

National Architectural Accrediting Board, Inc.

April 28, 2014

David W. Hinson, FAIA, Head
Auburn University
School of Architecture
104 Dudley Hall
Auburn, AL 36849



Dear David,

After reviewing the *Interim Progress Program Report (IPR)* submitted by Auburn University College of Architecture, Design and Construction, the National Architectural Accrediting Board (NAAB) has concluded that the IPR is accepted as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent Visiting Team Report. No further reporting is required until the Architecture Program Report (APR) is due for your next NAAB visit.

The term of accreditation stands. The next visit will be in 2017. The program is required to continue submitting an Annual Statistical Report through the ARS.

If you have any questions regarding this matter, please contact the NAAB office.

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Very truly yours,

A handwritten signature in blue ink, appearing to read 'Shannon B. Kraus', is written over a faint, circular stamp or watermark.

Shannon B. Kraus, FAIA, NCARB, MBA, FACHA
President-elect

Name of Institution: Auburn University

Name of Academic Unit: Program of Architecture

Interim Progress Report

Bachelor of Architecture [5 year]

Please provide contact information for the following individuals:

Program Administrator: Prof. Behzad Nakhjavan

Chief administrator for the academic unit in which the program is located (e.g., dean or department chair): Prof. David Hinson

Chief Academic Officer of the Institution: Dr. Tim Boosinger

President of the Institution: Dr. Jay Gouge

Individual submitting the Interim Program Report: Professor Rusty Smith

Name of individual to whom questions should be directed: Professor Rusty Smith

Year of the Previous Visit: 2011

Current Term of Accreditation: 6 years

Submitted to: The National Architectural Accrediting Board

Date: November 29, 2013

NOTES:

1. All sections should be in Ariel 10 pt type. The template indicates what titles or section headings should be in **bold** and what sections should be in *italics*.
2. All reports should be formatted with 1" margins for all edges.
3. Reports should be single-spaced with appropriate spacing between paragraphs.
4. Please use the headers and footers as established in the template.
5. Reports must be submitted in PDF or Word.
6. Reports are limited to 3 MGs.
7. Instructions for submitting supplemental material are appended to that section of the report.

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1. Identity & Self Assessment

a. History Mission

Note: the Program has made no significant changes to this section since the last APR was written and Submitted. Updates and minor changes/edits are highlighted in yellow.

I.1.1. History Mission

Auburn University is located in the east central section of the state of Alabama, in the city of Auburn. Surrounded by farms and woodland, the 1,841-acre campus with its 427 buildings (206 which are academic in nature) enjoys a rich natural landscape and the clear air afforded by a small university based community. Auburn is a small, friendly university town located on the beautiful plains of eastern Alabama, about 50 miles east of Montgomery, Alabama's capital, and 115 miles southwest of Atlanta, Georgia. Other nearby cities are Birmingham (110 miles northwest) and Columbus, Georgia (35 miles east). The Gulf Coast of Florida is about four hours away by car. Auburn enjoys a warm and sunny climate with mild winters. It has excellent health and recreational facilities and a low crime rate. Auburn has a population just under 60,000 and has the feel of a small town with everything you would expect from a major city, except for the traffic.

Auburn University was established in 1856 as the East Alabama Male College, 20 years after the city of Auburn's founding. In 1872, under the Morrill Act, the School became the first landgrant college in the South and was renamed the Agricultural and Mechanical College of Alabama. In 1899 the name again was changed, to the Alabama Polytechnic Institute. Finally, in 1960 the name of the school was changed to Auburn University, a title more in keeping with its location, and expressing the varied academic programs and larger curriculum of a major university. In 1967, Auburn University at Montgomery was established as a separately administered branch campus.

The university offers Bachelor's, Master's, Ed.D., and Ph.D. degrees in over 140 major areas of study. Instruction is organized within 14 primary academic units consisting of the College of Agriculture, the College of Architecture, Design & Construction, the College of Business, the College of Education, the Samuel Ginn College of Engineering, the School of Forestry and Wildlife Sciences, the Graduate School, the Honors College, the College of Human Sciences, the College of Liberal Arts, the School of Nursing, the Harrison School of Pharmacy, the College of Sciences and Mathematics, and the College of Veterinary Medicine.

The full-time Auburn University faculty numbers 1,192 for an 18:1 student to faculty ratio university-wide when including part-time faculty. 97% of the faculty hold terminal degrees in their respective fields. In addition the number of full-time administrative and professional staff serving the university is 3,490.

In 2013 student enrollment at Auburn University is 25,134. Of the students enrolled, 58% are from Alabama, 37% from other states and territories, and 5% from foreign countries. Women make up more than 49% of the total enrollment and ethnic minorities make up 13.9% of the total enrollment. A semester tuition fee of \$4,926 is charged to in-state students, compared to \$13,182 paid by non-residents.

Auburn University has emerged as one of the nation's preeminent comprehensive land-grant universities in the 21st century. Central to all its functions is the University's historic commitment of service to all Alabamians, as the State becomes a part of a global society with all of its challenges and opportunities. The University is widely recognized for the quality of its undergraduate, graduate and professional educational programs, the effectiveness of its research and outreach programs, and the broad access to the University provided through the innovative use of information technology. The University continues to ensure the quality of its expanding programs and initiatives through the careful focusing of its resources in areas of institutional strengths.

Auburn University's mission is defined by its land-grant traditions of service and access. The

University serves the citizens of the State through its instructional, research and outreach programs and prepares all of its students to respond successfully to the challenges of a global economy. The University provides both traditional and non-traditional students broad access to the institution's educational resources. In the delivery of educational programs on campus and beyond, the University draws heavily upon the new instructional and outreach technologies available in the information age.

As a comprehensive university, Auburn University is committed to offering high-quality undergraduate, graduate, and professional education to its students. The University gives its highest priority for resource allocation to the development of those areas that represent the traditional strengths, quality, reputation, and uniqueness of the institution and that continue to effectively respond to the needs of students and other constituents. Consistent with this commitment, the University emphasizes a broad and superior undergraduate education that imparts the knowledge, skills, and values so essential to educated and responsible citizens. At the same time, the University provides high-quality graduate and professional programs in areas of need and importance to the state and beyond. To accomplish these educational goals, Auburn University is committed to compete nationally to attract a faculty distinguished by its commitment to teaching and by its achievements in research, both pure and applied. The University continues to attract a faculty that brings distinction and stature to the undergraduate, graduate, and professional programs offered by the University.

Because research is essential to the fundamental mission of a land-grant university, Auburn University will continue development of its research programs. The primary focus of this research will be directed to the solution of problems and the development of knowledge and technology important to the state and nation and to the quality of life of Alabama citizens. The University's research programs make important contributions to instructional programs through the involvement of graduate and undergraduate students and the renewal of the faculty. Research also provides the knowledge base for outreach programs. In carrying out its research mission, the University emphasizes its established areas of strength and focuses available resources in those areas of research and doctoral study that are, or have the potential to develop into nationally and internationally recognized centers of excellence. Extension and outreach programs are also fundamental to the land-grant mission because these programs directly affect the lives of all citizens in the state. The University maintains the strengths of its traditional outreach programs and increasingly involves the broader University in outreach programs that respond to the changing needs of the society in which we live. As always, the University continues to seek new and innovative ways to reach out to the people it serves.

The curriculum in Architecture was established in the Civil Engineering Department in 1907. Auburn was one of the first universities in the nation, and the first in the South, to offer Architecture as a major.

In 1912, the Department of Architecture was established and chaired by Joseph Hudnut. Professor Hudnut later became Dean at Harvard where he established the School of Design and brought Walter Gropius, Marcel Breuer and other Bauhaus notables to the faculty in the 1930's. Frederic Child Biggin became head of the department in 1927 and created the new School of Architecture and Applied Arts. He was appointed the first dean and served in that capacity until his death in 1943.

In 1930, the programs of Landscape Architecture and Interior Design were established within the Department of Architecture. The landscape Architecture program was discontinued in 1952 and was re-established in 1974. In 1999 the Bachelor of Landscape Architecture program became a three-year professional master's degree program and was fully integrated into the University Graduate College in 2003. In 1997 the Interior Design program became the Interior Architecture program, re-crafted as a joint degree with the Bachelor of Architecture program.

In 1945 the Architecture program joined the Association of Collegiate Schools of Architecture (ACSA) and is currently one of twenty-three architectural programs in the southeastern region. After WW II, the school was reorganized and renamed. The School of Architecture and Arts moved into Biggin Hall in 1950 and, for the first time, the Department of Architecture was housed in its own building.

In 1967, the School of Architecture and Fine Arts was created and the graduate program in Planning was first introduced. The Department of Architecture moved into its newly constructed, present facility, Dudley Hall, in 1977. In 1987, the school was renamed the School of Architecture and organized as three departments: Architecture, Building Science and Industrial Design. In 1996 the School was redesigned as the College of Architecture, Design and Construction, consisting of the departments of Building Science and Industrial Design and the School of Architecture. Currently the School is made up of programs in architecture, interior architecture, landscape architecture and community planning. In 2012 the School was renamed the School of Architecture, Planning, and Landscape Architecture (APLA).

In 1977 the Program established a 9-week Study Abroad Program that has most frequently been conducted in Western Europe. In 2008 the Program entered into a partnership with University of Arkansas to include a full semester, place-based program in Rome, Italy. In 2009 we further expanded our study abroad options to add a full semester program in Istanbul, Turkey. In 1991 the Center for Architecture and Urban Studies (the Urban Studio) was created in Birmingham, Alabama where design studios, seminars and professional practicum classes are provided for fifth year level students in architecture. In 1992, The Rural Studio, a remote context-based learning program located in Hale County, Alabama was developed and founded by professor Samuel Mockbee and then School head D.K. Ruth. Its focus is the design and construction of housing and community projects in the underserved black belt communities of Hale, Perry, and Marengo Counties in West Alabama. In joint venture with the McWhorter School of Building Science, in 2009 the Architecture Program established the post-professional masters degree in Integrated Design and Construction (MIDC). This collaborative program prepares graduate level architecture, building science, and engineering students to be leaders in the continued evolution of integrated project delivery. In 2011 the Program joined with the College to participate in a cross-disciplinary, collaborative undergraduate degree program in Environmental Design (ENVD).

In 2011 Dr. Vini Nathan was appointed Dean of the College. After serving as Chair of the Architecture Program for 4 years and as the acting School Head for the 2006-2007 academic Year, David Hinson has served as the Head of the School of Architecture since the fall of 2007. Currently, Behzad Nakhjavan is the Program Chair of Architecture and Rusty Smith serves as the Associate Program Chair. Sheri Schumacher serves as the Chair of the Interior Architecture Program, Rod Barnett is the Chair of the Landscape Architecture Program, Karen Rogers is the Chair of the Community Planning Program, Christian Dagg is the Chair of the INDC program, and Magdalena Garmaz is the Chair of the ENVD program. Cheryl Morgan is the Director of the Urban Studio, while Andrew Freear and Rusty Smith respectively serve as the Director and Associate Director of the Rural Studio.

The Architecture Program continues to enjoy national and international acclaim for its success integrating outreach and service-based learning in architectural education, led by the Rural Studio and Urban Studio programs. The program, its faculty, and students have been recognized via national awards for excellence by the NCARB, the AIAS, and the ACSA and have garnered first-place finishes in national student design competitions. The Program consistently ranks within the top twenty undergraduate programs in the nation and within the top five regionally. Design Intelligence recently reported that the Program of Architecture is most well known for its "sophisticated critical thinking and decision focus on design and social issues with integration of multiple design disciplines" (2008 report) and a recognized national leader in the areas of community engagement and design build (2013 report). The core mission of the Architecture Program is to educate students to become outstanding professionals with leadership abilities who possess design and planning creativity, social responsibility, historical perspective, technical competence, and global environmental consciousness. In order to successfully accomplish this mission the Program is equally committed to excellence in teaching, research, outreach, and creative activity. The Architecture Program at Auburn seeks to present to students an attitude toward design and practice that is collaborative in nature, and context based. While in the Program, students derive an informed global perspective that is founded upon the inherent values of the regional environment within which the Program resides. We strive to present this attitude in a climate of academic and intellectual tolerance within the classroom and studio. Students are always encouraged to pursue their work within cultural, historical, theoretical, environmental and professional frames of reference, and to develop a strong and enduring ability to thoughtfully explore, question, and learn.

By both nature and design the Architecture Program is in direct correlation with the University's mission of education, research, creative and outreach activity. This effort is accomplished through the fostering of a synergistic attitude toward both scholarship and practice. This is encouraged through financial and resource support of research and creative endeavors by the faculty as well as the development of community-based service and outreach projects. These efforts are pursued in the classroom, studio and through individual faculty and student initiatives. Examples of these outreach initiatives include the work of the Rural Studio, the Urban Studio, and the on-going Design Habitat project.

The educational intent of the Program is directed toward preparing students to become first and foremost practicing architects. The program in architecture at Auburn also has a unique and extended set of educational intentions and opportunities that are made possible by the relationship of architecture, landscape architecture, interior architecture and community planning within one school. Along with the McWhorter School of Building Science and the School of Industrial and Graphic Design the College represents a cross section of environmental design and construction disciplines. This coalition exemplifies interdisciplinary collaboration as a model of professional activity; insures that students have an overview of the various components in the design and building process; and promotes the connection between planning, landscape architecture, interior architecture, and architecture as a fluid practice. Further, there is a context for understanding how these various elements of the building process integrate into the larger wholes of the community and urban context. The relationship between the programs in the College also allows for joint degree programs that extend the students professional opportunities.

This intent is focused through an emphasis on the basic issues of building as a primarily a creative and social activity. The design studio forms the core organizing/integrating venue of this framework, creating an environment for intense collaboration between students and faculty working to foster understanding and mastery of the issues and abilities necessary for shaping the built environment. Important to this is our high regard for curiosity, self-motivation, a strong work ethic, citizenship, and first and foremost, the premise of "learning how to learn."

Around this design core, the curriculum is organized to allow non-studio courses to provide important content related to the studio focus. This may be concurrent with or preceding a particular studio. Through a coordinated mixture of Studios and seminars, the first year develops fundamentals in design, architecture, visual communication and digital media, with an emphasis on the development of collaborative skills. This is supported with courses in Physics, Technology and Civilization, and English Composition. The second year builds on this foundation, focusing on the design of spatial enclosure and the development of buildings directed toward issues of materiality, precedent, constructability, and passive systems integration. Tightly integrated support courses in second year include Architectural History, Materials and Methods, and Environmental Controls. Third year expands the students' awareness and capabilities relative to issues dealing with cultural diversity, applied research, human behavior, and sustainability. Considered a transitional year in which the students learn to work up in both scale and scope, the third year allows the students a broad range of collateral experiences both on campus as well as off. Supported by additional courses in structures and materials, along with a variety of history and theory seminars, students may elect to participate in the dual degree program of Interior Architecture, attend the Rural Studio and/or engage in one of three study abroad/field studies options. Many of the seminars offered to these students are associated with faculty research or professional practice activities. In the Fourth year the students engage in the planning, programming, and design of buildings and groups of buildings that are larger and more complex and have an emphasis on urban contexts. In the fourth year the students are expected to demonstrate the ability to produce a comprehensive, integrated architectural project. Supported by courses in architectural history, history and theory of urban form, structures, professional practice and interdisciplinary electives, the students work for two coordinated semesters on a single project in which they demonstrate their comprehensive knowledge dealing with issues of accessibility, sustainability, site design, life safety, environmental systems and structural systems. Finally, in the fifth year, students pursue more personal, specialized or speculative design in self-directed and optional studios supported by professional electives and thesis

research. In addition to on-campus offerings, students may also elect to pursue their work at the Rural Studio in Newbern and Center for Architecture and Urban Studies in Birmingham.

I.1.3 Responses to the Five Perspectives

Note: the Program has made no significant changes to this section since the last APR was written and Submitted. Updates and minor changes/edits are highlighted in yellow.

I.1.3.A Architecture Education and the Academic Community

Auburn University is organized into 14 primary academic units that offer degrees in more than 140 major areas of study (see I.1.1). There are many accredited professional programs among these offerings, a number of which, including architecture, building science, pharmacy and veterinary medicine, are the only publicly supported programs in these professions offered in Alabama. Engineering, architecture, building science, nursing, pharmacy and veterinary medicine enjoy outstanding reputations in the southeast and contribute to the overall quality at Auburn through their consistently high standards and professionalism.

The School of Architecture has a very strong reputation within the university and continues to improve this reputation and raise the level of understanding for the role of a professional program within the context of a comprehensive land-grant university. We have enjoyed the support of the University administration in this effort. As an example, both the Rural Studio and Urban Studio programs receive a portion of their operating expenses as line-item expenditures of the University itself. However, as might be expected in the economic times that we all find ourselves in, the entire University has been subjected to a significantly prorated budget cycle. To the University's credit it has absorbed some of those mandated cutbacks within its own reserve funds, and have given the academic units relative broad discretion as to how they make up the remainder of the shortfall. Through the careful management of its salary budget and resources generated by the professional fee and other one-time revenue sources, the Program of Architecture has been able to reasonably insulate itself from the strictures that many other units have faced.

Since our last accreditation visit, the University has undergone somewhat significant changes in upper administration. Dr. Timothy Boosinger became Provost and Vice President for Academic Affairs in 2012. In light of this we recognize the need to be particularly clear and assertive in demonstrating our value to the University and our need for good faculty, student scholarships and support, physical plant improvements, and resources that can help promote and strengthen faculty research.

Faculty

There are 30 full-time faculty members in the School of Architecture; 22 of this faculty are assigned directly to the Program of Architecture. Only three of these faculty members are in non-tenure track positions. Of these these full-time positions, eight are currently filled by adjunct or part-time positions. Two emeritus professors teach as needed and as available. Four instructional assistants augment the two tenure-track faculty members at the Rural Studio. Seven of the full-time faculty are full professors, and ten are associate professors. All 22 hold terminal professional degrees at the Masters level or higher. In addition to the 13 licensed faculty in the Program, one faculty in the Landscape Architecture program and three faculty in the Department of Building Science are licensed architects. Two of these faculty routinely teach our students in their structures classes. Many of our faculty have received recognition for their teaching, research, service and professional work. (See Part 4.2 for faculty resumes)

Intellectual Resources

The School of Architecture is part of the Fine Arts Complex on campus, which gives us wonderful access to the offerings of the departments of music and theatre. Our students are encouraged to participate in these and other opportunities across campus both curricular and extra-curricular. Faculty from outside architecture are often invited to participate in lectures, studios, seminars and juries. The architecture faculty also participates in other courses across campus and is consistently working to promote more interactions with students and faculty outside the School. ARCH 2600: The Art of Architecture, Place and

Culture is currently offered as a general elective for non-majors and is very well attended with in excess of 250 students enrolled each semester.

Our architectural library (fully described in Part I.2.5) houses study and reading areas, a slide collection, 80 current periodicals and over 41,000 volumes and is part of Dudley Commons which is home to **APLA**. It is a recognized branch of the University Library, which was is accredited as a Research Library. **In 2012 the Library underwent a much needed, comprehensive renovation.**

Space and Equipment

As physical evidence of our philosophical concept of an integrated professional experience, the Program of Architecture shares a building with Landscape Architecture, Interior Architecture, Community Planning, **Integrated Design and Construction, and Environmental Design.** This 42,372 sq. ft. building supports a total of **556** students in this assortment of programs, providing studios, classrooms, seminar space, and support spaces including two computer labs, workshop and administrative offices (See Part I.2.3 for a further description of our physical resources). Dudley Hall is **37** years old, and is showing the effects of general wear as well as too-long differed maintenance. During our last accreditation visit, both the School of Architecture and the Department of Building Science shared the resources of Dudley Hall. In the Spring of 2007 however, The Gorrie Center was completed adjacent to Dudley Hall becoming home to the newly-formed School of Building

Science. This reallocation of space allows for the two schools to continue to work closely together while also providing the School of Architecture much needed expansion space into the fourth floor of Dudley Hall. Modest renovations to the fourth floor space (approximately 12,000 sf) allowed for additional studio space, lecture and seminar classrooms, a larger instructional computer lab, more robust presentation spaces, and additional faculty offices. **In 2012 an expanded documentation lab was added to our resources and currently Dudley Hall is undergoing an extensive renovation to its entrances and bathrooms to provide an increased level of accessibility as defined by the American's with Disabilities Act.**

The **Program** also maintains remote studios in Birmingham and Newbern. The Auburn University Center for Architecture and Urban Studies in Birmingham ("Urban Studio") has 5000 sq. ft. of space and can accommodate approximately 20 students at any given time. The studio is on the third floor of the award winning Young and Van building located in the heart of the city. Other tenants of the building include The Regional Planning Commission of Greater Birmingham and Region 2020, making the building a center for regional planning and design. The space is generous and well suited both in location and size for the urban nature of the work there and includes the Frank Setzer Gallery on the first floor. Enjoying a unique relationship to the professional community in the city, The Urban Studio leverages these connections through adjunct professors, an innovative preceptorship program, and visiting jurors.

Rural Studio operates from a complex of buildings in the small west-Alabama community of Newbern, AL. Current facilities include a studio space with computer lab and darkroom of approximately 7500 sq. ft. which can accommodate approximately **45** students, a 2000 sq. ft. shop, a variety of storage facilities a fully restored Queen Anne house and grounds which accommodates administrative offices, additional classroom and presentation facilities, a newly constructed commercial kitchen, and can provide housing for approximately 19 students. In addition, Rural Studio maintains a second renovated house which provides faculty studio space and living accommodations.

I.1.3.B Architectural Education and the Students

The professional program in architecture is built upon the University's core curriculum and fully supports its philosophical principles of shared common learning, coherence and integration. This core curriculum provides our students with a foundation in the liberal arts and social sciences, and seeks to foster the development of analytical skills, the ability to communicate, and an appreciation for our culture and the world we live in: essential abilities for successful professionals and the basis for lifelong learning and intellectual growth.

The Architectural Program continues this tradition through teaching creative-problem solving and the fundamentals of design. Through the comprehensive integration of history, theory, and building technologies, students in the program come to understand that successful architecture requires a deep, simultaneous awareness of the relationship between building performance, sustainability, and cultural and social relevance. Students are introduced to a variety of ideas and contemporary issues through the diversity of the faculty, professional guest critics, lecturers, and consultants, and are prepared for the professional world through courses in professional practice, contact with practicing professionals, work experience and the fifth-year of directed study in thesis research, programming and design which strives to instill a culture of curiosity, personal initiative, responsibility and professionalism.

Auburn is an affirmative action institution and, as discussed in Part I.1.2, we make every effort to promote an environment for learning which creates a greater opportunity for exposure to diversity than the homogeneity of our regional context and population might naturally allow.

Students in the Architecture Program are kept informed of the opportunities, responsibilities and requirements associated with a professional career in architecture. The course Introduction to Careers in Design and Construction (ARCH 1000) is required for any student seeking entry to the professional degree program in architecture and focuses on the nature and character of the profession, talents and abilities necessary for succeeding in the Program, and the level of commitment expected. Once in the Program, students have regular contact with practicing professionals who serve as full and part-time faculty, visiting lecturers and critics, jury members, and through the regular meetings of the Advisory Council that meets with students at every visit. The students are encouraged to work for at least two summers in architectural, design or construction related jobs prior to commencing their fifth year of study. The Intern Development Program is explained and promoted through the Professional Practice course and annual visit by Cindy McKim, Director of the Alabama Board of Architects to the School. Through generous funding support from the Alabama Board of Architects, all of third year students establish a Council Record each April. The program consistently hosts the largest and most active (and award winning) AIAS chapter in the country and participation in this organization gives students added awareness of the profession.

The Office of Student Services along with the Associate Program Chair and the Academic Review Committee reviews students' progress through the curriculum at every year level and meets with each student to insure that they continue to follow their plan of study. In addition, each year level coordinator conducts a joint meeting with the faculty in each studio year level at a minimum of twice per semester to review and discuss the progress and evaluation of each student in the year level. The purpose of these meetings is to insure that each student has mastered the appropriate material and do indeed have potential for success in the succeeding level of the Program. In addition this meeting insures that the common goals, objectives, and evaluation practices of each faculty member are understood and adhered to.

I.1.3.C Architectural Education and Registration

The Program of Architecture at Auburn is designed to prepare its graduates to become licensed practicing professionals. The 10 semesters of design studios are predicated on the idea that skill and proficiency in a profession are achieved through repeated exercises of continually increased complexity and scale. Parallel to this development of creative problem solving skills are the courses in technical systems, materials and construction, and structures. Beginning in the fall semester of second year the integration of these courses begins to ensure that the students are held accountable for demonstrating in their designs a level of understanding consistent with their parallel course work. Codes, regulations and the ADA are conceptually introduced in the second year, while in the third and fourth year presentations and workshops conducted by experts, including practitioners and building constructors are included. Historical, human and environmental contexts, especially as they relate to our region, are important components of the curriculum. Studio projects and particularly thesis projects often have focused interest in these issues.

The annual plan of study review process along with the regular year level review meetings discussed above have both been developed to help insure that all students admitted into the upper levels of the professional program have true potential for graduation and licensure at the completion of their IDP programs.

Our students are active in many organizations that examine the role of the architect's responsibility to society. Habitat for Humanity and Communitas are active in the School and many studio projects address the issues that these organizations raise. The Rural Studio has achieved international recognition for the innovative way in which it combines **practice-based** architectural education with a focus on service learning and the issues and circumstances of the rural poverty. The Birmingham Center has also been recognized for its contributions to the state with regard to innovative community-based design practices **and well-coordinated professional internship program**. Evidence of the emphasis that Auburn places on civic engagement can be found at every year level; as early as first year, the students have well coordinated opportunities to participate service learning activities directed at sectors of our communities that are traditionally under-served by professionally trained architects. These varied initiatives are a direct outgrowth of faculty interest and concern regarding our responsibilities as architects to our society and communities.

Students have regular opportunities to meet architects with a diverse range and variety of practice. These architects participate with the Program through adjunct teaching, lectures, juries, guest critiques, office visits, the Architecture Advisory Council, and arguably one of the most robust internship fairs a school could hope for. As noted in the **previous section**, the IDP is introduced each year at the annual visit of the state licensing board and reinforced in the Professional Practice course (ARCH 4500). Since 2007, the Alabama Registration Board has paid the initial \$100 fee associated with establishment of an NCARB Council Record for all Auburn architecture students. The IDP Educator Coordinator (Hinson) works with the students to establish their Council Record by the spring of 3rd Year, or when the students have their first IDP credit-eligible work experience. Student professional organizations are active in the School and serve to introduce students to the networking and support opportunities that these types of organizations will offer throughout their careers.

Even through the recent economic downturn over 95% of our graduates have successfully gained professional employment or admission to post-professional degree programs, and they continue on to enjoy an excellent record of success in the Architects Registration Exam.

I.1.3.D Architectural Education and the Profession

At Auburn we recognize that the Program is in a relatively isolated location and that this might create limitations in our potential to have contact with a variety of practicing professionals. To mitigate this potential problem we regularly have practicing professionals as visiting faculty, lecturers, guest jurors, and guest critics. We schedule field trips at all year levels, which often include visits to **both professional offices and job sites**. We encourage private practice by our full-time faculty, and we maintain an active and strong relationship with involved **practioners** through our professional advisory council. In addition to these on-campus opportunities, the Program has significantly increased opportunities for students to gain a more global perspective by offering a **diversity of International Field Studies via our programs in Rome Italy and Istanbul, Turkey**. Since our last accrediting visit, we have significantly increasing the **scholarships available specifically targeted at encouraging participation in international field studies**.

As the profession has increasingly embraced issues of sustainability relative to design of the environment, the Program has worked diligently to integrate the teaching of sustainable practices in the curriculum. The most significant of these integrations has been the redesign of the building technologies sequence of courses (Environmental Controls, Materials and Methods, Structures I) into the formative year of design studio. The coupling of these courses, along with History I and the second year studio have already shown a dramatic elevation in the quality of design work from the sophomore students. Key to the successful integration of these courses has been the institution of collaborative team-based

learning along with collaborative, team-based teaching. As our faculty have increasingly embraced this style of teaching and learning, we have been able to deepen our commitment to community-based studios thus exposing our students to the dynamic practice of working with real clients, real sites, real programs, real budgets and real schedules. From the Foundation Studio's BEST collaboration with the Samuel Guinn College of Engineering and the College of Science and Mathematics, to the InterfaceFLOR, Mozell Benson Quilting Studio, and DESIGNHabitat Third Year Studio projects, to the ongoing work of the Urban and Rural Studios, these client-oriented, community-based, service-learning experiences are marbled deeply throughout our curriculum. Extending from the very ethos of our program, we believe that these types of community-based experiences are the very best way for our students to come to both understand and respect the diversity of their clients as well as their needs and expectations.

By their very nature all of these real-world collaborative experiences expose the students to the diverse role the architect assumes in practice. By interfacing with engineers and other consultants, as well as with government agents and officials responsible for the oversight of public safety and welfare, our students also become exposed to the collaborative roles and responsibilities of various related disciplines. In addition, during their fourth year studio our students work closely with professional architects and construction professionals to better understand the complexities involved in estimating, scheduling, and issues of life safety and constructability relative to their design proposals.

As part of a land-grant state institution, the Program of Architecture is also committed to the growth and development of the profession of architecture in Alabama. Acting as a educational resource for practitioners from throughout the state and surrounding region, the Program sponsors a variety of CEU-earning continuing education opportunities each year during the summer. Led predominantly by our faculty, these sessions are incredibly well attended and received. In addition to the continuing education seminars, the Program also conducts two Architect Registration Exam (ARE) preparatory sessions each year. It should also be noted that beyond our own continuing education programs, several of our faculty are regularly invited to conduct similar sessions for other institutions and organizations.

Finally, our commitment to the profession does not stop with our students and professional practitioners. Operating on the opposite end of the academic experience, we also conduct a series of weeklong summer camps explicitly geared toward tenth, eleventh and twelfth graders considering a career in architecture. The overwhelming success of these camps has led us to offer multiple sessions, as well as develop a series of scholarships that allow minority and other underserved participants to attend.

I.1.3.E Architectural Education and the Public Good

Auburn and our student body is relatively isolated and of a more homogenous nature than many parts of the country. That said, we take this directive to prepare our students to enter a pluralistic society quite seriously. The University core curriculum lays the foundation for this perspective and then our architectural history, materials and methods, environmental control courses and studio build on this foundation to give our students a broad knowledge of the diversity and complexity of the world.

In direct response to these issues we have established a range of "field studies" opportunities in which the students may take advantage. International Field Studies, The Birmingham Center and the Rural Studio all are key components of this endeavor. Students in these programs live in Rome, Istanbul, Birmingham, or Hale County respectively, and thus have an opportunity to experience an environment that offers greater variety economically, socially and culturally than most of them have previously experienced. The unique learning environment that these programs offer, combined with a variety of community-focused studios run from the campus in Auburn, serves to both educate our students in the "traditional" skills and knowledge associated with an architectural education, and to cultivate an ethic of civic engagement among our students and faculty. These context-based studios help to illuminate the ethical obligations of architects to their communities along with an enriched mission for the architectural profession. Although voluntary, many of our students elect to participate in all of these opportunities and 100% of our students participate in at least one of these programs.

In addition to these emersion programs, we also take many field trips beginning as early as the first year to help our students to understand and know their immediate surroundings and region, and then later to have experience with other parts of the country.

These experiences offer exposure to the nature of the world outside Auburn, but it is primarily in the studio that we demand of students an understanding and appreciation of the consequences of this reality and the way our decisions are impacted by and impact the world and people. We make every effort to ground our students in the fundamentals of good judgment, good problem solving, and an understanding of those values and perspectives, which remain constant in contrast to the variety, and diversity of projects, sites, clients, users and context.

See also: Long-Range Planning Challenges, CADC Strategic Plan – Values, and Objectives & Actions – Program of Architecture

c. Long Range Planning

Note: Our current strategic plan has served us extremely well for the past eight years and we have accomplished many of our objectives outlined in this plan. As such the Program has made no significant changes to our long-term planning goals since the last APR was written and Submitted. Our continued improvement and progress toward these goals is outlined and highlighted in yellow in the subsection “Outcomes of Long Range Planning – Program of Architecture Chronology” at the end of this section. The Program of Architecture has begun a comprehensive review of our vision, mission, and strategic objectives with an eye toward the development of a dramatically revised strategic plan that will serve to guide us as well for the next decade. This effort is a coordinated part of a much larger initiative that includes strategic development and planning across all academic units in the College, which will conclude with a new strategic plan in the spring of 2014.

I.1.4. Long Range Planning

The design and construction environment is changing at a rapid and ever increasing pace. This change includes major shifts in the areas of ecology, technology and global growth. The 21st Century has seen the early stages of a social and economic shift that is changing our environment in unimaginable ways. As a result, new competencies are mandated and life-long learning is essential. The need for individual leadership, collaboration, and ethical responsibility is critical.

Shortly after the Program’s last accrediting visit, an assessment was begun to determine how the Auburn University College of Architecture, Design and Construction (CADC) could better lead and assist students, alumni and our society in the context of these rapidly changing conditions, industry, and a more globally oriented society. A process was begun to better understand the dynamics of CADC’s opportunities and realities in relation to these newly evolving and emerging conditions.

To insure that the future directions were well founded and appropriate, an inclusive and comprehensive process was developed. The methodology drew upon students, faculty, alumni, practicing professionals, and academic and industry leaders. They were asked to identify the needs and the opportunities of the design and construction industries in the context of CADC output. Over 350 people were interviewed. Multiple cross-disciplined focused groups were used to identify the objectives and actions required to deliver the newly recognized demands and expectations of CADC constituents.

Challenges: The identified challenges are formidable; a hyper-competitive industry and market; the need to lead and serve in a new era; the deconstructing of discipline barriers; a reinvigoration of CADC leadership and faculty; addressing academic challenges as well as improving students’ interpersonal skills; expanding the connection between education, career, and life-long learning; ensuring steadfast academic and professional improvements while controlling costs; expanding CADC’s reputation and relevance as a means to influence a wide audience, from K-12 to the international market.

Product: The Strategic Plan is the culmination of a broad based effort to focus resources, leverage the strengths of the Program, unify the efforts of individuals, and of the centers of excellence within the CADC. It is founded on the legacy of 100 years of learning and success and is structured from the constituency's needs. Newly identified benchmark expectations are set (research); it provides an internal compass (values), signals the future (vision), articulates the rationale (mission), and sets an immediate agenda (goals, objectives, and action items) to strengthen and transform the CADC at the undergraduate and graduate levels. The Strategic Plan's intention is to serve as the vehicle to move the CADC culture and programs on a more direct path of integrated delivery strategies, collaborative processes, and inclusion.

Action: Achieving the goal of "*Creating an International Leadership Platform for Transforming the Built and Physical Environment*" is vital to the CADC future. Success is dependent upon the ability to envision the future of the design and construction industry and to provide leadership and expertise to the newly emerging responsible professions and disciplines. The work completed to date has identified specific expectations for the College. The strategic plan is a "living document" designed to set directions for the CADC over the next three to five years. The values, vision, mission and the overarching goals will be the guide to the future; however, the plan's objectives and actions remain flexible, allowing for proactive migration to evolving realities and change.

Values: The CADC Strategic Plan outlines a series of core values that are shared by all academic units under its umbrella. They include:

- Hands-on exploration for learning and community enrichment
- Research and innovation for the development of knowledge to drive social and economic progress/change
- Life-long learning to strengthen the individual and enhance society
- Rigorous and viable undergraduate programs to enable individual and academic success
- Comprehensive graduate programs to fulfill the College and university's visions and missions
- Leadership that demonstrates success in academic, social, business and community settings
- Diversity as a means for ethical responsibility and to insure a breadth of ideas and experiences
- Interdisciplinary collaboration and integrated programs to lead the transformation of the design and construction industries
- Consistent and measurable improvement of programs, methodologies and abilities to insure the continuation of educational excellence
- Fiscal responsibility in the context of reinforcing affordability and access for existing and potential students.

Vision: The CADC is an internationally recognized educational leader in transforming the built and physical environment through the advancement of the design, planning and construction disciplines.

Mission: The CADC develops the intellectual capital, practical knowledge, and leadership traits to transform the built and physical environment and to achieve academic, economic and social enhancement for Alabama and the world. This mission will be accomplished through:

- Teaching, Scholarly, and Research Endeavors
- Community Enrichment, Engagement, and Outreach
- Integrated Programs through collaboration with Industry and the Profession

Goals: The goals of the CADC Strategic Plan are three-fold:

- Solidify the CADC's position as a preeminent academic unit distinguished for delivering collaborative and integrated instruction to positively impact the physical and built environment through its graduates and through research, outreach, and scholarship.
- Establish the CADC's cache as a preeminent institution in the area of interdisciplinary collaborative and instruction.

- Broaden the CADC's reputation as a respected academic institution that brings emotional and rational value to its students, faculty, administration, and alumni.

Strategic Initiatives: The following "Strategic Initiatives" have been developed by the CADC to provide a clear foundation that supports the common ideals, goals and objectives of each of the academic units:

Globalization, International Practice and the Speed of Change

- Become involved with shifts related to the emergence of third world economies and new urban centers
- Use technology as a vehicle to engage world cultures.
- Expand regional, national and global interactions, and cultural relations

Strategic Endeavors and Mandates

- Research and innovation: create new knowledge for the benefit of society
- Community enrichment and engagement: develop socially responsible leadership opportunities for students, faculty, staff and alumni.
- Produce academic leaders who value life-long learning: K-12 through professional career development

Enhancement of Undergraduate Programs

- Reinforce and expand applied practical hands-on knowledge
- Develop well-formed leaders to include development of discipline mastery, business acumen and interpersonal skills
- Leverage and build upon existing core competencies, programs and talents

Expansion of Graduate Programs

- Ensure comprehensive offerings in the appropriate disciplines.
- Expand/reinforce research and innovative processes and options.
- Develop broad based authorities and experts for additional state and regional impact

Diversity: Ensure A Commitment to Diverse Ideas and Experiences

- Cultivate a broad range of cultural traits and values
- Enable all genders to excel both personally and professionally
- Ensure social, cultural, and geographical exclusivity

Industry and Professional Practice Collaboration and Engagement

- Expand upon practical hands-on learning opportunities
- Build upon professional and industry support networks and resources
- Develop leadership opportunities for students, staff, and faculty.

Expand the Definition and Role of the CADC Educational Processes

- Build appreciation for and enhance the understanding of the built and physical environment at the K-12 and community college levels
- Enrich all learning experiences
- Become the primary source for continuing education for CADC constituencies

Technological Advancement and New Competencies. Ensure That Expertise is developed in Areas of:

- Interoperability
- Advanced robotics
- Building Information Modeling (BIM)

Research and Innovation:

- Expand faculty interest in exploration, discovery and invention
- Enable leadership at multiple levels of the professions and industry
- Drive top-line growth and process efficiencies within our communities and industries

Program Integration and Interdisciplinary Collaboration

- Provide leadership to the professions and industries
- Differentiate the CADC graduate through specific characteristics and expertise
- Take ownership of integrated practices as a CADC core value

Objectives and Actions – CADC: The following “Objectives and Actions” have been developed by the CADC to guide and support the academic units as they develop their own long-range plans:

- 1) Build upon and expand the CADC connection to its alumni.
 - a. Establish an alumni e-mail account
 - b. Expand the annual banquet and awards to include exemplary firms and organizations
 - c. Connect the faculty to best-in-class firms and organization via fellowships.
 - d. Develop an interactive web presence for the CADC and for all CADC programs.
 - e. Develop a CADC alumni database for building and leveraging knowledge sharing
- 2) Develop a CADC talent pool identification program.
 - a. Identify Alabama’s top academic middle and high school students
 - b. Through mailers, career days, assembly programs, and the CADC web-site, build awareness of CADC programs and design and construction career options at Alabama grade, middle and high schools.
 - c. Through mailers and government affair days, build CADC program awareness with state and federal government representatives.
- 3) Establish cultural diversity as a CADC core value.
 - a. Take action to ensure that all CADC programs become more ethically and culturally diverse in the make-up of its students, faculty, and staff.
 - b. Set a standard such that fifty percent of all student projects include a diversity or cultural issue to consider.
- 4) Set a standard such that all CADC faculty develop and maintain an active and viable scholarship and research based agenda.
- 5) Foster and improve the mutual understanding and respect for all component CADC disciplines.
 - a. Establish policy that institutes a viable and active collaboration climate within the College
 - b. As a means to broaden an understanding of the built-environment and to build an understanding of how the built environment impacts society, all academic units will develop and maintain a viable an active collaboration venture within the College or university.
- 6) The CADC will maintain and build-upon its national leadership role in the community outreach and context based learning agenda.
- 7) The CADC will ensure that ecological sustainability is a core component of all teaching, scholarly and research agendas.

Objectives and Actions – Program of Architecture

1) Develop a more inclusive culture.

(Refer to part I.1.3.D “Architectural Education and the Profession” for more information)

- a. Develop and expand continuing education programs.

The program has developed a robust CEU earning Continuing Education series of seminars and workshops aimed at regional professionals. In addition, we offer two ARE preparatory sessions each year.

- b. Expand student participation and interest in the Urban Studio.

Through direct engagement with the professional design community in Birmingham, The Urban Studio Program has become a very competitive, yearlong “preceptorship” option for

5th year students. Students selected for participation in the Urban Studio work collaboratively community-based design projects for the first half of the fall semester, then transition into a managed internship program with various architecture firms in the urban area. After a period of approximately 20 contiguous weeks, the students return to the studio to complete their 5th year of study.

c. Propose the AIA Alabama's State Convention be held in Auburn on a rotational basis.
As yet unrealized.

2) Teach locally and act globally.

(Refer to part I.1.3.E "Architectural Education and the Public Good" for more information)

a. Promote Paul Rudolph Visiting Professorship to international candidates
The Paul Rudolph Visiting Professorship has developed into a valuable tool that allows us to procure the services of international regarded individuals to lead our students in highlevel, intense workshops geared toward very specific skill sets. For example, during the past two years, we have used the position to have T. Kelly Wilson work closely with our oncampus fifth year students to further develop their abilities relative to freehand drawing, architectural drawing and visual perception.

b. Build on existing grant programs such as FIPSE to obtain additional grants.
Since our last accreditation visit, we have significantly expanded our field study opportunities in both quantity and scope. In their third year of study, students may choose from either of two full-semester programs abroad (Istanbul, Turkey and Rome, Italy), and an on-campus studio with a 10-week intensive international field studies trip (Quito, Ecuador). As part of their third year of study students may also elect to participate in the Rural Studio program as part of our stateside field studies offerings. During their 5th year students may also elect to spend the entirety of their 5th year at either the Urban or Rural Studios.

c. Develop a Senior Housing Studio as a consistent course offering.
Rather than locating the "Housing Studio" in the 5th year as originally proposed, our internal assessment procedures led us to develop a fourth year comprehensive curriculum that offers a much more robust laboratory in which the students can investigate issues concerning contemporary urban housing. As part of our curricular restructuring, this housing studio has recently expanded from a single semester of study to a more integrated two semesters of design investigation and development.

d. Use the Summer Design Camp as a means to connect with minority students.
The Program of Architecture has doubled the capacity in the High School Summer Camp program (from 40 participants to 80) and offers a range of scholarships for both minority students as well as those coming from underserved communities.

e. Adopt a minority program for Alumni and State Professionals.
In 2006 the College created a new position "Director of Multi-Cultural Affairs" and hired Ms. Carla Jackson Bell into this position. Ms. Jackson and the Program of Architecture have worked closely together in the subsequent years to develop and implement a CADC strategic plan that encompasses college-wide goals and objectives relative to minority staff, faculty, students, and alumni (see also part I.1.2 Diversity).

f. Develop an Auburn – Tuskegee Student and Faculty Exchange Program.
From 2005 until 2008 the Program of Architecture participated in collaborative studios, faculty exchanges, and lecture series invitees with Tuskegee. Unfortunately these efforts were sidelined during Tuskegee's own accreditation process and subsequent administrative upheaval in 2007, along with our own internal curricular realignment study and implementation. Now that we have

successfully navigated our own curricular transition, we have every intention of engaging with Tuskegee once again so that we might better leverage our collective strengths.

g. Develop a “Super Studio” program incorporating all School disciplines (ARIA, CPLN, MLA, ARCH).

Overcoming the hurdles and inherent asymmetries existing between graduate and undergraduate education has proven to be no small task and this goal remains unrealized. Our current thinking with regard to this dilemma is to (at a bare minimum) collaborate on the continued development of field study opportunities throughout the School. As of this writing, there has been a great deal of discussion concerning the sharing of resources (space, instructors, etc.) in both the Rome and Quito programs, as well as discussions of running a joint studio that integrates MLA students with ARCH students in Quito as early as Spring Semester 2011.

3) Expose the ethical dimensions to environmental change.

(Refer to part I.1.3.D “Architectural Education and the Profession” for more information)

a. Create a required environmentally-based professional ethics course.

b. Create practice-based case studies showing the value of ecological design.

c. Mandate an environmentally friendly design mantra for all projects.

It should go without saying that in a contemporary architectural curriculum, this content is marbled throughout our coursework. Our primary means of addressing these issues however is through the significant redesign of our environmental controls sequence and with subsequent reinforcement through the professional practice course.

4) Promote social and environmental initiatives and advocacy.

(Refer to both part I.1.3.E “Architectural Education and the Public Good” and part I.1.3.D “Architectural Education and the Profession” for more information)

a. Leverage the methodologies and impact of the Rural and Urban Studios

As part of the Urban Studio’s ongoing commitment to teaching, the Program has expanded to include intern partnerships with local architects, and focused much of its studio work on the city of Birmingham itself. In addition to this teaching mission, the Small Town Design Initiative Program continues to expand and has worked directly with over 40 small towns and communities across the state. Employing contemporary community-based design strategies, the Small Town Initiative helps communities identify those positive assets that can be the basis of a sound master plan for physical and economic vitality – creating distinctive opportunities for building higher quality of life, broader prospects in the community and a better place to live.

Likewise, the Rural Studio is leveraging its expertise through the ongoing development of the Twenty Thousand Dollar House (\$20k House). The goal of the \$20k House project is relatively straightforward yet has profound implications: provide a replicable housing model that is creative, affordable, durable, energy efficient, diverse in housing type, and that can be purchased by a prospective rural homeowner for \$20,000, including all costs for materials, labor and contractor’s profit. The goal of the 20k house is to bridge the barriers between the income-earning poor and their accessibility to affordable housing programs. The \$20K House Project involves Rural Studio students in the development of a range of home plans and prototypes that can be built by local contractors under the USDA’s Rural Housing Service Section 502 Guaranteed Rural Housing Loan Program for construction and homeowner financing. This program serves rural residents who have a steady (albeit low) income, yet are still unable to obtain adequate housing through conventional financing. The Rural Studio \$20K house project gets its name from the lowest realistic mortgage a person on social security and/or disability income could maintain. The \$20k house is also clearly intended to offer up new job opportunities for emerging entrepreneurs in the local building industry while simultaneously stimulating the local economy. At the time of this writing, nine \$20K homes have been built and occupied by clients.

b. Mandate 3 Credits of public service as verified through the AIAS.

The idea of a “Citizen Architect” is at the very core of the Program’s DNA. As such, hands on, service learning, and community-based design and construction opportunities abound within our program. In 2009 Architect Magazine recognized the Program as one of a handful of programs that excelled at delivering hands-on design build and service opportunities. In addition to this recognition, faculty throughout the Program have received numerous national and international awards and honors for outreach, research, teaching, and creative work concerning their collective community based service learning endeavors.

c. Increase the number of LEED Certified graduates.

Up until the time the USGBC changed the qualifications for gaining LEED accreditation, the Program (through the ARIA summer program) offered exam study courses and reimbursed the expenses of taking the exam for students that wished to do so. This allowed approximately 15 students per year to sit for LEED examination.

5) Elevate and nourish the human spirit.

a. Celebrate the accomplishments of the School

In 2007, the College published the award-winning monograph, “CADC 100” chronicling 100 years of accomplishments from through the CADC. That same year, the College also established a more formal venue for recognizing excellence from throughout the CADC, through the development of an awards banquet that recognizes the accomplishments of students, staff, and faculty alike. Following the lead of the College, the School also embraced a more formal banquet and celebration aimed at recognizing not only student excellence, but also honoring their parents as well as the benefactors that make our robust scholarship programs possible.

b. Develop a national “Mockbee Award”

As yet unrealized.

c. Develop a “Community Enrichment Award” for pro-bono work

As yet unrealized.

6) Develop new Graduate Program Model.

(Refer to part I.1.3.D “Architectural Education and the Profession” for more information)

a. Develop a new program enrollment model to accommodate AU guidelines.

b. Work with the University Administration to gain approval to accommodate smaller graduate programs.

Now entering its 6th year, The Master of Design-Build program at Auburn University has a successful history of cross-disciplinary education. As of the 2009-2010 academic year, the Program became jointly housed in the School of Architecture and the McWhorter School of Building Science. Through current models of professional practice, it delivers the development and study of high performance projects in the built environment via a dynamically collaborative and integrated framework. The Master of Design-Build program approaches project delivery from a broad perspective that encompasses a variety of other current and successful models founded upon the integration of the disciplines. Among other tools, the Program capitalizes on a new generation of digital resources such as BIM, parametric modeling, web-based shared work environments, and other innovations to facilitate collaboration. The program establishes disciplinary boundaries that are more fluid, and foregrounds partnerships built around the integration of various expertise sets. Commensurate with its mission, the Master of Design-Build is offered through two tracks: one based on a studio teaching format and designed for graduates aiming for a designbased career path; the other grounded in construction management and designed for graduates interested in a construction-based career path. Each track includes significant collaborative opportunities in the design studio and classroom. Both tracks are three semesters (Fall-Spring-Summer), after which successful candidates are awarded the Master of Design-Build post-professional degree.

This successful model of post-professional graduate studies serves as a template for all of our current planning relative to potential graduate program growth. Leveraging our expertise in the realm of community-based design and service learning initiatives, we are currently in the exploratory phase of considering the expansion of both the Rural Studio and Urban Studio programs to include some sort of post-professional degree component.

Outcomes of Long Range Planning – Program of Architecture Chronology

2005 – 2006

The Fourth Year “Comprehensive Project” was expanded to become a collaborative project including senior students enrolled in the Building Science Curriculum. This expansion of responsibility was intended to increase the “comprehensive” nature of the project goals, including exposure to project scheduling, estimating, and other content under the aegis of the building profession.

Expanding on the “Introduction to Digital Media” Course (ARCH 1420), required in the second semester of the First Year Program, a four-week unit of study was incorporated into the second year fall semester sequence. The goal of this workshop was to extend the range of digital competencies to include prototypical fabrication techniques.

In order to better serve the diverse needs of the student body, several “tracks” of thesis development began to be offered: “directed” studies, in which the students have an opportunity to work in a traditional studio environment with day-to-day contact with an instructor, and an independent track in which students work with a committee to develop their thesis project.

2006 – 2007

The Program formally established our term-end, faculty peer review. During this first review process discrepancies in individual grading and evaluation process became apparent in year levels and across the Program. Program-wide grading standards were established and year-level grade review meetings twice per semester were established as the norm. In close coordination with Student Services, a more clear strategy for targeting “at risk” students was developed. At this time the formation of the Academic Review Committee was formed and organized to work closely with this group of students to ensure their successful matriculation through the curriculum.

This internal assessment also revealed that while the work was adequate, there were several deficiencies in the independent track of thesis student’s work. It was generally noted that the typical student might best be served by more direct mentoring in the design studio. As a result of these findings, the criteria for vetting proposals for pursuing this track were substantively tightened.

2007 – 2008

After a 2-day planning retreat that focused on a comprehensive review of the strengths and weaknesses of the overall Architecture curriculum. It became clear that as often is the case, many of our strengths were also our weaknesses. The Program of Architecture has a robust set of options from which the students may select: two different options to enter the Program (foundation studios or summer option) rural studio options at two different year levels, dual degree options in Interior Architecture, various study abroad opportunities, and the option to participate in the Urban Studio. In order to wind their way through these various optional opportunities, almost every student found themselves on a custom plan of study. From a curriculum management standpoint, it was difficult (at best) to coordinate coursework between professional classes and studio. The faculty reached a general consensus that a “curricular realignment” was in order. The series of off-campus coursework (Rural Studio and Study Abroad) was proposed for realignment to the third year of study. The intention of this realignment was to allow for a much higher degree of coordination between studio and professional coursework in both the second and fourth year levels, while offering a greater degree of latitude to the third year sequence of study. The Curriculum

committee was charged with studying this proposal during the summer semester and, pending a positive outcome, “fast-tracking” this curricular change through the University Curriculum Committee. It was also determined at this time that while there was some improvement to the independent track of thesis students, the work continued to lag someone behind their directed peers. It was determined that in subsequent years, all 5th year students should participate in a more directed sequence of coursework. The 5th year faculty were charged with developing a broad array of “themes” that would more closely align the thesis work in each studio section.

2008 – 2009

After many meetings with students, faculty, staff, administrators, advisory committees, and parents, a comprehensive realignment of the curriculum was proposed to and accepted by the University Curriculum Committee. The Program Curriculum Committee continued to work closely with currently enrolled students and student services to devise a fast-track transition plan that would cause a minimum of disruption to students’ plans of study. A working subgroup of that committee began to develop a tightly coupled body of content that would be delivered to the second year students including design studio, architectural history, materials and methods, environmental controls, and basic structures. The core competencies to be delivered through these integrated courses included an exposure to the ethical dimensions to environmental change, the development of environmentally-based professional ethics, a deeper appreciation of the value of ecological design, and an “environmentally friendly” design mantra for all projects.

2009 – 2010

The Architecture Program began its transition to the new curriculum model, affecting in some way second, third and fourth year students. The second year students were exposed to the newly integrated series of classes. In this two-semester sequence of coursework, the students found themselves accountable in each class for learning gained in the others. In many instances the design studio became simply the demonstration and project component of the other professional courses. In our year-end assessment, the realigned coursework proved to produce results unmatched by any second year class in recent memory. Of particular note was the integration of both the history courses and the environmental controls content, both of which led to a much higher level of informed decision making than in subsequent years. During our fall assessment meetings, the only significant shortcoming noted was that the materials and methods content and delivery was lacking in development to adequately impact the students design decision-making in any significant way. Rectifying this shortcoming was noted to be of the highest priority, and facilitated a nationwide search for faculty better prepared to work in this integrated environment. We were fortunate to be able hire two individuals whose primary responsibilities will be to work with the curriculum committee and 2nd year faculty to overhaul this component of an otherwise cohesive year of study.

It was also necessary that we develop study abroad options for twice as many students as would otherwise be normal, as we had both third and fourth year students eligible for participation due to the curriculum transition. This allowed us to experiment with a variety of optional scenarios to ascertain what kinds of opportunities my expose the widest swath of our students to the most robust experiences. In the spring semester we were able to provide semester-long programs in Rome, Florence and Istanbul. We also offered an eight-week program in Rome (with the rest of the semester spent on campus) and an on-campus studio that had a two-week traveling component to Quito, Ecuador.

During this time the curriculum committee also began preparing a comprehensive review relative the re-development of the 4th year sequence of study, with the goal being a more tightly coupled body of content between the comprehensive studio and other professional courses, much like the second year model. The 2010-2011 academic year will bring the first group of fourth year students into this new model of content alignment and delivery.

2010 – 2011

This year signaled a significant transition from our previous, “experience” based model to that of our current integrated approach as all pieces of the curricular realignment were finally in place. Capitalizing

on the rigorously integrated 2nd year curriculum in the previous year, we established as the overarching goal of the subsequent third year to expand the students' awareness and capabilities relative to issues dealing with cultural diversity, applied research, human behavior, and sustainability. Considering the third year a transitional moment in which the students learn to work up in both scale and scope, the third year was reimagined to allow the students a broad range of collateral experiences both on campus as well as off. After careful analysis and assessment of successes and shortcomings of the various study abroad permutations from the previous year, we centered on the permanent establishment of a place-based, third year "Field Studies" sequence of courses that included fall and spring options at Rural Studio along with full-semester "immersion" options in Rome and Istanbul in the Spring.

Perhaps of most importance in our curricular realignment was that for the first time in over a decade, all of our 4th year students were on campus both fall and spring semesters. Supported by courses in architectural history, history and theory of urban form, advanced structures, professional practice and interdisciplinary electives, this enabled us to design two coordinated semesters devoted to the design and develop a single integrated project. During the fall semester the students focused on demonstrating their comprehensive knowledge dealing with issues of accessibility, sustainability, site design, life safety, environmental systems and structural systems. In the subsequent first 5 weeks of the spring semester the students then were able to further synthesize these diverse and complex systems into a single comprehensive architectural solution that also integrated a more thorough analysis of building envelope systems and assemblies.

2011 – 2012

Roll out of our completely restructured history sequence began in the fall and was completed across the board spring semester. The new sequence features a much broader and more inclusive approach with an increased focus on non-western traditions and a more thoroughly integrated relationship with our building technologies and studio courses. All three of the history courses that precede History IV (dedicated to modern and contemporary developments) adopted this broadly inclusive global approach.

Based on feedback from our accrediting team along with our own year-end assessment of the initial comprehensive 4th year project from the 2010 – 2011 academic year, we also added a series of faculty-led, one-day workshops that focused on a) life safety and accessibility, b) integrated exterior envelopes, and c) integrated structures.

2012 – 2013

After seeing dramatic improvements in student outcomes from our integrated approach to teaching design studio, history, materials and methods, and environmental controls, we established a working subgroup of the curriculum committee to begin long-term planning of a more thorough integration of our structures courses. As our structures content is currently taught within the School of Building Science, this committee is composed of faculty from both programs.

Working to further advance the transition to include more diverse perspectives in the teaching of architectural history, we devoted our History I classes to examining a pre-published draft of a proposed Oxford University Press textbook with the explicit goal of providing feedback to the publisher concerning the validity and clarity of its "global" approach. Through this effort we found that like textbooks before it, it offered only isolated anecdotal accounts of non-western traditions. This initiative led to the Coordinator of our history sequence becoming a founding member of a research team involved in a long-term project based at MIT and funded by the NEH to develop a new prototypical series of textbooks that survey global histories. The aim of the team is to coordinate the production of groups of scholars working in specialized geographical fields in order to construct cross-cultural chronological sections of architectural and urban developments across the world.

As part of the continued development of our 4th year integrated project studio, we ran a pilot studio with the goal of investigating and developing "best practices" with regard enhancing our students understanding and ability in the areas of project planning, programming, and the impact of financial considerations on these issues. We also submitted our Integrated Project model for consideration in the

NCARB Award for Integration of Practice and Education, and received funding to support the expansion of our workshop model to extend over several days each and include instruction from expert professionals in each of the areas of: a) Project Development, b) Innovations in Healthcare, c) Life Safety and Accessibility, d) Integrated Exterior Envelopes, and e) Integrated Structural Systems. In addition we also began developing a clear rubric of evaluation using both internal and external assessments of the student's successful development and integration of environmental systems, life safety systems, building envelope systems and assemblies, and structural systems into their building design projects. These initiatives will begin to be implemented in the 2013 – 2014 academic year.

Finally, beginning in the fall semester, we implemented a new series of freshman "communication" courses that are arrayed over both fall and spring semesters. Replacing a set of more classes that traditionally bifurcated media into "hand/analog" and "digital/computer" classes, this series of courses seeks elevate the students understanding and abilities with regard to the use of visual media in the the process flows of ideation, investigation, development, representation, and documentation. In addition to the restructuring of this pair of visual media courses, a series of supporting media workshops have also been developed that are offered throughout the school year and available to all students from every year level.

d. Program Self Assessment

Note: the Program has made no significant changes to this section since the last APR was written and Submitted. Updates and minor changes/edits are highlighted in yellow.

I.1.5. Program Self Assessment

To assist in our long-range planning and to ensure that we exceed our goals for the Program, we have a fairly robust program of assessment within both the Program and School. By nature, self-assessment in the Architecture Program is a continuous and ongoing process. It involves faculty, students, professionals, alumni and staff in a number of critical and formative areas. These include curriculum and educational pedagogy; teaching; faculty; students; administration; creative activities; outreach and service; facilities and equipment; financial resources and support.

Assessment within the Program

A number of means are used for self-evaluation and reflection on future directions. Among these are: The University Assessment process conducted annually, review and input from Professional Advisory Council (there are additional advisory groups for the Birmingham Center and the Rural Studio), Information from the Alabama State Registration Board and the NCARB licensing examination reports, standing School committees including an academic review committee, curriculum committee, information technology committee, and field studies committee, grades meeting reviews for each year level twice per semester; feedback from professionals and alumni; and the current generation of the APR.

In addition to the committees listed above, there are several standing committees in the Program that provide a forum for assessing difficulties, evaluating successes, monitoring progress and formulating strategies relative to the focus of each committee and in light of the Program as a whole. It is also not unusual to have a number of ad-hoc committees that are focused on specific short-term issues.

The School Head and Program Chairs work closely with all committees and solicits regular feedback from individual faculty, staff and students on the general success of "what we're doing". One of the great advantages of a small faculty is the ability to have a real working dialogue that is constantly questioning and evaluating. New thoughts, ideas, or concerns can come from any individual or contingent, and find their best route for evaluation, be that standing committee or special task force, and then ultimately and appropriately come before the full faculty in regular or special meetings for open discussion. Design coordinators at each year level meet regularly with the Program Chairs, and have the responsibility to evaluate and promote inter-relatedness and coordination of material between year levels and with support courses. They are charged with fostering the various design issues and disciplines into a unified whole.

The Head of the School evaluates faculty performance annually followed by individual faculty interviews and a self-assessment, which focuses on personal accomplishments and goals for the upcoming year. The School Head and Dean are evaluated semi-annually by the faculty via a questionnaire, which was reviewed by the University Senate. The Dean evaluates each School/Department Head annually.

Students are also involved in the assessment of the overall program through a variety of means. Students evaluate faculty in each course within the Program every semester using a standard University evaluation form. The School Head and Program Chairs meet regularly with the officers of the AIAS. "Town Hall" meetings are held as needed (at least once per semester but often more frequently) to solicit student's input and address specific issues. In fact it was one such town hall meeting with students in 2008 that led us first to reconsider our own assessment and grading procedures and then subsequently to reconfigure our entire curricular framework.

In addition to assessment received from faculty, staff, and students, the Program has a very active and involved professional Architectural Advisory Council that is made up of 16 representatives from architectural offices throughout the US. This group meets a minimum of twice a year in Auburn, for intensive interaction with the Dean, School Head, Program Chairs, faculty and students. Their observations and feedback is consistently thoughtful and thought provoking. They have been invaluable for direct insights into changes and needs in the profession, the strengths, and weaknesses, quality and ability-to-compete of our graduates, and the strengths and weaknesses they see as employers of graduates of other programs. They have also provided an important conduit for "informal" feedback between faculty and administration, and students and faculty.

Alumni are regularly invited each year to participate in various reviews, competition juries, and the Thesis reviews held annually each spring. Twice yearly the Dean, Development Officers, and periodically the School Head and Program Chairs meet with different alumni groups across the United States. These meetings are to strengthen alumni relations as well as to solicit feedback on graduate performance, industry trends, and the reputation of the School and programs. The School head and Program Chairs routinely meet informally with alumni at professional conventions and events throughout the southeast as well as nationally.

Both the Rural Studio and Urban Studio have independent advisory boards that are involved in providing feedback and assessment to each program. Comprised of 14 people, the Rural Studio Advisory Board meets annually. The group includes practicing architects, educators, alumni of the Program, community leaders, benefactors, a writer, and Jackie Mockbee, Samuel Mockbee's widow. The Advisory Board for the Urban Studio meets regularly in Birmingham. In addition to providing feedback and guidance the 18 person group is charged with raising the visibility of the Program, providing management recommendations and developing resources for the Center's operations.

Assessment within the School:

The existence of three undergraduate programs (Architecture, Interior Architecture and Environmental Design), and three graduate programs (Landscape Architecture, Community Planning, and Integrated Design and Construction) within the School gives each program a unique position for exchanging perspectives from slightly different vantage points, as well as the opportunity of evaluation by the accrediting agency of each program in those areas both philosophical and functional in which we all share. In particular, the Architecture and Interior Architecture undergraduate programs have the same basic design curriculum; each participates in remote studios; share studios for thesis and upper division option studios; use the same facilities; have integrated budgets, and share lectures, creative outlets and support. Joint projects and studios between the programs occur regularly and the coordination and advising of students seeking dual-degrees regularly produce students studying across program lines.

Close coordination between the programs is facilitated in a number of ways. First, the program chairs of each program in the School meet weekly with the School Head to review budgets, discuss new and ongoing initiatives in each program, and to assess problems and best practices within each program. Second, the faculty of all of the programs hold a joint faculty meeting each month to deliberate issues that

are relevant to the School and to discuss program updates. And lastly, all of the faculty of each program participate in an annual two-day strategic planning retreat.

Assessment within the College:

The existence of dual degree programs within the College (Architecture, Building Science, Interior Architecture, Landscape Architecture and Community Planning) creates the necessity of joint evaluation of course offerings. The large number of courses taken by our students within the building science department reinforces the need for this constant feedback with building science. There are also shared courses with Community Planning and Landscape Architecture.

Along these lines, the Architecture Advisory Board also holds joint meetings with the advisory boards of the other programs in the College and provides insight into our various interdisciplinary efforts. In particular the Architecture Advisory Council and the Building Science Advisory Councils joined together to develop initiatives aimed at building stronger collaborative projects between each programs students and tackling head-on the often-adversarial relationship between architect and contractor. This led first to the development of a series of collaborative projects and workshops between students and faculty of both programs, and ultimately to the implementation of the Masters of **Integrated Design and Construction degree** developed and administered jointly by the two units.

In Addition, students from across the College have formalized a college-wide student organization, the CADC Student Council, through registration with the University, and development of a constitution and elected officers. Representation on the Council includes the president and vice president of the CADC Student Government Association and each student professional organization (through their elected officers). The CADC Student Council meets with the Dean bi-monthly to discuss relevant issues and advise the Dean on critical issues pertaining to their programs and operation of the College.

Finally, the School and Department Heads within the College meet weekly with each other and with the Dean both on issues of management and administration, and regarding assessment, evaluation and direction. The Program Chairs participate in this meeting as needed. The Dean's Club meets twice a year to provide guidance, assessment, and fund raising efforts to both the College and the School of Architecture. Many of the nearly thirty members are School alumni.

Assessment at the University level:

In 2006 the University began a comprehensive process by which all academic units in the University would perform self-assessment and report their findings to the University. In 2009 the university created a standing campus-wide "Assessment Council" to analyze the data received through these **self-assessments** and to then recommend ways to enhance both teaching and learning. The Assessment Council began reviewing these program-level assessment reports in April 2010.

In addition, the following groups in the university are involved to some degree in assessment of the Program:

Curriculum Committee - consisting of faculty representatives from the thirteen schools and colleges, this committee reviews any changes in the curriculum or material that will appear in the University Bulletin.

Faculty Senate - Administers a questionnaire evaluating the university administration, including the School Head and Dean.

Dean's Council – An advisory committee made up of alumni and friends of the College and chaired by the Dean. Addresses management and administration issues as well a broader perspective regarding the direction of the University.

Assessment from outside the University:

Other outside organizations which are influential in our assessment include: local and regional chapters of the AIA who count many of our faculty as members and who regularly assess us of our successes and

opportunities; the Alabama Licensing Registration Board; and academic associations, including ACSA, in which faculty are actively involved regionally and nationally. Involvement in association conferences always generates much discussion about what and how we teach and how that compares to other programs.

The Southern Association of Colleges and Schools (SACS) accredits the university every ten years, and faculty and administrators from the Program of Architecture serve on relevant committees; assessment through SACS is general in nature and evaluates the Program, as it exists as a component of the University. Auburn University's next reaffirmation visit is scheduled for 2013.

2. Plans for/Progress in Addressing Conditions Not Met from the Most Recent Visiting Team Report

a. Conditions I.1-I.5 or II.2-II.3

A. 9 Historical Traditions and Global Culture
B. 2 Accessibility
B. 7 Financial Considerations

b. Conditions II.1 (Student Performance Criteria)

None

3. Plans for/Progress in Addressing Causes of Concern from the Most Recent Visiting Team Report

B. 5 Life Safety
B. 6 Comprehensive Design

4. Changes or Planned Changes in the Program

Since 2010, the program has experienced a decline in freshman applications approaching 25%. These declines have translated into smaller cohorts entering the second year (52-55 vs 60). Analysis of the enrollment data suggests that, while non-resident applications remain relatively strong, the largest fall off has been seen in Alabama resident applications. While many factors are likely influencing this decline in enrollment, we believe the largest factor is the lingering negative perceptions regarding the strength of the job market. Beginning with the fall of 2012, the program has begun to actively recruit students; holding four "open house" events in the fall and winter. While gross enrollment continued to decline, the efforts invested in recruiting resulted in a higher percentage of accepted students enrolling for the fall of 2013. We are intensifying our recruiting efforts this fall and winter in hopes of reversing this 4-year trend.

Such as

- Faculty retirement/succession planning
- Administration changes (dean, department chair, provost)
- Changes in enrollment (increases, decreases, new external pressures)
- New opportunities for collaboration
- Changes in financial resources (increases, decreases, external pressures)
- Significant changes in educational approach or philosophy (e.g., new provost = new approach)
- Changes in physical resources (e.g., deferred maintenance, new building, cancelled new building)

5. Summary of Activities in Response to Changes in the NAAB Conditions (NOTE: Only required if *Conditions* have changed since the previous visit)

Not required for 2013.