

**Auburn University  
Program of Architecture**

## **Visiting Team Report**

**B. Arch. (159 undergraduate credit hours)**

The National Architectural Accrediting Board  
16 February 2011

*The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.*

## Table of Contents

<u>Section</u>	<u>Page</u>
I. Summary of Team Findings	
1. Team Comments	
2. Conditions Not Met	
3. Causes of Concern	
4. Progress Since the Previous Site Visit	
II. Compliance with the 2009 Conditions for Accreditation	
1. Institutional Support and Commitment to Continuous Improvement	
2. Educational Outcomes and Curriculum	
III. Appendices:	
1. Program Information -- <i>Architecture Program Report</i> , Part I, Section 1.1	
2. Conditions Met with Distinction	
3. Visiting Team	
IV. The Visiting Team	
V. Confidential Recommendation and Signatures	

**I. Summary of Team Findings**

**1. Team Comments & Visit Summary**

The team thanks the School of Architecture and the College of Architecture, Design and Construction for their hospitality, cooperation and interaction provided by the college's administration, faculty, staff and students.

The uniqueness of the program is evidenced by the opportunity for students to experience many options, including the Rural Studio in Newbern Alabama, the Urban Studio in Birmingham Alabama, and the overseas studios in Rome and Istanbul. In particular, the social interaction of these experiences has led to the saying: "Proceed and be Bold," a strong indication of students' aspiration to make a difference.

It is evident that students are engaged. Studio assignments appear to be challenging, requiring a great deal of critical thinking and research skills, all basic requirements for future leaders. We also observed a strong work ethic in the students. "Super-Thesis" (post-graduate students who remained at the Rural Studio to complete a project) exemplified this ethic, as well as their dedication to their education and to their clients

We were impressed with students, faculty, administration and alumni commitment to the program's success. The Advisory Council, made up of alumni and practitioners, is a dedicated group which brings back real world knowledge to the school.

There was a level of collaboration throughout the learning environment. Students loved their professors and staff, and there appeared to be a collegial environment throughout the school. Faculty commented on the elimination of many of the silos that had previously existed.

Finally, long-range planning is alive and well at Auburn. There is a clear direction and a cohesive team. The recently reorganized curriculum allows the students to have a significantly greater interaction with each other, as they are now all on campus throughout their 2<sup>nd</sup> and 4<sup>th</sup> years. It should be noted that this curriculum change originated with the students themselves.

**2. Conditions Not Met**

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

**3. Causes of Concern**

- B. 5. Life Safety
- B. 6. Comprehensive Design

**4. Progress Since the Previous Site Visit (2005 B. Arch]**

**1998 Condition 11, Professional Degrees and Curriculum:** *The NAAB only accredits professional programs offering the Bachelor of Architecture and the Master of Architecture degrees. The curricular requirements for awarding these degrees must include three components—general studies, professional studies, and electives—which respond to the needs of the institution, the architecture profession, and the students respectively.*

**Previous Team Report (2005):** Currently 28 percent (45 credit hours) of the courses in the architecture curriculum are non-architectural courses, failing to meet the 1998 and 2002 current general studies expectations of the applicable NAAB criteria (noting that the 2004 C+P has not been formally adopted). The architecture curriculum has a total of 159 hours – within the 160-hour maximum stipulated by the University (the School was denied a curriculum of 165 hours at the time of semester conversion). The visiting team feels the program needs to assess its current curriculum with an eye toward creatively restructuring it to address this situation. In doing so, all program constituents – administration, faculty, students and alumni – should be involved in the process.

**2011 Team Assessment:** The Bachelor of Architecture program requires 45 hours of coursework outside of architecture, in general studies and electives with other than architectural content. This total is in compliance with the 2009 Condition, II.2.2 Professional Degrees and Curriculum.

## II. Compliance with the Conditions for Accreditation

### Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

#### Part One (I): Section 1. Identity and Self-Assessment

***1.1.1 History and Mission:*** *The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.*

*The accredited degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.*

*Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.*

#### **[X] The program has fulfilled this requirement for narrative and evidence**

**2011 Team Assessment** The program has provided a narrative as well as evidence throughout the APR of the history and mission of the program and its mutually supportive relationship with the university. Interviews with the provost, associate dean and faculty further reinforced these missions and relationships. Abundant documentary evidence testifies to the ethos of outreach and service-oriented research shared by both the program and the university as a whole. In particular, such programs as the Rural Studio stand out as examples of how the university benefits in multiple ways from the work and reputation of the architecture program. Conversely, the university has described efforts to creatively work with the program in areas such as securing research funding unique to the situation of the program. Separate line item funding for the Rural Studio, as an example, demonstrated how the university and the program acknowledge a mutually beneficial relationship.

The program has also provided evidence of the collaborative relationship it enjoys with other programs within the School of Architecture, as well as with other units within the College of Architecture, Design & Construction. This includes such areas as joint degree programs, shared resources, dedicated student services staff and collaboratively developed policies. The development of a college faculty tenure and promotion policy was a cited example, which was then promoted by the university as a model for other units within the university.

Through the APR narrative and additional discussions with program administrators, faculty and students, the program convincingly demonstrated how the culture and curriculum provides a well-constructed and integrated architectural educational experience for its students, particularly in its recent realignment of the program curriculum.

#### ***1.1.2 Learning Culture and Social Equity:***

- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.*

*Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.*

*Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.*

- *Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

**[X] The program has demonstrated that it provides a positive and respectful learning environment.**

**[X] The program has demonstrated that it provides a culturally rich environment in which in each person is equitably able to learn, teach, and work.**

**2011 Team Assessment** The team found a strong learning culture throughout the school, and in all venues. Students were well aware of the Student Bill of Rights, and were more than comfortable in their studio environment, including issues of security, protection of personal property, and respect for the beliefs of others. Faculty contributes to the positive learning culture through a shared belief in collaboration with other faculty and the administration.

The team was impressed with the significant improvement in attracting minority students, including African-Americans. The hiring of a Director of Multicultural Affairs to develop programs and initiatives in 2006 is already showing marked results, including the ASAP program which reaches out to 9<sup>th</sup> and 10<sup>th</sup> grade students.. For the 2010 fall term, fully 18% of the admitted students were minority, including 8.5% who were African-Americans.

***1.1.3 Response to the Five Perspectives: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.***

- A. Architectural Education and the Academic Community.** That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.<sup>1</sup> In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

**[X] The program is responsive to this perspective.**

**2011 Team Assessment** The team found evidence through visits to each of the Architecture program’s sites—Auburn (main campus), Birmingham (Urban Studio) and New Bern (Rural Studio) that architecture faculty, students and staff make unique contributions to the university

---

<sup>1</sup> See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

through the program's nationally (Urban Studio, Habitat Studio--Auburn) and internationally (Rural Studio) recognized community outreach efforts. The program has also been at the leading edge in advancing several university-wide strategic initiatives—participation in Study Abroad programs in Rome, Istanbul and Quito, framing of a College-wide Writing Plan for students, as well as creating new tenure and promotion standards for faculty. Additionally, the team found that the College has advanced a well-framed Diversity Plan in further support of the university's strategic goals.

Architecture demonstrates a commitment to holistic, practical and liberal arts based education of architects through providing an integration of classroom and studio teaching across the five-year program, liberal arts coursework included in each year of the curriculum, and encouragement of summer coursework to both increase graduation rates while providing the basis for students to take up unique learning opportunities in the fifth year by completing their general studies courses in the summer as they advance. The program contributes a popular course, ARCH 2600 The Art of Architecture, Place and Culture to the University's general education program, with more than 250 students enrolled each semester. The university looks for additional interactions with the program with others at Auburn.

The team found that students and faculty engage in the development of new knowledge through the project-based Rural and Urban Studios, and the development of interdepartmental programs linking the B.Arch. program with a dual degree offerings in BA in Interior Architecture, B.Arch./MS in Design Build, B.Arch./MS in Community Planning. The Rural Studio has evolved beyond the identity of its noted founder to have expanded further in scope through a new five-year plan, inclusive of well-organized initiatives including minimum cost housing, community parks, and "thinnings," (a research project in forestry management) involving Architecture and other university departments. The Urban Studio provides opportunities for civic engagement in Birmingham through shared efforts with civic, non-profit and architecture and planning professionals in the studio. This is a solid model for community partnerships between the university and the city.

- B. Architectural Education and Students.** That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

**[X]The program is responsive to this perspective.**

**2011 Team Assessment** At the Rural Studio there is a sign that reads "Proceed and Be Bold." The visiting team found this to be a most descriptive phrase and a strong indication of student aspirations to making a difference to society. In the visiting team's meeting with students and student leaders the team was impressed by the student's confidence, leadership ability and their understanding of community and social responsibility. It was abundantly clear that they seem well prepared to live and work and serve as leaders in a global world where diversity, distinctiveness, self-worth and dignity are nurtured and respected. Through their diverse experiences and exposures at the school, they are well poised to make thoughtful, deliberate, informed choices and to develop the habitat of lifelong learning.

- C. Architectural Education and the Regulatory Environment.** That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

**[X] The program is responsive to this perspective.**

**2011 Team Assessment** The program stands out in that all 3rd-year students are enrolled in IDP, funded by the school through funds provided by the Alabama State Board of Architects. In addition, the head of the program serves as the school's IDP coordinator, providing consistent attention to issues of the regulatory environment at a high level. Students also benefit from regular visits by the director of the state Board of Architects, the state IDP coordinator and practitioners on the Architectural Advisory Council, as well as extensive opportunities for exposure to real-world practical experience both in and out of the curriculum.

- D. Architectural Education and the Profession.** That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

**[X] The program is responsive to this perspective.**

**2011 Team Assessment** The program has provided convincing evidence that its students and graduates are prepared with the essential skills necessary to embark upon the profession of architecture. In particular, programs such as the Rural and Urban Studios afford students the opportunities and resources to learn and actively engage in the roles assumed by practicing professionals; this exposure to the needs of real clients and communities pervades the culture of the program as a whole. The team found the ethos of collaboration, both among student teams as well as among faculty, college units and other disciplines, throughout the program. Further, the team noted the high degree of interaction between practicing professionals and the student body, in areas ranging from adjunct faculty in the Urban Studio to active mentorship by practicing alumni.

- E. Architectural Education and the Public Good.** That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

**[X] The program is responsive to this perspective.**

**2011 Team Assessment** The program abundantly demonstrated its mission to prepare its students to make a difference in the greater community. Although most evident in programs such as the Rural and Urban Studios, the team found that this ethos extends beyond these particular studios to encompass the school culture as a whole. Combined with importance of a collaborative culture which emphasizes the importance of varying perspectives and experiences, the program demonstrated an exceptional commitment to instill an imperative for public engagement in its graduates.



***1.1.4 Long-Range Planning:*** *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

**[X] The program's processes meet the standards as set by the NAAB.**

**2011 Team Assessment** The APR included detailed outlines of the long-range planning process at the program, school, and college levels, linked back to its overall mission, culture and response to the five perspectives. The application of the planning goals was evident throughout the program as borne out by interviews on-site and evaluations of the curriculum and student work.

***1.1.5 Self-Assessment Procedures:*** *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
  - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
  - *Individual course evaluations.*
  - *Review and assessment of the focus and pedagogy of the program.*
  - *Institutional self-assessment, as determined by the institution.*

*The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.*

**[X] The program's processes meet the standards as set by the NAAB.**

**2011 Team Assessment** Several procedures for self assessment are in place. There is an annual University Assessment, internal program committees, and input from professional advisory councils, including additional advisory groups for both the Urban and Rural Studios. Assessment also includes an online survey of recent alumni.

Self assessment has led to a recent curriculum restructuring, which is currently being implemented. This restructuring has broad support among faculty and students and is looked upon as a positive improvement.

## PART ONE (I): SECTION 2 – RESOURCES

### I.2.1 Human Resources & Human Resource Development:

- *Faculty & Staff:*
  - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions<sup>2</sup>.*
  - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
  - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
  - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
  - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
  - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

#### **[X] Human Resources (Faculty & Staff) are adequate for the program**

**2011 Team Assessment** The program has demonstrated that there are appropriate human resources to support student learning and achievement. The program staff includes a full-time student advisor dedicated to the architecture program. Of note is the student appreciation of her advice and their accessibility to her staff.

The CADC has appointed a Director of Multi-Cultural Affairs who is dedicated to diversity initiatives. The director focuses on the identification and the recruitment of minority students for the program.

The director of the School of Architecture and the dean of the College both actively work with faculty and the university's provost for long range planning and to procure funding. Faculty development budgets are supplemented through seed-grant funding through the dean's office. The faculty confirms adequate funding for development and particularly cites strong support for junior faculty, as well as guidance through the tenure process.

The student-teacher ratio is appropriate to support student learning.

Please see comments for Condition I.1.3.C for the team's assessment of the IDP Educator Coordinator.

- *Students:*
  - *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*

---

<sup>2</sup> A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

- *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

**[X] Human Resources (Students) are adequate for the program**

**2011 Team Assessment** The team found that Human Resources and Human Resource Development are adequate for the program. Review of Auburn University's Institutional Policies; the College of Architecture, Design and Construction's Diversity Plan, Promotion and Tenure guidelines, and Student Support Services activities demonstrate a high level of support for this area. Visiting lecturers and public exhibitions receive adequate support, and endowments exist for student scholarships, as well as annual competitions supported by prize money. Students are supported for trips to architecture offices and other sites. Support for international study fosters an 80% student participation rate, and with Rural and Urban options, 100% of students are able to take advantage of Field Study opportunities. All student fees for IDP are covered by the program in partnership with the Alabama Board of Architects, and student enrollment in AIAS and NOMA student chapters are subsidized.

**I.2.2 Administrative Structure & Governance:**

- **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

**[X] Administrative Structure is adequate for the program**

**2011 Team Assessment** The administrative structure is outlined in the *APR* and evident in the team's meetings with many individuals at the college, school and program levels, and is well-designed for the operation of the Architecture and the other interrelated programs in the College of Architecture, Design and Construction, and the School of Architecture.

- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance

**[X] Governance opportunities are adequate for the program**

**2011 Team Assessment** Governance opportunities are well-defined as outlined in the *APR*, supporting documents provided by the program, and as described with many individuals in various roles throughout the college, school and program.

**I.2.3 Physical Resources:** *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

**[X] Physical Resources are adequate for the program**

**2011 Team Assessment** Although technically provided, the team noted deficiencies in the condition of the studio spaces at the Rural Studio (Red Barn). In addition to this issue, building repairs to Dudley Hall (Auburn campus) have been deferred for many years. Dudley Hall, a 33-

year old building has a serious maintenance issue in its deteriorating exterior veneer, and funding for this repair has been postponed for the past few years. At this time, there is no known date established for work to commence.

Facilities appear adequate, with the exception of an adequate Student Lounge and the need for additional studio space for new masters programs. Students were unanimous in their opinion that the small snack shop was inadequate as a place for students to gather and hang out.

Accessibility issues within Dudley Hall remain, but on the last day of our visit we were given assurances that these issues would be addressed immediately.

***1.2.4 Financial Resources:*** *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

**[X] Financial Resources are adequate for the program**

***2011 Team Assessment*** The current budget approved by the university appears to be adequate and program head David Hinson has proven to a good steward of these financial resources. In addition the funding from the State of Alabama and Auburn University, the school has access to an increasingly robust endowment fund. This source of funds is being used to recruit and provide scholarships for exceptional students and promising minority candidates.

A new capital campaign is expected to be launched in the near future to further bolster resources available to the department. There is concern for this financial stability due to the prorated reduction of state funding due to budget shortfalls.

***1.2.5 Information Resources:*** *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

*Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.*

**[X] Information Resources are adequate for the program**

***2011 Team Assessment*** The Library of Architecture, Design and Construction (LADC) is housed within the College of Architecture, Design and Construction (CADC) Dudley Commons campus. The head of the library reports to the dean of Auburn University Libraries.

The library has 41,000 volumes, 80 current periodicals, 1,550 student theses, 50 blueprints/floor plans, 500 videos, and 75,000 slides available for faculty and students and online access to the *Avery Index for Architecture Periodicals* and *Art and Architecture Complete*. The library is currently in the process of digitizing their slide collection and currently has approximately 5,000 slides available for student and faculty use via their website. Additionally, the library houses a large format scanner, computers for student use and televisions for viewing films in the library's video collection.

The library is a member of the Southeastern Library Network (SOLINET) as well as the Network of Alabama Academic Libraries. Items requested through inter-library loan are delivered to the LADC for pick up or delivery directly to faculty offices. Students participating in the rural or urban studios come to campus to check out materials.

In the 2009/10 academic year no funds were available for firm ordered and limited funding for approval orders and journal cancellation in the amount of \$600 were available. While the journal cancellations are permanent the book budget has not been restored, though the reduction was meant to be temporary. Funding levels have been restored for the 2010-2011 year.

**PART I: SECTION 3 –REPORTS**

**1.3.1 Statistical Reports<sup>3</sup>.** Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- Program student characteristics.
  - Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).
    - Demographics compared to those recorded at the time of the previous visit.
    - Demographics compared to those of the student population for the institution overall.
  - Qualifications of students admitted in the fiscal year prior to the visit.
    - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
  - Time to graduation.
    - Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.
    - Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.
- Program faculty characteristics
  - Demographics (race/ethnicity & gender) for all full-time instructional faculty.
    - Demographics compared to those recorded at the time of the previous visit.
    - Demographics compared to those of the full-time instructional faculty at the institution overall.
  - Number of faculty promoted each year since last visit.
    - Compare to number of faculty promoted each year across the institution during the same period.
  - Number of faculty receiving tenure each year since last visit.
    - Compare to number of faculty receiving tenure at the institution during the same period.
  - Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.

**[X] Statistical reports were provided and provide the appropriate information**

**2011 Team Assessment** The program provided the required statistical reports. Further interviews with and materials provided by the program administrators and the director of multi-cultural affairs provided additional information on student and faculty demographics.

**1.3.2. Annual Reports:** The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports

---

<sup>3</sup> In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

*transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.*

**[X] Annual Reports and NAAB Responses were provided and provide the appropriate information**

**2011 Team Assessment** The program provided the required Annual Reports and NAAB Responses for 2006 and 2007 (as well as the Annual Reports for 2008 and 2009).

**I.3.3 Faculty Credentials:** *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.*

*In addition, the program must provide evidence through a faculty exhibit<sup>4</sup> that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.*

**[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.**

**2011 Team Assessment** The team found faculty credentials were appropriate to promote student achievement. In addition to fulltime tenured and tenure track appointments at the Auburn campus and at the Rural and Urban Studios off campus, visiting and adjunct appointments as well as visiting critics and consultants add additional strengths to the program.

---

<sup>4</sup> The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

**PART ONE (I): SECTION 4 – POLICY REVIEW**

*The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.*

**[X] The policy documents in the team room met the requirements of Appendix 3**

**2011 Team Assessment** The team found evidence of policy documents in the team room which met the requirements of policy review including the program's search committee policy, part-time/visiting faculty salary policy, sabbatical policy, guidelines for promotion and tenure, and administrator step-down policy.



## PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

### PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

**II.1.1 Student Performance Criteria:** The SPC are organized into realms to more easily understand the relationships between individual criteria.

#### **Realm A: Critical Thinking and Representation:**

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Recognizing the assessment of evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

#### **A.1. Communication Skills: *Ability to read, write, speak and listen effectively.***

**[X] Met**

**2011 Team Assessment** The team found evidence that students are achieving at the level of ability for Communication Skills. The team noted specifically work completed for ARCH 2110/3220/3120-the Architectural History sequence, and ARCH 5010/5020-Studio 7/Thesis Studio. The team noted that the program has undertaken measures since the last visit to address student writing skills through a revised architectural history curriculum and a Student Writing Award, resulting in improved written communication ability.

Through visits with the students, we confirmed their ability to speak and listen effectively

#### **A. 2. Design Thinking Skills: *Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.***

**[X] Met**

**2011 Team Assessment** ARCH 4010 Studio 5, ARCH 4020 Studio 6, ARCH 5010 Studio 5 and ARCH 5120 Studio 8 indicate ability to address these issues through various means, including analogous drawings, drawings of bodies/buildings, interpretive conceptual models, and precedent analysis. Students engage in comparing their work relative to noted and routine comparisons. Students in ARCH 5010 and 5020 achieve this standard in different ways in the Urban Studio, Rural Studio and Auburn Studio options.

#### **A. 3. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.***

**[X] Met**

**2011 Team Assessment** The team found evidence in a variety of program's studios which demonstrated the student's ability to utilize appropriate representational media including traditional graphic skills and hand drawing, and digital technology skills which were utilized to convey essential formal elements throughout the design process. Studios where the team found evidence of this criterion included: ARCH 2010/2020, ARCH 3010/3020, ARCH 4010/4020 and ARCH 5010/5020.

**A.4. Technical Documentation: *Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.***

[X] Met

**2011 Team Assessment** A review of Studio 3010/3020 illustrates a basic ability in technical documentation, with positive results relative to clear technical drawings and strong understanding of the building assembly and major systems. In Studio 4010/4020 work examples, students exhibited a general ability to develop outline specs. The ability for the students to produce clear technical drawings and complex modeling of building systems is apparent. Outline specifications included in the project "sketch" books for the 4010/4020 (Chicago Hospital) project range from well researched product listings, to a simple copy of the CSI format.

**A.5. Investigative Skills: *Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.***

[X] Met

**2011 Team Assessment** ARCH 4010/4020-Studio 5 & 6, and ARCH 5010/5020-Studio 7 & 8, indicate ability to address these issues through various means—precedent research, interviews, interaction with clients and specialists, development of alternative design solutions at varied levels of detail in several media—hand and computer drawings, painting, sculptures, models, reports, notes and sketches-in-progress. In ARCH 5010/5020 this standard is achieved in different ways in the Urban Studio, Rural Studio and Auburn Studio options, fulfilling one of the special aspects of Auburn's mission at this level of design studio.

**A. 6. Fundamental Design Skills: *Ability to effectively use basic architectural and environmental principles in design.***

[X] Met

**2011 Team Assessment** The team found evidence that students are achieving at the level of ability for Fundamental Design Skills. The team noted specifically work completed for ARCH 2010/2020-Studio 1 & 2, and ARCH 4010/4020 - Studio 5 & 6.

**A. 7. Use of Precedents: *Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.***

[X] Met

**2011 Team Assessment** The team found evidence of student's ability to utilize precedents in their projects in ARCH 2010/2020, ARCH 2210, and ARCH 4020.

- A. 8. **Ordering Systems Skills: *Understanding* of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.**

[X] Met

**2011 Team Assessment** In the ARCH 1010/1020 courses there is strong evidence of understanding of ordering concepts. Student work includes a broad range of physical examples exhibited in the model form. In course ARCH 4010/4020, the higher pass schemes exhibit very complex structural and ordering systems. Low pass schemes also indicate an understanding of ordering skills and concepts.

- A. 9. **Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.**

[X] Not Met

**2011 Team Assessment** The team did not find sufficient evidence in student coursework of achieving the level of understanding for Global Culture. Although coursework for the ARCH 2110- Architectural History I - demonstrated understanding of Western historical traditions in architecture, landscape and urban design, student work in this course did not demonstrate sufficient understanding of non-western historical traditions or global culture.

The team notes that the program is undertaking changes in the curriculum for architectural history and the ARCH 3010/3020 studio sequence that intend to positively address non-western and global culture and traditions. Specifically, the team learned in its meeting with faculty that there are initiatives underway to introduce a four (4) week module on global architectural history within History of Architecture coursework, which is planned to be expanded to an eight (8) week module next year.

- A. 10. **Cultural Diversity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.**

[X] Met

**2011 Team Assessment** In many ways, the Rural Studio has imbued an understanding of and sensitivity to cultural diversity throughout the school of architecture and the CADC. In addition, the Urban Studio and the studio projects taken on the main campus involve students in urban outreach programs. At the Rural Studio, students are directly involved with their clients—generally those below the poverty line—to implement projects that serve the local community. At the Urban Studio, students work directly with community groups and governmental agencies.

- A.11. **Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.**

[X] Met

**2011 Team Assessment** The program places great emphasis on applied research. The team found evidence of understanding and ability in projects such as the Habitat House in ARCH 3010, the Rural and Urban Studio and ARCH 4010/4020. Students routinely gather and synthesize data as part of the design process in their studios and apply the knowledge gained from their research in their projects.

**Realm A. General Team Commentary:** The student work illustrates emphasis on design skills with an ability to synthesize information gathered through investigative research, use of precedents, and understanding of ordering systems. The student work displays a strong ability to visually communicate ideas. In meetings with students, the team observed confidence in verbal communication skills as well. Applied research further strengthens the student's technical understanding of building assemblies. The team found that all conditions of Realm A are met, with the exception of Historical Traditions and Global Culture. Although not met at the time of the visit, the team was presented with evidence that the program has plans in place to address this issue within the coming year.

**Realm B: Integrated Building Practices, Technical Skills and Knowledge:** Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

**B. 1. Pre-Design: *Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.***

[X] Met

**2011 Team Assessment** Work in course ARCH 5990 and ARCH 4010 exhibits the ability to prepare a comprehensive program. Arch 4010 includes review of relevant laws and standards of assessment, as well an analysis of site conditions.

**B. 2. Accessibility: *Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.***

[X] Not Met

**2011 Team Assessment** While the team found some evidence of the application of specific accessibility guidelines in the comprehensive design studio ARCH 4010/4020, it was unable to find examples of the consistent application of site and building accessibility principles and requirements in other studio and course work.

- B. 3. Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.**

[X] Met

**2011 Team Assessment** The team found evidence that students are achieving at the level of ability for Sustainability. The team noted specifically work completed for ARCH 4010/4020 Studio 5/6, ARCH 2210 Energy Conscious Design and ARCH 2220 Environmental Controls II.

- B. 4. Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.**

[X] Met

**2011 Team Assessment** Ability was evident in student work from ARCH 2020 Studio IV, ARCH 4010 and ARCH 4020 with consistent application of site design issues in student design projects through interrelation of site and building elements.

- B. 5. Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.**

[X] Met

**2011 Team Assessment** While the team found evidence of the application of life-safety systems in the comprehensive design studio ARCH 4010/4020, it includes this SPC as a **Cause for Concern** because of the paucity of evidence in other relevant coursework indicating a sufficiently broad understanding of life safety principles and requirements.

- B. 6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:**

**A.2. Design Thinking Skills**

**B.2. Accessibility**

**A.4. Technical Documentation**

**B.3. Sustainability**

**A.5. Investigative Skills**

**B.4. Site Design**

**A.8. Ordering Systems**

**B.5. Life Safety**

**A.9. Historical Traditions and  
Global Culture**

**B.8. Environmental Systems**

**B.9. Structural Systems**

[X] Met

**2011 Team Assessment** ARCH 4010/4020, The Comprehensive Studio project was challenging for students in both size and complexity. Students demonstrated the ability to integrate the elements of a comprehensive project. We have listed this SPC as a **Cause for Concern** because the students could have done a better job of integrating B2-Accessibility and B5- Life Safety if they had been better prepared in the individual abilities of those SPC's.

- B. 7 Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.**

**[X] Not Met**

**2011 Team Assessment** While the team found the requirement for financial analysis in the course requirements in one studio\*, it was unable to find any consistent evidence of student application of this understanding, and no evidence in course or studio work of the understanding of life-cycle cost accounting.

\*In the 3<sup>rd</sup> year option at the Rural Studio, there is an acute awareness of projects' costs in such projects as the "\$20K house." However, this studio option is not available to all students.

- B. 8. Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics, including the use of appropriate performance assessment tools.**

**[X] Met**

**2011 Team Assessment** The team found evidence of understanding the principals of environmental systems including active and passive heating and cooling, solar orientation, and day lighting utilizing appropriate performance assessment tools for analysis in ARCH 2210 and ARCH 2220.

- B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.**

**[X] Met**

**2011 Team Assessment** BSCI 2400 shows basic student understanding of structural concepts. BSCI 3400 work illustrates understanding of steel and wood frame criteria. BSCI 3450 work illustrates understanding of relatively complex concrete design, lateral forces, etc.

- B. 10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.**

**[X] Met**

**2011 Team Assessment** The team found evidence that students are achieving at the level of understanding for Building Envelope Systems. The team noted specifically work completed for ARCH 3320 Methods & Materials I, ARCH 4320 Methods & Materials II and ARCH 4010/4020 Studio 5/6. In the Materials and Methods courses, student work extended beyond use of traditional materials and provided opportunities to utilize recycled materials in creative ways, with clear understanding of fundamental building envelope performance.

- B. 11. Building Service Systems Integration: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems**

[X] Met

**2011 Team Assessment** Understanding was evident in ARCH 2220 Environmental Controls and ARCH 3320 Materials and Methods I, in quizzes and case studies. Elements were also included in ARCH 4010/4020 Studio 5 and 6.

- B. 12. Building Materials and Assemblies Integration: *Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.***

[X] Met

**2011 Team Assessment** Materials and methods courses clearly demonstrate an understanding of the basic principles of construction assemblies. Course work illustrates a study of an extensive number of materials, both modern and ancient uses. Also, durability, cost, work-ability, sustainability and future potential were evaluated

**Realm B. General Team Commentary.** The team found that SPC within Realm B was met with the exceptions of two performance criteria; B2 Accessibility and B7 Financial Considerations. There were also two causes for concern noted by the team; B5 Life Safety and B6 Comprehensive Design. The team was impressed with the students' overall efforts to integrate the various performance criteria in their studio work. Lack of documentation in the team room inhibited the team's ability to confirm the students' understanding of the two student performance criteria noted above.

**Realm C: Leadership and Practice:**

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

- C. 1. Collaboration: *Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.***

[X] Met

**2011 Team Assessment** The team found evidence of collaboration in a variety of the program's studios including ARCH 1010/1020, ARCH 3010/3020 and ARCH 5010/5020. The program places a strong emphasis on collaboration between students on projects beginning in the first studio and this emphasis remains evident throughout the program, particularly in the off campus teams at the Rural and Urban Studios some of the team visited. Multi-disciplinary collaboration in the ARCH 3010/3020 Studio was undertaken with the Design-Build Master's Program and Interior Architecture

- C. 2. Human Behavior: *Understanding of the relationship between human behavior, the natural environment and the design of the built environment.***

[X] Met

**2011 Team Assessment** SPC is met and demonstrated through work in numerous courses, including ARCH 3010/3020.

- C. 3 Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.**

**[X] Met**

**2011 Team Assessment** This condition is met and clearly demonstrated for all student levels. An exceptional level of understanding of the client's role has been exhibited at the urban and rural studios where the students have had direct client interaction.

- C. 4. Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods**

**[X] Met**

**2011 Team Assessment** The team found evidence that students are achieving at the level of understanding for Project Management. The team noted specifically work completed for ARCH 4500 Professional Practice.

- C. 5. Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.**

**[X] Met**

**2011 Team Assessment** Professional Practice 4500 provides, through lectures, reading assignments and a case study of a real architectural firm, students with an understanding of how firms operate, including the issues of financial management. Through lectures, reading and exam, students develop an understanding of risk management, mediation and arbitration.

- C. 6. Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.**

**[X] Met**

**2011 Team Assessment** Beginning in the first year and continuing throughout the program, emphasis is placed upon the students learning to work together collaboratively in the building design and in the construction process. This is evident in the studios, beginning in ARCH 1010 and continuing through the thesis projects, particularly those of the Urban and Rural Studios.

- C. 7. Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.**



[X] Met

**2011 Team Assessment** The team found evidence that students are achieving at the level of understanding for Legal Responsibilities. The team noted specifically work completed for ARCH 4500 Professional Practice and ARCH 4010 Studio 5.

- C. 8.           **Ethics and Professional Judgment: *Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.***

[X] Met

**2011 Team Assessment** Professional Practice 4500 provides, through lectures, reading assignments and an exam, students with the basic theories of ethics and professional judgment.

- C. 9.           **Community and Social Responsibility: *Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.***

[X] Met

**2011 Team Assessment** The history and mission of the architecture program, with its Rural and Urban studios places a great deal of emphasis on community and social responsibility, in fact it is one of the defining characteristics of the program. During the team's meeting with the students many expressed their belief in the importance of the architect's responsibility to improve the quality of life for the public. The outreach studios, both on and off campus, particularly demonstrate this commitment. This understanding is first introduced in ARCH 1010 and further developed in ARCH 3010/3020 and ARCH 4500.

**Realm C. General Team Commentary:** The team found that Realm C: Leadership and Practice is adequately met, with superior achievement in some areas, as noted in Appendix 2: Conditions Met with Distinction. The program's culture of outreach and practical application of knowledge learned in the classroom has led it to take advantage of unique opportunities to interact with professionals, clients and the public in various points in the curriculum. These have given students hands-on opportunities to learn and experience key aspects of leadership and professional practice that provide essential supplements to knowledge simply covered in the classroom.

## **PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK**

**II.2.1 Regional Accreditation:** *The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).*

**[X] Met**

**2011 Team Assessment** The team found verification that Auburn University has received accreditation by the Southern Association of Colleges and Schools (SACS) in the VTR in the form of a letter to the school from the SACS.

**II.2.2 Professional Degrees and Curriculum:** *The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

**[X] Met**

**2011 Team Assessment** As documented in the APR and confirmed in the visit, Auburn's Bachelor of Architecture program includes professional studies, general studies and electives. The program provides curriculum outlines to students, including alternative outlines clarifying program options for students.

### **II.2.3 Curriculum Review and Development**

*The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.*

**[X] Met**

**2011 Team Assessment** As documented in the APR and described in detail in Visiting Team meetings with the Advisory Council, the Program Head, Chairs, coordinators, students and the Student Services Advisement area, in recent years the program undertook an extensive program review that has led to a broad revision of the curriculum. The resulting curriculum plan now in place has created common year experiences at 2<sup>nd</sup> and 4<sup>th</sup> year levels, and options years in 3<sup>rd</sup> year for international studies and the Rural Studio, as well as 5<sup>th</sup> year Urban, Rural and Auburn thesis options. Coordination between studios and required architecture coursework at the 2<sup>nd</sup> and 4<sup>th</sup> years is supported by consistent student advisement by Student Services staff, contributing to widespread student preparedness to advance in the both the integrated and options portions of the program, which is essential for the integration of knowledge sought.

Many Advisory Council members (composed of Auburn architecture alumni and other practicing architects) also periodically serve as visiting critics, while adjunct faculty provide continuing input in advisory and teaching capacities.

**PART TWO (II) : SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION**

*Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.*

*In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.*

**[X] Met**

**2011 Team Assessment** The team found the program met the requirements of evaluation of preparatory/pre-professional education.

**PART TWO (II): SECTION 4 – PUBLIC INFORMATION**

**II.4.1 Statement on NAAB-Accredited Degrees**

*In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.*

**[X] Met**

**2011 Team Assessment** The team found the statement on NAAB-Accredited Degrees located on the program's website.

**II.4.2 Access to NAAB Conditions and Procedures**

*In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:*

*The 2009 NAAB Conditions for Accreditation*

*The NAAB Procedures for Accreditation (edition currently in effect)*

**[X] Met**

**2011 Team Assessment** The team found a link to the 2009 NAAB Conditions for Accreditation on the program's website.

**II.4.3 Access to Career Development Information**

*In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:*

*[www.ARCHCareers.org](http://www.ARCHCareers.org)*

*The NCARB Handbook for Interns and Architects*

*Toward an Evolution of Studio Culture*

*The Emerging Professional's Companion*

*[www.NCARB.org](http://www.NCARB.org)*

*[www.aia.org](http://www.aia.org)*

*[www.aia.org](http://www.aia.org)*

*[www.acsa-arch.org](http://www.acsa-arch.org)*

**[X] Met**

**2011 Team Assessment** The team found links to the career development sites noted above on the school's website.

**II.4.4 Public Access to APRs and VTRs**

*In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:*

*All Annual Reports, including the narrative*

*All NAAB responses to the Annual Report*

*The final decision letter from the NAAB*

*The most recent APR*

*The final edition of the most recent Visiting Team Report, including attachments and addenda*

*These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.*

**[X] Met**

**2011 Team Assessment** The team found links to the final decision letter from the NAAB, the most recent APR, the annual reports, including the narrative, NAAB responses to the Annual Report and the final addition of the Visiting Team Report available to the public on the program's website.

#### **II.4.5 ARE Pass Rates**

*Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.*

**[X] Met**

**2011 Team Assessment** The team found a link to the ARE pass rates on the program's website.

**III. Appendices:**

**1. Program Information**

[Taken from the Architecture Program Report, responses to Part One: Section 1 Identity and Self-Assessment]

**A. History and Mission of the Institution**

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 of 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 over 40,000 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 land grant 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 1,176 for an 18:1 student to faculty ratio university-wide. 94% 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 3,519.

In 2010 student enrollment at Auburn University was 24,602 (19,926 undergraduate, 3,689 graduate). Of the students enrolled, 62% are from Alabama, 34% from other states, and 4% from foreign countries. Women make up more than 49% of the total enrollment, while ethnic minorities make up 13.5% of the total enrollment. A semester tuition fee of \$3,486 is charged to in-state students, compared to \$9,726 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.

## **B. History and Mission of the Program**

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. The School of Architecture is made up of programs in architecture, interior architecture, landscape architecture and community planning.

In 1977 the Program established a 9-week Study Abroad Program that has most frequently been conducted in Western Europe. 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 2000 Daniel Bennett FAIA was appointed Dean of the College having served as Dean of the School of Architecture at the University of Arkansas for ten years. 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 was appointed Head of the School of Architecture in the fall of 2007. Currently, Behzad Nakhjavan is the Program Chair of Architecture while Rusty Smith serves as the Associate Program Chair. Christian Dagg serves as the Chair of the Interior Architecture Program, Rod Barnett is the Chair of the Landscape Architecture Program, and John Pitarri is the Chair of the Community Planning 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).

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 School of Building Science and Department Industrial Design 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 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 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 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 to 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.

### **C. 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 21<sup>st</sup> 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

See also: Objectives & Actions – Program of Architecture

#### **D. 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 three years ago 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-graduate 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 concurrent with the "Pig Roast" graduation ceremony. 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 two undergraduate programs (Architecture and Interior Architecture), and three graduate programs (Landscape Architecture, Community Planning, and Design-Build) within the School of Architecture 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, both 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 Design Build Program 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. Conditions Met with Distinction**

- I.2.2 Administrative Structure and Governance
- II.2.3 Curriculum Review and Development
- C.1 Collaboration
- C.6 Leadership
- C.9 Community & Social Responsibilities

### 3. The Visiting Team

Team Chair, Representing the NCARB  
Daniel Redstone, FAIA, NCARB  
President, Redstone Architects, Inc.  
2709 S. Telegraph Road  
Bloomfield Hills, MI 48302-1008  
(248) 418-0990  
(248) 418-0999 fax  
(248) 320-3355 mobile  
[dan@redstonearchitects.com](mailto:dan@redstonearchitects.com)

Non-voting member  
Lee Ann Gamble, AIA, LEED® AP  
Principal  
Gamble & Gamble Architects  
935 Myrtle Street, NE  
Atlanta, GA 30309  
(404) 875-7731  
(404) 875-9266 fax  
[lgamble@gg-architects.com](mailto:lgamble@gg-architects.com)

Representing the ACSA

Stephen White  
Dean and Professor of Architecture  
Roger Williams University  
School of Architecture, Art & Historic Preservation  
One Old Ferry Road  
Bristol, RI 02809  
(401) 254-3681  
(401) 251-3565 fax  
[swhite@rwu.edu](mailto:swhite@rwu.edu)

Representing the AIAS  
Tracie J. Reed  
214 Brackett Street  
Portland, ME 04102  
(207) 409-0459  
[traciejeanreed@gmail.com](mailto:traciejeanreed@gmail.com)

Non-voting member  
Russ Hale, AIA  
Hoar Construction  
Two Metroplex Drive  
Suite 400  
Birmingham, AL 35209  
(205) 423-2244  
[rhale@hoarllc.com](mailto:rhale@hoarllc.com)

Representing the AIA  
John K. Edwards, Assoc., AIA, LEED® AP  
Bonstra/Haresign Architects  
1710 Connecticut Avenue, NW  
Suite 400  
Washington, DC 20009  
(202) 588-9373 ext. 16  
(202) 588-8122 fax  
[jedwards@bonstra.com](mailto:jedwards@bonstra.com)

**IV. Report Signatures**

**Respectfully Submitted,**

---

**Daniel Redstone, FAIA**  
Team Chair

**Representing the NCARB**

---

**Stephen White**  
Team member

**Representing the ACSA**

---

**Tracie J. Reed**  
Team member

**Representing the AIAS**

---

**John K. Edwards, Assoc., AIA, LEED® AP**  
Team member

**Representing the AIA**

---

**Lee Ann Gamble, AIA, LEED® AP**  
Non-voting member

---

**Russ Hale, AIA**  
Non-voting member