from OIT areas traditionally charged with training. Since its inception, the Training Team has reviewed many training options beyond the traditional instructor-led training. From the options reviewed, the Training Team has chosen those which most closely fit identified campus needs. In January 2001, the Training Team took a close look at seven problems hindering successful IT training:

- Currently, basic start-up training for unfamiliar software is not available.
- Easily accessible training on an “as needed” basis is not available.
- Users of administrative systems do not have sufficient training to make the most efficient use of their systems.
- Campus users generally do not receive the orientation and training necessary to exploit or develop new uses of IT resources available to them.
- Many faculty, staff, and students do not have enough time free from other responsibilities to learn IT.
- The effectiveness of different types of training is unknown.
- Users are unaware of the University’s capabilities and training opportunities for using IT.

For each of these problems, the Training Team established a goal and identified major training tools. It then built its idea into a proposal for a complete training package of options. Training Team members saw this proposal as a starting point from which to build an exemplary training program, thereby creating opportunities for more technically competent faculty, staff, and students at Auburn. OIT has since implemented programs to address these shortcomings. For example, all new users receive a new employee packet outlining OIT resources. New information is communicated on a regular basis through What’s New in Technology mail list, ACCs, CSGP, and the *AU Report*. Regular sessions are offered for training of users of administrative systems such as FRS (financial).

Results from the SACS Faculty Survey and the SACS Staff Survey raised some questions about the level of effectiveness that has been reached in IT training on campus. 20% of faculty respondents indicated that IT support services for training, consultation, and maintenance were inadequate. Similarly, 19% of staff respondents expressed dissatisfaction with computer hardware and network support and training on campus. Immediately upon learning of this poll result, OIT implemented a monthly quality evaluation of the Help Desk, with active follow up on dissatisfied customers.

Suggestion 5-8:

The Steering Committee suggests that funding be provided for widely used software and hardware tools, such as licensing of web-based computer-based training.

Suggestion 5-9:

The Steering Committee suggests that funding be provided for additional distributed IT specialist personnel in the Colleges and Schools for improved support and training in discipline-specific software and hardware tools.

Sources of Information

Documents

Help Desk Quality Control Report, February 4-15, 2002

Memorandum on New Faculty Orientation, July 24, 2001

Minutes of First Meeting, Computer Support Professional Group

OASIS—Faculty Guide to Student Information Resources at Auburn University, Fall 2001

OASIS Tip Sheets (Samples: Version 3: 3/31/99 and Version 2: 3/2001)

OASIS Travel Guide, September 1998

Office of Information Technology New Employee Packet, Fall 2001

Office of Information Training Proposal, January 2001

Office of Information Technology--Educational Support

OIT Services Flyer

OIT Training Committee, March 2000

Websites

Learning to Use Computers & Software at Auburn University

<http://www.auburn.edu/helpdesk/instruct/learning.html>

New Employee Program (Orientation Programs)

<http://www.auburn.edu/oit/as/us/nep.html>

OIT Training Opportunities for AU Employees

<http://www.frontpage.auburn.edu/oit/training>

OIT Awareness Series

<http://www.auburn.edu/oit/events/>

SACS Reaffirmation and Accreditation, Surveys and Results, Faculty Survey

http://www.auburn.edu/academic/provost/sacs/2002_sacs/facultysurvey.htm

■ Policies for the allocation and use of information technology **must** be clearly stated and consistent with an institution's purpose and goals.

Auburn University is in compliance.

Its policies for the allocation and use of information technology are clearly stated and consistent with the institution's purpose and goals.

Auburn has established an Information Technology Appropriate Use policy that serves as an overarching use policy for IT. This policy identifies Auburn IT resources as existing expressly for the purpose of supporting the University mission. Additionally, it cautions individuals about their responsibility to use resources in an appropriate, responsible, and lawful manner.

In conjunction with its Office of Information Technology and in consultation with its Deans, Vice Presidents, Provost, President, University Senate, and Board of Trustees, the University is constantly expanding and updating its IT policies and procedures as the use of IT increases across its campus. The IT policies are driven by the development and application of new technology, by internal audit review, by circumstances, or by academic and administrative managerial perception of the need for policy review. The allocation of the budget is directed by the senior University administration, with approval of the budget vested in the Board of Trustees. The priorities for IT projects are influenced by a wide range of issues and constituencies.

In 2001, Auburn University designed a new organizational structure for OIT. Before that time, the structure consisted of two separate organizations: the Division of University Computing (DUC) and Telecommunications and Educational Television (ETV). Little had been done toward integrating the two units. A plan to bring them together evolved in 1999 and 2000 in association with a technology service study done for the University by IBM. Following the IBM study, Auburn conducted an internal study to clarify the IBM study recommendations. Both the external and internal studies recommended a merger of the two units, Telecom and DUC, into one integrated whole.

The reorganization plan of 2001 proposed the essential elements for what became the existing OIT structure. After some adjustments to the original plan, the OIT structure now consists of seven

Department-level units: (1) Educational Technology, (2) Telecommunications, (3) Campus Networking, (4) Operational Support, (5) Network Services, (6) Information Systems, and (7) User Services. An Executive Director reporting to the Provost heads OIT. There are two Associate Executive Directors, one primarily concerned with Educational Technology and OIT planning and the other with User Services and OIT financial management. A Director heads each of the Department-level units. The Director of the College of Engineering Network is assigned part-time to OIT to serve as Distributed IT Coordinator. The primary function of the Distributed IT Coordinator is to manage the relationships between OIT and the distributed units.

Through its reorganization, OIT has improved into a more service-oriented, customer-focused central technology unit. It better supports the administrative systems. It places greater emphasis on instructional uses of IT. It has also improved coordination and cooperation among and between central and distributed IT providers.

Following its organization in 2001, OIT, in its continuing effort to improve customer service, developed an OIT Enhanced Support Initiative. Its goal was “to support people first, systems and programs second.” As part of this initiative, OIT worked to redefine the goal of its Help Desk routing callers to possible resources (support staff in OIT, staff in Colleges and Schools, or published material) to assist in solving the problem rather than trying to provide the answer without offering the caller a learning opportunity. Another objective of the support initiative was to never respond in the negative. For example, instead of saying “We don’t support...” rather to say “There are several resources available to assist you.” Enhanced support also meant developing a set of standard software packages in three categories: emerging or future standard programs, currently defined standard programs, and past standard programs. The object has been to focus OIT resources into the currently defined set of software with the future category in a growing/learning mode, thereby de-emphasizing the past set.

Sources of Information

Documents

Information Technology Appropriate Use Policy, Revised January 31, 2002
Office of Information Technology Email List Management Policies
OIT Enhanced Support Initiative, September 19, 2001
OIT Organization Chart, January 9, 2002
OIT Reorganization Plan, June 4, 2001
Proposed Student Email Policy, May 22, 2001

Websites

Computing Security and Ethics at Auburn University
<http://www.auburn.edu/helpdesk/accounts/ethics.html>
OIT Publications and Policies
http://www.auburn.edu/it_policies
Student Privacy Issues at Auburn University
<http://www.auburn.edu/helpdesk/startup/privacy.html>
Webmaster Information
<http://www.auburn.edu/client/webmasters/>

These policies **must** be evaluated regularly to ensure that academic and administrative needs are adequately addressed.

Auburn University is in compliance.

Information technology policies are evaluated regularly to ensure that academic and administrative needs are adequately addressed.

To assist in overall direction and to ensure campus-wide coordination, several advisory groups and committees are in place:

- Information Technology Services Council
- Academic Computing Advisory Committee
- Administrative Systems Management Team
- Educational Technology Advisory Council
- OASIS Management Team
- OIT Cabinet
- Management Team for the Human Resources Systems, HRS
- Management Team for the Financial Reporting System, FRS

Meeting regularly, these groups have developed the following policies:

- Appropriate Use Policy
- Virus Protection Policy
- Student Email Policy

Sources of Information

Websites

Appropriate Use Policy

http://www.auburn.edu/it_policies/au.appruse.policy.html

Student Email Policy

http://www.auburn.edu/it_policies/email.html

Virus Protection Policy

http://www.auburn.edu/it_policies/virus_protection.html

Appropriate security measures **must** be installed and monitored to protect the confidentiality and integrity of academic systems, administrative systems, and institutional networks.

Auburn University is in compliance.

It has installed and currently monitors security measures to protect the confidentiality and integrity of academic systems, administrative systems, and institutional networks.

All server-level systems used by Auburn University require operating system user accounts and passwords as a first level of data security. Individual users are strongly encouraged to use password-protected screen saver mechanisms on their personal workstations.

OIT has implemented a high performance “firewall” system, together with an intrusion detection system, to continuously monitor and protect ingress and egress of electronic traffic to the University. Security measures include monitoring of all network access points to validate proper addressing of network traffic to ensure that misuse of University electronic resources does not propagate to external networks. Consulting and advice on data security matters are available to all University groups and Departments. Electronic mailing lists are used to provide managers with timely and pertinent information on data security issues and up-to-date information pertaining to security affecting the University’s network.

OIT assists in the administration of a Computer Virus Protection Policy designed to prevent network virus outbreaks and network security attacks for all University computers. The Policy states “Centrally provided protection software will be run on all Auburn University Computers and on all computers connected to the Auburn University Network.” OIT administers the policy to ensure that Auburn University users are aware of and take responsibility for the proper use of University-provided and OIT-supported virus protection software. Responsibility for administering Auburn’s virus protection policy belongs to a Virus Protection Committee. Originally this Committee was to be comprised of three faculty nominated by the University Academic Computing Committee; two students nominated by the Student Government Association; two professional IT staff members nominated by the Computer Support Professional Group; and one OIT staff member nominated by the OIT Executive Director. However, the makeup of the Committee is currently being revised. A University-wide Virus Protection Team is currently being established. Its job is to serve as a rapid-reaction team to manage virus outbreaks.

The University’s online records are stored in a secure environment using current security system software. Authorized users are limited.

Like all universities and other large organizations, Auburn has not been able to ensure 100% security against intrusion and unauthorized access of University network resources. But an effective system has been instituted for intrusion detection and active monitoring of the University network. An Intrusion Detection System has been put in place to help reduce hacking and catch hackers. Machines and networks are audited and proactively scanned for security vulnerabilities. OIT has improved the process by which the campus is informed of potential security threats.

Sources of Information

Websites

Computing Security and Ethics at Auburn University

<http://www.auburn.edu/helpdesk/accounts/ethics.html>

Personal Information in OASIS

<http://www.auburn.edu/helpdesk/oasis/student/persinfo.html>

Secure CRT

<http://auinst.duc.auburn.edu/auinst/aunet/securcrt/product.stm>

Virus Protection Policy

http://www.auburn.edu/it_policies/virus_protection.html

There **should** be a clearly defined program for maintaining and replacing equipment and software so that they remain consistent with current technology.

It has a program for maintaining and replacing equipment and software so that they remain consistent with current technology.

OIT is responsible for developing an optimum maintenance and replacement program for hardware and software over which it has control. Units are responsible for non-OIT equipment and software and fund replacement and maintenance through their budgeting process. Virtually all units have made large capital expenditures to equip their faculty, staff, and students with up-to-date equipment.

OIT has a variety of vendor maintenance plans for both hardware and software. Therefore, OIT is able to obtain upgrades for its system software and repair maintenance for its hardware.

OIT administers an AU Lease program that enables Departments and other academic units to lease desktop and notebook computers. The AU Lease program provides an effective means for keeping up with changing technology.

OIT upgrades the network infrastructure continuously. In recent years, this effort has focused on increasing the number of buildings that are attached to the backbone via Gigabit Ethernet and implementing redundant routing to improve uptime.

OIT also upgrades building structures continuously. Funding for all new construction and major renovation projects contains a budget item for upgrading the building wiring to current standards (Category 5-e wiring). This upgrading makes it possible to serve these new network connections at the high speeds required by current research and teaching applications.

In October 2001, OIT formed a Directions and Technical Trends Committee whose assignment is to evaluate new hardware and software, to develop standards, and to plan implementation.

Sources of Information

Documents

OIT, Direction and Trends Committee, October 2001

Website

AU Lease Program

<http://frontpage.auburn.edu/oit/desktop/lease/endlease.asp>

Digital Repair Facility

<http://www.auburn.edu/oit/ts/drf/>

5.4

5.4 Student Development Services

5.4.1

5.4.1 Scope and Accountability

Student development services are essential to the achievement of the educational goals of the institution and **should** contribute to the cultural, social, moral, intellectual and physical development of students. To ensure effectiveness, the institution **must** develop goals for the student services program consistent with student needs and with the purpose of the institution.

Auburn University is in compliance.

The mission of the Office of Student Affairs, which appears in AUCUPS (Auburn University Comprehensive Planning System), is:

To provide with courtesy, accountability, and efficiency, those services, programs, opportunities, and activities to recruit, retain, develop, and place upon graduation Auburn University students. These services, programs, opportunities, and activities will complement the University's academic programs to enhance the total development of each student.

To fulfill this mission, the Office of Student Affairs has five goals:

- Provide visionary leadership
- Represent interests and needs of students and parents
- Improve student programs and activities
- Provide job enhancement and professional development for continuing employees
- Facilities improvement

The mission and goals of the Office of Student Affairs support the University goals of “high quality undergraduate instruction” and to “develop programs to retain students through to graduation.”

The Office of the Vice President for Student Affairs oversees a number of other programs and units, which have also established goals and objectives. For example, Foy Student Union has identified three goals and 28 objectives. The three goals listed in AUCUPS are:

- Improve building operations, services and student programs to best meet the needs of students, faculty and other groups
- Provide a team of professional staff members dedicated to providing the best services and programs to students
- Provide leadership opportunities and programs for students.

Sources of Information

Documents

Student Affairs Strategic Plan FY1999-2004

Foy Student Union Strategic Plan, 2001-2002

Interviews

W. Wesley Williams, Vice President for Student Affairs

Nancy McDaniel, Assistant Vice President for Student Life

Websites

AUCUPS

http://frontpage.auburn.edu/gradschl/public_html/aucupsv2/

Division of Student Affairs

http://www.auburn.edu/student_info/student_affairs/index.html

Institutional Goals

http://frontpage.auburn.edu/gradschl/public_html/AUCUPsv2/Level1/

Institutional Goals for Student Enrollment

http://frontpage.auburn.edu/gradschl/public_html/AUCUPsv2/Level1/goals.asp?AREA_ID=36

Vice President/Dean Level Objectives Related to the Institutional Goal of Student Enrollment

http://frontpage.duc.auburn.edu/gradschl/public_html/AUCUPsv2/Level1/find_ref.asp?Level=2&Lv1GoalID=86&areaID=36

Appropriate student development services **must** be provided for distance learning programs as well as on-campus programs.

Auburn University is in compliance.

Student development services appropriate for distance learning (for example, registration, financial aid, career development services) are available on-line through the University's website. Examples of the services available include WebCT, on-line course development, OASIS, AUStudy, and various library services. Students enrolled in distance education courses can access the Office of Distance Learning and Outreach Technology through its website.

Sources of Information

Websites

AUStudy

<http://austudy.duc.auburn.edu/>

Auburn University Homepage

<http://www.auburn.edu>

Distance Learning and Outreach Technology

<http://www.auburn.edu/outreach/dl/>

Libraries

<http://www.lib.auburn.edu>

OASIS

<http://www.oasis.auburn.edu>

WebCT

http://www.auburn.edu/outreach/dl/dl_res_faculty_wct1.html

The institution **must** clearly designate an administrative unit responsible for planning and implementing student development services.

Auburn University is in compliance.

The Office of Student Affairs is composed of two main divisions—Enrollment Management Services and Student Life.

Enrollment Management Services includes Recruiting and Admissions, Student Financial Aid and Scholarships, and Registrar and Student Records. The three offices in Enrollment Management Services oversee academic functions, but they are housed in Student Affairs. Admissions requirements for Auburn undergraduate and graduate students are discussed in **Sections 4.2.1** and **4.3.2**.

Student Life coordinates student development programs and services, principally through the Student Success Center. Established in 1997, the Student Success Center “provide[s] services and programs from orientation through graduation to promote and support the academic success, career development, and personal growth of Auburn University students.” Student Life and the Student Success Center will be described in more detail in **Section 5.4.2**.

According to recent literature about student development, learning and changes in behavior are affected more readily in informal settings outside the classroom (Light 179-80). Opportunities for learning in informal settings are offered by Foy Student Union and by Housing and Residence Life. (These programs will be discussed in **Section 5.4.3**.) The Foy Union programs report to the Assistant Vice President for Student Life, but Housing and Residence Life reports to the Vice President for Administrative Services because it is an auxiliary unit.

Suggestion 5-10:

The Steering Committee suggests that a study be initiated to consider relocating Enrollment Management Services in the Provost’s Office.

Suggestion 5-11:

The Steering Committee suggests that Housing and Residence Life report to the Office of Students Affairs so that programs to enhance diversity and retention, key goals of the Office, can be coordinated through one administrative unit.

Sources of Information

Documents

Auburn University Student Success Center, Brochure

Light, Richard J. *Making the Most of College: Students Speak Their Minds*. Cambridge: Harvard University Press, 2001

Organizational Chart for Student Affairs

Appropriate policies and procedures for student development programs and services **must** be established.

Auburn University is in compliance.

Units within the Office of Student Affairs have policy and procedures manuals to control their operation. The *Undergraduate and Graduate Bulletin* and the *Tiger Cub* also contain policies and procedures relevant for the Office of Student Affairs.

Sources of Information

Document

Division of Student Affairs, Academic Support Policies and Procedures

Websites

Tiger Cub

<http://www.auburn.edu/tigercub/>

Undergraduate and Graduate Bulletin

http://www.auburn.edu/student-_info/bulletin

Student development services **should** be given organizational status commensurate with other major administrative areas within the institution. These services **must** be staffed by individuals who have academic preparation and experience consistent with their assignments. In exceptional cases, outstanding professional experience and demonstrated competence may substitute for academic preparation. Exceptional cases **must** be justified by the institution on an individual basis.

Auburn University is in compliance.

The Office of Student Affairs has the same organizational status as other administrative areas within the institution. It is headed by the Vice President for Student Affairs, who also carries the title of Associate Provost and reports directly to the Provost. The two divisions within the Office of Student Affairs are headed by Assistant Vice Presidents. All units are staffed with individuals who have academic preparation and experience consistent with their assignments.

Individuals in the Office of the Vice President for Student Affairs are well qualified to fulfill their responsibilities. Job descriptions for these positions can be found in Section 3 of the *Human Resources Policy and Procedures Manual*. The search and hiring procedures established by the Office of Human Resources preclude substitution for academic preparation. Academic credentials of the individuals who head the Office of Student Affairs are as follows:

Vice President for Student Affairs and Associate Provost

W. Wesley Williams

PhD in Education, Higher Education and Administration

Assistant Vice President for Enrollment Management Services

John T. Fletcher, Jr.

EdD in Education, Higher Education and Administration

Assistant Vice President for Student Life

Nancy McDaniel

EdD in Education, Rehabilitation and Special Education

Source of Information

Website

Human Resources Policy and Procedures Manual, Section 3

http://www.auburn.edu/administration/human_resources/compensation/summ_ab.htm

Credentials for W. Wesley Williams

http://www.auburn.edu/student_info/student_affairs/vita.html

■ Student development services **must** be evaluated regularly.

Auburn University is in compliance.

As discussed in **Section III**, student development services and programs are evaluated regularly through the Office of Assessment and Program Improvement. Units are required to submit two reports: one discussing their success in achieving objectives set out the previous year and one submitting new objectives for the current year. The objectives of each unit are related to larger University goals or the University Mission.

The various programs under the auspices of the Foy Student Union are summarized and assessed on a semester basis and results are published under the heading of *Foy Student Union Semester Report, Accomplishments and Assessment*.

Sources of Information

Documents

Auburn University Student Affairs Strategic Plan

Foy Student Union Semester Report, Fall 2000, Accomplishments and Assessment

Foy Student Union Semester Report, Spring 2001, Accomplishments and Assessment

Foy Student Union Semester Report, Fall 2001, Accomplishments and Assessment

Foy Student Union Semester Report, Spring 2002, Accomplishments and Assessment

Foy Union Student Survey for Period Ending May 14, 2002

5.4.2

5.4.2 Resources

■ Human, physical, financial and equipment resources for student development services **must** be adequate to support the goals of the institution. Staff development **should** be related to the goals of the student development program and **should** be designed to enhance staff competencies and awareness of current theory and practice.

Auburn University is in compliance.

Human, physical, financial, and equipment resources for development are adequate to support the goals of the University. Resource allocations within the Division of Student Life, one of the two Divisions of Student Affairs, are handled through the Office of the Vice President for Student Affairs. Each Department in the Division submits prioritized requests for human, physical, and equipment resources annually to the Vice President. Through discussions between Directors and the Vice President, priorities are occasionally reordered. Once all Departments within the Division have submitted agreed-upon budget requests, Division priorities are established, and the Vice President allocates resources accordingly.

Student Life has four major Divisions: the Student Success Center, Recreational Services, Foy Student Union, and Student Media.

Student Success Center

The Student Success Center provides academic, professional, and personal support for students. It consists of four programs:

Academic Support Services. Academic Support “helps Auburn students successfully achieve their academic goals” (Student Success Center brochure). It provides the following services: Study Partners, Supplemental Instruction, academic counseling, learning resources, testing, instruction, and assistance for students at academic risk.

Resources for Academic Support Services are not entirely adequate for its major mission of enhancing retention at Auburn University. In spite of data that demonstrates the effectiveness of Supplemental Instruction, the program does not operate on permanent funding.

Freshman Year Experience and Students in Transition (Orientation Programs). These programs help students make the transition to Auburn. They provide personal and academic support. The services offered include Camp War Eagle, a summer orientation for incoming freshman and their parents; UNIV 1000 The Auburn Experience and UNIV 1050 Strategies for Success, courses to introduce freshmen to the resources available on campus and to the study skills important for college success; Successfully Orienting Students, a program for transfer students who did not attend Camp War Eagle; and Returning Adult Students and Students with Dependents program.

Physical and financial resources to orient freshmen and transfer students are mostly adequate at this time. Human resources are stretched somewhat, but the recent addition of one graduate student to the staff has helped. Orientation Programs also coordinates two academic classes, and one staff member spends considerable time in the recruitment and training of instructors and peer instructors. Assistance is provided by Academic Support Services. As of fall 2002, UNIV 1000 and UNIV 1050 moved to Academic Support Services because these courses fit better with the mission of the latter unit. Staff members take part in local, regional, and national conferences addressing orientation and instruction of freshman seminar classes.

Student Counseling Services (SCS). The Student Counseling Services staff provides short-term individual and on-going group counseling for students. It also provides programs including College Life Series Seminars, Creating Awareness and Developing Responsibility through Empowerment, Peer Training and Campus/Community Education, SAfE Harbor Women’s Center, GRACE Project (Eating Disorders and Body Image).

Resources are stretched to the maximum to provide basic brief (5-10 sessions) assessment, counseling, and referral services as well as outreach programming and grant involvement and activities. SCS lacks adequate staff, psychiatric support, and office space. According to the International Association of Counseling Services (IACS) standards, the ratio of FTE professional staff to students (1:3666) is inadequate and exceeds IACS guidelines. SCS currently has five FTE professional staff members, two FTE program advisors, one temporary employee (PhD professional) 10 hrs./wk., one temporary employee (professional, MA) 10 hrs./wk., and three one-third time graduate assistants. The lack of psychiatric support on campus (either as a paid consultant or health center staff) and the limited availability of such in the community are concerns because of the many students seen at SCS who have already been prescribed or need psychotropic medications.

Space in which to conduct counseling sessions is limited. In an effort to cope with the lack of space, SCS is considering extending its hours to 8:00 p. m. two nights per week. Any expansion of programs and services will require additional space allocation in other campus facilities. SCS may be included as part of a new campus village concept and future building plans for a new student union or health center.

SCS programs and services have continued to expand over the past five years. Grant awards led to the development of the SAfE Harbor Women’s Center, which provides assessment, referral, intervention,

and prevention services for victims of sexual assault, and the Plains Truth Project, a Social Norms Marketing campaign to reduce underage drinking and alcohol-related motor vehicle accidents. The number of students seeking counseling services has been fairly constant over the past five years. During the 2000-01 academic year, SCS opened 512 files (new and updated), provided 1,883 individual counseling sessions, recorded a total of 2,812 clinical contacts, and 7,294 student contacts through College Life Series and other presentations.

Career Development Services. (CDS) This unit “provides services and resources that help students choose a major, develop a personal career plan, learn job search skills, and find full-time and part-time employment. It serves undergraduates, graduate students, and alumni. In 1996, a Student Satisfaction Inventory, using the Noel-Levitz instrument, was administered to currently enrolled Auburn students. In this survey, students indicated that job placement concerns were of extreme importance, with this item receiving the highest ranking of all other items in the instrument.

Funding for CDS has historically remained level, and the allocation provided through the University budget alone has not been adequate to serve the career development and placement needs of Auburn students. Outside resources generated from services to students and employers have been used to supplement funds to provide quality services and programs. CDS has significantly increased its visibility, service level, and participation for both students and employers through intense marketing and consistent contact with academic advisors and faculty. However, to continue to improve services to students and employers, CDS needs increased resources to hire additional staff, particularly in Student Employment Services. Currently, CDS relies on temporary employees to work in a full-time capacity in several program areas.

Staff development is available through the Professional Enhancement Program offered by the Human Resources Office, and all CDS full-time employees are involved in these training classes. Additional training is available through professional associations, such as the National Association of Colleges and Employers, the Southeastern Association of Colleges and Employers, the Alabama Association of Colleges and Employers, the Alabama Counseling Association, the Southeastern Association for Employment in Education, and the Southern Association of Student Employment Administrators. The University pays for institutional memberships to these organizations.

Recreational Services

Auburn University has made a commitment to provide quality recreational programs, services, and facilities for students, faculty, and staff. The budget for Recreational Services is supported by allocations from the general fund and student fees. Outside financial resources have been used for limited improvement of indoor and outdoor recreational facilities and for maintaining equipment and programs to meet student needs. Although a comprehensive recreational program has been maintained, additional funding would allow increased opportunities for expanding programming and facilities.

Staff development for recreational professionals is guided by national associations and accrediting bodies. Staff members participate in a variety of programs and attend state, regional and national conferences to maintain certifications and to be informed of current national trends in campus recreation.

Foy Student Union

The James E. Foy Student Union provides services and facilities needed for the social, personal, and intellectual development of students. These services take the form of structured activities, programs, and resources. Thousands of students use these services each term. Activities are sponsored by nine Student Activity Projects, which receive funding from student fees paid as a part of tuition. Programs include a student-run radio station and television production, concerts, speakers, a community service clearinghouse, student publications, student leadership activities, a black student union, international life, and a student government association. Greek life consists of over 40 fraternities and sororities. Resources are limited to better assist these groups, and additional staff is needed to address specific concerns in the Greek community.

In Fall Semester 1999, students began paying an additional student fee to fund the construction, operation, and maintenance of a new student union. Studies had indicated the need for a new building due to structural concerns and increasing student enrollment. Foy Student Union operates on student fees and revenues from tenants, which do not cover additional staff needed, but once the new union is built, the increased student fees should increase funding for salaries.

Student Media

The University has a tradition of fostering an independent student media, so most of the oversight is fiscal management. *The Auburn Plainsman* was established as a laboratory for journalism education, as a forum for student expression, and as a voice in the free and open discussion of issues. Recognized principles of journalism are followed and students working in the student media are expected to conduct themselves as prescribed by professional codes of ethics.

Other student publications include *The Glomerata* student yearbook and *The Auburn Circle* student literary magazine. Students also operate a campus radio station WEGL and campus television station *Eagle Eye*.

Construction of a new Student Union complex should address minor space limitations for student media activities.

Medical Clinic

Services provided by the Medical Clinic are outsourced, but the unit is located in Student Affairs. The current facility is inadequate and, in some places, structurally unsound. An initiative has been presented to the Board of Trustees to build a new health center facility. Current staffing is inadequate for the volume of patient care, but staff size is restricted by the current facility. A new facility will allow room for enhanced staffing.

Student Housing

While Student Housing provides important services for students, it is considered an auxiliary enterprise and does not report to the Vice President for Student Affairs. Resources (within Housing and Residence Life) are allocated through the Auxiliary Enterprises Division. Submissions for personnel needs, physical and equipment needs, and budget requests go directly to the Director of Auxiliary Enterprises. Following the submission of these requests, the Director, through discussions with the Department Head, allocates or may reorder priorities. Thus, approvals for Student Housing are established by the Director of Auxiliary Enterprises in concurrence with the Vice President for Administrative Services.

Student Housing supports the recent decision by the Board of Trustees (February 1, 2002) to eventually have 25% of the student body living on campus. Construction and funding plans as well as a timetable for completion are now underway.

In conclusion, resources are adequate although in some areas staff members are experiencing difficulty in performing their assigned duties due to limitations in facilities or inadequate staffing. Some limitations are already being addressed in ongoing construction programs and increased funding for additional staff positions.

Suggestions 5-12:

The Steering Committee suggests that Academic Support Services be moved from the Office of Student Affairs to the Office of the Provost because of its mission as a provider of Academic Services.

Suggestion 5-13:

The Steering Committee suggests that the University provide additional professional staff for Career Development Services to replace temporary service personnel.

Suggestion 5-14:

The Steering Committee suggests that the University consider providing additional space and staffing for Student Health Services.

Suggestion 5-15:

The Steering Committee suggests that the University provide additional psychiatric support on campus, either as a paid consultant or health center staff.

Suggestions 5-16:

The Steering Committee suggests that permanent funding be allocated for Supplemental Instruction.

Sources of Information**Document**

Student Success Center Brochure

Websites

Academic Support

http://www.auburn.edu/student_info/student_affairs/success/support

The Auburn Circle

www.auburn.edu/student_info/circle/

Career Development Services

http://www.auburn.edu/student_info/student_affairs/success/career/cds_home/

Division of Student Affairs

http://www.auburn.edu/student_info/student_affairs/index

Eagle Eye

<http://www.auburn.edu/%7Eupc/Committees/eagleeye.htm>

Freshman Year Experience and Students in Transition

http://www.auburn.edu/student_info/student_affairs/success/fye

The Glomerata

www.auburn.edu/student_info/glomerata/home_front.html

Housing and Residence Life

http://www.auburn.edu/administration/iss/admin_services/auxiliary/housing

Human Resources Office

http://www.auburn.edu/administration/human_resources

Medical Clinic

http://web6.duc.auburn.edu/au_medical/med_info.pdf

Plains Truth Project

http://www.auburn.edu/student_info/student_affairs/plains_truth/

Recreational Services

http://www.auburn.edu/student_info/student_life/recreation/recreationalannouncements.htm

SAfE Harbor Women's Center

http://www.auburn.edu/student_info/student_affairs/safe_harbor/

Student Counseling Services

http://www.auburn.edu/student_info/student_affairs/success/counseling/

The Plainsman

<http://www.theplainsman.com>

WEGL

<http://wegl.auburn.edu/>

5.4.3 Programs and Services

5.4.3

5.4.3.1 Counseling and Career Development

5.4.3.1

Each institution **should** provide personal counseling services for students, as well as a career development program. An effective career development program **should** include career information and planning, placement services, career counseling, testing services and follow-up activities. There **should** be clearly specified policies regarding the use of career development services by students, alumni and employers.

As previously stated, Auburn University provides personal counseling services for students. It also provides a career development program, with clearly stated policies regarding the use of its services.

Career Development Services (CDS) offers a range of services and programs to assist Auburn University students, alumni, and employees. For freshmen and sophomores, resources include career planning information, career counseling, and self-assessment and testing. These resources encompass both technological and traditional paper methods of self-exploration, occupational information, and a full range of temporary employment and internship opportunities. For juniors and seniors, CDS offers an array of resources addressing job search, interviewing, career-to-work transition, and graduate studies. Job search resources include career publications and handouts; computer and Internet-based applications designed to assist students with a wide variety of career-related issues; workshops; seminars; mock interviews; and personal assistance in developing resumes, interview techniques, and job search strategies. CDS also provides opportunities for students to connect with employers for part-time employment both on and off campus, summer jobs, internships, and full-time positions through on campus interviews, job listings, career days, employer contact lists, and electronic web-based resume books.

In addition, a Senior Year Experience course is offered for juniors and seniors to help students learn about the transition process from college to career. CDS personnel are also available to make guest presentations for related courses throughout campus. Furthermore, personnel are assigned as personal liaisons with Colleges and Schools. Career services are also available to alumni seeking job search assistance and career counseling.

CDS offers numerous services for employers seeking assistance in meeting their hiring needs. These services include on-campus interviews, career days, electronic web-based resume books, job listings, networking with academic faculty and staff, employer information sessions, and Internet-based products to connect employers with our students and services.

CDS maintains guidelines regarding the use of the services by students, alumni, and employers. It also operates under guidelines of the National Association of Colleges and Employers Principles for Professional Conduct for Career Services and Employment Professionals.

Sources of Information

Documents

*Guidelines of the National Association of Colleges and Employers Principles
for Professional Conduct for Career Services and Employment Professionals*

AU Career Services Handbook

Alumni Career Services Brochure

CDS List of Services Handout

Services for Employers Handout

Interview

Nancy Bernard, Director of Career Development Services

Website

Career Development Services

http://www.auburn.edu/student_info/student_affairs/success/career/cds_home/

5.4.3.2 Student Government, Student Activities and Publications

The institution **must** develop a statement of the student's role and participation in institution decision-making.

Auburn University is in compliance.

The Student Government Association (SGA) is recognized by the upper administration as the governing body and the voice of students (*Tiger Cub* 109). The President of the SGA serves as a non-voting member on the University's Board of Trustees and represents students in the University Senate. In addition, the President of the SGA meets regularly with the President of the University and sits as a member of the President's Cabinet. The Vice President for Student Affairs includes SGA officers and various other student representatives on program planning and evaluation committees and sounding boards. At least one student serves on many University committees.

Sources of Information

Websites

Senate and University Committees

<http://www.auburn.edu/administration/governance/senate/committee.htm>

Student Government Association

http://www.auburn.edu/student_info/sga/

Tiger Cub, Constitution and Code of the Student Government Association, 109

<http://www.auburn.edu/tigercub/>

The institution **must** have an activities program appropriate to its purpose and encompassing student interests.

Auburn University is in compliance.

The University has established student activities and programs to enhance student life and interests. A range of student organizations is available. These organizations include Student Government Association (SGA), Graduate Student Council (GSC), and Graduate Student Organization (GSO). A list of student organizations is given in the *Tiger Cub* (48-75). As previously stated, students are members of appropriate University committees. These include Academic Honesty, Campus Concessions Board, Foy Student Union Board, Recreational Services, Persons with Disabilities, Orientation, International Student, Student Discipline, Student Academic Grievance, Student Health, Traffic Appeals Board, Traffic and Parking, Drug Free Campus and Workplace, Scholarship, Graduation, Teaching Effectiveness, Retention, Library, Lectures, Calendar and Schedules, Academic Computing, Enrollment Management, and Communications Board.

Sources of Information

Websites

Graduate Student Council

<http://www.auburn.edu/~augsc98/>

Lists of Student Organizations

http://www.auburn.edu/student_info/au_student_orgs.html

Student Government Association

http://www.auburn.edu/student_info/sga/

Student Representatives to Senate Committees

http://www.auburn.edu/student_info/sga/organizations/university_sen_comm.html

Student Representatives to University Committees

http://www.auburn.edu/student_info/sga/organizations/university_comm.html

Tiger Cub, “Organizations”

<http://www.auburn.edu/tigercub/organizations/>

Tiger Cub, “Graduate Student Organization”

http://www.auburn.edu/student_info/tiger_cub/organizations/school_and_dept/graduate_student.html

The institution **must** develop policies and procedures governing the supervisory role of the institution over student activities.

Auburn University is in compliance.

Largely through the SGA, the University sponsors and supports over 300 student organizations (*Tiger Cub* 47-73). In broad categories, these include general interest organizations, special interest organizations, service organizations, sports clubs, religious organizations, leadership and honor societies, and a variety of College-, School- or Departmental-based organizations and societies. Requirements for chartering new organizations are provided in Procedure for Chartering an Organization, a section in the SGA Code of Laws. All student organizations require at least one faculty or staff advisor.

Source of Information

Website

List of Student Organizations

www.auburn.edu/student_info/au_student_orgs.html

Organization Handbook

<http://www.auburn.edu/tigercub/>

Tiger Cub, SGA Code of Laws, Chapter 501

http://web6.duc.auburn.edu/student_info/tiger_cub/rules/sga.pdf

When student publications or other media exist, the institution **must** provide a clearly written statement of the institution's responsibilities regarding them.

Auburn University is in compliance.

The official student newspaper, *The Auburn Plainsman*, is under the direct supervision of the Assistant Vice President for Student Life and has a faculty advisor from the Department of Communication and Journalism and a full-time general manager. It is financially independent, except that it uses University space (for a rental fee in Foy Student Union), and full-time staff employees are eligible for University benefits. Other major student publications (*Auburn Circle*, *Tiger Cub*) are under the supervision of the Director of Foy Student Union, Division of Student Life. Student publications provide a free learning laboratory for students from Journalism, Accounting, Marketing, Graphic Design, and other majors.

The SGA Code of Laws establishes a Communications Board, with representatives from Student Affairs, the Department of Communication and Journalism, and students. The Board has the

responsibility to supervise the “business and editorial management” (124) of student publications and broadcast media, to approve budgets, and to oversee elections of publications editors, among other tasks.

Source of Information

Sample of *Auburn Plainsman*, September 12, 2002

Sample of *Auburn Circle*, Spring 2002, Volume 28, No 2

Websites

Auburn Circle

http://www.auburn.edu/student_info/circle/

Auburn Plainsman

<http://www.theplainsman.com>

Senate and University Committees

http://www.auburn.edu/student_info/sga/organizations/university_sen_comm.html

Tiger Cub, SGA Code of Laws, 124-25

<http://www.auburn.edu/tigercub/>

5.4.3.3

5.4.3.3 Student Behavior

The institution **must** publish a statement of student rights and responsibilities and make it available to the campus community. The jurisdiction of judicial bodies (administrative, faculty and student), the disciplinary responsibilities of institutional officials, and all disciplinary procedures **must** be clearly defined and broadly distributed.

Auburn University is in compliance.

Under the direction of the Vice President for Student Affairs, the University publishes the *Tiger Cub* annually and makes it available to all faculty, staff, and students via hardcopy and the Internet. This publication outlines the rights and responsibilities and expected levels of conduct for all members of the University community.

The *Tiger Cub* section on rules covers (1) Academic Policy, Grievance, and Discipline Procedures, (2) Nonacademic Code of Student Discipline, (3) Social Regulations for Organizations, (4) Speech and Demonstration Regulations, (5) Advertising and Distribution Regulations, (6) Harassment/Discrimination Policy, (7) Hazing Policy, (8) Drug Free Campus and Workplace Policy, and (9) Weapons Policy. These policies outline behavioral expectations and guarantee students administrative due process and the right to fair and impartial hearings in disciplinary and grievance matters.

Title X of the SGA Code of Laws establishes a University Discipline Committee, with faculty and student members appointed by the President of the University. The purpose of the Committee is:

To hear cases involving students of Auburn University as submitted to the Committee by the Vice President for Student Affairs. Actions of the Committee shall be in the form of a recommendation to the President. (125)

Sources of Information

Interviews

Stephen McFarland, Interim Dean, Graduate School

John Pritchett, Interim Provost

W. Wesley Williams, Vice President for Student Affairs

Websites

Senate and University Committees

http://www.auburn.edu/student_info/sga/organizations/university_sen_comm.html

Tiger Cub, 88-108

<http://www.auburn.edu/tigercub/>

5.4.3.4 Residence Halls

5.4.3.4

If an institution has residence halls, it **must** develop policies and procedures governing them and must take reasonable precautions to provide a healthful, safe and secure living environment for the residents. The learning environment in the residence halls **must** support the educational mission of the institution. An adequate staff organization **should** be given responsibility for the administration of the residence hall system. The staff **should** have sufficient academic training and experience to enhance the learning environment in the residence halls.

Auburn University is in compliance.

It has policies and procedures governing its residence halls and takes reasonable precautions to provide a healthful, safe, and educationally appropriate living environment. The resident hall system is administered by an adequate, trained staff.

Housing and Residence Life, employing 50 full-time staff and approximately 237 graduate and undergraduate students, is responsible for 23 residence halls and two apartment areas. Total on campus capacity is 3,123, with 2,500 students living in residence halls. Contractual obligations and community standards are discussed in a number of documents, including *Guide to Residential Living*, *New Applicant Brochure*, *Peer Review Board Brochure*, *Undergraduate and Graduate Bulletin*, and *Tiger Cub*.

The security of the halls and the safety precautions are discussed at the beginning of each semester in mandatory hall meetings. On-going safety programs are offered to residents throughout the year. Other educational programs that augment the instructional mission of the University are organized by Hall Directors, Resident Assistants, and the Residence Hall Association (the student government association within Housing). The programs focus on wellness—physical, social, occupational, emotional, and intellectual wellness—and cultural awareness.

Housing and Residence Life has sponsored community projects, such as Red Cross Blood Drives, Food Bank Food Drives, and “Move Out” donations to Goodwill and the Salvation Army. Furthermore, it gives complimentary rooms during Camp War Eagle to camp counselors and eight rent scholarships to incoming freshmen. It also provides complimentary meeting spaces to student clubs and organizations (Lambda Sigma, Cardinal Key, Mortar Board, Omicron Delta Kappa).

To insure that Housing and Residence Life staff members are prepared for their duties, all staff members receive a copy of the *Staff Handbook*. All Hall Directors (24) and all Resident Assistants (38) receive intensive training for two weeks prior to the beginning of Fall Semester. A separate training program is required for students employed as Desk Assistants. Residence hall visitation hours are from noon to midnight daily, with a Desk Assistant on duty during these hours. Quiet hours are maintained from 9:00 p. m. to 10:00 a. m. During exam periods a 24-hour quiet policy goes into effect.

Along with its mission statement (Guide 31), Housing and Residence Life uses as a measurement model the ACUHO-I (Association of College and University Housing Officers-International) standards as well as benchmark data from the Southeastern Conference Housing Directors’ Annual Survey.

The Spring 2001 Auburn University Housing and Residence Life Satisfaction Survey indicated that, on the whole, students living in University housing were satisfied with their experience; 75% were very satisfied, 16% were neutral, and only 9% were dissatisfied. When asked why they chose to live on

campus, students responded in order of priority: (1) convenience of location, (2) friends living on campus, (3) sorority located in hall, (4) parents insisted, (5) cost, and (6) residence life staff.

In the past few years, student housing facilities have undergone many improvements. Between 1987 and 2000, 20 residence halls were renovated and two additional halls constructed. Infrastructure changes have occurred; improvements and upgrades to safety and fire alarm systems were accomplished; and a new card access system is being installed. All rooms were wired for Internet connectivity. Other facility improvements included new furniture for 14 halls (for 1,600 students). While these renovations were occurring, an Honors Center was completed, and four halls were designated as “Honors.”

A plan is currently being developed to replace a 500-bed space apartment complex with a 1,000-bed space contemporary housing community. This plan will be presented to the Board of Trustees by a Housing Committee appointed in February 2000. The addition of these spaces will provide more opportunities for freshmen to live on campus.

Future plans include building additional freshman housing to assist the University goal of retention, upgrading fire safety systems, purchasing new furniture to give residents a more satisfactory living environment, and administering the satisfaction survey annually to identify facets of the housing program that need improvement.

Sources of Information

Documents

Auburn University Housing and Residence Life Disciplinary Procedures/Peer Review Board Process

D.A. (Dorm Assistant) Manual, 2001-2002.

Guide to Residential Living, Auburn University Housing and Residence Life

Housing and Residence Life Satisfaction Survey, Spring 2001

New Applicant Brochure and Housing Application and Agreement, 2002-2003

Southeastern Conference Housing Directors' Annual Survey

Staff Handbook, Auburn University Housing and Residence Life, 2001-2002

Websites

Tiger Cub, 26

<http://www.auburn.edu/tigercub/>

Undergraduate and Graduate Bulletin

http://www.auburn.edu/student_info/bulletin

5.4.3.5

5.4.3.5 Student Financial Aid

The institution **should** provide an effective program of financial aid consistent with its purpose and reflecting the needs of its students. Effective program administration **should** include counseling students on the efficient use of their total financial resources. There **must** be provision for institution-wide coordination for all financial aid awards.

Auburn University is in compliance.

A unit of Enrollment Management Services, the Office of Financial Aid and Scholarships, administers the Title IV programs of Subsidized, Unsubsidized, and Parent PLUS Loans; Pell Grants; Supplemental Educational Opportunity Grants; Federal Work-Study Program; and the Alabama Special Assistance Program. This Office also administers the University Scholarship program and all

outside scholarships and loans as well assuring that the Federal information provided by the FASFA is complete and accurate. The Office of Financial Aid currently uses Packaging Aid Resource Systems, SIS Plus Software, and SCT to insure institutional coordination of all financial awards.

Sources of Information

Document

Federal Aid at Auburn University - Getting Started

Interview

Mike Reynolds, Director of Financial Aid

Website

Office of Financial Aid

http://www.auburn.edu/student_info/student_affairs/finaid/index.html

All funds for financial aid programs **must** be audited in compliance with all federal and state requirements.

Auburn University is in compliance.

The Office of Financial Aid is audited annually by PricewaterhouseCoopers for compliance in operations and awarding procedures.

Source of Information

Document

Auburn University Report on Federal Awards in Accordance with OMB Circular A-133 for the Year Ended September 30, 2001

Interview

Mike Reynolds, Director of Financial Aid

An institution participating in Title IV programs **must** comply with the regulations in the student loan programs as established under Title IV of the 1992 Higher Education Amendments. Excessive default rate in the student loan program may be cause for conducting a special evaluation.

Auburn University is in compliance.

The official cohort default rates for FY 1997, 1998, and 1999 are 5.5%, 3.5%, and 2.2% respectively. These rates are very low as compared to the national average default rate of 5.6 percent for 1999.

Source of Information

Document

Auburn University Report on Federal Awards in Accordance with OMB Circular A-133 for the Year Ended September 30, 2001

Website

Default Rate on Student Loans Increases for the First Time Since 1990,
The Chronicle of Higher Education, September 20, 2002
<http://chronicle.com/weekly/v49/i04/04a02501.htm>

5.4.3.6

5.4.3.6 Health Services

An institution **must** provide access to an effective program of health services and education consistent with its purpose and reflecting the needs of its constituents.

Auburn University is in compliance.

The Auburn University Medical Clinic operates as an auxiliary unit, which reports to the Vice President for Student Affairs. It provides healthcare services and education to Auburn University students, employees, and members of the surrounding community. The Clinic provides affordable, confidential, and quality care to its patients.

The Auburn University Medical Clinic is conveniently located on campus, allowing easy access for students and employees. Patients are encouraged to make appointments to avoid delays in seeing a provider. However, walk-ins are welcome and are usually seen in a timely manner as well. Unless patients request a specific provider, they will be taken care of by one of the board-certified medical doctors or certified registered nurse practitioners or physician assistants.

Prices are often lower at the Auburn University Medical Clinic than other providers located in the surrounding area, according to periodic comparison studies done by the Clinic's administration. The Clinic accepts most major insurance plans and will bill any insurance company that the patient wishes. Also, a student-government sponsored health insurance plan is available to all students.

The Medical Clinic maintains the strictest confidentiality for all patients. Before being hired, each employee of the clinic is required to sign a Patient Confidentiality statement. To ensure that confidentiality is maintained, the topic is addressed yearly during the training week and regularly at weekly staff meetings.

The Medical Clinic offers a well-qualified staff of physicians, certified registered nurse practitioners, registered nurses, medical technologists, x-ray technicians, and laboratory technologists to provide care for patients. The providers are specialized in a variety of areas, including general medicine, sports medicine, and gynecology. The staff of the Auburn University Medical Clinic undergoes in-house training each year to ensure quality of services and awareness of new advances in treatments.

The Medical Clinic constantly evaluates the effectiveness and patient satisfaction of its operations. Medical providers are evaluated each month for quality assurance, and providers receive a summary of their utilization and effectiveness each month. Patient satisfaction surveys are administered and tabulated each month. The survey includes evaluations of the physical facility, telephone access, front desk reception, wait time, technical skills of the providers, personal manner of the providers, explanation of diagnosis and treatment, and overall satisfaction with services provided. As shown on Table 5-3, survey respondents consistently rate the Medical Clinic as excellent.

The Auburn University Medical Clinic maintains its commitment to its patients to provide affordable, convenient, quality healthcare and to its employees to provide an exciting, worker-friendly, skills building environment.

The clinic also provides education for the patients and students in relevant health issues. Staff participates in the UNIV1000 course (Auburn Experience) for entering freshmen regarding the available health care on campus and fundamental medical issues of interest to the student body. During medical visits, the students are provided with literature (produced by various national institutes as well as some from Auburn University) on topics relevant to their illnesses. These include information

on HIV, sexually transmitted diseases, meningitis, and alcohol and drug abuse. The staff is also proactive in improving health care of the student body. For example in 2001, a student from Birmingham was infected with meningitis. Within two hours, the clinic medical staff visited the fraternity house of the infected student to provide information to the occupants.

The Medical Clinic was built in 1938. It was most recently renovated in 1997 mainly in a cosmetic manner without structural or mechanical improvements. Due to its low-lying location and the development of the surrounding area, the facility experiences annual flooding in its basement and the lobby. There are also leaks in multiple locations on the roof, and the ventilation system is inadequate. The institution has formulated a plan to relocate the clinic with an anticipated completion date in 2005. This plan is presently being considered by the Board of Trustees.

Table 5-3: Summary of Student Satisfaction Survey in the Past Three Years (based on 5.00 maximum)

Topic	1999	2000	2001
	Score	Score	Score
Physical Facilities	4.91	4.90	4.90
Telephone Access	4.69	4.80	4.85
Reception Helpfulness	4.78	4.85	4.85
Wait Time	4.52	4.57	4.49
Technical Skills	4.90	4.92	4.97
Provider's Manner	4.93	4.94	4.95
Explanation of Diagnosis	4.91	4.93	4.89
Overall	4.84	4.87	4.87
	Max = 5.00		

Suggestion 5-17:

The Steering Committee suggests that the proposed plan for a new medical clinic be implemented.

Sources of Information

Documents

Patient Survey Sample

Brochures Produced by National Organizations and Auburn University for Dissemination:

UnitedWay Crisis Center

Understanding Reflux, Heartburn and Ulcers

Managing the Common Cold

Vaginitis, What Every Woman Should Know

Pelvic Inflammatory Disease

Understanding Infections of the Urinary Tract

Understanding and Treating Respiratory Infections

Alcohol and Other Drugs, Risky Business

Stress in College: Stretching the Rubber Band?

Meningitis Vaccination

Sexually Transmitted Diseases: What Everyone Should Know

HIV Infection and AIDS: What Everyone Should Know

Patient Instruction Sheets on: Insect Bite, Contact Dermatitis, Allergies, Viral Upper

Respiratory Infection and Common Cold, Gastroenteritis, Vaginitis/Cervicitis/

Persistent Inflammation, Pharyngitis/Tonsillitis, Acute Bronchitis, Sinusitis,

Conjunctivitis

Interview

Fred Kam, Director of Student Health

Website

Medical Clinic

http://web6.duc.auburn.edu/au_medical/med_info.pdf

5.4.3.7

5.4.3.7 Intramural Athletics

Intramural sports programs contribute to the personal development of students and **should** be related to the total program of the institution. These programs **should** be directed and supervised by qualified personnel and **should** be appropriately funded.

Recreational Services supports the mission of Auburn University with structured sports activities and leisure recreational opportunities to allow development of lifetime patterns for healthful living. Recreational Services offers programs, activities, and facilities that are valuable in attracting conferences, seminars, camps, and clinics to campus. These programs and activities are instrumental in the physical, emotional, and social development of students and are vital to student retention and recruitment.

Recreational Services provides a variety of recreational opportunities for the Auburn University community. These include a comprehensive Intramural Sports Program, Informal Recreation, a Club Sports Program, and a Health/Wellness/Fitness Program. The Intramural Sports program is ranked second in the nation by *The Princeton Review's Best 331 Colleges*, 2002 Edition. There are 1153 intramural teams, with approximately 14,000 participants in 15 sports. The Club Sports Program supervises 21 club sports with approximately 500 participants. The Health/Wellness/Fitness Program offers students opportunities to develop a healthy lifestyle through fitness assessments, nutritional assessments, fitness programming, personal training, wellness classes, and a Lifetime Wellness & Fitness EXPO.

During the 2001-02 academic year, approximately 333,000 individuals visited the recreational facilities, reflecting a 17% increase. The fitness room visits increased by 28%, court visits by 19%, and weight room visits by 10%. Recreational Facilities include seven basketball/volleyball courts, 10 racquetball courts, 17 lighted tennis courts, a cardio fitness room with Cardio-Theater, a weight room, a Club Sports field, and lighted intramural fields and fieldhouse.

Auburn University has made a commitment to provide quality recreational programs, services, and facilities for Auburn students, faculty, and staff. The budget for Recreational Services is supported by allocations from the general fund for professional salaries and student fees for day-to-day supervision, operation, and programs. Other financial resources within the University have been used for limited improvement of indoor and outdoor recreational facilities and for purchasing equipment. While the comprehensive recreational program now meets students needs, additional funding would allow for programming at a wider range, increasing staff, and expanding facilities.

Staff development for recreational professionals is guided by national associations, accrediting bodies, and current trends in campus recreation. Student staff members receive extensive training in risk management and certification in CPR and First Aid.

Staff Qualifications:

Director of Recreational Services

Susan Nunnelly

BS Health, Physical Education & Recreation; MS Health, Physical Education & Recreation

Club Sports Director

Diane Harper

BS Recreation Administration; MEd Elementary Education; American Red Cross Instructor (CPR for Professional Rescue, Community First Aid & Safety/AED, Lifeguard Training)

Health/Wellness/Fitness Director

Bill Jackson

BS Physical Education; MS Exercise Science; Certified Health and Fitness Instructor (American College of Sports Medicine); Certified Strength and Conditioning Specialist (National Strength & Conditioning Association); American Red Cross Instructor (Community CPR, First Aid & Safety)

Facilities Director

Jennifer Jarvis

BS Health, Physical Education & Recreation; MEd Health, Physical Education & Recreation

Intramural Sports Director

Ted Trupp

BS Health, Physical Education & Recreation; MEd Health, Physical Education

Sources of Information

Recreational Services

http://www.auburn.edu/student_info/student_life/recreation/recreationalannouncements.htm

5.5 Intercollegiate Athletics

5.5

5.5.1 Purpose

5.5.1

The intercollegiate athletics program **must** be operated in strict adherence to a written statement of goals and objectives which has been developed by the administration, in consultation with the athletic director, with appropriate input from the faculty, and which has been given official institutional approval.

Auburn University is in compliance.

Its intercollegiate athletics program operates in strict adherence to the goals and objectives in its *Strategic Plan*.

The goals and objectives, stated in writing in the *Athletic Department Strategic Plan*, developed in 1996, are reviewed and revised on a regular basis by athletics personnel, the University Committee on Intercollegiate Athletics (with faculty, administrative, athletic, and Student Government Association membership) as well as by the Athletic Committee of the Board of Trustees. This *Plan* clearly states this primary goal in its first paragraph:

To abide by the rules, to manage fiscal affairs in a responsible manner, to educate our student athletes and to win championships in a manner that would bring credit to Auburn University and pride to its people.

This planning document is currently under review and will probably be revised after the NCAA Recertification process has been completed June 2002. The recertification committee's initial review indicates that many of the goals, particularly those dealing with improvement in academic support services for student-athletes and improvement in fiscal control, have been met. Other goals, such as improvement in graduation rates, will have to be reemphasized.

Suggestion 5-18:

The Steering Committee suggests that the Department of Intercollegiate Athletics make its Strategic Plan available for University-wide review by posting it on its website and the AUCUPS website.

Sources of Information

Documents

Athletic Department Strategic Plan, 1996

Auburn University NCAA Division I Athletics Certification Interim Report, 2002

Department of Athletics Policies and Procedures Handbook, 2002

Auburn University: Southeastern Conference Compliance Review, Draft Submitted to the Department of Intercollegiate Athletics and NCAA Certification Committee, April 2002

Interview

David Housel, Director of Athletics, April 2, 2002

This statement **must** be in harmony with, and supportive of, the institutional purpose and **should** include explicit reference to the academic success, physical and emotional well-being, and social development of student athletes.

Auburn University is in compliance.

The goals and objectives of the athletics program are in harmony with, and supportive of, the institutional purpose. The *Athletic Department Strategic Plan* includes reference to academic success, physical and emotional well-being, and social development of student-athletes.

The *Athletic Department Strategic Plan* states:

The Auburn Athletic Department will diligently seek to help every one of its student athletes who want a degree earn that degree. It will do so through an aggressive academic support program which seeks to develop the student athlete's study, retention, and comprehension skills. Student athletes will be encouraged to seek a degree in a field that interests them and will prepare them for success in later life as a member of the work force, a professional group, and as a citizen of the state and nation.

This statement supports the University's Mission Statement, particularly that portion that states:

...the University will emphasize high quality undergraduate education including a comprehensive general education that imparts the broad knowledge, skills, and values so essential to educated and responsible citizens as well as specialized career preparation.

In 1998, the position of Associate Director of Athletics for Student Services was created, and Virgil Starks was named the first Director. Since that time, an aggressive program has developed within the Office of Student Services to achieve these goals in the *Strategic Plan*:

- Improve study hall effectiveness
- Hire additional counselors
- Fully implement CHAMPS program
- Create new programs to help the academically gifted student athlete
- Emphasize "Operation Follow Through"
- Increase graduation rate by 2.5% in each of the next five years

The CHAMPS program provides student-athletes with the personal and professional skills necessary for successful and productive futures. It stresses five areas: the commitment to academic excellence; the commitment to athletic excellence; the commitment to career development; the commitment to personal development; and the commitment to service.

The Office of Student Services offers academic advising with full-time professionals, tutorial programs, study hall facilities with a computer lab, developmental skills courses, career counseling, the CHAMPS program, and a program that covers the tuition costs for returning athletes after professional careers.

Student-athletes are made aware of services available to them through Camp War Eagle, in orientation sessions with their coaches, and through the distribution of the *Auburn University Student-Athlete Handbook*, which is printed and distributed annually. In addition to programs listed in the above paragraph, the Department of Intercollegiate Athletics also provides physical trainers for all sports, weight room and other training facilities, counseling programs that range from alcohol and drug abuse to interpersonal violence, access to qualified medical personnel, contacts within the community for possible summer employment, and ready access to Student Services counselors, who are able to refer student-athletes to programs and services they might find useful.

The Associate Director of Athletics for Student Services reports to the Provost as well as to the Director of Athletics. Funding is provided by the Associate Director of Athletics for Student Services to support additional staffing in the English Center as well as for additional GTAs for courses in history, sociology, accounting, and mathematics. In addition, Department of Intercollegiate Athletics funding has recently been approved for a counselor to work with the Office for Students with Disabilities to provide services for the student-athletes.

Sources of Information

Documents

Athletic Department Strategic Plan, 1996

Student-Athlete Handbook, 2002

NCAA Division 1 Certification Interim Report, 2002

Interviews

David Housel, Director of Athletics, April 2, 2002

Virgil Starks, Associate Director of Athletics, Student Services, March 13, 2002

Dennis Wilson, Faculty Athletics Representative, October 9, 2001

Meeting Attended

Observation of a Regularly Scheduled Meeting of the University Committee on Intercollegiate Athletics, November 6, 2001

Website

Mission Statement

http://frontpage.auburn.edu/gradschl/public_html/AUCUPSv2/mission.asp

Additional Documents Available in the SACS Library

Coaches' Resource Notebook, Student-Athlete Support Services

Notebook labeled "Information about Student-Athlete Services"

Student-Athlete Tiger Tracks Resume Portfolio

The intercollegiate athletics program **must** be evaluated regularly and systematically to ensure that it is an integral part of the education of athletes and is in keeping with the educational purpose of the institution.

Auburn University is in compliance.

Its intercollegiate athletics program is evaluated regularly and systematically.

The Department of Intercollegiate Athletics regularly and routinely tracks the progress of the student-athletes. Staff members in Student Services request, receive, and review reports on student-athletes each semester from the academic advisors within Colleges and Schools. To be admitted to the University, student-athletes must meet NCAA matriculation standards, which are higher than those set for other undergraduate students at Auburn University. Moreover, student-athletes who need or request academic tutoring or support services are offered immediate and continuing assistance from the Student Services counselors. Failure to meet NCAA academic standards results in immediate disqualification and possible loss of scholarship.

The University Committee on Intercollegiate Athletics regularly reviews the academic support services to ensure that academics are as valued as athletic competition and training. The Director of Athletics uses the team graduation rate as one of four criteria in evaluating coaches for raises. In addition, the Interim Provost has established an Athletic Academic Advisory Committee, which meets monthly to determine that the academic standards set by the University are observed.

Sources of Information**Interviews**

David Housel, Director of Athletics, April 2, 2002

Virgil Starks, Associate Director of Athletics, Student Services, March 13, 2002

Dennis Wilson, Faculty Athletics Representative, October 9, 2001

Meeting Attended

Observation of a Regularly Scheduled Meeting of the University Committee on Intercollegiate Athletics, November 6, 2001

Evaluation of the athletics program **must** be undertaken as part of the self-study conducted in connection with initial accreditation or reaffirmation of accreditation.

Auburn University is in compliance.

Besides its evaluation as part of this SACS Self Study, the athletics program has been certified by the NCAA.

In 1997, the athletics program at Auburn received full certification from the NCAA. This certification was unqualified. The self study that preceded the campus visit by the certification team was conducted by committees with membership from faculty, staff, students, alumni, Board of Trustees, and administration. Although it was certified until 2006, the athletics program underwent a mid-term self study in 2002. Once again, the committees established to study the standards for recertification included broad representation from faculty, administrators, staff, and the Student Government Association.

As stated above, the *Athletics Department Strategic Plan* is regularly reviewed, and progress towards meeting goals is determined. Annual reports to the Athletic Committee of the Board of Trustees and the University Committee on Intercollegiate Athletics provide input in setting or revising goals as conditions and standards change.

Sources of Information

Documents

NCAA Division I Athletics Certification, 1996 (3 volumes)

NCAA Division I Athletics Certification Interim Report, 2002

Interview

David Housel, Director of Athletics, April 2, 2002

Additional Documents Available in the SACS Library

Auburn University: Southeastern Conference Compliance Review,

Draft Submitted to the Department of Intercollegiate Athletics
and NCAA Certification Committee, April 2002

NCAA Division I Manual, 2001-02

SEC Manual and Commissioner's Regulations, 2001-02

5.5.2 Administrative Oversight

The administration **must** control the athletics program and contribute to its direction with appropriate participation by faculty and students and oversight by the governing board. Ultimate responsibility **must** rest with the chief executive officer. It is essential that responsibilities for the conduct of the athletics program and for its oversight be explicitly defined and clearly understood by those involved.

Auburn University is in compliance.

The President, the University Committee on Intercollegiate Athletics, and the Athletic Committee of the Board of Trustees control the athletics program and contribute to its direction. The President is ultimately responsible. Policies and procedures have been established to clarify responsibilities for the conduct of the athletics program and for its oversight.

William F. Walker has been Auburn University's Interim President or President since February 2001. Prior to that date, he served as Provost, and before that, Dean of the College of Engineering. Thus, while new to his current position, he is quite familiar with the University and its operations. The President meets regularly with the Director of Athletics but not with the Faculty Athletics Representative. Both the President and the Director of Athletics agree that full reporting of all outside contacts

regarding athletics is a shared principle. The President insists that he be made aware of all new developments, potential problems, and concerns regarding NCAA standards.

The President is ultimately accountable for control of the athletics program. The Director of Athletics reports to and is accountable exclusively to the President.

During (at least) the past academic year, several members and/or shareholders of the University have alleged a propensity by the Board of Trustees to micromanage the University. For athletics in particular, the concern is that the Athletic Committee of the Board of Trustees—composed of five Board members and thus a minority—exerts undue and inappropriate influence over the actions and policies of the Department of Intercollegiate Athletics. Pursuant to these allegations, members of the University Committee on Intercollegiate Athletics interviewed William V. Muse, the former President of Auburn University, regarding control of the academic program. A transcript of the interview subsequently was published in the *Mobile Register* on April 18, 2001. Former President Muse reported that this minority subgroup of the Board exerted undue influence at least upon himself, and perhaps the Director of Athletics as well. Thus, according to former President Muse, the problem was not micromanagement by the Board of Trustees per se, but by one or more members of this minority subgroup, which he claimed was outside the formal decision making process of the Board. In addition, meetings, notices of scheduled meetings, and minutes of the Athletic Committee of the Board of Trustees were never made available to the public in violation of the Sunshine Law of the state of Alabama.

Without a written record of the Athletic Committee of the Board of Trustees, it is difficult to document failures in administrative control. Nonetheless, during the past 10 years, questions have abounded within and without the University community over the sudden coaching changes, annual payments made to former coaches, and legal/monetary agreements struck that silence former coaches. The transcript cited above adds considerable weight to the serious concerns expressed in the recent past over undue influence of one or more Board members.

In an interview, Interim President William Walker said that the situation has improved considerably and that the lines of communication between his Office and the Board of Trustees have been strengthened. The Faculty Athletics Representative now sits on the Athletic Committee of the Board of Trustees, and that Committee now holds open meetings and keeps minutes, which are public. Both the Faculty Athletics Representative and the Director of Athletics agree that institutional control now resides with the President.

In addition, the University Committee on Intercollegiate Athletics actively reviews the programs and operations of the Department of Intercollegiate Athletics. The Faculty Athletics Representative chairs this Committee, which has four faculty representatives, administrative representatives, the President of the Student Government Association, and the Chairs of the Staff Council and the Administrative and Professional Council. This Committee operates through a very active subcommittee system, with the Academic Standards Subcommittee regularly reviewing graduation rates, student-athlete progress towards graduation, and academic support systems.

Sources of Information

Interviews

David Housel, Director of Athletics, April 2, 2001

Stewart Schneller, Dean of COSAM and Chair of the Compliance
and Rules Subcommittee of the NCAA Recertification Committee, April 17, 2002

William Walker, Interim President, April 16, 2002

Dennis Wilson, Faculty Athletics Representative, October 9, 2001

Meeting Attended

Observation of a Regularly Scheduled Meeting of the Committee on
Intercollegiate Athletics, November 6, 2001

Document

University Committee on Intercollegiate Athletics Interview of former President Muse
Formerly at <http://www.al.com/mobile/?muse>
Printed Version on File in the SACS Office

5.5.3 Financial Control

5.5.3

The Department of Intercollegiate Athletics is considered a revenue-producing auxiliary enterprise unit and, as is the case with all auxiliary units, it is expected to be financially self-supporting.

All fiscal matters pertaining to the athletics program **must** be controlled by the administration, with ultimate responsibility resting with the chief executive officer.

Auburn University is in compliance.

All fiscal matters pertaining to the athletics program are controlled by the President.

As with all University Departments, fiscal matters pertaining to the general fund revenues and expenditures of the Department of Intercollegiate Athletics are prepared by the Department and routed through the University Business Office. Transactions submitted to the Business Office by the Department of Intercollegiate Athletics are audited and processed in accordance with University financial policies and procedures in the same manner as any other Departmental transaction. Detailed annual budgets (by sport) are prepared by the Department of Intercollegiate Athletics and approved by the President. Financial statements are prepared and submitted to the President for his review.

Similarly, all fiscal transactions pertaining to donor contributions earmarked for athletics (Tigers Unlimited Fund) are prepared by the Department of Intercollegiate Athletics and routed through the Auburn University Foundation Business Office. The Foundation reports to the Vice President for Development, who in turn reports to the University President. In addition, the Foundation Treasurer is also the University Executive Vice President and as such reports to the President.

Sources of Information

Documents

Auburn University Financial Policies and Procedures Manual, 2002

Interviews

Admissions Staff: Mike Waldrop, Coordinator, Admissions; Debbie Benton, Student Affairs Specialist/Athletics; Gail Segrest, Student Affairs Specialist; Mike Reynolds, Director, Student Financial Aid, December 4, 2001

Dennis Wilson, Faculty Athletics Representative, October 9, 2001

Terry Windle, CFO, Department of Intercollegiate Athletics, February 13, 2002

If external organizations (alumni or foundations) raise or expend funds for athletic purposes, all such financial activities **must** be approved by the administration, and all such units **shall be required** to submit independent audits.

Auburn University is in compliance.

The University administration approves all fund-raising activities, and independent audits are conducted.

Donor contributions specifically earmarked for athletics are considered charitable gifts to the Tigers Unlimited Fund and are administered by the Auburn University Foundation, which reports to the Vice President for Development and ultimately to the President of the University. Donations for scholarships are designated as contributions to the Foundation and are deposited through the Bursar's Office into a general scholarship account in the University's general fund. Contributions for amenities related to athletic events (such as tickets, programs, and food) are deposited into a Tigers Unlimited Fund account maintained by the Foundation. An annual NCAA review of procedures is conducted by PricewaterhouseCoopers, LLP.

The Vice President for Development heads an office that has recently been reorganized in order to strengthen its programs. The Vice President oversees all development efforts for athletics as well as for the University's academic programs. The Vice President for Development reports directly to the University President.

Sources of Information

Documents

Athletic Department Financial Overview

Auburn University Financial Policies and Procedures Manual, 2002

Copies of Audits for the Past Three Years on File in the SACS Library

Interview

Terry Windle, CFO, Department of Intercollegiate Athletics, February 13, 2002

The administration of scholarships, grants-in-aid, loans and student employment **must** be included in the institution's regular planning, budgeting, accounting and auditing procedures.

Auburn University is in compliance.

Scholarships, grants-in-aid, loans, and student employment for the Department of Intercollegiate Athletics are administered according to the University's regular planning, budgeting, accounting, and auditing procedures.

As stated above, all donor contributions earmarked for scholarships flow through the Foundation to the Bursar's Office. The value of each year's scholarship is determined within the Financial Aid Office, where the scholarships are handled and distributed. Financial aid may include athletic grant-in-aid funds, waivers for portions of out-of-state tuition, Pell Grant awards, and student loans. No student-athlete is awarded funds from the federal college work study program. In addition, student-athletes who wish to take on part-time work within the Auburn community are closely monitored so that NCAA rules are observed. These rules limit the number of hours student-athletes may work while attending classes.

All monies earmarked for student-athletes are collected by the Department of Intercollegiate Athletics and/or the Foundation and are deposited through the University Bursar's Office into specified accounts within the University's general fund in accordance with University's Financial Policies and Procedures.

Sources of Information

Documents

Auburn University Financial Policies and Procedures Manual, 2002

Office Policies, Procedures Manual and Financial Aid Handbook, Office of Student Financial Aid, 1999

Interview

Terry Windle, CFO, Department of Intercollegiate Athletics, February 13, 2002

All income, from whatever source, and expenditures for the athletic program **must** have appropriate oversight by an office of the institution that is independent of the athletics program.

Auburn University is in compliance.

All income and expenditures for the athletics program are processed through the University's Business Office.

All general fund revenues are collected by the Department of Intercollegiate Athletics and deposited through the University Bursar's Office into specified accounts within the University's general fund in accordance with the University's Financial Policies and Procedures. Similarly, Department of Intercollegiate Athletics expenditures from the general fund are approved and processed through the University's Business Office in accordance with the University's Financial Policies and Procedures.

All Foundation (Tigers Unlimited Funds) revenues and expenditures are processed through the Auburn University Foundation Business Office.

In addition, the Chief Financial Officer of the Department of Intercollegiate Athletics annually presents a financial report to the University Committee on Intercollegiate Athletics, chaired by the Faculty Athletics Representative.

Sources of Information

Interviews

Dennis Wilson, Faculty Athletics Representative, October 9, 2001

Terry Windle, CFO, Department of Intercollegiate Athletics, February 13, 2002

Meeting Attended

Observation of a Regularly Scheduled Meeting of the University Committee on Intercollegiate Athletics, November 6, 2001

All such income and expenditures **must** also be appropriately audited.

Auburn University is in compliance.

Income and expenditures of the Department of Intercollegiate Athletics are regularly audited.

All general fund Department of Intercollegiate Athletics accounts are included in the annual compliance audit conducted by the State of Alabama Examiners of Public Accounts and the financial statement audit conducted by the University's outside auditor (currently PricewaterhouseCooper, LLP). In addition, an annual NCAA review of procedures by PricewaterhouseCooper, LLP is conducted on the Department of Intercollegiate Athletics, and the Department is subject to random audits by the University's Office of Internal Auditing. Segments of the Department (ticket sales, summer camps) are subject to audit at any time, with such audits normally conducted by a local CPA firm (Machen, McChesney & Chastain, LLP). Funds held in the Foundation for the Department of Intercollegiate Athletics are audited on an annual basis by PricewaterhouseCooper, LLP.

Sources of Information

Documents

Auburn University Financial Policies and Procedures Manual, 2002

Copies of Audits for the Past Three Years on File in the SACS Library

Interviews

Dennis Wilson, Faculty Athletics Representative, October 9, 2001

Terry Windle, CFO, Department of Intercollegiate Athletics, February 13, 2002

5.5.4

Academic Program

Institutions **must** have clearly stated written policies pertaining to the recruitment, admission, financial aid, and continuing eligibility of athletes and, with faculty participation, **must** annually monitor compliance with those policies.

Auburn University is in compliance.

It has clearly stated, written policies pertaining to the recruitment, admission, financial aid, and continuing eligibility of athletes and, with faculty participation, monitors compliance with those policies.

Auburn University strives to admit student-athletes who will not only be successful during their collegiate careers, but who will contribute to society as a whole. The primary responsibility for the recruitment and admission of all undergraduate students at Auburn University resides with the Office of Admissions. Final admission decisions are made by the Office of Admissions, subject only to appeals. Admissions criteria are recommended by the University Academic Standards Committee and then the University Senate as a whole. They are approved by the President and the Board of Trustees. The test scores and high school grade point requirements necessary for freshman students to obtain admission are clearly outlined in the *Undergraduate and Graduate Bulletin* as are the requirements for transfer from another institution of higher education. The admissions selection criteria include a standardized test score, either ACT or SAT, along with a reported high school grade point average computed with only the student's academic coursework.

A cooperative relationship exists between the Office of Admissions and the Department of Intercollegiate Athletics focusing on the common goal of recruiting and admitting academically well-prepared student-athletes. A recent SEC compliance review commended the University for the outstanding cooperation between athletics and various offices within Student Affairs. Beginning in the early stages of the recruiting process, the academic credentials of potential student-athletes are examined by coaches and staff members in the Department of Intercollegiate Athletics Office of Student Services. This initial evaluation of student-athletes' academic credentials helps in advising student-athletes of their perceived strengths and weaknesses in meeting eligibility standards and providing the University with credentials which clearly meet the established admission requirements.

The value of the athletic grant-in-aid is determined by the Office of Student Financial Aid, and funds flow from athletics through the Bursar's Office. The continuing eligibility of athletes is monitored by academic advisors housed within the Colleges and Schools and by a student affairs specialist housed in the Student Services Office of the Department of Intercollegiate Athletics.

Notice of status of eligibility is forwarded to the Student Services Office in the Department of Intercollegiate Athletics, and regular graduation reports are made by this Office to the NCAA. Faculty members of the University Committee on Intercollegiate Athletics receive annual reports regarding academic compliance as well as presentations by the Associate Director of Athletics for Student Services on new programs and services to assist student-athletes in reaching their graduation goals.

The Academics Affairs Subcommittee of the University Committee on Intercollegiate Athletics studies issues related to the academic well-being of student-athletes and reports its findings to the Committee as a whole. It also makes suggestions for improvement.

Sources of Information

Documents

Auburn University: Southeastern Conference Compliance Review, Draft Submitted to the Department of Intercollegiate Athletics and NCAA Certification Committee, April, 2002.

Interviews

Admissions Staff: Mike Waldrop, Coordinator, Admissions; Debbie Benton, Student Affairs Specialist/Athletics; Gail Segrest, Student Affairs Specialist; Mike Reynolds, Director, Student Financial Aid on December 4, 2001

Virgil Starks, Associate Director of Athletics, Student Services, March 13, 2002

Dennis Wilson, Faculty Athletics Representative, October, 9, 2001

Meeting Attended

Observation of a Regularly Scheduled Meeting of the University Committee on Intercollegiate Athletics, November 6, 2001

Website

Undergraduate and Graduate Bulletin, 8-10
http://www.auburn.edu/student_info/bulletin

The implementation of academic, admission, and financial aid policies **must** be the responsibility of administrators and faculty not connected with the athletics program.

Auburn University is in compliance.

As previously stated, administrators and faculty not connected with the athletics program are responsible for the implementation of academic and admission policies. They are also responsible for financial aid policies.

Student-athletes must follow the same policies and procedures that are followed by all undergraduates. They must show progress towards earning a degree and must remain in good standing (with the same standards applied as to the regular student).

Student financial aid awards for all athletes are handled by the Auburn University Office of Financial Aid. The value of the athletic grant-in-aid is set annually by the Director of the Office of Financial Aid. All athletic and federal funding is entered by the Office of Financial Aid staff onto OASIS, the University's record-keeping system. Financial aid may include athletic grant-in-aid funds, waivers for portions of out-of-state tuition, Pell Grant awards, and student loans. No athlete is awarded funds from the federal college work study program.

Full scholarship athletes are awarded their athletic grant-in-aid and a federal Pell Grant, if eligible. Pell Grant eligibility is based on a federal formula calculated from income and assets of the student and the parent. Pell Grant funds are sent directly to the student in the form of a refund check.

The SEC Office has an emergency loan fund of up to \$250 per semester for student-athletes. The loan may be used for dental, clothing, medical, or other emergency expenses. Documentation is presented along with the application. To be eligible for SEC emergency loan funds, a student-athlete must be eligible to receive a Pell Grant.

The athletic grant-in-aid for tuition and fees, books, and supplies are billed by the Bursar to the Department of Intercollegiate Athletics on a semester basis. Books are purchased in the University

Bookstore and charged and applied to the Bursar billing system. Room and board funds are distributed to the student-athlete twice each semester (either August and October or January and March).

Sources of Information

Document

Financial Aid Manual, 2001-2002

Interview

Admissions Staff: Mike Waldrop, Coordinator, Admissions; Debbie Benton, Student Affairs Specialist/Athletics; Gail Segrest, Student Affairs Specialist; Mike Reynolds, Director, Student Financial Aid, December 4, 2001

If there are special admissions for athletes, they **must** be consistent with the institutional policy on special admissions for other students and be under the control of the regular academic policies and procedures.

Auburn University is in compliance.

Special admissions for student-athletes are consistent with those for other students and controlled by the University's Director of Admissions.

Anyone who does not meet the established criteria for admission at Auburn University may apply for special admission. Special admission to the University may be granted to students who have unique abilities, skills, or talents that indicate the potential for success as a student and citizen. These admissions decisions are made by the Director of Admissions upon recommendation of staff members in the Office of Admissions. In addition, students who are denied admission to the University may appeal the denial of admission to the University Admissions Committee. Students who are denied admission by the University Admissions Committee may then appeal to the Vice President for Academic Affairs. Neither coaches nor athletics administrators are involved in the admissions process.

These processes are under the control of the Provost. All students who are admitted under special circumstances are recommended by a Dean's Office or by a special committee within the Office of Admissions to the Provost. The Department of Intercollegiate Athletics must place every candidate for special admission under consideration of a committee not under its control. These policies are consistent with the University's policy for special admissions of students who are not athletes.

In addition, student-athletes initially denied special admission may appeal to a committee within the Office of Admissions, once again controlled by the Office of Admissions. The student-athlete's case may be presented by the Associate Director of Athletics for Student Services, but the final decision is made independently of any influence from the Department of Intercollegiate Athletics.

Suggestion 5-19:

The Steering Committee suggests that undergraduate special admissions be coded within the OASIS database so that regular reports can be provided to the Provost, Deans, and the Department of Intercollegiate Athletics on the academic progress and graduation rates of these students. This coding should be done in such a manner that it displays only to those who need to view the data.

Sources of Information

Interviews

Admissions Staff: Mike Waldrop, Coordinator, Admissions; Debbie Benton, Student Affairs Specialist/Athletics; Gail Segrest, Student Affairs Specialist; Mike Reynolds, Director, Student Financial Aid, December 4, 2001

Virgil Starks, Associate Athletics Director, Student Services, March 13, 2002

Website

Undergraduate and Graduate Bulletin, 8-10

http://www.auburn.edu/student_info/bulletin

Academic policies governing maintenance of academic good standing and fulfillment of curriculum requirements **must** be the same for athletes as for other students.

Auburn University is in compliance.

The University policies for maintaining academic good standing and fulfilling curriculum requirements are the same for student-athletes as for other students.

The academic progress of student-athletes is monitored by the Academics Standards Subcommittee of the University Committee on Intercollegiate Athletics. The University Committee on Intercollegiate Athletics receives annual reports from this subcommittee and makes recommendations for improvement regarding successful progress toward earning degrees for student-athletes.

In addition, the academic counselors within the Office of Student Services in the Department of Intercollegiate Athletics, along with academic advisors in Colleges and Schools, regularly monitor the progress of the student-athletes from reports provided by the teaching faculty. If the student-athlete is experiencing difficulties in a course, the counselor will explain services available, such as tutoring or study groups.

The Office of Student Services of the Department of Intercollegiate Athletics works with student-athletes for registration each term. Before a student-athlete may participate in his or her sport, a team roster is prepared by the Department of Intercollegiate Athletics and reviewed by the Faculty Athletics Representative before it is forwarded to Mary Martin Hall for review by Auburn University staff in the Registrar's Office. This roster must be signed by the Director of Financial Aid and the Registrar. In the Office of Financial Aid, the following information is added: the listing of all financial aid awarded to a student-athlete and certified for accuracy by the Office of Admissions; the certification that the student-athlete was admitted without regard to his or her athletic ability; and the certification by the Registrar that eligibility is based on all relevant registration data. The completed roster is returned to the Department of Intercollegiate Athletics, where it is once again checked for accuracy by the Director of Compliance.

Sources of Information

Interviews

Admissions Staff: Mike Waldrop, Coordinator, Admissions; Debbie Benton, Student Affairs Specialist/Athletics; Gail Segrest, Student Affairs Specialist; Mike Reynolds, Director, Student Financial Aid, December 4, 2001

Virgil Starks, Associate Athletics Director, Student Academic Services, March 13, 2002

Meeting Attended

Observation of a Regularly Scheduled Meeting of the University Committee on Intercollegiate Athletics, November 6, 2001

