Auburn University
Program of Architecture

Architecture Program Report for 2011 NAAB Visit for Continuing Accreditation

Bachelor of Architecture 159 credits

Year of the Previous Visit: [2005]
Current Term of Accreditation:

At the July 2005 meeting of the National Accrediting Board (NAAB), the board reviewed the *Visiting Team Report* for the Auburn University College of Architecture, Design and Construction. As a result, the professional architecture program:

Bachelor of Architecture 5 years

was formally granted a six-year term of accreditation. The accreditation term is effective January 1, 2005. The program is scheduled for its next accreditation visit in 2011.

Auburn University

Submitted to: The National Architectural Accrediting Board
Date: September 07, 2010

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Auburn University

Table of Contents

Section		Page
Part One.	Institutional Support and Commitment to Continuous Improvement	01
1.	Identify & Self Assessment	01
	1. History Mission	01
	2. Learning Culture and Social Equity	05
	3. Responses to the Five Perspectives	12
	4. Long Range Planning	17
	5. Program Self Assessment	26
2.	Resources	29
	1. Human Resources and Human Resource Development	29
	2. Administrative Structure and Governance	40
	3. Physical Resources	43
	4. Financial Resources	47
	5. Information Resources	51
3.	Institutional Characteristics	54
	1. Statistical Reports	54
	2. Annual Reports	57
	3. Faculty Credentials	58
4.	Policy Review	58
Part Two.	Educational Outcomes and Curriculum	60
1.	Student Performance Criteria	60
2.	Curricular Framework	62
	1. Regional Accreditation	62
	2. Professional Degrees and Curriculum	63
	3. Curriculum Review and Development	69
3.	Evaluation of Preparatory/Pre-professional Education	70
4.	Public Information	
	1. Statement on NAAB-Accredited Degrees	71
	2. Access to NAAB Conditions and Procedures	71
	3. Access to Career Development Information	71
	4. Public Access to APRs and VTRs	71
	5. ARE Pass Rates	71
Part Three.	Progress Since Last Site Visit	73
1.	Summary of Responses to the Team Findings	73
	a. Responses to Conditions Not Met	73
	b. Responses to Causes of Concern	73
2.	Summary of Responses to Changes in the NAAB Conditions	75

Auburn University

Part Four.	Supplemental Information	78
1.	Course Descriptions	Appendix 01 – Page 78
2.	Faculty Resumes	Appendix 02 – Page 122
3.	Teaching Assignments	Appendix 03 – Page 154
4.	Matrix of Faculty Credentials	Appendix 04 – Page 156
5.	Annual Reports	Appendix 05 – Page 158
6.	Visiting Team Report [insert year of report] (VTR)	Appendix 06 – Page 160
7.	Response to the Offsite Questionnaire	Appendix 07 – Page 162
7.	Catalog (or URL)	78

Auburn University

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Auburn University

Part One (I). Institutional Support and Commitment to Continuous Improvement

I.1. Identity & Self Assessment

I.1.1. History Mission

Auburn University is located in the east central section of the state of Alabama, in the city of Auburn. Surrounded by farms and woodland, the 1,841-acre campus with its 427 buildings (206 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

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

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

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

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

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

In 1930, the programs of Landscape Architecture and Interior Design were established within the Department of Architecture. The landscape Architecture program was discontinued in 1952 and was re-established in 1974. In 1999 the Bachelor of Landscape Architecture program became a three-year professional master’s degree program and was fully integrated

Auburn University

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

Auburn University

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

Auburn University

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.

I.1.2. Learning Culture and Social Equity

In 2003 the Program of Architecture began a long-term, student-led initiative to explore issues of "studio culture." Consisting of a series of round table debates, town hall meetings, and robust online discussions utilizing early social media resources that continued for almost two years, the students and faculty ultimately developed and ratified a simple set of "Students Bill of Rights" that outlines the civic and civil relationship that exists between faculty, staff and students in the School of Architecture. While the sum of the "Students Bill of Rights" are outlined below, the entirely of the online discourse may be found online at http://www.wikifish.org. Students and faculty alike may also find a link to the Bill of Rights on the School website at: http://www.cadc.auburn.edu/arch/degrees_prog/arch_prog/

Students Bill of Rights: Premise
The Design Studio is a rare academic environment. In studio, one develops ideas, projects, and self by way of experimentation, collaboration, and expression. The Design Studio embodies a fragile balance between many personal spheres that overlap to create a series of dynamic relationships. It is only when equal respect is paid to all that the Studio environment can operate to its full potential. Without this balance, this equality and respect, the Studio environment can become unhealthy.

The right to have personal property respected.
When one's work and property is not respected, the environment of the Studio suffers. No relationship can be founded on mistrust. Since the activity of Studio is about forming relationships, growth stops in Studio when trustful relationships cease.

The right to have an environment where all ideas and beliefs are respected.
Whether one agrees or disagrees with another's belief, the Studio is a place that guarantees the right to express that belief without persecution, so long as it (the belief or idea) is respectful to others beliefs.

The right to obtain knowledge from courses and experiences outside of studio.
It should be recognized that courses outside of studio (such as seminars, lectures, and off campus experiences) offer unique and valuable opportunities for learning, growth, and experience. The more experiences and knowledge one gains outside of Studio directly affects the Studio environment by way of allowing more connections

Auburn University

to be made, and thus enriching the Architecture Program as a whole. Within the context of the learning objectives of a course or assignment, we have the right to establish our own research agendas, and expect full faculty support.

The right to a healthy environment.
A healthy studio environment that is orderly, safe, and free from toxins (whether physical, social or cultural) is crucial to the development of a studio space. Just as our bodies function better while healthy, a Design studio functions better while healthy.

The School of Architecture continues to hold town hall meetings with the students on a regular basis. Significant initiatives that have stemmed from these meetings (beyond the development of the Students Bill of Rights) have included a revamping of evaluation and grading procedures, and most recently a complete realignment of the Program curriculum. In addition, these open discussions have led to the development of more clearly defined and streamlined procedures for resolving grievances related to harassment, discrimination, and academic review and integrity. Per University policy, cases of harassment or discrimination are referred to the Office of Affirmative Action/Equal Employment Opportunity (AA/EEO). Working with program administration, the Office of AA/EEO will first attempt to resolve the complaint on an informal basis by agreement of the complaining party and the accused. If this is not possible, a more formal proceeding will be initiated. A complete description of these procedures can be found on page 36 of the *Tiger Cub Student Handbook*. Issues of academic integrity and academic grievance are referred to the Program's Academic Review Committee. If the issues cannot be reconciled internally, then the cases of academic honesty will be referred to the University Academic Honesty Committee per university guidelines. A complete description of these procedures may also be found on page 29 in the *Tiger Cub Student Handbook.* Per university guidelines, unresolved cases concerning academic grievances are referred to the University Academic Review Committee. For a complete description of these procedures see page 37 of the *Tiger Cub Student Handbook.* An online version of the student handbook may be found at:
http://www.auburn.edu/tigercub/handbook.html.

Diversity
Diversity at Auburn University encompasses the whole of human experience and includes such human qualities as race, gender, ethnicity, physical ability, nationality, age, religion, sexual orientation, economic status and veteran status. These and other socially and historically important attributes reflect the complexity of our increasingly diverse student body, local community and national population.

Auburn University recognizes and values the considerable educational benefits emanating from diversity as we prepare our students for life and leadership in a multicultural world. Students who interact with and learn about people from a variety of backgrounds are more apt to understand, appreciate and excel in the community they inhabit. In this context, diversity is aligned with Auburn University's land grant mission of providing its students with a superior education in service to the needs of Alabama, the nation and the world.

Led by Carla Jackson Bell, CADC Director of Multicultural Affairs, the Program of Architecture has been an active participant in the development and implementation of the current CADC Strategic Diversity Plan. The CADC Strategic Diversity Plan encompasses the following 4 goals along with their requisite strategies, tactics, and measures. An updated status report on the measures will be made available in the team room.

Goal 1: Foster a total campus environment that respects differences and encourages inclusiveness.

Auburn University

Strategy 1: Create, promote, and encourage a supportive and friendly campus environment that is welcoming for, and attractive to people of all races, ethnicity, nationalities, religions, gender, sexual orientation, and those with disabilities.

Tactic 1: Give recognition awards to faculty and staff for exceptional progress in advancing college climate objectives.
Measure: Document faculty and staff recognition

Tactic 2: Host open forums and workshops to engage faculty and staff in open dialogue, utilizing professional expertise, in order to promote opportunities to increase understanding through formal and informal dialogue and education to confront and eliminate harassment, racism, and discrimination.
Measure: Forums and workshops instituted, Participation tracked.

Tactic 3: Ensure that the CADC continues to be represented on the Diversity Council.
Measure: Representation on the council and attendance at meetings will be documented

Strategy 2: Develop and implement activities and programs designed to increase and enhance undergraduate and graduate students and faculty diversity at all levels of the College, with particular focus on racial, ethnic and gender differences.

Tactic 1: Encourage faculty to submit proposals to external diversity conferences and to the yearly Auburn University Conference on Research Initiative for the Study of Diversity.
Measure: Number of proposals submitted

Tactic 2: Continue to organize the CADC Diversity Committee to carry out diversity activities.
Measure: Committee activities will be tracked

Tactic 3: Generate a database from our professional societies which pinpoint minority professionals.
Measure: Database will be created

Goal 2: Increase the recruitment, retention, and representation of people of color, ethnic minorities, women, people with disabilities, and other underrepresented students, faculty, administrators, and staff at Auburn University to a level that reflects the appropriate relevant pool of availability for the target population.

Strategy 1: Develop and implement activities and programs designed to increase and enhance undergraduate and graduate students and faculty diversity at all levels of the College, with particular focus on racial, ethnic and gender differences. Recruitment of minority and underrepresented undergraduate students.

Tactic 1: Increase number of minority students by 1 percent increase between fall 2009 and fall 2010 and to increase by 1 percent each year thereafter, targeting students with ACT scores of 24 or better and SAT scores of 1100 or better.
Measure: Enrollment will be tracked by ACT/SAT average

Tactic 2: Provide 50% support for CADC PLUS Scholarships for incoming minority students.
Measure: Document number of additional CADC PLUS Scholarships awarded.

Auburn University

Tactic 3: Establish internal scholarships, and identify external minority scholarship opportunities for minority and female incoming and existing undergraduate and graduate students.
Measure: Scholarships will be established and list of opportunities created and disseminated

Tactic 4: Survey students from underrepresented groups that are admitted but do not enroll to better understand why they did not enroll.
Measure: Report on student responses compiled

Tactic 5: Increase female enrollment for the School of Building Science through aggressive recruitment and development of scholarships.
Measure: Enrollment will be tracked and scholarships established

Tactic 6: Visit high schools and magnet schools in the Alabama, Georgia, and Tennessee area to recruit minority students, especially females interested in Building Science.
Measure: High school visitations will be tracked, List of potential students created

Tactic 7: Attend conferences and HBCUs to recruit transfer minority students.
Measure: Generate list of potential students created and track the number admitted and enrolled

Tactic 9: Develop programs to expose middle and high school students to the design fields in an effort to increase the number of minority students applying to design schools and then practicing in the field or teaching in academia.
Measure: Programs will be developed, Participation tracked, Enrollment into will be CADC tracked

Strategy 2: Develop and implement activities and programs designed to increase and enhance undergraduate and graduate students and faculty diversity at all levels of the College, with particular focus on racial, ethnic and gender differences. Retention of minority and underrepresented undergraduate students.

Tactic 1: Track minority students and their progress in the College, with focused attention on African-American students.
Measure: Mechanism for tracking students will be created and utilized, Annual reports will be used to understand successes of students

Tactic 2: Conduct exit interviews of underrepresented groups upon completion of their degrees.
Measure: Report on student responses will be compiled

Tactic 3: Track minority students after graduation and administer an alumni survey for feedback.
Measure: Post-graduation status will be tracked, Survey developed and administered

Tactic 4: Provide assistive funding for the National Organization of Minority Architects and Designers (NOMAD) student chapter to create outreach opportunities and travel to the annual NOMA Conference.
Measure: Funding will be documented

Auburn University

Tactic 5: Continue to implement such programs and fund raising initiatives as the CADC- A.S.A.P.; Summer Enrichment Experience (S.E.E.); CADC Summer Camps; and the Donor Scholarship Initiative.
Measure: Participation in programs will be tracked

Tactic 6: Identify faculty mentors for students participating in NOMAD Design competition.
Measure: Faculty mentors will be identified, Summary of mentorship will be created

Tactic 7: Offer tutoring support for critical academic courses (calculus, physics and structures).
Measure: Tutoring support will be offered, Attendance will be tracked

Tactic 8: Continue the mentoring program for incoming freshmen during the fall semester. Each year, students will have a mandatory panel discussion with NOMAD members, School Heads and Director of Multicultural Affairs to chat about challenges, huddles and expectations in the CADC programs.
Measure: Panel discussion will be held, Mentoring program will be documented

Strategy 3: Recruit, retain and advance minority graduate students.

Tactic 1: Ensure minority students are considered for scholarships and graduate assistantships.
Measure: Documentation of scholarships and graduate assistantships offered will be created

Tactic 2: Develop a College Graduate Opportunities Program to increase the number of minority graduate students in the College and the professoriate.
***Measure*:** Program will be established, Enrollment will be tracked

Tactic 3: Attend conferences and visit HBCUs to recruit students to the graduate school.
Measure: List of potential students will be created, Enrollment will be tracked

Tactic 4: Encourage minority graduate students to participate in the National Organization of Minority Architects and Designers (NOMAD) student organization and other CADC student organizations.
Measure: Participation in student organizations will be tracked

Tactic 5: Encourage graduate students to serve as mentors for minority and other underserved undergraduate students.
Measure: Mentoring will be tracked, Report of program will be compiled

Tactic 6: Encourage and assist faculty to submit grant proposals for extramural support to provide funding for graduate students to support diversity in the College.
Measure: Grants will be submitted and graduate support will be documented

Strategy 4: Recruit, retain and advance minority faculty.

Tactic 1: Conduct exit interviews of staff and faculty when they leave their positions. **Measure:** Report on faculty/staff responses will be compiled

Tactic 2: Develop an available pool of minority faculty and staff candidates.

Auburn University

Measure: Pool of available applicants will be developed

Tactic 3: Use outreach and alumni venues to involve minority professionals in the CADC programs.
Measure: Documentation of minority involvement in CADC programs will be created.

Tactic 4: Develop a grant program that supports minority visiting scholars and adjunct faculty positions.
Measure: Program will be developed, Participation will tracked

Tactic 5: Increase faculty participation in college-wide faculty recruitment efforts.
Measure: Faculty participation will be tracked

Tactic 6: Develop collaborations and partnerships with HBCUs to identify candidates for full-time and part-time faculty positions in the academic units of the College.
Measure: Collaborations and partnerships will be established

Tactic 7: Offer part-time teaching opportunities in CADC for minority practitioners in regional market centers (Atlanta, Columbus, Birmingham, Montgomery, etc.).
Measure: Number of participants will be tracked

Tactic 8: Utilize national and international diversity organizations (e.g., NOMA) as a resource to advertise faculty and administrative position opportunities in the College.
Measure: Means by which organizations are used to promote faculty/administrative positions within the College will be tracked.

Tactic 9: Ensure that a well trained human resources professional is an ex-officio member of all search committees to guide adherence to a diverse search process (i.e., posting in appropriate diversity resources, etc.), or ensure that search committees receive diversity training.
Measure: Documentation of trained Human Resource professionals who serve on search committees will be created, diversity training of search committee members will be tracked.

Tactic 10: Monitor faculty diversity within college and departments by comparing levels of availability each year.
Measure: Faculty report will be updated each year (requested through ODMA)

Goal 3: Develop and implement a comprehensive system of education and training focused on effectively managing and leveraging diversity for students, faculty, and staff.

Strategy 1: Identify and/or develop and implement a comprehensive program of education and training opportunities, made available to faculty and staff and designed to include a review of legal issues, best practices, and research related to recognizing, valuing, and effectively managing differences.

Tactic 1: Increase the number of students participating in UNIV1050-AR1 and CRN 17212 and demonstrate greater academic performance, retention, and multicultural understanding.

Auburn University

Measure: The number of students' participating in a first-year-experience learning cohort program (UNIV1050-AR1) (CRN 17212) and demonstrate greater academic performance, retention, and multicultural understanding will be documented

Tactic 2: Establish a summer design studio for NOMA Student Design Competition.
Measure: Design studio will be established

Tactic 3: Have all supervisors in the College attend Just Be FAIR training conducted by Human Resources, and extend it to all faculty and staff in the College.
Measure: Training participation will be tracked

Tactic 4: Encourage faculty to include multicultural perspectives and understandings in the CADC core curriculum, especially in design studios and other relevant courses. Submit grant proposals to support this effort.
Measure: Course data will be collected

Strategy 2: Review the core curriculum and develop a comprehensive plan to provide a common, connected, and cohesive experience for all students designed to improve academic performance, retention and multicultural understanding.

Tactic 1: Document college-wide courses that incorporate multicultural perspectives.
Measure: Courses will be documented and list disseminated

Goal 4: Build and strengthen partnerships with diverse communities, businesses, and civic and community organizations to support diversity and multiculturalism in the university and in external communities.

Strategy 1: Develop collaborations, partnerships and recruitment programs that are designed to build capacity for extending diversity and multicultural education and related research throughout the College and to the broader community, the construction industry firms, and other Universities or professional offices.

Tactic 1: Invite minority–owned firms to participate in College sponsored job fairs.
Measure: Invitations will be sent out, Participation will be tracked

Tactic 2: Develop a special lecture program with presenters from minority groups in CADC disciplines. The lecture program should include additional funding by Tuskegee University and A.S.A.P. and will be accessible to the broader community, location firms, and other Colleges and Universities.
Measure: Lecture program will be established, Report on presentations and participation will be created

Tactic 3: Continue to collaborate with Tuskegee University through joint academic offerings, lecture series, etc.

Auburn University

I.1.3. Responses to the Five Perspectives

I.1.3.A Architecture Education and the Academic Community

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

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

Since our last accreditation, the University has undergone significant changes in upper administration. Dr. Jay Gogue was appointed President in the summer of 2007 and Mary Ellen Mazey became Provost and Vice President for Academic Affairs in 2009. In light of this we recognize the need to be particularly clear and assertive in demonstrating our value to the University and our need for good faculty, student scholarships and support, physical plant improvements, and resources that can help promote and strengthen faculty research.

Faculty
There are 28 full-time faculty members in the School of Architecture; 22 of this faculty are assigned directly to the Program of Architecture. Only three of these faculty members are in non-tenure track positions. In addition to these full-time positions, five members of the architecture faculty serve in adjunct or part-time positions, and two emeritus professors teach as needed and as available. Three instructional assistants augment the two tenure-track faculty members at the Rural Studio. Seven of the full-time faculty are full professors, and ten are associate professors. All 22 hold terminal professional degrees at the Masters level or higher. In addition to the 13 licensed faculty in the Program, one faculty in the Landscape Architecture program and three faculty in the Department of Building Science are licensed architects. Two of these faculty routinely teach our students in their structures classes. Many of our faculty have received recognition for their teaching, research, service and professional work. (See Part 4.2 for faculty resumes)

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

Auburn University

across campus and is consistently working to promote more interactions with students and faculty outside the School. *ARCH 2600: The Art of Architecture, Place and Culture* is currently offered as a general elective for non-majors and is very well attended with in excess of 250 students enrolled each semester.

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

Space and Equipment
As physical evidence of our philosophical concept of an integrated professional experience, the Program of Architecture shares a building with landscape architecture, interior architecture, and community planning. This 42,372 sq. ft. building supports a total of 521 students in this assortment of programs, providing studios, classrooms, seminar space, and support spaces including two computer labs, workshop and administrative offices (See Part I.2.3 for a further description of our physical resources). Dudley Hall is 33 years old, and is showing the effects of general wear as well as too-long differed maintenance. During our last accreditation visit, both the School of Architecture and the Department of Building Science shared the resources of Dudley Hall. In the Spring of 2007 however, The Gorrie Center was completed adjacent to Dudley Hall becoming home to the newly-formed School of Building Science. This reallocation of space allows for the two schools to continue to work closely together while also providing the School of Architecture much needed expansion space into the fourth floor of Dudley Hall. Modest renovations to the fourth floor space (approximately 12,000 sf) as allowed for additional studio space, lecture and seminar classrooms, a larger instructional computer lab, more robust presentation spaces, and additional faculty offices.

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

The Rural Studio operates from a complex of buildings in the small west-Alabama community of Newbern, AL. Current facilities include a studio space with computer lab and darkroom of approximately 7500 sq. ft. which can accommodate approximately 30 students, a 2000 sq. ft. shop, a variety of storage facilities a fully restored Queen Anne house and grounds which accommodates administrative offices, additional classroom and presentation facilities, a newly constructed commercial kitchen, and can provide housing for approximately 19 students. In addition, the Rural Studio maintains a second renovated house which provides faculty studio space and living accommodations.

I.1.3.B Architectural Education and the Students

The professional program in architecture is built upon the University's core curriculum and fully supports its philosophical principles of shared common learning, coherence and integration. This core curriculum provides our students with a foundation in the liberal arts and social sciences, and seeks to foster the development of analytical skills, the ability to

Auburn University

communicate, and an appreciation for our culture and the world we live in: essential abilities for successful professionals and the basis for lifelong learning and intellectual growth.

The Architectural Program continues this tradition with the creative-problem solving fundamentals of design as the continuity for developing and integrating an understanding of history, theory, the building sciences, technology and a range of methodologies. Students are introduced to a variety of ideas and contemporary issues through the diversity of the faculty, guest critics and lecturers, and are prepared for the professional world through courses in professional practice, contact with practicing professionals, work experience and the fifth-year of directed study in thesis research, programming and design which strives to instill personal initiative, responsibility and professionalism.

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

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

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

I.1.3.C Architectural Education and Registration

The Program of Architecture at Auburn is designed to prepare its graduates to become licensed practicing professionals. The 10 semesters of design studios are predicated on the idea that skill and proficiency in a profession are achieved through repeated exercises of continually increased complexity and scale. Parallel to this development of creative problem solving skills are the courses in technical systems, materials and construction, and structures. Beginning in the fall semester of second year the integration of these courses begins to ensure that the students are held accountable for demonstrating in their designs a level of

Auburn University

understanding consistent with their parallel course work. Codes, regulations and the ADA are conceptually introduced in the second year, while in the third and fourth year presentations by experts, including practitioners and building constructors are included. Historical, human and environmental contexts, especially as they relate to our region, are important components of the curriculum. Studio projects and particularly thesis projects often have focused interest in these issues.

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

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

Students have regular opportunities to meet architects with a diverse range and variety of practice. These architects participate with the Program through adjunct teaching, lectures, juries, guest critiques, office visits, the Architecture Advisory Council, and arguably one of the most robust internship fairs a school could hope for. As noted above, the IDP is introduced each year at the annual visit of the state licensing board and reinforced in the Professional Practice course (ARCH 4500). Student professional organizations are active in the School and serve to introduce students to the networking and support opportunities that these types of organizations will offer throughout their careers.

Year in and year out, our graduates have an excellent record of success in the Architects Registration Exam.

I.1.3.D Architectural Education and the Profession

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

Auburn University

As the profession has increasingly embraced issues of sustainability relative to design of the environment, the Program has worked diligently to integrate the teaching of sustainable practices in the curriculum. The most significant of these integrations has been the redesign of the building technologies sequence of courses (Environmental Controls, Materials and Methods, Structures I) into the formative year of design studio. The coupling of these courses, along with History I and the second year studio have already shown a dramatic elevation in the quality of design work from the sophomore students. Key to the successful integration of these courses has been the institution of collaborative team-based learning along with collaborative, team-based teaching. As our faculty have increasingly embraced this style of teaching and learning, we have been able to deepen our commitment to community-based studios thus exposing our students to the dynamic practice of working with real clients, real sites, real programs, real budgets and real schedules. From the Foundation Studio's BEST collaboration with the Samuel Guinn College of Engineering and the College of Science and Mathematics, to the InterfaceFLOR, Mozell Benson Quilting Studio, and DESIGNHabitat Third Year Studio projects, to the ongoing work of the Urban and Rural Studios, these client-oriented, community-based, service-learning experiences are marbled deeply throughout our curriculum. Extending from the very ethos of our program, we believe that these types of community-based experiences are the very best way for our students to come to both understand and respect the diversity of their clients as well as their needs and expectations.

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

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

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

I.1.3.E Architectural Education and the Public Good

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

Auburn University

courses and studio build on this foundation to give our students a broad knowledge of the diversity and complexity of the world.

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

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

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

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

I.1.4. Long Range Planning

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

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

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

Auburn University

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 repute 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.

Auburn University

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

Auburn University

- Ensure social, cultural, and geographical exclusivity

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

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

Technological Advancement and New Competencies. Ensure That Expertise is developed in Areas of:
- Interoperability
- Advanced robotics
- Building Information Modeling (BIM)

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

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

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

1) Build upon and expand the CADC connection to its alumni.
   a. Establish an alumni e-mail account
   b. Expand the annual banquet and awards to include exemplary firms and organizations
   c. Connect the faculty to best-in-class firms and organization via fellowships.
   d. Develop an interactive web presence for the CADC and for all CADC programs.
   e. Develop a CADC alumni database for building and leveraging knowledge sharing

2) Develop a CADC talent pool identification program.
   a. Identify Alabama's top academic middle and high school students
   b. Through mailers, career days, assembly programs, and the CADC web-site, build awareness of CADC programs and design and construction career options at Alabama grade, middle and high schools.
   c. Through mailers and government affair days, build CADC program awareness with state and federal government representatives.

3) Establish cultural diversity as a CADC core value.
   a. Take action to ensure that all CADC programs become more ethically and culturally diverse in the make-up of its students, faculty, and staff.
   b. Set a standard such that fifty percent of all student projects include a diversity or cultural issue to consider.

Auburn University

4) Set a standard such that all CADC faculty develop and maintain an active and viable scholarship and research based agenda.

5) Foster and improve the mutual understanding and respect for all component CADC disciplines.
   a. Establish policy that institutes a viable and active collaboration climate within the College.
   b. As a means to broaden an understanding of the built-environment and to build an understanding of how the built environment impacts society, all academic units will develop and maintain a viable and active collaboration venture within the College or university.

6) The CADC will maintain and build-upon its national leadership role in the community outreach and context based learning agenda.

7) The CADC will ensure that ecological sustainability is a core component of all teaching, scholarly and research agendas.

Objectives and Actions – Program of Architecture

1) Develop a more inclusive culture.
(Refer to part I.1.3.D "Architectural Education and the Profession" for more information)

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

b. Expand student participation and interest in the Urban Studio.
Through direct engagement with the professional design community in Birmingham, The Urban Studio Program has become a very competitive, yearlong "preceptorship" option for 5th year students. Students selected for participation in the Urban Studio work collaboratively community-based design projects for the first half of the fall semester, then transition into a managed internship program with various architecture firms in the urban area. After a period of approximately 20 contiguous weeks, the students return to the studio to complete their 5th year of study.

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

2) Teach locally and act globally.
(Refer to part I.1.3.E "Architectural Education and the Public Good" for more information)

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

b. Build on existing grant programs such as FIPSE to obtain additional grants.
Since our last accreditation visit, we have significantly expanded our field study opportunities in both quantity and scope. In their third year of study, students may choose from either of two full-semester programs abroad (Istanbul, Turkey and Rome, Italy), and an on-campus studio with a 10-week intensive international field studies trip (Quito,

Auburn University

Ecuador). As part of their third year of study students may also elect to participate in the Rural Studio program as part of our stateside field studies offerings. During their 5th year students may also elect to spend the entirety of their 5th year at either the Urban or Rural Studios.

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

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

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

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

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

3) Expose the ethical dimensions to environmental change.
(Refer to part I.1.3.D "Architectural Education and the Profession" for more information)
a. Create a required environmentally-based professional ethics course.
b. Create practice-based case studies showing the value of ecological design.
c. Mandate an environmentally friendly design mantra for all projects.
It should go without saying that in a contemporary architectural curriculum, this content is marbled throughout our coursework. Our primary means of addressing these issues however is through the significant redesign of our environmental controls sequence and with subsequent reinforcement through the professional practice course.

Auburn University

4) Promote social and environmental initiatives and advocacy.
(Refer to both part I.1.3.E "Architectural Education and the Public Good" and part I.1.3.D "Architectural Education and the Profession" for more information)

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

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

b. Mandate 3 Credits of public service as verified through the AIAS.
The idea of a "Citizen Architect" is at the very core of the Program's DNA. As such, hands-on, service learning, and community-based design and construction opportunities abound within our program. In 2009 Architect Magazine recognized the Program as one of a handful of programs that excelled at delivering hands-on design build and service opportunities. In addition to this recognition, faculty throughout the Program have received numerous national and international awards and honors for outreach, research, teaching, and creative work concerning their collective community based service learning endeavors.

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

5) Elevate and nourish the human spirit.

a. Celebrate the accomplishments of the School
In 2007, the College published the award-winning monograph, "CADC 100" chronicling 100 years of accomplishments from through the CADC. That same year, the College also established a more formal venue for recognizing excellence from throughout the CADC, through the development of an awards banquet that recognizes the accomplishments of students, staff, and faculty alike. Following the lead of the College, the School also

Auburn University

embraced a more formal banquet and celebration aimed at recognizing not only student excellence, but also honoring their parents as well as the benefactors that make our robust scholarship programs possible.

b. Develop a national "Mockbee Award"
As yet unrealized.

c. Develop a "Community Enrichment Award" for pro-bono work
As yet unrealized.

6) Develop new Graduate Program Model.
(Refer to part I.1.3.D "Architectural Education and the Profession" for more information)

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

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

Outcomes of Long Range Planning – Program of Architecture
Chronology

2005 – 2006
The Fourth Year "Comprehensive Project" was expanded to become a collaborative project including senior students enrolled in the Building Science Curriculum. This expansion of responsibility was intended to increase the "comprehensive" nature of the project goals, including exposure to project scheduling, estimating, and other content under the aegis of the building profession.

Expanding on the "Introduction to Digital Media" Course (ARCH 1420), required in the second semester of the First Year Program, a four-week unit of study was incorporated into the second

Auburn University

year fall semester sequence. The goal of this workshop was to extend the range of digital competencies to include prototypical fabrication techniques.

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

2006 – 2007
The Program formally established our term-end, faculty peer review. During this first review process discrepancies in individual grading and evaluation process became apparent in year levels and across the Program. Program-wide grading standards were established and year-level grade review meetings twice per semester were established as the norm. In close coordination with Student Services, a more clear strategy for targeting "at risk" students was developed. At this time the formation of the Academic Review Committee was formed and organized to work closely with this group of students to ensure their successful matriculation through the curriculum.

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

2007 – 2008
After a 2-day planning retreat that focused on a comprehensive review of the strengths and weaknesses of the overall Architecture curriculum. It became clear that as often is the case, many of our strengths were also our weaknesses. The Program of Architecture has a robust set of options from which the students may select: two different options to enter the Program (foundation studios or summer option) rural studio options at two different year levels, dual degree options in Interior Architecture, various study abroad opportunities, and the option to participate in the Urban Studio. In order to wind their way through these various optional opportunities, almost every student found themselves on a custom plan of study. From a curriculum management standpoint, it was difficult (at best) to coordinate coursework between professional classes and studio. The faculty reached a general consensus that a "curricular realignment" was in order. The series of off-campus coursework (Rural Studio and Study Abroad) was proposed for realignment to the third year of study. The intention of this realignment was to allow for a much higher degree of coordination between studio and professional coursework in both the second and fourth year levels, while offering a greater degree of latitude to the third year sequence of study. The Curriculum committee was charged with studying this proposal during the summer semester and, pending a positive outcome, "fast-tracking" this curricular change through the University Curriculum Committee.

It was also determined at this time that while there was some improvement to the independent track of thesis students, the work continued to lag someone behind their directed peers. It was determined that in subsequent years, all 5th year students should participate in a more directed sequence of coursework. The 5th year faculty were charged with developing a broad array of "themes" that would more closely align the thesis work in each studio section.

2008 – 2009
After many meetings with students, faculty, staff, administrators, advisory committees, and parents, a comprehensive realignment of the curriculum was proposed to and accepted by the University Curriculum Committee. The Program Curriculum Committee continued to work closely with currently enrolled students and student services to devise a fast-track transition plan that would cause a minimum of disruption to students' plans of study. A working subgroup of that committee began to develop a tightly coupled body of content that would be delivered to the

Auburn University

second year students including design studio, architectural history, materials and methods, environmental controls, and basic structures. The core competencies to be delivered through these integrated courses included an exposure to the ethical dimensions to environmental change, the development of environmentally-based professional ethics, a deeper appreciation of the value of ecological design, and an "environmentally friendly" design mantra for all projects.

2009 – 2010
The Architecture Program began its transition to the new curriculum model, affecting in some way second, third and fourth year students. The second year students were exposed to the newly integrated series of classes In this two-semester sequence of coursework, the students found themselves accountable in each class for learning gained in the others. In many instances the design studio became simply the demonstration and project component of the other professional courses. in our year-end assessment, the realigned coursework proved to produce results unmatched by any second year class in recent memory. Of particular note was the integration of both the history courses and the environmental controls content, both of which led to a much higher level of informed decision making than in subsequent years. During our fall assessment meetings, the only significant shortcoming noted was that the materials and methods content and delivery was lacking in development to adequately impact the students design decision-making in any significant way. Rectifying this shortcoming was noted to be of the highest priority, and facilitated a nationwide search for faculty better prepared to work in this integrated environment. We were fortunate to be able hire two individuals whose primary responsibilities will be to work with the curriculum committee and 2nd year faculty to overhaul this component of an otherwise cohesive year of study.

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

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

I.1.5. Program Self Assessment

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

Assessment within the Program
A number of means are used for self-evaluation and reflection on future directions. Among these are: The University Assessment process conducted annually, review and input from Professional Advisory Council (there are additional advisory groups for the Birmingham Center and the Rural Studio), Information from the Alabama State Registration Board and the NCARB licensing examination reports, standing School committees including an academic review committee,

Auburn University

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-compete of our graduates, and the strengths and weaknesses they see as employers of graduates of other programs. They have also provided an important conduit for "informal" feedback between faculty and administration, and students and faculty.

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

Auburn University

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,

Auburn University

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.

I.2. Resources

I.2.1. Human Resources & Human Resource Development

Please see Appendix 02 for Faculty Resumes, Appendix 03 for Matrix of Faculty Teaching Assignments, and Appendix 04 for Matrix of Relevant Faculty Credentials.

Institutional Policies: EEO/AA
The University maintains "Civil Rights Compliance"; is an "Equal Opportunity Educational Institution" and has a policies regarding:

ADA Accommodations
Equal Employment Opportunities
Intimate Relations between Faculty/Staff and Students

Auburn University

Prohibited Harassment of Employees
Prohibited Harassment of Students

In addition, the University maintains an active and important resource in the Office for Students with Disabilities that councils students and works with faculty to provide appropriate accommodations. The School of Architecture subscribes fully to these policies. The University is also an equal opportunity educational institution and students are admitted and treated without regard to race, sex, color, age, religion, national origin or handicap. All University Policies regarding EEO/AA may be found online at:
http://www.auburn.edu/administration/aaeeo/policies/policies.html

Initiatives for Diversity
The College of Architecture, Design, and Construction has made increasing the diversity of our faculty and student body a primary priority. The Program of Architecture works closely with the CADC Director of Multi-Cultural Affairs to adhere to and support the College-wide strategic plan to increase minority recruitment, enrollment, and retention and to increase the number of minority applicants for open faculty positions (for a full description of the CADC strategic plan see part I.1.2 - Diversity).

Faculty Development
The foundation of the university's policies regarding faculty development, career advancement, and performance evaluation are the policies found in the *University Faculty Handbook.* The *Handbook* contains detailed university policy governing academic appointment, rank, promotion and tenure. A copy of the University Faculty Handbook can be viewed at:
http://www.auburn.edu/academic/provost/handbook.html

Over the last decade, the administration and faculty of the College of Architecture, Design & Construction have been engaged in the development of a supplemental set of guidelines regarding faculty development, career advancement, and performance evaluation that provide more specific information on procedure and objectives used in the College, reflect the specific disciplinary context of the College, and provide a more nuanced resource for our faculty. This document, the *CADC Guidelines for Annual Assessment, Promotion and Tenure, and Post-Tenure Review,* along with other resources for faculty, is available online at:
http://www.cadc.auburn.edu/resources/faculty_resources

Recommendations for initial faculty appointment are made by the School Head after conferring with a search committee and senior faculty, and are submitted through the Dean to the Provost. Appointments to the faculty, promotions in rank, and tenure decisions are made by the President in accordance with policies established by the Board of Trustees. Candidates for full time positions are expected to have professional or teaching experience, Master's degrees within a discipline-related field, and generally, a professional degree in architecture. Registration is preferred, but not mandatory.

Promotions are based on merit and recognize distinguished performance over a sustained period of time in teaching, research, and/or extension/public service, as appropriate. The School Head meets annually with each faculty member to review his or her performance, assigned responsibilities, professional goals and progress toward tenure and promotion. This review is based on the observations and evaluations of the School Head, as well as senior, tenured faculty, and feedback from student evaluations.

Each program in the School has a budget for faculty professional development. The primary use of these funds is support for travel and participation in academic and professional conferences where faculty are presenting peer-reviewed scholarship. Faculty can access professional development support by submitting proposals to the School Head, through the Architecture

Auburn University

Program Chair. The School also maintains a budget for support of professional development by tenure-track faculty that may be accessed when the program resources are exhausted.

Over the period of 2006-2010, support for Architecture faculty professional development averaged $17,190 per year. Table I.2.1.B below illustrates annual support totals for the past 5 years.

Table I.2.1.B

Architecture Faculty Professional Development Support

2006 FY	2007 FY	2008 FY	2009 FY	2010 FY
$20,685	$16,939	$17,575	$7,366	$23,384

Faculty are encouraged to pursue research, scholarly activity and professional/creative endeavors outside the classroom. The University sponsors teaching grants-in-aid, and the Dean's office coordinates a special fund (the CADC seed-grants program) designed to provide support for faculty activities in support of the components of the CADC Strategic Plan. Efforts are made to facilitate applications for grants, matching funds, and fellowships, and faculty have had an outstanding record of success in gaining funding.

Faculty are also encouraged to participate in workshops and seminars, and to submit papers for presentations at state, regional and national meetings. In most cases, the School gives faculty delivering papers priority for funding. In recent years faculty have delivered peer-reviewed papers at broad spectrum of international, national and regional meetings of the ACSA, the Society of Architectural Historians and other groups.

Outside professional practice is supported, and at the present, several of our faculty have active practices, which serve as on-going investigations of the practice of architecture and the realization of design thinking and research.

Faculty also have the opportunity to acquire new skills and knowledge by taking courses offered by the university. Full-time faculty may take one course per semester tuition-free. In addition, the School has offered special courses for our faculty during the Spring & Summer semesters related to computer skills & new digital tools, such as the CNC router.

Faculty may also apply for Professional Improvement Leave (aka “a sabbatical”). PIL is typically awarded to faculty with tenure after five years of service at Auburn. Customarily, leave may be granted for one semester with full salary, or two semesters at half salary. AU policy is that PIL must involve work done substantially outside Auburn. Applications for PIL are submitted in December of each year for leave proposals beginning in the following academic year. Proposals must include a program of activities that gives reasonable promise of contributing to the improvement of the applicant’s professional services to Auburn University. PIL is also available without pay, subject to the same conditions.

The School Head and Program Chairs review faculty applications and make recommendations to the Dean, who must approve PIL awards.

Funding for Professional Improvement Leave involves the costs associated with adjunct faculty required to cover the regular teaching duties of the faculty member on leave, and these funds come primarily from the School of Architecture’s operating resources. Table I.2.1.C below details the Professional Improvement leaves that have been funded by the School since the previous APR.

Auburn University

Table I.2.1.C
SoA Sabbatical Leaves Fall 2004 – Spring 2010

John Pittari	Spring 2005	Community Planning
Michael Robinson	Spring 2006	Landscape Architecture
Bruce Lindsay	Summer & Fall 2006	Architecture
Tarik Orgen	Spring 2007	Architecture
Andrew Freear	Fall 2007 & Spring 2008	Architecture
Sheri Schumacher	Spring 2009	Architecture / Interior Architecture
Magdalena Garmaz	Fall 2009	Architecture

Faculty Appointment, Promotion and Tenure
The School Head is guided by the Affirmative Action Office in framing all advertisements for open positions, in seeking permission to advertise, and in recommending an appointment. Guidelines from the Affirmative Action Office help ensure compliance with federal law and help ensure an open and fair search.

Recommendations for initial faculty appointments are made by the School Head from a recommendation forwarded by a faculty search committee, and are submitted through the Dean to the Provost and to the Vice President for Academic Affairs. Appointments to the faculty, promotions in rank, and tenure decisions are made by the President in accordance with policies established by the Board of Trustees. Candidates for full time positions are expected to have professional and/or teaching experience, terminal degrees within their respective discipline-related field, and generally, a professional degree in architecture. Registration is preferred, but not mandatory.

Promotions are based on merit and recognize distinguished performance over a sustained period of time in teaching, research, and or outreach / creative activity / professional practice, as appropriate. A unique aspect of promotion and tenure related to the interdisciplinary focus of the School is the review of program specific faculty by the entire tenured faculty body. The School Head meets annually with each faculty member to review their performance, assigned responsibilities, professional goals and progress toward tenure and promotion. This review is based on the observations and evaluations of the Head, along with review and comments by the Program Chairs, and feedback from student evaluations. Tenure track faculty are formally reviewed for their progress toward tenure/promotion at the end of their third year by all of the tenured faculty in the School.

Students evaluate faculty in each course every semester via an anonymous university-standard course evaluation questionnaire which include scaled answers to set questions and an opportunity for written comments. These questionnaires are submitted to the Dean in a sealed envelope, and results are returned to the Dean, the School Head, Program Chair, and the faculty member during the subsequent semester.

Faculty peer review is a function of the tenure process, the semester end review, and the more informal collegial interaction of the faculty within the Program, School, and University. Faculty regularly submit papers and creative work for peer review, and enjoy close interaction with practicing professionals and alumni through juries, lectures and the Architectural Advisory Council. In particular, the bi-annual Advisory Council meetings are an excellent forum for feedback and critical review of what we do. Members of this group have the continuity of observations and interaction over a three-year tenure of service and are extremely honest, insightful and supportive.

For a more in-depth review of university policies governing academic appointment, rank, promotion and tenure please refer to the *University Faculty Handbook.* A copy of this handbook is available online at:

Auburn University

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

Visiting Lecturers Since the Last Team Visit
The School sponsors guest lecturers and critics in a variety of ways. The foremost of these is a guest lecture series, which is ongoing throughout the year, and features national and regional architects and scholars of note. The lecture series is well attended by students, faculty and practitioners from across the region. The lecture series is supported via the School's "gifts account" with additional support provided by the Alabama State Board of Architects.

A listing of the symposium topics and lecturers for the last six years follows:

2004 – 2005
Jorge Silvetti
James Timberlake
Jonathan Levi
Zoka Zola
Liz Martin
Michael Sorkin
Hashim Sarkis
Lisa Iwamoto

2005 – 2006
Francisco Javier Rodriguez
Charles Blomberg
Mario Gooden
Charles Connerly
Ursula Emery McClure and Michael McClure
Kenneth Frampton
Tom Leader
Lawrence Scarpa
William Carpenter
Ted Smith

Symposium "The Architect in Hollywood"
Stanley Bertheaud, Paul Rudolph Visiting Professor
Carlos Barbosa, Production Designer
Todd Erlandson, On-Screen Architect
Michael Selditch, Writer/ Director

2006 – 2007
Joseph King
Dell Upton
Michael Dear
Charles Rose
Gabriel Diaz
Randall Stout
Miguel Adria
Dianne Harris
J. Max Bond
Sean Godsell

2007 – 2008
Tim Culvahouse, FAIA
M. David Lee, FAIA
Tim Love, AIA

Auburn University

Ron Witte
Andrea Leers, FAIA
Neil M. Denari
Fuensanta Nieto and Enrique Sobejano
Jack Williams
Randal Vaughan
Mardges Bacon

2008 – 2009
Rick Bernhardt
David Oakey
Mark Pasnik
Fatih Rifki
Adele Santos
Brett Zamore
Roy Decker
Anders Neriem
Tim Sliger
Michael Rotondi
Roberta Washington
Kenneth Helphand

2009 – 2010
David Callies
William Sherman
Frano Violich
W. Stanley Russell
Harris Steinberg
Chris Giattina
Philip Freelon
David Yocum & Brian Bell
Tricia Martin
Kelly Wilson

In addition to the lecture series, studio year-levels in each of the programs often bring in guest lecturers, sometimes as a year-level series, and sometimes specifically related to a particular project or studio issue. These presentations are generally publicized and made available to the entire School. Outside jurors regularly participate in studio reviews, and practicing professionals always join in thesis juries in the spring. An adjunct faculty position also allows the Program to regularly invite educators and practitioners as guest critics for one semester. In addition to studio responsibilities, these guests generally participate in juries and seminars, and make a presentation of their work.

List of Public Exhibitions
The School is fortunate to have a small yet permanent gallery space that is open daily to the public. The Schedule for the Gallery is maintained by the Dean's Office and always features work produced throughout the College as well as that produced by outside artists and designers. On occasion the gallery is scheduled for the formal review and subsequent display of significant work produced by the design studios. Following is the complete schedule of public offerings since January, 2005:

2005

January 19 – 29	Kevin Cowart, INDD, Commercial Photography Exhibition
February 1 – 18	Michael Hein and Steve Williams, Concrete Furniture Exhibit
February 20 - March 6	Michael Robinson, City Stains & City Strains Exhibit

Auburn University

March 7 – 19	Bruce Lindsey, Exhibition of work
March 20 - April 15	Rebecca O'Neal Dagg "Prospero Books" Exhibition
April 18 - 27	Linda Ruth, Humane Society Dog House Exhibit
July 28 - August 13	C. Dagg, Interior Arch. Thesis, Drawings of Mary Martin Hall
September 9 – October 3	INND Design Interaction Exhibit
October 4 – 26	Rusty Smith, "Transportables" Exhibit
October 28 – November 28	Charlene LeBleu, LEED and Landscape Exhibit

2006

January 3 - 27	Bret Smith, INDD Rhino Class Exhibition
January 28 - February 13	Paul Zorr, Recycled Walls Exhibition
February 14 - March 6	Scott Finn, Rome Studio: Student Work Exhibition
March 6 - 19	Norbert Lechner, Sustainability Poster Contest Exhibit
March 20 - April 13	Rusty Smith, 4th year Portfolio Competition Exhibit
August 3 - 24	Christian Dagg, Interior Architecture Studio Exhibit
August 25 - September 15	Schumacher & Garmaz, Quilting Studio Exhibition
September 16 - 24	Paul Zorr, Tree Houses in Paradise Exhibition
September 25 - October 8	Scott Finn, Rome Studio Exhibition
October 9 - 27	Clark Lundell, INDD Design Interaction
October 28 - November 6	D K Ruth, Design/Build Exhibit

2007

January 8 - 31	Bret Smith, INDD Rhino Exhibit
February 5 - March 3	John Sease '92 Rome Exhibition
March 18 - April 14	Paul Zorr, Recycled Walls Exhibition
May 13 - June 2	Scott Finn, Rome Studio Student Exhibition
June 4 - August 24	Christian Dagg, Interior Achitecture Exhibit
September 12 - October 6	Rusty Smith Habitat Birdhouse Exhibition
October 8 - 22	Charlene LeBleu, Landscape Ecology Exhibit
October 22 - November 5	INND Design Interaction
November 5 - 30	Aydelott Traveling Exhibition

2008

February 1 - 16	INDD Faculty Show
February 17 - March 1	Paul Zorr, Recycled Floors Exhibition
March 3 - 17	Bret Smith, Rhino Exhibition
March 18 - April 9	Jerrod Windham, "American Streamline" Exhibition
May 18 - July 29	Interdepartmental Summer Exhibition
July 30 - August 29	Christian Dagg, Interior Architecture Exhibit
August 29 - September 12	CADC Staff Exhibit
September 13 - October 4	Scott Finn, Rome 2008 Studio Exhibition
October 4 - 24	Cem Kayatekin, Drawing and Painting Exhibit
November 3 - 17	INDD Design Interaction
November 17 - December 17	4th yr. Architecture finals and Pella Competition

2009

January 11 - 31	Bob Faust, Frank Laraway Exhibit
January 31 - February 28	Professor John Mazaheri Exhibit
March 24 - April 11	Zdenko Krtic Exhibit
April 12 - 22	Paul Zorr, Recycled Wall Exhibit
April 27 - May 1	Christian Dagg, Interior Architecture Exhibition
May 3 - June 10	Al Interdepartmental Summer Exhibition
June 10 - 18	Faust & Nakjavan Student Work Exhibition
August 2 - 29	Sheri Schumacher, Interior Architecture Exhibition
August 31 - September 19	Lori Brown Painting Exhibit

Auburn University

September 20 - October 4	Bruce Dupree, Graphic Design Sketching Exhibition
October 5 - 26	Bob Faust, Bruce Golf Exhibition
November 1 - 16	INDD Design Interaction
November 17 - December 18	Rusty Smith, Foundations Work Exhibit

2010

January 25 - February 19	Bret Smith, COSAM Studio, Design Principles Exhibition
February 22 - March 5	Paul Zorr, Recycled Exterior Wall Finishes Exhibition
March 8 - April 2	Clark Lundell, “Italia” Photography Exhibition
April 3 - 17	Charlene LeBleu, Chris McNulty “Water Catchers” Exhibition
April 18 - 30	Iain Stewart Watercolors Exhibition
May 1 - 8	Doug Burleson, Courthouses Exhibition
May 10 - July31	Interdepartmental Summer Exhibition
August 1 - 21	Christian Dagg, Interior Architecture Exhibition

Admission to the University
The University Admissions and Records Office, on the basis of the candidate's test scores and previous academic record, determines admission into the School of Architecture.

Admission to the Architecture Program
Enrollment in the second year studios is limited and eligibility for acceptance is based solely on performance in courses in the first year of the model curriculum. The Architecture Program offers two options for completing the Pre-Architecture first year of the model curriculum: The Foundation Unit Studio sequence and the Summer Design Studio sequence.

The Foundation Unit Studio sequence is offered to freshmen students who have previously demonstrated exemplary academic performance. Pre-Architecture students are selected for the Foundation Unit studio by the Academic review Committee. Foundation Unit applications are mailed to eligible students who have applied to and been accepted to Auburn on or before February 1st preceding fall term entry. Invitations to participate in Foundation Unit will be extended prior to Auburn University’s summer freshman orientation (Camp War Eagle).

Foundation Unit students must receive an “S” in fall semester ARCH classes to be admitted to Foundation Unit spring semester studio sequence. Students accepted into the Foundation Unit Studio sequence may not defer their acceptance to another academic year. Students that fail to successfully complete the fall semester studio sequence or students not accepted into the Second Year Studio sequence at the end of the spring semester will not be readmitted to the Foundation Unit Program. These students may elect to participate in the following Summer Design Studio session and will be required to participate in the entire summer program. Eligibility is dependent upon Summer Design criteria.

Auburn University students who successfully complete 27 hours, pass ARCH1000, General Physics I, and Calculus I, and achieve a minimum cumulative GPA of 2.80 are eligible to be accepted into Summer Design. In the event that all available Summer Design seats are not filled the Academic Review Committee may opt to fill the remaining seats based on academic performance of the applications and as space is available.

The Summer Design Studio sequence is divided into two sessions. During the course of the first session each student’s work is periodically ranked relative to her/his peers. At the end of the first session the students with the highest rank-in-class are accepted into Session Two, subject to available space. Students not accepted to the Second Year Studio may elect to retake the entire sequence of courses during the following Summer Design Session if they meet the admission criteria.

Auburn University

Admission to the Second Year Studio sequence is predicated on the receipt of a grade of C or better in both ARCH 1020 and ARCH 1420. The Grade Adjustment Policy may not be used to progress to Second Year Studio.

Transfer Students
Transfer students in Architecture must meet the minimum requirements as set by Auburn University to be admitted to the College of Architecture, Design and Construction. They will be advised to begin with the Summer Design Studio Sequence. Transfer students must also meet the minimum qualifications for admission to Summer Design. Transfer students should contact CADC Student Services no later than January to request a space in the Summer Design Studio.

Foundation Unit Studio placement for transfer candidates is determined each year by the First Year Program Coordinator and Student Services. Up to 20 percent of Foundation Unit Studio positions may be reserved for transfers each year; however, the positions will only be filled if the transferring student's academic performance is competitive with the Foundation Unit Studio top ranking students from the current academic year's freshman admission round. It is possible to have a Foundation Unit Studio with no transfer students. Transfers accepted into the Foundation Unit Studio Sequence may not defer their acceptance to another academic year. Transfer students from NAAB-accredited architecture programs, in addition to meeting the minimum requirements as set by Auburn University, will be required to petition the Academic review Committee for entry beyond the first year level. For more detailed information concerning students requesting transfer from NAAB-accredited programs, please refer to Part II.3: Evaluation of Preparatory/Pre-professional Education.

Special Opportunities for Qualified Architecture and Interior Architecture Students
The School of Architecture offers several elective opportunities for enriching students' learning experience and preparation for professional life. These options include: a Study Abroad Program with a variety of options for international travel and study; The Auburn Center for Architecture and Urban Studies - a design center in downtown Birmingham where upper-level students and faculty engage in community-centered, service-learning activities; and The Rural Studio – program based in rural west Alabama where students engage local communities via hands-on service-learning projects to help meet needs of shelter and improved quality-of-life. Participation in each of these programs is limited, and students may be allowed to participate based on academic standing, available resources, and a competitive selection process.

Academic Policies
In the event a grade of D or F is received in any required course in the major, a review by the Academic Review Committee is required for continuance in the Program. Based on the outcome of this review, a student may be required to repeat the course or, in the case of design studios, the entire studio sequence for that respective year-level. Students receiving a second D when repeating a required course will be reviewed for continuance in the Program. Similarly, a student receiving a majority of grades of C or poorer may be reviewed for continuance in the Program. Students must maintain professional standards of behavior, as outlined in the Auburn University Student Handbook ("Tiger Cub"), at all times while on university property and while participating in School sponsored trips, events, and activities. Failure to do so may be grounds for dismissal from the Program.

To proceed to the beginning sequence of design studio at third, fourth, or fifth year levels, the student must have completed all required prerequisite courses for that respective year-level, as indicated in the model curriculum. Enrollment in 3000-level BSCI courses will be limited to those students with a GPA of 2.50 or above and second-year standing in design studio.

Student Support Services
Students entering Auburn have the support of pre-college counseling to aid them in selecting fields of study and in adjusting to their first semester at the University. Freshmen entering in the

Auburn University

fall semester are required to participate in one of eight summer counseling sessions (referred to as “Camp War Eagle”) prior to enrolling in courses. In these sessions, they meet faculty, administrators and student leaders. They work one-on-one with an advisor to schedule their first semester of work. Transfer students are required to attend specific orientation sessions that are held periodically throughout the academic year. These sessions are known as “Successfully Orienting Students,” or “SOS.” There are seven of these sessions annually. During these scheduled times, transfer students meet with advisors to discuss the classes that are needed upon their transfer. The transfer student’s transcript(s), as well as a list of courses for which the student is enrolled, are evaluated prior to the assigned SOS date. This is done so that appropriate class schedules can be planned.

Students who are already enrolled at Auburn and who wish to apply for admission to the Architecture Program must take ARCH 1000 (Careers in Design) prior to enrollment in ARCH 1010. This course introduces them to the variety of professional options in the School, and it allows them to explore their personal interests, abilities, and potential for the rigors of a professional program.

Personnel in the College’s Office of Student Services advise students already admitted to the Program of Architecture. This office is located on the first floor of Dudley Hall. This unit is headed by a Director of Academic and Student Affairs and is staffed by two academic advisors, as well as the Director of Multicultural Affairs. All four of these professionals have regular training and experience related to the core curriculum and to other areas of the University. They have experience in assisting students as they make academic decisions and in adjusting to the challenges of higher education. The Associate Program Director works regularly with the Directors and counselors in student services and acts as a liaison between Student Services and the Academic Review Committee. In matters of student career counseling, the Associate Program Chair will often make referrals to other members of the faculty for consultation and advisement; it is most often the broader faculty who can provide career direction and professional advice to students in all levels of the Program.

Files for all students are maintained in the Office of Student Services. These files are easily accessible to both students and faculty. A staff person whose primary responsibility is student records updates these files each semester.

There are also a number of widely publicized services available on campus to provide students with support through academic tutoring, health related advice, legal advice, career counseling, a crisis center, and special services for minority students, international students and disabled students.

All students in our College are advised, in an orientation session, that they may come to the Office of Student Services to seek any special assistance they may need. The advisors offer assistance to students on a one-to-one basis with any personal or academic problem they may bring to the attention of the advisors.

Student Enrichment Opportunities
The University's Office of Financial Aid awards scholarships to qualified students who have shown high academic attainment and promise, and Pell Grants and Supplemental Educational Opportunity Grants to undergraduates who also demonstrate financial need. The Program of Architecture offers more than 20 awards and scholarships, totaling over $53,000, which are awarded annually.

In addition to these scholarships there are four annual competitions within the Program that award monetary prizes. They are the Alabama Wood Products Competition (spring, second-year design); the Pella Portfolio Competition (fourth year design); the Alabama Gas Company Competition (fourth-year design); and the ACI-sponsored “Concrete Comp” (fourth-year Design).

Auburn University

Students are encouraged to travel whenever possible. This is sponsored in an organized way through the Field Studies Program as well as through academic field trips, which happen throughout the year at every level in the Program. These field trips are in association with both the design studios and courses such as materials and methods, and history.

Many of these trips included tours of architectural offices, city agencies, or construction sites. There are also visits in the more immediate area to brick manufacturing plants, wood-processing mills (second-year competition), and local construction sites. To make all of these trips as affordable as possible for the students, the Program absorbs all costs associated with planning and faculty participation into its operating budget. In addition, wide variety of scholarships are offered through the Program that are specifically targeted toward participation in our international field studies programs.

As part of our Field Studies offerings, the International "Study Abroad" Program is offered annually in the spring semester to architecture students in the third year. For the past several years we have offered two programs from which students may choose: one program is anchored in Istanbul, Turkey; the other in Rome Italy. In addition to these full semester "emersion" experiences, we also offer a third on-campus studio option that features a ten-day field trip to Quito, Ecuador.

Students are given the option of completing their 5th year at the Urban Studies Center in Birmingham, living and working in an urban environment, in many cases, for the first time. In addition to fulfilling important pedagogical goals in the curriculum, this off-campus experience gives students greater access to practicing architects, designers, artisans as well as many social and cultural opportunities.

Students may also elect to spend one semester of their third year and/or the entire 5th year of study at the Rural Studio. The Rural Studio also enriches our students' experience of the world, but in quite different ways. Students at the Rural Studio integrate with the lifestyle of the local community and are responsible for creating their own *community* through not only traditional educational avenues, but also through a variety of creative ventures that are in keeping with the studio's location in rural a small western Alabama town. Seeing poverty on television and actually living in a poverty-stricken region and working with a client who lives below the poverty level are understood to be two very different things.

Between all of these options 80% of our students participate in some sort organized international academic experience. Add to this opportunity to participate in either the Rural Studio of the Urban Studio, a full 100% of our students have at least one opportunity to participate in some sort of directed field studies. Approximately 50% of our students participate in more than one of these opportunities. We find that this robust offering of field studies has an amazing ability to permeate the entire School.

In addition to these sponsored academic activities, the Program also supports one of the largest and most active AIAS and NOMAD student chapters in the United States. Through its annual operating budget, the Program significantly subsidizes student membership fees, as well as travel for student representatives to various regional and national conferences. The Program has also helped sponsor the regional AIAS meeting held on the Rural Studio campus. Beyond the professional organizations, our students participate in a wide variety of organizations in the College as well across campus, including the CADC Student Council, The Historic Preservation Guild, the Tau Sigma Delta Honor Society, SGA, The Auburn Circle, and freshman "Learning Communities."

Auburn University

I.2.2. Administrative Structure & Governance

The College of Architecture, Design and Construction consists of three academic units: the School of Architecture, the McWhorter School of Building Science, and the Department of Industrial and Graphic Design. The School of Architecture offers accredited undergraduate programs in Architecture and in Interior Architecture, and graduate programs in Landscape Architecture, Community Planning, and a graduate program in collaborative project delivery (Master of Design Build) offered in collaboration with Building Science. Each program within the School of Architecture has a program chair (in the case of the architecture program, a chair and associate chair) that report to the Head of the School of Architecture. The Program Chairs are responsible for the academic affairs of their respective programs and for effective delivery of their respective curricula.

The Architecture Program has a Chair (responsible for curriculum delivery and faculty) and an Associate Chair (responsible for academic and student affairs). The Chair and Associate Chair share responsibility for program assessment and strategic program development and planning.

The program chairs meet once a week with the School Head to coordinate and manage the affairs of the School. Directors lead each of the two remote programs of the architecture program, the Rural Studio and the Urban Studio. These Directors are responsible for daily affairs of their respective programs. They coordinate with the program chairs on academic issues and with the School Head on budget and program operations.

The School Head, along with the Heads of Building Science, Industrial Design, and Graphic Design, reports to the Dean of the College. At Auburn, deans of schools and colleges report directly to the Provost, who is responsible to the President of the university for all areas of Auburn University's academic mission -- teaching, research, and outreach.

An Associate Dean for Research and Academic Affairs, and an Associate Dean for Graduate Programs and External Affairs support the Dean of the College of Architecture, Design, and Construction. As illustrated on the CADC organization chart (Table I.2.2.A), the Dean's office also provides centralized accounting and development support resources for the College, a central student academic advising center serving all students in the College, a central Information Technology support staff, and a Director of Multicultural Affairs. The academic unit Heads, the Dean, and key members of the Dean's Office staff meet each week to coordinate and manage the affairs of the College.

Auburn University is governed by a Board of Trustees consisting of one member from each of nine congressional districts, a member from Lee County, three at large members, all of whom must be residents of the continental United States, and the Governor, who is ex-officio. The Governor is the President of the Board. Prior to 2003, trustees were appointed by the Governor, by and with the consent of the State Senate, for a term of 12 years. Trustees appointed since the beginning of 2004 are appointed by a committee, by and with the consent of the State Senate, for a term of seven years, and may serve no more than two full seven-year terms. Members of the board receive no compensation. By executive order of the Governor in 1971, a non-voting student representative selected by the student body from the AU Main Campus, and a non-voting student representative of the AU Montgomery campus serve as members ex-officio.

The administrative structure of the University above the Dean's office level is illustrated on the AU Organization Chart (Table I.2.2.B)

Auburn University

Table I.2.2.A – CADC Administrative Structure

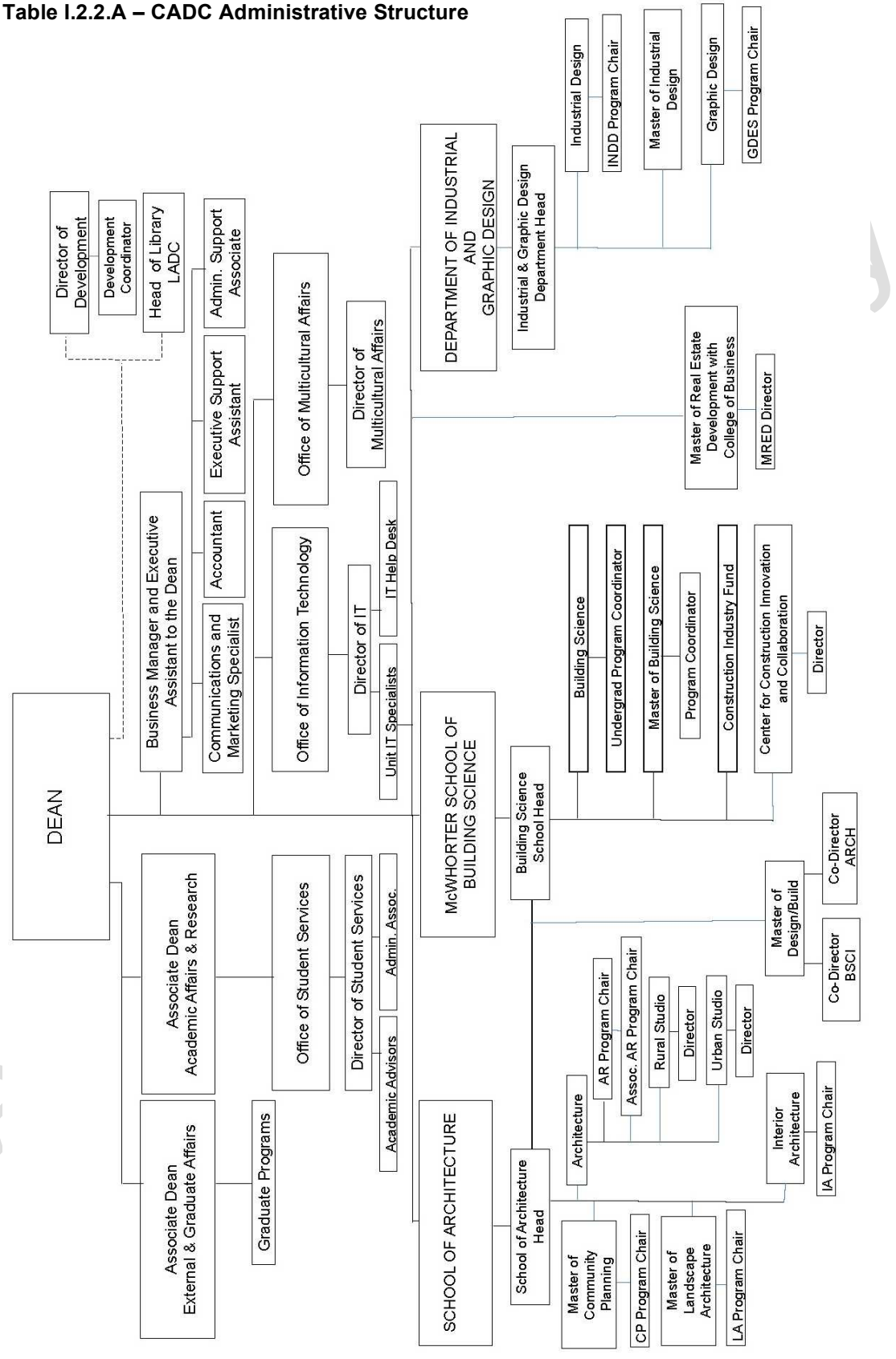
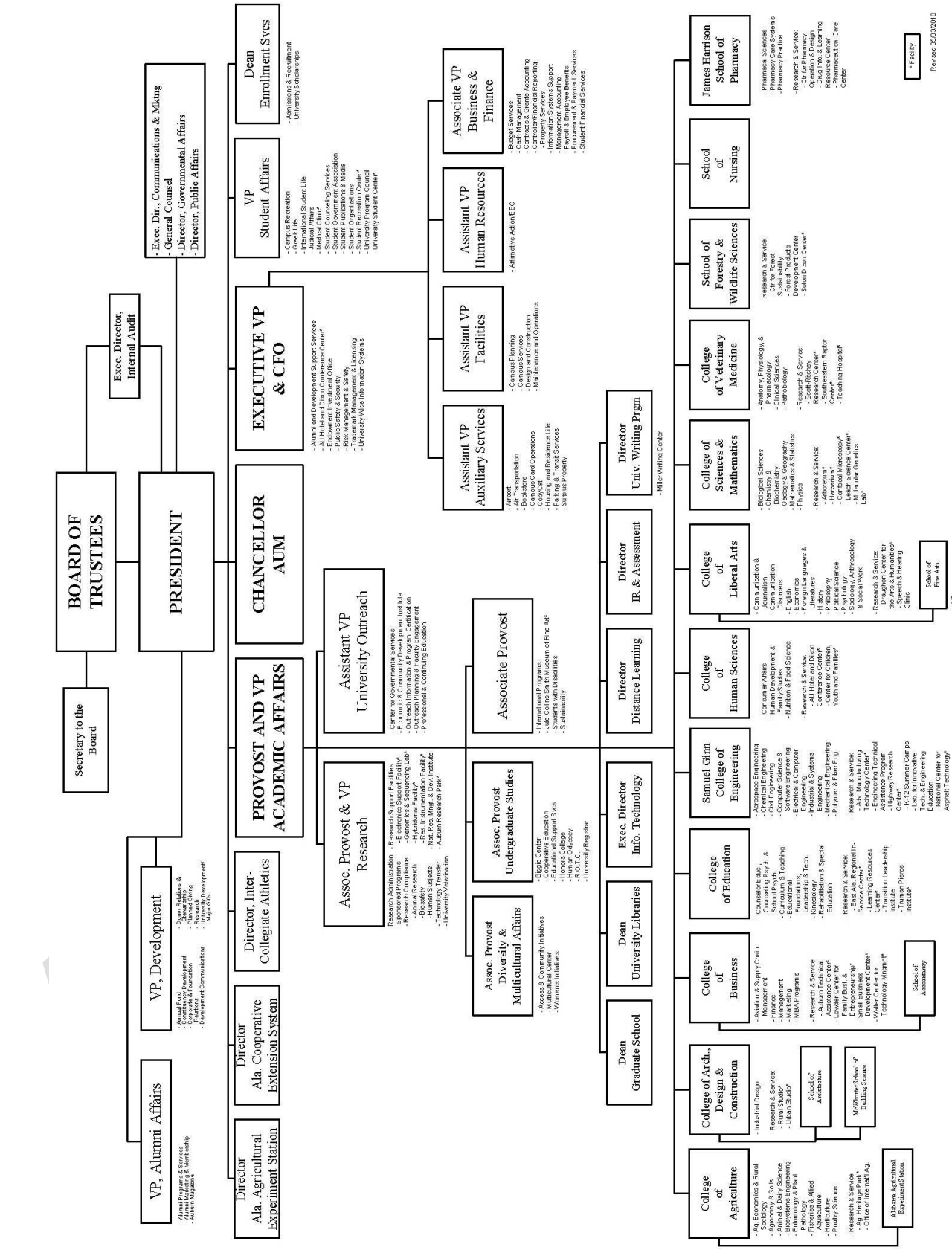


Table I.2.2.B – University Administrative Structure



I.2.3. Physical Resources

Physical Plant
Dudley Hall provides space for all programs in the School of Architecture. An adjacent building houses the offices of the Dean, gallery, library and auditorium, and together, the two buildings form Dudley Commons, one component of the campus Fine Arts Complex, which also includes the University Theater and the Music Department. The Gorrie Center, home of the McWhorter School of Building Science, is directly adjacent to Dudley Hall.

Instructional Space:
The School of Architecture maintains twenty-one studios of approximately 900 sq. ft. each. Sixteen studios are designated for architecture and interior architecture, four for landscape architecture, and one for Community Planning. The studio space for the Program of Architecture is rather generous, as we work to have no more than 15 students in each studio. Each studio is equipped with drafting table, stool, or chair, storage facility, and overhead light. Most studios also offer a common gathering space in which group discussions and informal critiques take place.

There are three seminar rooms, five “shared” classrooms of various sizes and configurations, and one auditorium. These spaces are available to all four programs in the School through scheduling. Each of the classrooms and the 220-seat auditorium is equipped with ceiling mounted digital projectors, viewing screens, VCRs, proper audio facilities for capture and delivery, laptop connections, and high resolution document stations. Videoconferencing equipment is available for use in any teaching, administrative or presentation environment for students, faculty and staff.

Faculty Offices:
The twenty-eight faculty offices for the School are adjacent to studios on all four floors of Dudley Hall. Instructional space and the offices of building science faculty are on the 1st and 4th floors of the building. All faculty members have private offices. The average office size is approximately 130 square feet. The faculty lounge is on the first floor adjacent to the School offices. It serves as an informal meeting space, has faculty mailboxes, a high volume copier, a PC, scanner, printer and a facsimile machine. A faculty workroom is located adjacent to the Dean's office, and contains, a facsimile machine, and a high volume copier.

Galleries, exhibition, and jury space:
The 635 square foot gallery for the College is adjacent to the Dudley Commons courtyard and enjoys excellent visibility along an active pedestrian path that connects a complex of dormitories with the main campus. This space is used by all programs in the College for special exhibits, juries, receptions, installations and full-scale realizations of design construction studies.

The School’s largest formal jury space is located on the fourth floor of Dudley Hall and provides approximately 900 square feet of presentation space. The Alcove space on the first floor of Dudley Hall provides 400 additional square feet of gallery/jury space. Three more similarly scaled gallery/jury spaces occupy the 2 and 3 floors, immediately adjacent to the studios. Because of the location and openness of these spaces, they encourage observation and participation in juries, discussions and more casual presentations. In addition, reviews are often held in room 109 (900 square feet), and the Dean's conference room and more informal pinups occur along the hallways of each floor. The hallways are surfaced with tackable material and in addition to pinups, are in constant use for exhibition of finished student projects.

Support facilities and equipment:
The School maintains a shop, and an Integrated Sun Simulator Room (approximately 100 square feet).

The 1,800 square foot wood working shop is in a separate building adjacent to Dudley Hall. The shop is staffed by a full time shop supervisor/technician, and the equipment inventory includes:

Auburn University

one CNC Router Table, three CNC Laser Cutters, three band saws, two drill presses, one panel saw, one power hack-saw, one 18" planner, one jointer, one radial-arm saw, two sanders, one spindle sander, one scroll saw, one table saw, one 10" compound miter saw, one shaper, one belt sander, one hand-finish sander, one circular saw, one 7" grinder, two hand drills, two jig saws, two paint sprayers, and most hand tools, clamps and other small tools needed for shop work.

Problems
Dudley Hall suffers from the usual wear-and-tear that is expected in any 33-year-old, 24-hour studio building. However a deferred maintenance schedule, which has left many windows and doors in the building inoperable, and a brick skin that is delaminating from its substructure exacerbate this wear-and-tear. The University is committed to rectifying these issues with a comprehensive overhaul of the entire building skin system, including new and larger (yet more energy efficient) glazing throughout the building. This project was put on hold temporarily by the University during the recent budget freeze and review, but consultants have once again been released to continue work on the analysis and design phases of the project. We are confident that this project will once again move forward with all due diligence and speed. In the meantime, these issues have been adequately addressed and stabilized from a life-safety point of view.

For a complete overview of facility plans, please see figure I.2.3.A on the following page.

Auburn University

FIGURE I.2.3A: DUDLEY HALL

The Birmingham Center:
The Auburn University Center for Architecture and Urban Studies in Birmingham ("Urban Studio") has 5000 sq. ft. of space and can accommodate approximately 20 students at any given time. The studio is on the third floor of the award winning Young and Van building located in the heart of the city. Built in 1893, the building is one of the few surviving examples of Victorian Romanesque commercial architecture in downtown and is listed as a contributing structure in the historic Downtown Retail and Theatre District - a National Register of Historic Places district established in 1989. Other tenants of the building include The Regional Planning Commission of Greater Birmingham and Region 2020, making the building a center for regional planning and design. The space is generous and well suited both in location and size for the urban nature of the work of the studio. Enjoying a unique relationship to the professional community in the city, The Urban Studio leverages these connections through adjunct professors, an innovative preceptorship program, and visiting jurors.

In addition to the open studio space, the Center also provides office space for the Director; a reception area/library and two seminar areas. There is a large meeting room on the ground floor of the building that is scheduled for seminars, lectures and meetings and is shared with other organizations in the building. This room seats 50 comfortably in conference setting and up to 100 in lecture setting. The ground floor also has a large public gallery space - approximately 1400 sq. ft. that is dedicated to Studio founder Professor Franklin Setzer. Hallways and lobbies of the building also exhibit work of the Studio and student projects.

The Rural Studio:
The Rural Studio operates from a complex of buildings in the small west-Alabama community of Newbern, Alabama. The Rural Studio is currently utilizing a 7500 sq. ft. storefront space as studio space for up to 30 students and a woodworking shop of approximately 2000 sq. ft. located in an adjacent warehouse. A restored Queen Anne style house (the Morrisette House) with six acres serves as the core housing facility. This house has accommodations for up to 19 third year students, a studio/library space, a workspace with a computer, facsimile and phone, a newly constructed kitchen and bathing facilities. A second renovated house (the Spencer House) serves as live/work accommodations for both instructors as well as visiting critics and consultants. fifth Year students arrange for their own housing in the local community.

Architectural Library:
The college's library (the LADC) is part of Dudley Commons and houses the University's collection of architecture, building science, interior design, landscape architecture, community planning, and industrial design books, supporting reference material, and periodicals. A more detailed description of the LADC follows in part I.2.5, Information Resources.

Computer Resources
All academic units within the CADC are fortunate to share one of the most robust digital environments of any college on campus, making information sharing and collaboration and between the units as well as the remote programs as straightforward and transparent as possible. The Program of Architecture requires that all students provide their own hardware and software beginning in the fall of second year. The program is committed to operating in a "platform agnostic" environment, offering equal support for both Windows PC's and the Mac OS. By extension we take a "paradigmatic" approach to software; allowing the students to use any variety of software packages that appropriately serve the goals and objectives of any course or assignment. That said, we do provide minimum specifications that help guide the students in selecting and maintaining their hardware and software choices. These specifications are reviewed on an annual basis and updated as needed. The CADC has a Unit Technology Manager (UTM) dedicated solely to the students, faculty, and staff of the School of Architecture. In addition to day-to-day user support and troubleshooting the UTM coordinates with the School's Information Technology committee assist in long-term planning needs as required by the various programs in the School. In the School of Architecture the UTM has a full-time assistant along with

Auburn University

several part-time student workers to assist him in his daily work.

At the core of the CADC network is a Windows 2008 R2 64bit Server infrastructure that runs Active Directory for centralized management. In addition to this central backbone there are:

1. CADC has 32 servers which are Dell rack mount, of which ARCH has 6.
2. CADC has a total of over 38 Terabytes of addressable storage space, of which ARCH has about 8.5TB of.
3. In the School of architecture alone, there are a total of 67 workstations (Dell Hardware) available 24/7 to the students. These computers are divided between labs and general access printing/scanning stations readily accessible to all studios.
4. The School of Architecture provides 26 networked printers for 24/7 student access. These consist of 14 high-end black and white laser printers that are subdivided into 8.5 x 11, and 8.5 x 11 / 11x17 paper size capabilities. 3 Xerox Color Phasers that are capable of printing up to 12 x 18 paper sizes, and 7 HP Plotters; 5 are capable of printing up to 36" in width and 2 are capable of printing up to 42" in width.
5. CADC has one of the most and complete wireless offerings on campus.
6. The network is a Cisco 10/100 CAT5e based wired network, which has 10gb single mode fiber for the back end bandwidth.
7. CADC is the only College on campus that funds and manages it's own Domain. This is necessary in order to offer the student the absolute best in educational technology, as well as, keep ARCH in the top of the nation in its' discipline.
8. The School of Architecture provides and maintains the minimum following software on all of its computers:

   AutoDesk AutoCAD 2011
   AutoDesk Revit 2011
   AutoDesk Revit Architecture 2011
   AutoDesk Revit Structure 2011
   AutoDesk 3ds Max Design 2011
   Adobe CS5 Design Premium Suite
   Sketchup Pro 7
   Rhino 4.0; Flamingo 2
   ArchiCAD 13
   ESRI ArcGIS 9.3
   SurfCAM Velocity
   Microsoft Office 2010

I.2.4. Financial Resources

The financial resources of the School of Architecture are managed as one set of accounts, including the Architecture Program and the three other programs of the School (Landscape Architecture, Community Planning, and Interior Architecture). The School's budget is allocated through the Dean's office in four categories:

1) Faculty and Staff Salaries
2) Operating and Maintenance Funds
3) Professional Fees
4.) Revenues from Summer Teaching

The major sources of funding for Auburn University and subsequently the School of Architecture are a combination of allocations from the State of Alabama and student tuition. Moneys from these sources distributed annually through the University to the academic units on a fiscal calendar of October 1 -September 30. These funds are used to support virtually all components

Auburn University

of the University, including faculty and staff salaries, operating and maintenance expenses, travel, and capital equipment purchases.

University allocations to academic units are allowed to "roll over" from one fiscal year to the next. Funds budgeted in one category, such as faculty salaries, may be used for other categories, such as operation and maintenance, with permission. Salary savings generated from open faculty lines remains under the School's control, with permission. Therefore, the School of Architecture O&M budgeted amount may be subsidized during the fiscal year with funds from its other accounts. While the regular University allocations for O&M to the colleges have remained relatively constant since 1994, salary increases have varied year by year.

In addition to these traditional sources of funding, the College of Architecture, Design and Construction is one of three academic units in the University allowed to charge its students (undergraduate & graduate) a professional fee to fund special needs related to the special resource demands of a professional degree. These fees are unrestricted in their use and go to support professional education. All units in the College assess the Professional Fees, although the number of assessed semesters varies according to the length of the professional course of study. Architecture students begin paying the Professional Fee at the second year level (for total of eight semesters).

The Head of the School of Architecture controls the expenditure of funds allocated to the School and to the Program. Resources for faculty and staff salaries, operating expenses, etc. are managed by the Head, while each Program Chair controls a budget for program faculty professional development, administrative travel, and "program support" (covering course-related faculty travel, classroom supplies, guest critic expenses, etc.). These program budgets are established and updated each year via consultation between each Program Chair and the School Head. Expenditure control for the Birmingham Center and the Rural Studio is delegated to those Directors with approval of the School Head. The Dean also reviews and approves all School expenditures.

Salary Budget
The salary budget is determined by historical precedent, market conditions, and demonstrated need. The total School salary budget for the 2010 Fiscal Year is $ 2,241,581, exclusive of benefits. While funded salary lines are earmarked for each respective program, specific salary funds are not. Salary funds may be re-distributed by the School Head were needed within the School. Over the two most recent budget years (and the year ahead) these "salary savings" have been the principal means by which the School has covered reductions in its permanent salary funding.

Operating and Maintenance Budget
The Operating budget for the school is distributed through the University. For the 2010 fiscal year the budget is $65,431. This level of O&M funding has not been increased level since 1994.

In addition to the O&M funds allocated under the School's primary university funding, the Rural Studio and the Urban Studio each receive separate O & M funding. These funds cover all staff and operating expenses of each center. The 2010 FY funding for the Rural Studio was $464,286. The University originally established this funding line as a special appropriation in FY 2002. FY 2010 O&M funding for the Urban Studio is $126,000. This funding was established as a special appropriation in FY 2008.

Professional Fees
As noted above, each student undergraduate student in the School of Architecture pays a per-semester Professional Fee of $2160, beginning with the first semester of the professional program (Fall of 2nd Year for architecture students). Graduate programs within the School have begun phasing in the Professional Fee, effective fall of 2009.

Auburn University

Approximately 33% of the funds generated by the Professional Fee go into a shared account to support college wide technology and network support, communications, shared classroom support, and other common resources of the College. This account is managed by the Dean's office. This support includes a College Director of Educational Technology, a Unit Technology Manager for each unit, a College Communications Director, and other support staff.

Revenues from Summer Teaching
While unit funding for regular 9-month academic year is allocated as explained above, additional resources resulting from summer teaching are allocated to the College based on enrollment-generated tuition. Summer teaching "profits" are determined by subtracting faculty salaries from the portion of tuition revenue returned to the College. These funds are used to cover some common college expenses, such as a portion of the development staff salary costs. After these costs are covered, the balance is distributed to each unit based on their respective share of credit hours taught and salary costs.

Summer Teaching income for the School has varied significantly over the last six years. This is partly due to shifts in the university's income distribution formula, and partly due to fluctuations in summer enrollment and the mix of faculty assigned to summer teaching.

The following table summarizes the 2010 fiscal year resources & expenses for the School of Architecture (SoA):

Table I.2.4.A

SoA Operating Resources	
Operation & Maintenance	$ 65,431
AU Funded Salaries & Benefits	$ 2,866,492
Rural Studio Funds	$ 464,286
Urban Studio Funds	$ 126,144
Summer Teaching Income	[-$ 36,492]
One-time Special Funding	$ 145,342
Professional Fees	$ 799,552
Proration "giveback"	[-$ 202,628]
Total Resources	**$4,228,127**

SoA Operating Expenses	
Operating Expenses	$ 842,988
Salary & Benefit Expenses	$ 2,860,061
Rural Studio Expenses	$ 439,201
Urban Studio Expenses	$ 137,603
Total Operating Expenses	**$ 4,279,853**

Funding History
As the table below illustrates, the total operating resources of the School of Architecture increased steadily over the 2005-2008 budget years. Unfortunately, these gains have been eroded by reductions resulting from reduced state funding over the 2009 & 2010 budget years, with further erosion projected through the 2011 budget year. Current budget projections for the 2012 FY are based on level funding relative to 2011. The School has been able to adapt to these reductions without loss of personnel or critical program resources by curtailing or deferring discretionary expenses in the 2008- 2010 fiscal years, and by the replacement of retiring senior faculty with faculty of more junior rank.

Table I.2.4.B
5-year Funding History and Projected Funding ($)

Auburn University

Main SoA Funding($) (with year-to-year change)

2005	2006	2007	2008	2009	2010	Projected 2011	2012
1,970,529	2,051,159	2,218,050	2,378,733	2,380,076	2,307,011	2,197,886	2,197,886
(+ 4%)	(+ 7.5%)	(+ 6.8%)	(+ 0.1%)	(- 3%)	(- 5%)	(+ 0%)	

*Main account funding based on SoA O&M Account + SoA Main Salary account, exclusive of benefits. Total does not include allocations for Rural Studio or Urban Studio**.**

2005	2006	2007	2008	2009	2010	Projected 2011*	2012*
3,481,812	3,711,601	3,945,710	4,441,031	4,296,031	4,228,127	4,314,000	4,335,325
(+ 6.2%)	(+5.9%)	(+11.2%)	(- 3.4%)	(-1.6%)	(+2.0%)	(+ 0.5%)	

*Increases in total Operating Resources in 2011 & 2012 due to increase in benefits funding ratio relative to 2010. Benefits ratio will change from 28% of direct salary (2010) to 35% of direct salary in 2011.

Endowments, Scholarships and Awards

Development Activities
Financial support in the form of private gifts and grants for the Program of Architecture grew significantly over the period of 2005 thru 2009. Total "book value" of the architecture program scholarship endowment increased from $742,526 in 2005 to $1,131,509 in 2009, an increase of over 50%. The total amount of scholarships awarded over the same period (2005-2009) increased from $33,708 to just over $57,000. Unfortunately, the market value of the endowment funds dropped significantly in 2009, leaving many of our endowments "underwater". Consequently, the AU Foundation scaled back the spendable distribution for the 2010 year, resulting in a drop in awarded scholarships to $37,000. We expect the value of our endowments will recover in the short term and our scholarship resources to return to 2009 levels in the coming years.

Table I.2.4.C
Architecture Program Scholarship Endowment (book value /market value in $)

2005	2006	2007	2008	2009
742,526 / 880,821	960,437 / 1,150,495	1,007,219 / 1,320,138	1,043,627 / 1,121,773	1131,510 / 1,137,705

Architecture Program Total Scholarship Awards ($)

2006/07 AY	2007/08 AY	2008/09 AY	2009/10 AY	20010/11 AY
31,708	42,104	52,083	53,022	33,013

Other Endowments
In addition to growth in its scholarship endowments, the Architecture Program has also been able to increase support for the Program through endowed professorships and endowments targeting support for the Urban Studio and Rural Studio. The Urban Studio Endowment has grown from a "book value" of $1,358 in 2005 to $95,106 in 2010. The Rural Studio Endowment has grown from a "book value" of $126,234 in 2005 to $274,273 in 2010.

The first endowed professorship in the Architecture Program (the Gresham Professorship) was established 1998. Since then, two additional professorships have been established, the Wiatt Professorship (1999) and the Goodwyn, Mills, & Cawood Professorship (2007). In 2009 these

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three professorships provided over $22,000 in annual salary stipends for the program faculty holding these respective professorships.

Planned gifts
The Architecture Program has also been named as the beneficiary in a number of “planned gift” commitments over the period since the previous APR. Over this 2006-2010 period the Program has received pledges of over $500,000 which will be applied to the Program’s endowment pool in the future.

Annual Alumni Giving Campaign
An additional source of support for the Architecture Program are annual gifts designated for the Program via the university’s annual alumni giving campaign. These funds are an unrestricted resource that may be used to advance and support the Program. In the period since the previous APR., these funds have been used to support student travel, special lectures and events, etc. Decisions regarding the use of funds in the Architecture Gifts Account are made by the Architecture Program Chair, with the approval of the School Head. Table I.2.4.D below gives an overview of annual gifts for the period of 2005-2009.

Table I.2.4.D
Architecture Program Annual Giving Income ($)

2005	2006	2007	2008	2009
10,571	31,483	16,162	23,093	9,186

Comparison with other Professional Programs
In Table I.2.4.E below, the "unrestricted instructional expenditures" per full-time student (the funds provided by the University to the Program for faculty/staff salaries and O&M budgets) for the Program of Architecture is compared with the programs within our College, and with the programs in Engineering, Nursing, and Pharmacy- the relevant "professional" programs on our campus. Please note that the data is compiled on the basis of the 2008/09 academic year.

Table I.2.4.D
Comparison of Unrestricted Expenditures Per FTE Major Student

Program	FTE Majors Undergrad.	Grad.	Unrestricted Instructional Expenditures per Student
Architecture:			
Architecture/ARIA			
Landscape Architecture & Community Planning	**473**	**55**	**$ 9,913**
Building Science	**588**	**33**	**$ 9,913**
Industrial Design & Graphic Design	**281**	**16**	**$ 4,224**
Engineering	**3,133**	**497**	**$ 6,269**
Nursing	**607**	**8**	**$ 2,608**
Pharmacy	**534**	**13**	**$ 17,194**

I.2.5. Information Resources

The Library of Architecture, Design, and Construction (LADC) is housed within the College of Architecture, Design, and Construction (CACD) and is administered by the Head, LADC who

Auburn University

reports to Dean of Auburn University Libraries (AUL). The administration and budget of LADC is the responsibility of the Head, LADC. The physical facility, furniture, shelving and equipment are the responsibility of LADC. Repair and maintenance of the physical plant is completed under CADC. Computer hardware and support is spilt between the information technology staffs of CADC and AUL. The book collection, journal collection, video collection, thesis collection, and slide collection is the responsibility of the Head, LADC. Decisions involving facilities, services, staffing, hours, the collections, instructional technology, and other matters is the administrative responsibility of the Head, LADC, but in consultation with CADC administration and faculty via various committee representatives from each program.

LADC, a branch library, is located within the Dudley Commons Complex. The collections include 41,000 volumes, 80 current periodicals, 1550 student theses, 50 blueprints/floor plans, 500 videos, 75,500 slides, and online access to the *Avery Index to Architectural Periodicals*. The staff includes one librarian and two support staff, one of whom is a full-time slide curator. LADC has approximately 86 weekly hours of student assistant time. The librarian reports to the Dean of Libraries. The facilities include 7000 square feet with shelving space for 40,000 volumes, and a seating capacity of 90. The services include 90.25 hours of opening, reference assistance, slide room assistance, and circulation services.

LADC offers instructional sessions to individual classes or individual users. There are three teaching laboratories in the main library for hands-on instructional sessions and facilities in Dudley Hall can handle small to very large auditorium groups for instruction. In addition, instruction in specific classrooms is an option. Several faculty in CADC have utilized the instructional program for their classes, including courses in architecture, industrial design, building science, landscape architecture, and research methods in planning. Currently, the LADC librarian provides an information literacy component in the Building Science graduate program.

The collection supports instruction and research in the following areas: architecture, landscape architecture, construction and building technology, industrial and graphic design. LADC is a branch of AUL, an ARL member library, with collections of 3,0653,468 total volumes, 2,718,458 microform titles and 37,980 serial subscriptions. There are 237,752 government documents; 152,412 maps, 115,903 audio, 75,327 graphics, 5,517 film and video holdings, 150,450 photographic prints, and 3,442 CD-ROM databases. The RBD Library is a depository for U.S. government publications, U.S. Geological Survey and Defense Mapping Agency maps, and U.S. Patents on microfilm. The library also provides access to electronic databases of the major indexing and abstracting publications to facilitate searching of the journal literature. Due to the interdisciplinary nature of CADC AUL collections are essential to curriculum support.

The library is a member of the Southeastern Library Network (SOLINET) as well as Network of Alabama Academic Libraries (NAAL). Auburn participates in providing material to libraries in the state through an active inter-library loan (ILL) program. AUL improves access to information beyond the ILL program by offering faculty and graduate students delivery of needed items utilizing the Library's Document Delivery Service, AUBIExpress, providing delivery of books or electronic delivery of articles and book chapters. Over 80% of items requested through the Document Delivery Service are made available to Auburn faculty, staff, and students at no cost to them. The library also provides access to Ingenta, a searchable database of more than 11 million citations from over 20,000 journals.

LADC is currently digitizing the slide collection into ContentDM, a digital resource management system which supports AUL digital collections. There are two major digital collections that support CADC, the Urban Studio Poster Collection and the Alabama Community Plans Collection. Future digital collection planning includes digitizing CADC student theses.

LADC collections are designed to support the CADC curriculum and research. The Head, LADC is the subject specialist who oversees collection development with consultation from the CADC

Auburn University

Library Committee, which includes a faculty representative from each of the three subject disciplines. AUL has a collection profile with Yankee Book Services, an approval vendor, for approximately 40% of monographic acquisitions. The remainder of the acquisitions budget is administered by the Head, LADC, in consultation with the CADC Library Committee. This arrangement insures LADC collections reflect current instructional and research support of students and faculty in CADC.

LADC formats include books, journals, videos (dvd and vhs), student theses, slides, select blueprints and building plans, access to over 225 electronic databases, including the *Avery Index to Architectural Periodicals* and *Art & Architecture Complete*. In addition, LADC has a large and small format scanner, both of which allow students to save scan to CADC servers. LADC provides circulation to CADC owned laptops and digital cameras. AUL's Department of Special Collections and Archives currently houses the collections of two architects and one designer and has added a major design collection now in processing for access. The quality of LADC collections is rated above average in comparison with regional peer institutions with programs in architecture.

Funding of LADC collections is generally adequate for book and journal purchases, especially in light of document delivery services and the collections of AUL. The book budget for LADC has annually averaged $21,000 for firm orders and $12,000 for approval ordering over the last 6-8 years. Due to budget constraints there has been little or no additional money each year for collection growth. Beginning with academic year 2009/10 there have been no funds available for firm orders and limited funding for approval orders. In addition, budget constraints have also led to journal cancellation in the amount of $600 for 2009/10. Journal cancellations are permanent but the book budget should be restored next year. (**NOTE:** this is a problem for the majority of academic libraries across the nation and certainly not limited to Auburn University).

Auburn University

I.3. Institutional Characteristics

I.3.1. Statistical Reports
Program Student Characteristics

Table I.3.1A: Student Demographic Comparison
(Please note: it was not until 2008 that reporting changed to combine both ethnicity and gender.)

Architecture Program 2006

By Ethnicity:	
African American Students	36
Native American Students	3
Asian/Pacific Isle	9
Hispanic Origin	9
Foreign	7
White	462
TOTAL	526
By Gender:	
Women	189
Men	337
TOTAL	526

Architecture Program 2009 (in 2008 reporting changed to combine both ethnicity and gender)

	Male	Female	TOTAL
American Indian or Alaska Native	0	1	1
Asian	11	5	16
Native Hawaiian /Pacific Islander	0	0	0
Black or African American	24	13	37
Hispanic/Latino	15	11	26
White	265	225	490
Two or more races	0	0	0
Non Resident Alien	5	1	6
Race/Ethnicity Unknown	9	7	16
TOTAL	329	263	592

Auburn University 2009

	Male	Female	TOTAL
American Indian or Alaska Native	74	75	149
Asian or Pacific Islander	266	217	483
Black or African American	814	1114	1928
Hispanic/Latino	251	266	517
White	10418	9886	20304
Non Resident Alien	624	335	959
Race/Ethnicity Unknown	143	119	262
TOTAL	12590	12012	24602

Auburn University

Table I.1.3B: Qualifications of Entering Students

2009	
SAT Scores	
Critical Reading	
25th percentile score:	540
75th percentile score:	640
Mathematics	
25th percentile score:	580
75th percentile score:	660
Writing	
25th percentile score:	540
75th percentile score:	640
ACT Scores	
25th percentile score:	24
75th percentile score:	29
2004	
ACT Scores	
25th percentile score:	23
75th percentile score:	27

Table I.1.3C: Time to Graduation
(Note: these numbers include all freshman students that started as Pre-ARCH, irrespective of whether they gained successful admission to the professional Program)

		Graduated in:							
		6 Years		7 Years		8 Years		9 Years	
Cohort Year	Num.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.
1996-97	220	144	*65.6*	152	*69.1*	157	*71.4*	158	*71.8*
1997-98	284	130	*70.7*	132	*71.7*	137	*74.5*	138	*75*
1998-09	157	88	*56.1*	93	*59.2*	95	*60.5*	96	*61.1*
1999-00	140	78	*55.7*	83	*59.3*	89	*63.6*	90	*64.3*
2000-01	153	105	*68.6*	107	*69.9*	108	*70.6*	108	*70.6*
2001-02	148	88	*59.5*	94	*63.5*	96	*64.9*		
2002-03	155	100	*64.5*	106	*68.4*				
2003-04	141	91	*64.5*						

Program Faculty Characteristics
Since our last team visit, 4 members of our faculty have received tenure and been promoted to Associate Professor. One faculty member has been promoted to Full Professor and a second is submitted and pending. During that same time a total of 231 faculty members campus-wide have been tenured and 318 promoted.

Auburn University

Table I.1.3D: Full-Time Faculty Demographic Comparison

Architecture Program 2006

	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Native Hawaiian /Pacific Islander	0	0	0
Black or African American	0	0	0
Hispanic/Latino	0	0	0
White	12	5	17
Two or more races	0	0	0
Race/Ethnicity Unknown	0	0	0
TOTAL	12	5	17

Architecture Program 2009

	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Native Hawaiian /Pacific Islander	0	0	0
Black or African American	0	0	0
Hispanic/Latino	0	0	0
White	13	5	17
Two or more races	0	0	0
Race/Ethnicity Unknown	0	0	0
TOTAL	13	5	18

Auburn University 2009

	Male	Female	TOTAL
American Indian or Alaska Native	3	1	4
Asian or Pacific Islander	95	28	123
Black or African American	22	30	52
Hispanic/Latino	16	15	31
White	659	311	970
Race/Ethnicity Unknown	2	2	4
TOTAL	797	387	1184

Auburn University

I.3.2. Annual Reports

All NAAB annual reports submitted since the Programs last accrediting visit are included in Part 4: Supplemental Information, Appendix 05, "Annual Reports". The following letter from Drew Clark, Director of Institutional Assessment confirms that his office has participated in the preparation of these reports.

AUBURN UNIVERSITY

INSTITUTIONAL RESEARCH
AND ASSESSMENT

September 1, 2010

Andrea Rutledge, CAE
Executive Director
National Architecture Accrediting Board
1735 New York Ave, NW
Washington, DC 20006

Dear Ms. Rutledge:

Data are submitted to the NAAB through its Annual Report Submission system by Auburn's School of Architecture. Effective with the 2008 submission, Auburn's Office of Institutional Research and Assessment has assisted in the preparation of these reports.

To the extent that the data reported to NAAB are derived from information sent by this office to other regional and national agencies, including the National Center for Educational Statistics, I certify that all data are accurate and consistent.

Sincerely,

Drew Clark, Director

203 Samford Hall, Auburn, AL 36849-5111; Telephone: 334-844-4765; Fax: 334-844-4773
www.auburn.edu

I.3.3. Faculty Credentials

The faculty in the Program of Architecture come from a diverse range of backgrounds and operate across a wide spectrum of research agendas. Our faculty is comprised of individuals that have a firm grounding in the history and theory of architectural design, as well as those that possess a deep foundation in professional practice. The common bond that unites the diverse perspectives of the Program faculty into a single unit is their unwavering commitment to a demonstrated excellence in teaching, research, creative work, and outreach. This commitment to excellence makes for a very energetic and enthusiastic group of faculty that in turn creates a dynamic environment in which both faculty and students alike may collaborate and learn. The faculty are united by their shared vision of architecture as a social and collaborative art that is grounded in the materials and methods of making buildings and environments. Each faculty member generally teaches one design studio and one lecture or seminar class each semester. These course assignments are always built around the faculty member's area of expertise and research agenda.

Through their particular area of expertise, each faculty member contributes to the successful achievement of the NAAB performance criteria. An outline identifying each faculty member, the courses for which they were responsible for the past two years, as well as brief outline of their credentials in support of these assignments may be found in Part 4, "Supplemental information," Section 2: "Faculty Resumes." Vitae outlining each of the Program's faculty member's academic credentials, creative and professional work, and scholarship are also included in this section.

I.4. Policy Review

The visiting team will find the following documents in the on-site team room for review:

1) Architecture Students' Bill of Rights
2) Auburn University Student Handbook (Tiger Cub)
3) Auburn University Bulletin
4) CADC Strategic Plan
5) Program of Architecture Strategic Plan
6) CADC Diversity Strategy Plan
7) CADC Guidelines for Annual Assessment, Promotion and Tenure, and Post-Tenure Review
8) Position descriptions for all Architecture faculty and staff
9) Auburn University EEO/AA Guidelines
10) Digital Technology Specifications for students
11) CADC Part-time/Visiting Faculty Salary Policy
12) CADC Search Committee Policy
13) CADC Sabbatical Policy
14) CADC Faculty Buyout Policy
15) CADC Academic Administrator Step-Down Policy
16) Program of Architecture Admissions Policies and Procedures

In Addition to these documents, documents outlining Student-to-faculty ratios for all components of the curriculum, square footage designated for studio-based learning and in support of faculty activities will also be included in the team room.

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Auburn University

Part Two (II). Educational Outcomes and Curriculum

II.1.1. Student Performance Criteria

The Program of Architecture at Auburn University has a unique and valued set of educational intentions and opportunities that are made possible by the relationship of architecture, landscape architecture, interior design and community planning within one school; and the larger organization of the College which parallels the departments of architecture and building science. 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 landscape architecture, interior design, community planning, industrial design, and architecture as a design continuum. Further, there is a context for understanding how these three elements of the design continuum integrate into the larger wholes of the community and urban context.

In addition, the Program has sought to explore innovative, context-based studio formats in our “Field Studies” options through the Rural Studio program, the Birmingham Center, and the International Study Abroad program. These teaching venues are intended to challenge our students and faculty to test their ideas and knowledge of architecture against the realities of these varied contexts and, in the process, expands their understanding of the nature of design and its effect on human experience. Inherent in this model is a commitment to the design studio as the primary venue for integrating all the diverse skills, knowledge, and talents that make up the process of designing places for human habitation as well as a commitment to the idea that the studio must be the locus of innovation in the way we educate architects.

This forum for exchange of ideas is exciting, challenging and the basis for our framework of primary educational priorities, the most central of which is our focus on the fundamental issues of design. 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 contemporary built environment. Essential to the success of this model is our high regard for self-motivation, a strong work ethic and pluralistic premises of "learning how to learn" through the “embodiment of Knowledge.”

Around this design core, the curriculum is organized in progressions of technical, theoretical and skill development. The first year focuses on principles of design and introduction to canonic values, and provides students with their first experiences with the process of design; second year builds on this, focusing on the design of initially simple and gradually more complex architectural spaces introducing issues of human scale, program, and aesthetic integrity as well as issues of site, context, basic ordering systems and the capacity for these constituents to inform two and three dimensional design thinking. Third year adds to these issues concerns of cultural diversity other human factors and their role in determining function, form and system integration. In fourth year buildings and groups of buildings are larger and more complex with an emphasis on urban contexts. Finally, in the fifth year, students pursue more personal, specialized, or speculative design in self-directed and optional studios.

Integrated course "streams" in architectural history, construction technology (building materials and methods, environmental systems, and structures), media and methods of design, and professional practice, dovetail closely with this progression of studio-based learning. Studio projects are framed to integrate this material and reinforce its importance and mastery. If it is said that the support courses deliver the “knowledge” concerning any given subject or topic, then the studio simply becomes the place to demonstrate the “know-how.” The linkages between the support courses and studios are further reinforced by the coordination of support course and studio teaching assignments at each year level. A broad range of seminar options and electives focused on more specialized and specific issues allow students to complete a "required" set of

Auburn University

coursework with a degree of choice as to the focus and depth respective to their individual plan of study.

While we believe that the content of the Educational Realms and Student Performance Criteria are thoroughly marbled throughout our curriculum, the following Table (II.1.1.A: SPC Matrix) outlines the courses in which we believe the demonstration of the SPC outcomes are most clearly evident.

Table II.1.1.A: SPC Matrix

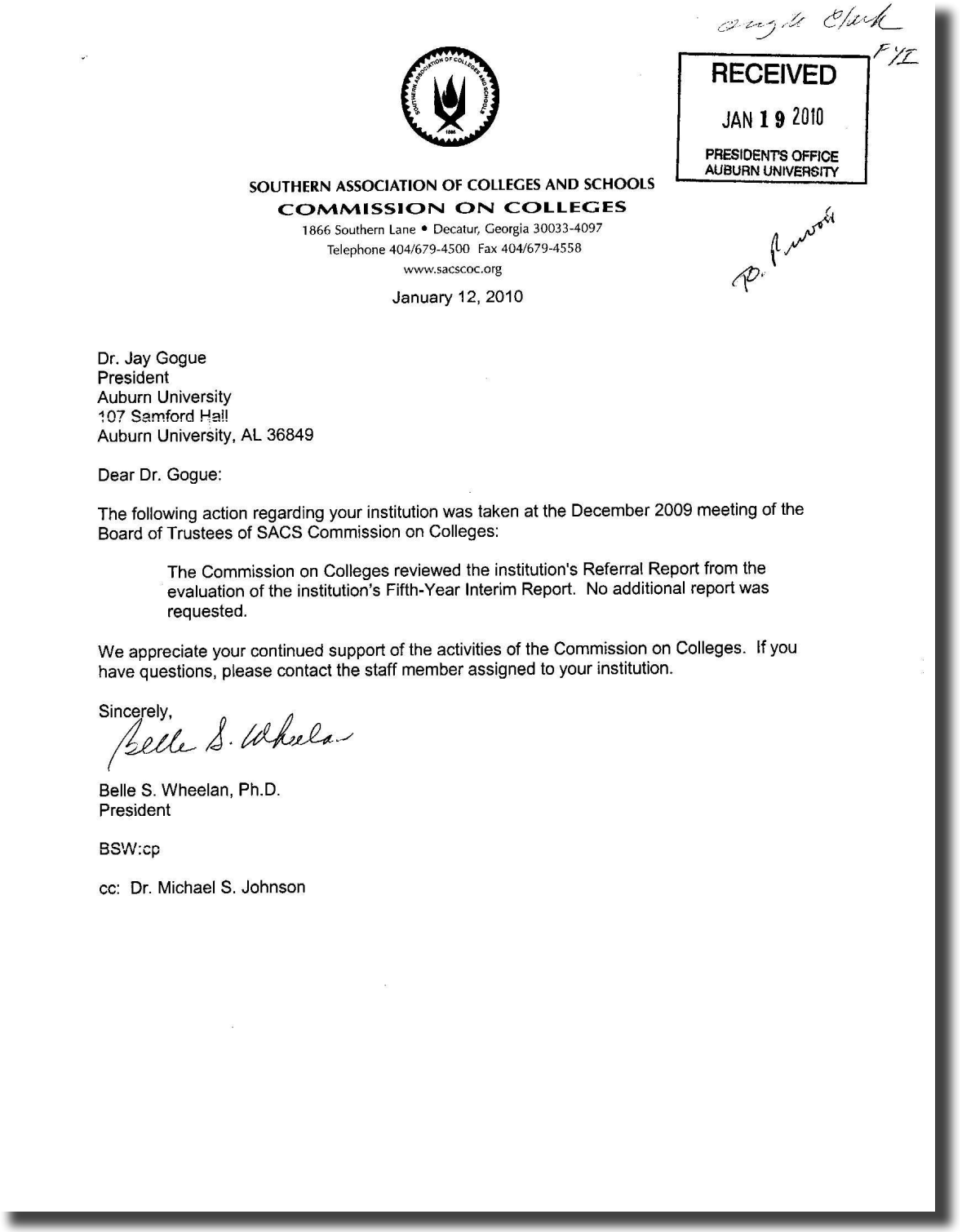
	SPC Met in NAAB-accredited program											
	Realm A: Critical Thinking & Representation											
COURSE	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	
ARCH 1020								X				
ARCH 2020						X	X	X				
ARCH 2110							X			X		
ARCH 2210											X	
ARCH 3010				X	X				X	X	X	
ARCH 3120	X											
ARCH 4010		X	X	X	X	X						
ARCH 5020	X	X	X									
CPLN 5000									X			
	Realm B: Integrated Building Practices, Technical Skills, & Knowledge											
COURSE	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12
ARCH 2210								X				
ARCH 2220								X				
ARCH2010				X								
ARCH 3010			X									
ARCH 3320										X	X	X
ARCH 4010	X	X	X	X	X	X	X					
ARCH 4020						X	X					
ARCH 4320										X	X	X
ARCH 5010	X											
BSCI 2400									X			
	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9			
	Realm C: Leadership & Practice											
COURSE												
ARCH 3010		X										
ARCH 3020									X			
ARCH 4010	X				X	X						
ARCH 4500				X	X	X	X	X	X			
ARCH 5020			X					X				
ARCH 5991			X									

Auburn University

II.2. Curricular Framework

II.2.1. Regional Accreditation

Auburn University is accredited by the Southern Association of Colleges and Schools and has held accreditation continuously since 1922. The University is renewed every 10 years for compliance with accreditation. Auburn's next review is scheduled in 2014.



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COMMISSION ON COLLEGES
1866 Southern Lane • Decatur, Georgia 30033-4097
Telephone 404/679-4500 Fax 404/679-4558
www.sacscoc.org

January 12, 2010

Dr. Jay Gogue
President
Auburn University
107 Samford Hall
Auburn University, AL 36849

Dear Dr. Gogue:

The following action regarding your institution was taken at the December 2009 meeting of the Board of Trustees of SACS Commission on Colleges:

> The Commission on Colleges reviewed the institution's Referral Report from the evaluation of the institution's Fifth-Year Interim Report. No additional report was requested.

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

Belle S. Wheelan

Belle S. Wheelan, Ph.D.
President

BSW:cp

cc: Dr. Michael S. Johnson

II.2.2. Professional Degrees and Curriculum

Auburn University School of Architecture offers a five-year professional Bachelor of Architecture degree. This program of study is based on a model of one year (two semesters) of foundations studies; three years (six semesters) of sequential integrated professional study; and one year (two semesters) of directed study and/or individual thesis projects. This integrated 5 year curriculum is comprised of a total of 159 credit hours.

Auburn University Core Curriculum

In 1991, the University adopted a core curriculum designed to provide a shared learning experience for all Auburn undergraduates. To this effect, the core curriculum is based on the principles of common learning, coherence and integration. Common learning refers to a body of knowledge, skills and emphasis that will be required in every student's program. Coherence is achieved by course sequences and by providing connections among courses. Integration is accomplished through interdisciplinary courses.

The core curriculum seeks to foster the development of educated citizens through its pursuit of three goals:

- The development of the student's analytical skills. Courses are designed and taught to allow students to discern significant issues and events; ask appropriate questions; approach problems; gather, synthesize and interpret information; critically analyze established positions; and use knowledge creatively for the enhancement of society.

- The nurture of the student's ability to communicate. The core curriculum requires extensive reading in literature, history and the sciences. The core curriculum promotes writing by requiring courses designed for that purpose and by including writing reinforcement courses in the student's curriculum.

- The encouragement of the student's appreciation for their culture and the world in which they live.

In 2008, the Auburn University Senate more clearly defined the goals and objectives of the core curriculum by approving seven “General Education Outcomes” that all bachelor’s degree recipients should attain, no matter what their academic major or career plans:

- Analytical skills and critical thinking
- Effective communication
- Information literacy
- Informed and engaged citizenship
- Intercultural knowledge and diversity awareness
- Scientific literacy
- Aesthetic appreciation and engagement

Table II.2.2.A: Core Curriculum

WRITTEN COMPOSITION	**6 sem. hrs.**
ENGL 1100	ENGL 1107 (Honors)
ENGL 1120	ENGL 1127 (Honors)
LITERATURE[1]	**6 sem. hrs.**
ENGL 2200	ENGL 2207 (Honors)
ENGL 2210	ENGL 2217 (Honors)

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[1]World Literature I and II, two three-hour courses in world literature, the first course emphasizing ancient, medieval, and renaissance literature, the second emphasizing literature written from the seventeenth century to the twentieth century. In both courses, focus is on literature from varied cultures and writers. Both courses involve intensive writing.

PHILOSOPHY[2]	**3 sem. hrs.**
PHIL 1010 (Introduction to Logic)	PHIL 1017 (Honors)
PHIL 1020 (Introduction to Ethics)	PHIL 1027 (Honors)
PHIL 1030 (Ethics and the Health Sciences)	PHIL 1037 (Honors)
PHIL 1040 (Business Ethics)	

[2]One three-hour course in Logic (recommended for humanities majors) or Ethics (recommended for science and engineering majors).

FINE ARTS[3]	**3 sem. hrs.**
ARCH 2600 (Appreciation of Architecture)	
ARTS 1710 (Introduction of Art History I)	
ARTS 1720 (Introduction to Art History II)	
ARTS 1730 (Introduction to Art History III)	
MUSI 2730 (Appreciation of Music)	MUSI 2737 (Honors)
THEA 2010 (Introduction to Theatre)	THEA 2017 (Honors)

[3]One three-hour course selected from specific courses in music, art, theatre, or architecture. These courses are concerned with aesthetic theory and history and are not studio or performance courses.

MATHEMATICS[4]	**3 sem. hrs.**
MATH 1100 (Finite Mathematics)	
MATH 1120 (Pre-calculus Algebra)	
MATH 1130 (Pre-calculus Trigonometry)	
MATH 1150 (Pre-calculus Algebra & Trigonometry) (4 sem. hrs.)	
MATH 1610 (Calculus I) (4 sem. hrs.) or higher	MATH 1617 (Honors) or higher
MATH 1680 (Calculus with Business Applications) (4 sem. hrs.) or higher	
MATH 1710	

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(Calculus for Engineering & Science) (4 sem. hrs.) or higher	
[4]Although any of these courses fulfill the core requirement, many majors designate a mathematics course at a level higher than the entry level. Business requires MATH 1680, Engineering requires MATH 1610 or MATH 1710, Science and Mathematics requires MATH 1610.	
SCIENCE[5]	**8 Sem. Hrs.**
BIOL 1000-BIOL 1010 (Introduction to Biology, Survey of Life)	
BIOL 1020-BIOL 1030 (Principles of Biology, Organismal Biology)	BIOL 1027-BIOL 1037 (Honors)
CHEM 1010,1011-CHEM 1020, 1021 (Survey of Chemistry)	
CHEM 1030,1031-CHEM 1040, 1041 (Fundamentals of Chemistry)	
CHEM 1110, 1111-CHEM 1120, 1121 (General Chemistry)	CHEM 1117,1118-CHEM 1127,1128 (Honors)
GEOL1100-GEOL 1110 (Physical Geology, Historical Geology)	
PHYS 1000 (Foundations of Physics)	
PHYS 1150 (Astronomy)	
PHYS 1500-1510 (General Physics)	
PHYS 1600-1610 (Engineering Physics)	PHYS 1607-1617 (Honors)
SCMH 1010 (Concepts of Science) + any other science course except BIOL 1000, BIOL 1020, and BIOL 1027	
[5]An eight-hour sequence consisting of two four-hour courses in a single sequence in biology, chemistry, physics, or geology OR one four -hour course called Concepts of Science (SCMH-1010) plus one four-hour course in one of the sciences listed above. Nursing and Forestry Engineering require a course in Biology and Chemistry. Although any of the sequences will fulfill the core, certain majors have specific science requirements. Students should consult their advisors. Generally, Agriculture requires Biology, Engineering requires Physics, Interior Design (Human Sciences) now requires Chemistry or Physics.	
HISTORY[6]	**6 Sem. Hrs.**
HIST 1010-1020 (World History)	HIST 1017-1027 (Honors)
HIST 1210-1220 (Technology & Civilization)	UNIV 2717-2727 (Honors)
UNIV 2710-2720 (Human Odyssey)	HIST 1217-1227 (Honors)

Auburn University

[6]Two courses in World History, Technology, and Civilization, or The Human Odyssey. A student must take both courses in a sequence to satisfy the requirement but may take the courses within a sequence in any order. As its name implies, World History is just that. Technology and Civilization is a world history course focusing on the development of technology; these courses have been a part of Auburn's history offerings for many years, and they are popular with students majoring in engineering. The Human Odyssey is a science-humanities team-taught sequence focusing on the shifts in human perception resulting from discovery and invention.

SOCIAL SCIENCE (Group I)[7]	**3 sem. hrs.**
ANTH 1000 (Introduction to Anthropology: a 4-Field Approach)	
GEOG 1010 (Global Geography)	GEOG 1017 (Honors)
PSYC 2010 (Introduction to Psychology)	
SOCY 1000 (Sociology: Global Perspective)	SOCY 1007 (Honors)

[7]Students select one course which focuses on issues related to culture, human ecology, social institutions and the continuing problems of society, or the psychological processes affecting individuals within groups.

SOCIAL SCIENCE (Group II)[8]	**3 sem. hrs.**
ECON 2020 (Microeconomics)	ECON 2027 (Honors)
POLI 1020 (Political Economy)	POLI 1027 (Honors)
POLI 1090 (American Government)	POLI 1097 (Honors)

[8]Students select one course which focuses either on the principles of economics or the interrelationship between the American political and economic systems.

Architecture Curriculum Outline

In addition to the 41 credit hours associated with the university core curriculum (25.7% of the degree requirements), students in the Architecture Program are required to complete a professional curriculum totaling 115 hours (67.3% of the degree requirements) and complete 3 hours of free electives (1.8% of the degree requirements), for a total of 159 credit hours. Of the 115 hours in the professional curriculum, students are able to select from a range of different course offerings to satisfy a required 3 credit "Dessein" (representational media) elective as well as choose from a range of offerings to fulfill a required 9 credits of seminars. Together with the 3 hour “free elective”, this gives our students a combined total of 15 hours of free and professional elective options (9.4% of the degree requirements). The Program of Architecture offers two modes of entry into the professional degree track: Foundation Studio and Summer Design. Tables II.2.2.B and II.2.2.C Illustrate the curricular framework for each of these paths toward degree completion.

Table II.2.2.B: Architecture Curriculum – Foundation Studio Track

(Note: courses in bold text are required professional courses; all others are required by the core curriculum)

1st Year	Fall	Spring		Fall	Spring
			Core Fine Arts		3
ENGL	1100	1120	English Composition I & II	3	3
MATH	1610		Calculus I	4	

Auburn University

PHYS		1500	General Physics I		4
ARCH	**1000**		**Careers in Design & Construction**	**1**	
ARCH		**1420**	**Intro to Digital Media**		**2**
ARCH	**1060**		**Visual Communications**	**2**	
ARCH	**1010**	**1020**	**Arch Design I & II**	**5**	5
				15	17

2nd Year					
			Core Social Science Group 1		3
BSCI		**2400**	**Structures I**		**3**
ARCH	**2210**		**Energy Conscious Design**	**3**	
ARCH		**2220**	**Environmental Controls**		**2**
ARCH	**2010**	**2020**	**Studio I & II**	**6**	**6**
ARCH	**2110**	**3110**	**Architectural History I & II**	**3**	**3**
ARCH	**3320**		**Materials & Methods I**	**3**	
				15	17

To proceed to the beginning sequence of a design studio a the third, fourth or fifth year levels, students must have completed all courses prior to that year level or have approval of the Design Review Committee.

3rd Year					
ENGL	2200		World Literature I	3	
BSCI	3400		**Structures II**	**3**	
SCMH		1010	Concepts of Science		4
ARCH	**3010**	**3020**	**Studio III & IV**	**6**	**6**
ARCH		**3410**	**Dessein Elective**		**3**
ARCH		**3700**	**Seminar in History & Theory**		**3**
ARCH	4320		**Materials & Methods II**	**3**	
				15	16

4th Year					
			Elective		3
ENGL		2210	World Literature II		3
BSCI	**3450**		**Structures III**	**3**	
CPLN	**5000**		**History & Theory of Urban Form**	**3**	
			Interdisciplinary Prof. Elective		3
ARCH	3120		**Architectural History III**	**3**	
ARCH	**4010**	**4010**	**Studio V & VI**	**6**	**6**
ARCH		**4500**	**Professional Practice**		**3**
				15	18

5th Year					
HIST			History Core I & II	3	3
			Core Philosophy	3	
			Core Social Science Group II		3
ARCH	**5010**		**Studio VII**	6	
ARCH		**5020**	**Thesis Studio**		**7**
ARCH	**5990**		**Introduction to Research**	**2**	
ARCH		**5991**	**Thesis Research**		**1**
ARCH			**Seminar**	3	
				17	14

Auburn University

Table II.2.2.C: Architecture Curriculum – Summer Design Track
(Note: courses in bold text are required professional courses; all others are required by the core curriculum)

1st Year	Fall	Spring		Fall	Spring
ENGL	1100	1120	English Composition I & II	3	3
HIST			History Core I & II	3	3
MATH	1610		Calculus I	4	
PHYS		1500	General Physics I		4
			Core Fine Arts	3	
			Elective		3
ARCH	**1000**		**Careers in Design & Construction**	**1**	
				14	13
Summer Design					
	ARCH	**1010**	**Arch Design I**	**5**	
	ARCH	**1020**	**Arch Design II**	**5**	
	ARCH	**1060**	**Visual Communications**	**2**	
	ARCH	**1420**	**Intro to Digital Media**	**2**	
				14	
2nd Year					
BSCI		**2400**	**Structures I**		**3**
ARCH	**2210**		**Energy Conscious Design**	**3**	
ARCH		**2220**	**Environmental Controls**		**2**
ARCH	**2010**	**2020**	**Studio I & II**	**6**	**6**
ARCH	**2110**	**3110**	**Architectural History I & II**	**3**	**3**
ARCH	**3320**		**Materials & Methods I**	**3**	
				15	14

To proceed to the beginning sequence of a design studio a the third, fourth or fifth year levels, students must have completed all courses prior to that year level or have approval of the Design Review Committee.

3rd Year					
ENGL	2200		World Literature I	3	
BSCI	3400		**Structures II**	**3**	
ARCH	**3010**	**3020**	**Studio III & IV**	**6**	**6**
ARCH		**3410**	**Dessein Elective**		**3**
ARCH		**3700**	**Seminar in History & Theory**		**3**
ARCH	4320		**Materials & Methods II**	**3**	
				15	12
4th Year					
ENGL		2210	World Literature II		3
BSCI	**3450**		**Structures III**	**3**	
CPLN	**5000**		**History & Theory of Urban Form**	**3**	
			Interdisciplinary Prof. Elective		3
ARCH	**3120**		**Architectural History III**	**3**	
ARCH	**4010**	**4010**	**Studio V & VI**	**6**	**6**
ARCH		**4500**	**Professional Practice**		**3**
				15	15

Auburn University

5th Year					
			Core Philosophy		3
			Core Social Science Group I	3	
			Core Social Science Group II		3
SCMH	1010		Concepts of Science	4	
ARCH	5010		**Studio VII**	**6**	
ARCH		**5020**	**Thesis Studio**		**7**
ARCH	**5990**		**Introduction to Research**	**2**	
ARCH		**5991**	**Thesis Research**		**1**
ARCH			**ARCH Seminar**	3	
				18	14

Off Campus Programs
The Program of Architecture offers a wide range of off-campus opportunities. During their third year, students may elect to participate in the semester-long program at the Rural Studio as well as either of the semester-long opportunities to study abroad in either Istanbul or Rome. All three of these venues offer a similar suite of courses, including Studio III or Studio IV (depending on the semester spent in each program) as well as a Dessein Elective and a Seminar in History & Theory. During their 5th year of study, Students may finish their studies on campus, or they may opt to spend the entirety of the year at either the Rural Studio or Urban Studio. Both of these remote venues offer a full suite of 5th year courses, including Studio VII, Thesis Studio, Introduction to Research, Thesis Research, and a variety of Architecture Seminars. For a broader description of these remote venues, please refer to Part I.2.3, Physical Resources, Remote Programs.

Dual Degree Options
Students may pursue a number of dual-degree options within the School as well as the College. The Bachelor of Interior Architecture degree is offered only as a dual degree with the Bachelor of Architecture. Students enrolled in the ARCH/ARIA program are required to complete all the requirements for the B.Arch. as well as devote some of their electives to a series of prescribed courses in the interior architecture discipline. Students in the ARCH/ARIA dual degree program are also required to complete an "extra" semester of studies (totaling 19 credit hours) focused on an interior architecture thesis project and related course work prior to entering the fifth year of study in the Architecture Program.

Students are also able to pursue a dual degree within the building science department (a Bachelor of Building Construction degree) by completing an additional 83 credit hours of proscribed courses. Students may also choose to pursue a dual degree in Community Planning and we are currently re-developing a model through which our students may continue on after completing their undergraduate studies to pursue a dual degree in Landscape Architecture.

Students may pursue a minor in business by completing five 3-credit hour courses within the School of Business. This "minor" will be noted on their transcript but not on the diploma.

II.2.3. Curriculum Review and Development
The Curriculum of the Architecture Program is considered as a living, responsive organism and as such is subject to constant review and active evaluation. Also, the curriculum benefits from many intentionally integrated linkages between courses and as such requires a great deal of coordination and collaboration by faculty to deliver its content in an efficient and clear manner. Driven by our rigorous self-assessment procedures and our long-term planning goals, all of the faculty participate in this process.

Auburn University

In a nutshell, one faculty member coordinates each year level. The faculty of each year level meet formally twice per semester to discuss curricular objectives and to measure outcomes of each course. At the end of each semester, the Program faculty as a whole to review and assess outcomes of the semester for all courses, or on occasion, for a specific set of courses in which there may be some concern. At the end of each academic year, the Program holds a 2-day planning retreat in which all of the faculty meet and participate in discussions, presentations, and break-out groups to review all or portions of the curriculum for alignment with the Programs long-term goals. Throughout the year and Guided by the Associate Program Chair, several focused committees work to develop particular aspects of the curriculum. These committees include the History and Theory Committee, Field Studies Committee, Building Technologies Committee and the Information Technologies Committee. Ad-hoc committees are also formed to target particular curricular concerns as needed.

For a more in-depth understanding of our curriculum review and development procedures, please refer to: Part I.1.4: Long-Range Planning and Part I.1.5: Program Self Assessment. In particular the sub-section titled Outcomes of Long-Range Planning demonstrates a clear linkage between our self assessment policies and our curriculum review processes and how they drive our long-range planning forward.

II.3. Evaluation of Preparatory/Pre-professional Education

Students seeking transfer into the Program of Architecture are broken into two groups: those transferring from NAAB Accredited Programs and those transferring from programs not accredited by the NAAB. For students seeking transfer from non-accredited programs, they must, without exception, enter through either the first year Foundation Unit Program or through the First Year Summer Option Program, provided they meet all of the criteria for acceptance to these programs. No advanced standing is considered for any professional coursework for these students.

Students seeking transfer from an NAAB accredited program that have not completed the second year of studio are also required to enter the Program via one of the First Year sequences, also provided they meet the academic criteria to do so.

Students seeking transfer to the Program that have completed the second year of the studio sequence in a NAAB accredited program are considered only on a “space-available” and case-by-case basis. In the event that there is space available in the Program, the student is first requested to submit an official transcript, official descriptions of all professional coursework completed, along with official syllabi for these courses to determine reciprocity (if any) with the required professional coursework at Auburn. The Associate Program Chair and Student Services subject this information to a preliminary review. If this material is deemed adequate, the petitioning student is required to submit a comprehensive design portfolio along with project descriptions and all requisite assignment material issued as part of the coursework submitted. The Design Review Committee reviews this work collectively, and may require a subsequent face-to-face review with the petitioning student prior to acceptance or denial of their request to transfer. Although we have entertained many inquiries, no transferring student has been successfully admitted through this process since our last accrediting visit.

Auburn University

II.4. Public Information

II.4.1. Statement on NAAB-Accredited Degrees

The "statement on NAAB-Accredited Degrees" is printed in the "Architecture" section of the AU Bulletin (found online at: http://www.auburn.edu/student_info/bulletin/) and also on the School of Architecture website at:
http://www.cadc.auburn.edu/arch/degrees_prog/arch_prog/accreditation

II.4.2. Access to NAAB Conditions and Procedures

Available via a link on the School of Architecture Website:
http://www.cadc.auburn.edu/arch/degrees_prog/arch_prog/accreditation

II.4.3. Access to Career Development Information

Available via a link on the School of Architecture Website:
http://www.cadc.auburn.edu/arch/degrees_prog/arch_prog/accreditation

II.4.4. Public Access to APRs and VTRs

Available via a link on the School of Architecture Website:
http://www.cadc.auburn.edu/arch/degrees_prog/arch_prog/accreditation

II.4.5. ARE Pass Rates

Available via a link on the School of Architecture Website:
http://www.cadc.auburn.edu/arch/degrees_prog/arch_prog/accreditation

Auburn University

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Auburn University

Part Three. Progress Since Last Site Visit

1. Summary of Responses to the Team Findings [2004]

A. Responses to Conditions Not Met

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.

Comment from previous VTR [2005] Currently 28% (45 credit hours) of the courses in the architecture curriculum are non-architectural courses, failing to meet the 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.

Response from Program [2010]: *The Program was in compliance with the criteria for non-architectural coursework as revised in section 3.12 of the 2004 conditions for accreditation. The response to our 2006 annual report went so far as to indicate that no further reporting was required relative to this condition.*

B. Responses to Causes of Concern

4. Social Equity

Comment from previous VTR [2005] While meeting this condition technically, the visiting team feels that the spirit of this condition has not been met, and this is a cause for concern. A demonstrated effort by the School to fulfill the spirit of this condition by increasing efforts to attain a more diverse faculty and student body must begin immediately.

Response from Program [2010]: *Since the time of our last accrediting visit, the College of Architecture, Design, and Construction has made increasing the diversity of our faculty and student body a primary priority. In 2006 the College created a new position "Director of Multi-Cultural Affairs" and hired Ms. Carla Jackson Bell into this position. Ms. Jackson and the Program of Architecture have worked closely together in the subsequent years to develop and implement a college-wide strategic plan (see part I.1.2 Diversity) to increase minority recruitment, enrollment, and retention and to increase the number of minority applicants for open faculty positions. Upon her arrival, Ms. Bell also facilitated the restart of our NOMA student chapter and we have developed significant funds for scholarships designed to enhance our efforts to recruit and retain minority students. We have also established an "academic bridge" program designed to help incoming students improve their skills in math and science and have received university funding to make this program available to minority students. This has significantly improved our ability to retain minority students as well as help them to maintain academic eligibility for our introductory studio sequence.*

Auburn University

12.1 Verbal and Writing Skills

Comment from previous VTR [2005] The Visiting Team noted a cause for concern, particularly in the area of writing skills. Upon review of numerous papers and written exams, it was clear that, generally speaking, the quality and clarity of the writing is not consistent with the level of ideas presented and discussed.

Response from Program [2010]: *Recognizing this concern ourselves, the Program had implemented a revised Architecture History curriculum the semester of our 2005 team visit. One significant goal of this new structure was to directly address the writing skills of our students. The results of our emphasis on the development of writing skills in the Architectural History course sequence quickly began to show results in the form of improved writing skills in the upper division coursework. To further support and recognize writing skills, the School has implemented an annual Student Writing Award in 2007. Students may submit examples of their writing from any course in the curriculum and a faculty jury evaluates these submissions. While the completion is open to all students from any program in the School of Architecture, in the first year of the competition all three awards went to students in the Architecture Program. In subsequent years the competition was split into undergraduate and graduate categories.*

12.14 Accessibility

Comment from previous VTR [2005] Although this criterion is met, there is a cause for concern Recognition of disabled access needs in designing the relationship of buildings to sites, is less clearly demonstrated than it is in the design of interior spaces in individual building designs. The absence of meeting basic accessibility guidelines and requirements in constructed Rural Studio projects at Perry Lakes Parks is also an example of this concern.

Response from Program [2010]: *We have taken steps to address the "building to site" dimension of accessible design across the studio curricula via a more explicit focus on the issue of critique of student work relative to this aspect of design in the formative stage of studio assignments.*

While we believe the team's comments regarding the Rural Studio projects implies a more extensive problem than actually exists, we subsequently worked closely with the client of the referenced project along with local, county, and state agencies to address the concerns expressed by the visiting team.

12.30 Program Preparation

Comment from previous VTR [2005] While there is isolated evidence of an ability to meet this criterion, it does not permeate the program. Programming appears supplemental to the design process, rather than integrated with it, and appears developed only on an individual basis.

Response from Program [2010]: *While we believe that at the time of our accreditation visit we did not make a convincing case to the contrary in our exhibit, we do believe that our attention to programming was and is much more than "supplemental." In addition to focusing on documenting this step more clearly in studio work at all year levels, we have adjusted the structure of our Introduction to Thesis Research (ARCH 5990) so as to allow more focus on programming as a distinct activity with its own documentation protocol.*

Auburn University

This includes a series of intensive programming workshops led by professional practitioners.

2. Summary of Responses to Changes in the NAAB Conditions

Since our last accreditation visit there have actually been two rounds of changes in the NAAB Conditions. In the 2004 Conditions, "Strategic Planning" was changed to emphasize the programs focus on self-assessment. We find that the intentional coupling of self-assessment together with long-range planning and institutional culture in the 2010 Conditions continues this positive trend, allowing us to more clearly consider the Programs growth and enhancement as a sequence of continuous events. Rather than making the preparation of the APR more complex and difficult, this integrated approach of reporting has in fact seemed to actually streamline the process of preparation.

In 2004, the notion of "Studio Culture" was introduced to the Conditions. We find it very positive that this area of concern has expanded in the 2010 Conditions to include the culture of the Program as a whole, especially in understanding that all constituents (students, faculty and staff) have important roles to play in the creation and maintenance of a positive learning environment.

We view very favorably the continued reorganization of the Student Performance Criteria that began in the 2004 Conditions. The grouping of the SPC into three realms in the 2010 Conditions clearly recognizes that learning does not happen in isolation. The ability to present our teaching in a more cohesive and integrated manner better reflects the organization of our current curriculum model. Along these lines we are also pleased to see move throughout the Conditions to address the significant relevant concerns of contemporary education and practice today, particularly with regard to environmental stewardship, leadership, and (of particular importance to our own program) civic engagement.

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Auburn University

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Auburn University

Part Four: Supplemental Information **Page**

Appendix 01
Course Descriptions 78

Appendix 02 122
Faculty Resumes

Appendix 03
Teaching Assignments 154

Appendix 04
Matrix of Faculty Credentials 156

Appendix 05
Annual Reports 158

Appendix 06
Visiting Team Report (*VTR*) from the previous visit 160

Appendix 07
Response to the Offsite Program Questionnaire 162

Course Catalog
The University no longer maintains printed course catalogs. Instead, the Course catalog is dynamically created online. This and other on-line resources for students may be found at http://www.auburn.edu/main/currentstudents.html

Auburn University

Appendix 01: Course Descriptions

Auburn University

Appendix 1 – Course Descriptions

ARCH 1000 – Careers in Design & Construction (1 credit)

Course Description: Introduction to the environmental design and construction professions and the curricula in each field.

Course Goals & Objectives (bulleted list):

- to gauge student fit in terms of interest, aptitude, and temperament with one or more of the program offerings in the college
- To provide an introductory level understanding of the nature of design and construction vocations

Student Performance Criteria addressed: A2, A3

Topical Outline (include percentage of time in course spent in each subject area):
The class meets twice per week for 50 minutes each.
Guest lecturers – 20%
Quizzes/exams – 10%
Instructor lectures & discussions – 40%
Projects/sketches – 40%

Prerequisites: none

Textbooks/Learning Resources: guest lecturers, handouts, online lectures

Offered (semester and year): every semester

Faculty: Tarik Orgen, Paul Zorr, Alan Cook

Auburn University

Appendix 1 – Course Descriptions

ARCH 1010 – Introduction to Architecture Design I (5 credits)

Course Description: Introduction and application of principles of visual organization, research, and design process and methods skills, and the graphic communication of form and ideas. This course is graded S/U.

Course Goals & Objectives:

- ignite the curious mind and develop fluid and critical thinking
- incite sustained and open positions (a point of view)
- develop a high value to the importance of action
- instill initiative and self-reliance
- develop a collaborative studio ecology
- develop efficient production and a consistent work ethic

Student Performance Criteria addressed: A1, A2, A3, A6, A8

Topical Outline (include percentage of time in course spent in each subject area):
Monday's are usually for group presentations and discussions of the prior week's work and assignment of the next project or segment; Wednesday's are spent developing strategies for addressing project issues on individual or small group levels; Friday's are for final logistical planning and production. 35% of the fall course is spent on a group experiential project designing and fabricating the environment for the high school regional competition sponsored by BEST Robotics. This course is also taught in the summer sessions in a compressed time format.

Prerequisites: none

Textbooks/Learning Resources: lecturers, handouts, formal orientation sessions for the Dudley shop & branch library are given

Offered: every summer and fall semester

Faculty: Rusty Smith, Margaret Fletcher, Ana Souza

Auburn University

Appendix 1 – Course Descriptions

ARCH 1020 – Introduction to Architecture Design II (5 credits)

Course Description: Introduction and application of principles of visual organization, research, and design process and methods skills, and the graphic communication of form and ideas. This course is graded S/U.

Course Goals & Objectives:

- ignite the curious mind and develop fluid and critical thinking
- incite sustained and open positions (a point of view)
- develop a high value to the importance of action
- instill initiative and self-reliance
- develop a collaborative studio ecology
- develop efficient production and a consistent work ethic

Student Performance Criteria addressed: A1, A2, A3, A6, A8

Topical Outline (include percentage of time in course spent in each subject area):
Monday's are usually for group presentations and discussions of the prior week's work and assignment of the next project or segment; Wednesday's are spent developing strategies for addressing project issues on individual or small group levels; Friday's are for final logistical planning and production. This course is taught in the summer sessions in a compressed time format without other course distraction.

Prerequisites: ARCH 1010

Textbooks/Learning Resources: lecturers, handouts, formal orientation sessions for the Dudley shop & branch library are given

Offered: every summer and spring semester

Faculty: Rusty Smith, Ana Souza, Joao Braz, Gaines Blackwell

Auburn University

Appendix 1 – Course Descriptions

ARCH 1060 – Visual Communications (2 credits)

Course Description: this course introduces the conventions and techniques of graphic communication focusing on developing graphic skills for the purpose of explaining form and communicating ideas via exercises in drafting, sketching, and diagramming.

Course Goals & Objectives:

- learn the basic techniques for communicating form through drawing
- introduce the conventions of the different projection systems of visual representation
- develop basic proficiency with drawing and drafting skills

Student Performance Criteria addressed: A1, A3

Topical Outline: equipment orientation, lettering, and line work (15%), orthographic multi-view drawing (30%), tone and light rendering (20%), paraline projection (20%), sketching and diagramming techniques(15%),

Prerequisites: none

Textbooks/Learning Resources:

Offered: fall semesters

Faculty: Robert Faust

Auburn University

Appendix 1 – Course Descriptions

ARCH 1420 – Introduction to Digital Media (2 credits)

Course Description: PC computer applications are taught in a computer lab. These include applications for image editing, 3-D modeling, and presentation purposes. The summer class starts with a concentrated week of instruction followed by once a week meetings; the spring term class meets once per week for 3 hours each meeting.

Course Goals & Objectives:

- Gain an introductory understanding of the nature of digital media
- Learn the basic operations of several applications for modeling and presentation uses
- Produce a personal web site
- Learn to approach applications with an ability to self-teach
- Critically consider the role of digital media in the practice of architecture and design

Student Performance Criteria addressed: A1, A3,

Topical Outline: the applications covered usually include – Adobe Photoshop, Rhinoceros or AutoCAD, Powerpoint, Illustrator or Indesign, and Dreamweaver. Projects topics weighted by time factors: image editing - 20%; presentation applications - 25% ; 3-D modeling - 30%; web site - 25%.

Prerequisites: ARCH 1060

Textbooks/Learning Resources: application and online help services, and information handouts prepared for the class

Offered: every spring and summer semester

Faculty: Alan Cook, Christian Dagg

Auburn University

Appendix 1 – Course Descriptions

ARCH 2010 – Studio I (6 credits)

Course Description: this course covers basic issues of architectural design centered on the thoughtful creation of interior and exterior spaces. There is a focus on the issues of plan, façade, site-building section, structure, and the ecological context.

Course Goals & Objectives:

- develop the skills to communicate architectural designs using conventional systems of drawing and modeling
- work with developing ways of embodying architectural ideas through space, form, and materials
- Investigate and study the major tectonic aspects of architectural objects and their expressive nature
- reinforce through course dialog and design studies, the lessons of the concurrent student courses in environmental controls and materials and methods

Student Performance Criteria addressed: A1, A2, A3, A5, A6, A7, A8, A9, B3, B4, B9

Topical Outline: typically three projects are run which focus on façade, plan & section, and tectonics respectively, each weighing approximately one third of the term.

Prerequisites: ARCH 1020

Textbooks/Learning Resources:
Architectural Graphics Standards, Student Edition, AIA
Architect's Studio Companion, Rules of Thumb for Preliminary Design, Edward Allen & Joseph Iano
Building Construction Illustrated, Francis D. K. Ching
In 2010 the class participated in a course organized field trip to Washington, D. C. which in addition to visiting and observing the rich architectural and urban aspects of the city, also visited the then underway *Solar Decathlon* event which highlights sustainable design issues.

Offered: every fall semester

Faculty: Christian Dagg, Bob Faust, Justin Miller, Ana Souza, Nicole Truit

Auburn University

Appendix 1 – Course Descriptions

ARCH 2020 – Studio 2 (6 credits)

Course Description: this course continues studies of the basic issues of architectural design centered on the thoughtful creation of interior and exterior spaces. Particular emphasis is drawn to the role of sustainable practices and the use of wood as a building material.

Course Goals & Objectives:

- continue to reinforce through course dialog and design studies, the lessons of the concurrent student courses in environmental controls and materials and methods
- Gain further fluency with spatial and formal ideas (façade, plan, section)
- Increase understanding of the tectonic and expressive nature of structure, especially using wood
- Further development of graphic and modeling skills

Student Performance Criteria addressed: A1, A2, A3, A5, A6, A7, A8, A9, B3, B4, B9

Topical Outline: architectural design projects are explored including a major (approximately 10 weeks) traditional competition (WoodComp – 70%) sponsored by the Alabama Forestry Association and involving wood as a primary material. Projects are developed with desk critiques and periodic group pin-up reviews. One project focuses on energy issues employing software analysis coordinated through the environmental controls course – 30%

Prerequisites: ARCH 2010

Textbooks/Learning Resources:
Architectural Graphics Standards, Student Edition, AIA
Architect's Studio Companion, Rules of Thumb for Preliminary Design, Edward Allen & Joseph Iano
Building Construction Illustrated, Francis D. K. Ching
In addition, various readings were assigned

Offered: every spring semester

Faculty: Christian Dagg, Robert Faust, Justin Miller, Nicole Truitt

Auburn University

Appendix 1 – Course Descriptions

ARCH 2110 – Architectural History I: Theory and Methods of Architectural Analysis (3 credits)

Course Description: this course provides lectures and discussions that deal with design theory and methods of analysis focusing on design principles mostly related to the nature of perception.

Course Goals & Objectives:

- Gain familiarity with a variety of design theories and methods of design analysis
- Introduction to vocabulary terms, typological forms, and canonical case studies
- Gain an understanding of how architecture embodies and carries meaning and how this relates to the design process
- Develop writing and diagramming skills

Student Performance Criteria addressed: A2, A6, A8

Topical Outline: course material begins with the idea that design is related to the nature of human perception and sensibilities and identifies design principles from this. Canonical design examples are presented that exemplify the principles. Content includes: Gestalt and other cognitive theory – 30%; basic design patterns and principles – 25%; materials and construction – 15%; linguistic and hermeneutic theory - 15%; environmental influences – 15%;

Prerequisites: ARCH 1020

Textbooks/Learning Resources: digital access is provided to the annotated slide lectures and digitized class notes and readings. Video: *My Architect* (biography of Louis Kahn)

Offered: spring, 2008 & 2009
*This course has been superseded by: *ARCH 2110 – Architectural History I: History of the Built Environment* (2010)

Faculty: Alan Cook

Auburn University

Appendix 1 – Course Descriptions

ARCH 2110 – Architectural History I: History of the Built Environment (3 credits)

Course Description: this course provides an introduction to the history of architecture and the built environment covering the periods from pre-history through the 14th century; examines how societal beliefs and practices influence the making of the designed environment.

Course Goals & Objectives:

- develop familiarity with the general time line of significant precedents in the history of architecture
- ability to analyze and recognize the primary building and organizational typologies
- ability to identify architectural periods and influences for both western and non-western cultures
- gain a fundamental understanding of the complex geographical, cultural, and technological forces that shape buildings and the designed environment
- develop an extensive vocabulary of terms related to the history of the designed environment
- exercise and develop the ability to speak and write clearly, including research skills
- deepen understanding of the meaning and significance in ways that will inform the design process

Student Performance Criteria addressed: A1**,** A5, A7, A9, A10

Topical Outline: papers – 40%; final exams – 55%; discussions – 5%; topics covered: prehistory – 1 wk.; ancient near east – 1 wk; ancient Greece & Rome 2 ½ wks.; far east – 1 wk,; Byzantium and the Islamic world – 2 wks.; medieval world and Gothic – 2 wks.; pre-Colombian new world – 2 wks. The remainder of course time is spent in discussion, watching video presentations and course work review.

Prerequisites: ARCH 1020

Textbooks/Learning Resources: Required textbook: *A History of Architecture: Settings and Rituals*, Spiro Kostof. Video: presentation on pilgrimages. Additional supplemental texts available in the architectural branch library are identified for student use.

Offered: Fall, 2009
*****This course supersedes: *ARCH 2110 – Architectural History I: Theory and Methods of Architectural Analysis* (spring 2009)

Faculty: Karen Rogers; Carla Keyvanian

Auburn University

Appendix 1 – Course Descriptions

ARCH 2210 – Environmental Controls I (3 credits) – replaces ***BSCI 3110***

Course Description: this course provides the basic knowledge & skills for an architect to design environmentally responsive buildings with an emphasis on sustainable practices and passive systems.

Course Goals & Objectives:

- understand the architect's responsibilities, re: environmental & resource conservation in architecture and urban design
- understand the basic principles of thermal dynamics and thermal comfort zone
- understand the basic principles of climate and passive solar design and how to integrate them into the design process
- understand the basic principles of vision and day lighting and how to integrate them into the design process
- utilize tools and software to achieve high performance designs relative to comfort and desirable lighting

Student Performance Criterion/a addressed: A4, A11, B8, B10, B11

Topical Outline: general principles of energy & light (20%), issues of building form and configuration (20%), passive solar strategies (20%), passive cooling (10%), sustainable design (15%), student project presentations (15%)

Prerequisites: ARCH 1020

Textbooks/Learning Resources: text- *Heating, Cooling, Lighting: Design Methods for Architects,* Norbert Lectner; additional readings placed on reserve in the CADC library

Offered: every spring semester

Faculty: Justin Miller

Auburn University

Appendix 1 – Course Descriptions

ARCH 2220 – Environmental Controls II (3 credits) – replaces BSCI 3120

Course Description: this course provides the basic knowledge & skills for an architect to design environmentally responsive buildings emphasizing sustainable practices and active mechanical systems.

Course Goals & Objectives:

- understand the basic principles of designing an energy efficient building envelope
- understand the basic principles of mechanical equipment for heating, cooling, and ventilation
- understand the basic principles of electrical and plumbing systems
- understand the basic principles of vertical transportation systems in buildings
- understand the basic principles of electrical lighting
- learn how to integrate building systems
- understand the impact of design decisions upon the performance of designed environments

Student Performance Criterion/a addressed: A4, A11, B8, B10, B11

Topical Outline: site & thermal envelope (25%), light and lighting systems (30%), hvac systems (15%), electrical, plumbing, & other building systems & systems integration (30%)

Prerequisites: ARCH 1020

Textbooks/Learning Resources: text- *Heating, Cooling, Lighting: Design Methods for Architects,* Norbert Lectner; additional readings placed on reserve in the CADC library or distributed in class

Offered: every spring semester

Faculty: Justin Miller

Auburn University

Appendix 1 – Course Descriptions

ARCH 3010 – Studio 3 (6 credits)

Course Description: this course is an intermediate design studio with a focus on cultural/communal design values, tectonic design development, and the development, communication, expression, and presentation of architectural intentions and ideas.

Course Goals & Objectives:

- Identify, develop, and articulately embody architectural intensions in a building and site design that is programmatically, socially, technically, and ecologically responsible
- Effectively integrate and professionally communicate these responsibilities

Student Performance Criteria addressed: A1, A2, A3, A6, A7, A10, A11, B1, B3, B4, C2, C3, C6, C8, C9

Topical Outline: the course is studio specific for the first third of the semester (30%) and is common in project vehicle and schedule for the remainder (70%). The latter part includes an in depth case studies of a professionally executed projects as tectonic exemplars to each student's project (selected by them with instructor approval). This is studied through a detailed scale model of a key section of the design.

Prerequisites: ARCH 2020

Textbooks/Learning Resources:
Architectural Graphics Standards, Student Edition, AIA
Architect's Studio Companion, Rules of Thumb for Preliminary Design, Edward Allen & Joseph Iano
Building Construction Illustrated, Francis D. K. Ching

Offered: fall semesters

Faculty: Douglas Burleson, Alan Cook, Sheri Schumacher

Auburn University

Appendix 1 – Course Descriptions

ARCH 3020 – Studio 4 (6 credits)

Course Description: builds on prior building design courses emphasizing the conceptual integration of construction tectonics in the development of building form and site design

Course Goals & Objectives:

- Expressively embody architectural intentions in the integrated design of building and site
- Effectively represent projects with professional standards and conventions
- To work with the architectural program as a factor in formal place making

Student Performance Criteria addressed: A1, A2, A3, A6, A7, A10, A11, B1, B3, B4, C2, C3, C6, C8, C9

Topical Outline
Conception and sense of place ideation - 20%; Program and space planning – 25%; structure and material development – 35%; presentation of design – 20%

Prerequisites: ARCH 3010 or ARIA 3010

Textbooks/Learning Resources:
Architectural Graphics Standards, Student Edition, AIA
Architect's Studio Companion, Rules of Thumb for Preliminary Design, Edward Allen & Joseph Iano
Building Construction Illustrated, Francis D. K. Ching
Preliminary Structural Design Charts, Philip Corkill

Offered: spring semesters

Faculty: Douglas Burleson, Alan Cook, Forrest Fulton, Magdalena Garmaz, Nicole Truit, Paul Zorr

Auburn University

Appendix 1 – Course Descriptions

ARCH 3110 – Architectural History II: History of European Architecture to 1800 (3 credits)

Course Description: : this course provides an introduction to the history of architecture and the built environment covering the periods from pre-history through the 14th century; examines how societal beliefs and practices influence the making of the designed environment.

Course Goals & Objectives:

- develop familiarity with the general time line of significant precedents in the history of architecture
- ability to analyze and recognize the primary building and organizational typologies
- ability to identify architectural periods and influences for both western and non-western cultures
- gain a fundamental understanding of the complex geographical, cultural, and technological forces that shape buildings and the designed environment
- develop an extensive vocabulary of terms related to the history of the designed environment
- exercise and develop the ability to speak and write clearly, including research skills
- deepen understanding of the meaning and significance in ways that will inform the design process

Student Performance Criterion/a addressed: A1, A5, A7, A8, A9

Topical Outline: papers – 40%; final exams – 55%; discussions – 5%; topics covered: prehistory – 1 wk.; ancient near east – 1 wk; ancient Greece & Rome 2 ½ wks.; far east – 1 wk,; Byzantium and the Islamic world – 2 wks.; medieval world and Gothic – 2 wks.; pre-Colombian new world – 2 wks. The remainder of course time is spent in discussion, watching video presentations and course work review.

Prerequisites: ARCH 2110

Textbooks/Learning Resources: Required textbook: *A History of Architecture: Settings and Rituals*, Spiro Kostof. Additional text references include: *Illustrated Dictionary of Architecture*, Cyril M. Harris; and *The Penquin Dictionary of Architecture and landscape Architecture*, Fleming, Honour, & Pevsner; three video presentations

Offered: fall 2008 & 2009 (superseded by ARCH 3110 - spring 2010)

Faculty: Carla Keyvanian, Alan Cook, Karen Rogers

Auburn University

Appendix 1 – Course Descriptions

ARCH 3120 – Architectural History III: 19th Century to Present (3 credits)
(revised to ***Modern Architecture: 1750 to the Present***)

Course Description: this course covers the history of architecture from 1850 – present with an emphasis on the rise of the Modern Movement in Europe and the U.S. (The history sequence has undergone a revision and now this course material begins in the mid-18th century)

Course Goals & Objectives:

- further develop familiarity with the general time line of significant precedents in the history of architecture
- investigate the influence of technology, social and economic conditions as well as cultural shifts in the development of modern architecture
- facilitate the exchange of ideas about architectural design through analysis of examples discussed with specific terminology
- deepen understanding of the meaning & significance of architecture in ways that will inform individual design processes
- exercise and further develop the ability to speak and write clearly, including research skills

Student Performance Criterion/a addressed: A1, A5, A7, A8, A9

Topical Outline: influences from the industrial revolution – new materials, building technologies and means of production - 30%, changing concerns for architecture's social purpose – 30%, case studies of canonical modernism - 40%

Prerequisites: ARCH 1020

Textbooks/Learning Resources: reserved readings: *Modern Architecture since 1900*, William J. Cutis; *European Architecture 1750 – 1890*, Barry Bergdoll

Offered: each spring semester

Faculty: Carla Keyvanian

Auburn University

Appendix 1 – Course Descriptions

ARCH 3320 – Materials & Methods of Construction I (3 credits)

Course Description: this first of two courses covers the properties and potential design functions of materials used in contemporary construction. This one emphasizes foundation systems, wood, and masonry and includes general material as well as case studies on the fabrication and assembly processes.

Course Goals & Objectives:

- gain detail information about the nature of construction materials and best practice standards for their assembly into buildings
- develop an understanding and appreciation for the construction aspects of architecture
- develop an appreciation for the poetics of material expression as it relates to architectural aesthetics
- facilitate the process of appropriately determining the material choices required in a robust design process through a developed foundation of general practical knowledge

Student Performance Criteria addressed: A4, A11, B10, B11, B12

Topical Outline: making buildings – 40%; foundations – 10%; wood – 10%; heavy timber frame construction – 10%; wood light frame construction – 15%; brick masonry – 15%

Prerequisites: ARCH 1020

Textbooks/Learning Resources: 14 DVD presentations; guest lecturer - Chris Erwin, from the Alabama Forestry Association; required text: *Fundamental of Building Construction: Material and Methods*, Edward Allen; field trip to Washington, D. C., to see the Solar Decathlon solar house competition.

Offered: fall 2009

Faculty: Robert Faust

Auburn University

Appendix 1 – Course Descriptions

ARCH 3410 – Dessein Elective (3 credits)

Course Description: this is a design communications course which explores the art of representation and diagramming using various media. The media and content of this course may vary with instructor, from traditional hand media to digital tools/applications.

Course Goals & Objectives:

- Developing experience and proficiency with various presentation media
- Exploring the nature of visual communications through a range of abstraction levels
- Developing a sense for time management and the expressive character of various media and presentation techniques

Student Performance Criteria addressed: A1, A3

Topical Outline
Techniques include: collage – 20%, watercolor – 25%, colored pencil – 25%, pastels – 10%; presentation layout – 20%; projects include a range and mix from: abstract/parti diagrams to plans, elevations, and sections, to rendered perspectival representations.

Prerequisites:

Textbooks/Learning Resources:

Offered: spring 2008 & 2009

Faculty: Elena Barthel, David Braly, Alan Cook, Bob Faust, Scott Finn, Andrew Freear, David Hinson, Cheryl Morgan, Margaret Sledge,

Auburn University

Appendix 1 – Course Descriptions

ARCH 3410 – Dessein Elective: AutoCAD and Revit Fundamentals (3 credits)

Course Description: introduction to basic information skills & concepts related to digital design and production including 2-D CAD drawing to BIM (multi-dimensional building information modeling).

Course Goals & Objectives:

- learn strategic thinking in how to approach the use of digital tools
- capacity to analyze and interpret digital artifacts
- develop fluency, efficiency, speed, and precision using CAD applications
- learn to well organize and manage digital information

Student Performance Criteria addressed: A1, A3

Topical Outline: AutoCAD instruction – 50%; Revit instruction – 50%

.

Prerequisites:

Textbooks/Learning Resources: AutoCAD and REVIT software applications and manuals (a computer lab with these applications is provided),

Offered: fall, summer 2009

Faculty: Joao Braz, Josh Emig

Auburn University

Appendix 1 – Course Descriptions

ARCH 3410 – Dessein Elective: Digital Media (3 credits)

Course Description: this course covers an introduction to digital media applications for image editing, presentation layout, and virtual modeling for architectural purposes.

Course Goals & Objectives:

- learn strategic thinking in how to approach the use of digital tools
- capacity to analyze and interpret digital artifacts
- develop fluency, efficiency, speed, and precision using CAD and image editing applications
- awareness of how digital technology is being used in the profession of architecture

Student Performance Criteria addressed: A1, A3

Topical Outline: virtual modeling applications– 60%; image editing – 15%; presentation layout – 15%
.

Prerequisites:

Textbooks/Learning Resources: AutoCAD and REVIT software applications and manuals (a computer lab with these applications is provided),

Offered: fall 2008

Faculty: Forrest Fulton

Auburn University

Appendix 1 – Course Descriptions

ARCH 3500 – Seminar in Methods & Processes (3 credits)

Course Description: this course involves learning and using computer applications for the 3-D modeling and fabrication of design artifacts, and discussions about the practical and ethical use of digital technologies.

Course Goals & Objectives:

- develop aptitude with digital design, drawing, fabrication, and construction tools
- gain confidence and competence of the conceptual and practical applications of digital technology in the design and fabrication process

Student Performance Criterion/a addressed: A1, A3, B12

Topical Outline
Instruction and experimentation with software applications – 50%; CAD design – 20%; computer integrated fabrication – 20%; installation of project – 10%

Prerequisites: ARCH 2020

Textbooks/Learning Resources: provided reading assignments from 5 to 25 pages per week accompany lectures

Offered: spring 2009

Faculty: Forrest Fulton

Auburn University

Appendix 1 – Course Descriptions

ARCH 3500 – Seminar in Methods & Processes (3 credits)

Course Description: this course involves multi-disciplinary sourced investigations, through readings and case studies, of the meaning of interior place, both spatially and psychologically.

Course Goals & Objectives:

- expand awareness of alternate ways of thinking about interior architecture
- validate a multidisciplinary scope for the sources of design inspiration
- develop fluency and precision in writing about architecture and architectural theory

Student Performance Criteria addressed: A5, A6, A7, A8

Topical Outline: discussions on readings – 50% (example topics include: partition of space; chromophobia; buildings and their genotypes; the tyranny of taste; towards a feminist poetics; others…); paper research – 25%; research project presentations – 25%

Prerequisites: ARCH 2020

Textbooks/Learning Resources: required text: *Intimus: Interior Design Theory Reader*

Offered: spring 2008

Faculty: Sheri Schumacher

Auburn University

Appendix 1 – Course Descriptions

ARCH 3700 – Seminar in History & Theory (3 credits)

Course Description: this course focuses on the possibilities of architectural enclosure as being textile-like entity and explores the history, theory, technology, and contemporary developments of this.

Course Goals & Objectives:

- develop writing abilities including research and composition with illustrations
- develop presentation and discussion aptitudes
- gain an awareness and understanding of the changing and expanding realm of possibilities in the development of architectural enclosure systems

Student Performance Criteria addressed: A1, A2, A5

Topical Outline
Discussions – 20%; term paper project – 60%; oral presentations – 20%

Prerequisites: ARCH 2010

Textbooks/Learning Resources: selected readings each week from such sources as:
Thinking Architecture, Peter Zumthor
State of Architecture at the Beginning of the 21st Century, Bernard Tschumi
Constructing Architecture: Materials, Processes, Structures, Andreas Deplazes
Style in the Technical and Tectonic Arts, Gottfried Semper
+ many others

Offered: spring 2009

Faculty: Magdalena Garmoz

Auburn University

Appendix 1 – Course Descriptions
ARCH 3700 – Seminar in History & Theory (3 credits)

Course Description: this course focuses on the possibilities of architectural enclosure as being textile-like entity and explores the history, theory, technology, and contemporary developments of this.

Course Goals & Objectives:

- learn to see in the analytical sense of profound observation over time
- develop an understanding of the order of cities and its many sub-systems, especially public spaces
- develop strategies for the making of public places
- foster personal growth through the focused experience of a foreign place

Student Performance Criteria addressed: A2, A7, A8, A10

Topical Outline
the major themes include: the Façade (60%): porosity & solidity, residential & intermediary space, transparency & procession; Context (40%): in/and, in-between, transposition; ambiguities and distinctions

Prerequisites: ARCH 2010

Textbooks/Learning Resources: selected readings each week from such sources as:
Complexity and Contradiction in Architecture, Robert Venturi
Towards a New Architecture, Le Corbusier
Transparency: Literal and Phenomenal, Rowe & Slutsky
The Sacred and the Profane, Eliade
+ others

Offered: spring semesters in Rome Study Abroad Program

Faculty: Scott Finn

Auburn University

Appendix 1 – Course Descriptions
ARCH 3800 – Seminar in Aspects of Design – Place & Space: Parts & People (3 credits)

Course Description: this course focuses on urban form and its parts while exploring the city of Birmingham.

Course Goals & Objectives:

- develop an in depth understanding of urban form and how it relates to politics and public policy
- gain an appreciation for the city of Birmingham through experiential learning

Student Performance Criteria addressed: A2, A8, A9

Topical Outline
Discussions of places in situ – 40%; attendance & discussions of public meetings and events – 20%; photographic & journal documentations (sketches & notes) - 40%

Prerequisites: ARCH 2020

Textbooks/Learning Resources: the city of Birmingham via walking and discussion tours

Offered: fall 2008

Faculty: Cheryl Morgan/Ben Wiseman

Auburn University

Appendix 1 – Course Descriptions
ARCH 3020/4020 – Studio 4/6 (6 credits)

Course Description: architectural design in the community, includes the development of team-based design proposals. This course combined 3rd & 4th year architecture students and used the ACSA *Green Community* competition as the studio vehicle.

Course Goals & Objectives:

- gain an understanding of site development as an issue in sustainable design practices through individual and group efforts
- practice making a balanced synthesis of the relationships between: clients, program, site, & sense of place.
- Develop a deeper level integration of factors which comprehensively define the many aspects of architecture including issues of: meaning, social programming, and ecological responsibility

Student Performance Criterion/a addressed: A1, A2, A3, A4, A5, A7, A9, B2, B3, B4, B5, B6, B9, B10, B11, B12, C1, C2, C3, C6, C8

Topical Outline: team-based site selection (15%), site development (25%), preliminary building design (25%), building and building systems design development (25%); design communication (10%)

Prerequisites: ARCH 4010 or ARIA 4010; and BSCI 3450 and CPLN 5000

Textbooks/Learning Resources: online ACSA competition materials, faculty consultants from the Colleges of Agriculture (forestry) and Liberal Arts (local historian); we also worked with a studio of first year MLA students from the CADC who formally consulted in teams with the ARCH students.

Offered: spring 2008

Faculty: Alan Cook

Auburn University

Appendix 1 – Course Descriptions

ARCH 4010 – Studio 5 (6 credits)

Course Description: this course deals with the design of complex buildings, building complexes, and places in an urban context. Lectures emphasize urban issues & research methods. Programming and analysis will parallel studio projects of increasing complexity.

Course Goals & Objectives:

- Gain familiarity with the body of literature and knowledge dealing with design in the urban context
- make insightful analyses of and intelligent proposals for complex urban situations
- comprehensively integrate the curricular material covered thus far into a rigorous process of architectural design and urban place making
- produce design proposals that comply with zoning, codes, life safety, and accessibility standards while elevating the human spirit
- effectively communicate the design proposal synthesis at many levels of scale

Student Performance Criteria addressed: A1, A2, A3, A4, A5, A7, A9, B2, B3, B4, B5, B6, B7, B9, B10, B11, B12, C1, C2, C3, C6, C8

Topical Outline: research and analysis of precedence and the urban context – 20%; alternate proposal iterations – 20%; preliminary design – 20%; design development – 40%. The main project is conducted as a design competition sponsored by AlaGasCo.

Prerequisites: ARCH 3010 or ARIA 3020, and BSCI 3400

Textbooks/Learning Resources: studio field trip to Chicago, Boston, or wherever the 4th year level studio urban context happens to be; library reserve texts include: *Delirious New York* – Koolhaus, *The Architecture of the City* - Rossi, *The Death and Life of Great American Cities* - Jacobs, *Urban Space* - L. Kier, *Complexity and Contradiction in* Architecture – Venturi, *Collage City* – Rowe, and others

Offered: every fall semester

Faculty: J. Scott Finn, Justin Miller, Tarik Orgen, Robert Sproull, Paul Zorr

Auburn University

Appendix 1 – Course Descriptions
ARCH 4020 – Studio 6 (6 credits)

Course Description: architectural design in the community, includes the development of team-based design proposals. Lectures emphasize urban issues & research methods. Programming and analysis will parallel studio projects of increasing complexity.

Course Goals & Objectives:

- Gain familiarity with the body of literature and knowledge dealing with design in the urban context
- make insightful analyses of and intelligent proposals for complex urban situations
- comprehensively integrate the curricular material covered thus far into a rigorous process of architectural design and urban place making
- produce design proposals that comply with zoning, codes, life safety, and accessibility standards while elevating the human spirit
- effectively communicate the design proposal synthesis at many levels of scale

Student Performance Criteria addressed: A1, A2, A3, A4, A5, A7, A9, B2, B3, B4, B5, B6, B7, B9, B10, B11, B12, C1, C2, C3, C6, C8

Topical Outline: team-based site selection (15%), site development (25%), preliminary building design (25%), building and building systems design development (25%); design communication (10%)

Prerequisites: ARCH 4010 or ARIA 4010; and BSCI 3450 and CPLN 5000

Textbooks/Learning Resources:

Offered: every spring semester

Faculty: Alan Cook

Auburn University

Appendix 1 – Course Descriptions
ARCH 4220 – Studio 6: Europe Travel Studio (6 credits)

Course Description: first hand exposure to European architecture and urban design. The specific subjects of study and trip itinerary/venues will vary slightly based on the objectives of the faculty leading the studio.

Course Goals & Objectives:

- gain an understanding of culture and geographic issues through interaction and immersion
- practice making a balanced synthesis of the relationships between: clients, program, site, & sense of place.
- Develop a deeper level integration of factors which comprehensively define the many aspects of architecture including issues of: meaning, social programming, and ecological responsibility

Student Performance Criterion/a addressed: A1, A2, A3, A4, A5, A7, A9, A10, B2, B3, B4, B5, B6, B7, B9, B10, B11, B12, C1, C2, C3, C6, C8

Topical Outline: local cultural & site research, analysis & selection (20%), site development (15%), preliminary building design (25%), building design development (25%); design communication (15%)

Prerequisites: ARCH 4010 or ARIA 4010; and BSCI 3450 and CPLN 5000

Textbooks/Learning Resources: primary resources are the streets, buildings, and other public places in Istanbul, Turkey, along with that local's local university faculty and facilities.

Offered: every spring semester

Faculty: Tarik Orgen

Auburn University

Appendix 1 – Course Descriptions

ARCH 4320 – Materials & Methods of Construction 2 (3 credits)

Course Description: this 2nd of two courses covers the properties and potential design functions of materials used in contemporary construction. This one emphasizes steel, concrete, roofing, interior finishes, glass and glazing, cladding.

Course Goals & Objectives:

- gain detail information about the nature of construction materials and best practice standards for their assembly into buildings
- develop an understanding and appreciation for the construction aspects of architecture
- develop an appreciation for the poetics of material expression as it relates to architectural aesthetics
- facilitate the process of appropriately determining the material choices required in a robust design process through a developed foundation of general practical knowledge

Student Performance Criteria addressed: A4, A11, B10, B11, B12

Topical Outline: steel - 20%; concrete - 20%; roofing - 10%; glass -15%; cladding -20%; interior finishes – 15%

Prerequisites: ARCH 3320

Textbooks/Learning Resources: required text: *Fundamentals of Building Construction: Materials and Methods* - Edward Allen, *Principles and Practices of Commercial Construction* – Andres & Smith; invited lecturer (2009) - Darren Olsen, from the McWhorter School of Building Science at Auburn University; field trips to local construction projects

Offered: every fall semester

Faculty: Paul Zorr

Auburn University

Appendix 1 – Course Descriptions

ARCH 4500 – Professional Practice (3 credits)

Course Description: this course deals with the architects' legal responsibilities, frameworks of professional practice, office organization, business planning, marketing, project delivery, internship, professional ethics and leadership.

Course Goals & Objectives:

- be able to understand and evaluate potential career options
- understand the range of knowledge required to perform effectively as a professional architect and how to access this information
- gain an understanding of the architect's role in society as member of the profession

Student Performance Criteria addressed: C3, C4, C5, C6, C7, C8, C9

Topical Outline: case studies – 15%; internship – 10%; legal responsibilities – 20%; business models and marketing – 35%; ethics and leadership issues – 20%

Prerequisites: ARCH 3020 or ARIA 3020

Textbooks/Learning Resources: required texts: *Architecture: The Story of* Practice - Dana Cuff, *Ethics and The Practice of Architecture* - Wasserman et al, *The Architecture Student's Handbook of Professional Practice* – AIA, *Architect's Essentials of Contract* Negotiation – Abramowitz; City of Auburn Planning Commission meetings; other readings in the school library reserve section

Offered: every fall term

Faculty: David Hinson, Michael Spinello

Auburn University

Appendix 1 – Course Descriptions

ARCH 4900 – Directed Studies: Being There (1 credit)

Course Description: this course requires students to formally present to the class insights and discoveries they have made while exploring Birmingham, the location of the Urban Studio option of the curriculum.

Course Goals & Objectives:

- broaden and enrich each other's experience of Birmingham's physical and human resources
- catalog the resources
- explore ways to document and communicate about environmental experiences

Student Performance Criteria addressed: A5, A9

Topical Outline
The topics vary depending on the venues of participation of which the students avail themselves; "day map" or journal – 70%; participation in discussions – 30%

Prerequisites:

Textbooks/Learning Resources: venues in the city of Birmingham such as: Civil Rights Museum, Birmingham Museum of the City – Vulcan, McWane Center, Southern Museum of Flight, Egg and Dart Tour, Jazz Hall of Fame, etc…

Offered: every spring and fall semester

Faculty: Cheryl Morgan

Auburn University

Appendix 1 – Course Descriptions

ARCH 4900 – Directed Studies: Readings in landscape Architecture (3 credits)

Course Description: this course investigates the idea of landscape architecture through reading, writing, and discussion.

Course Goals & Objectives:
- develop a point of view about the land and landscape architecture
- explore ways to concisely communicate verbally about the landscape and landscape architecture

Student Performance Criteria addressed: A1, A2, A8

Topical Outline
Assigned readings and discussion – 40%; short essays critiquing the readings – 40%; final essay – 20%

Prerequisites: permission of the instructor

Textbooks/Learning Resources: assigned readings from various sources including: *Landscape and Images*, John Stilgoe; *The Control of Nature,* John McPhee; *Practice of the Wild*, Gary Snyder; *The Web of Life A New Scientific Understanding of Living Systems*, Fritjo Capra; others..

Offered: spring 2008

Faculty: Jocelyn Zanzot

Auburn University

Appendix 1 – Course Descriptions

ARCH 4910/4920 – Rural Studio Completion (0 credit)

Course Description: post-fifth year students are allowed to register for this course while they complete their design-build thesis projects after having finished the rest of the curriculum requirements. This allows them to defer the payment schedule on their student loans.

Course Goals & Objectives:

- encourage the spiritual and physical product closure of the Rural Studio thesis projects
- avoid a legacy of incomplete works and their associated social & spiritual inadequacies

Student Performance Criterion/a addressed: A11, C1, C3, C5, C6, C7, C8,

Topical Outline: whatever is required to bring the experiential design-build projects to completion

Prerequisites: ARCH 5020

Textbooks/Learning Resources: faculty, tools, and other resources of the Rural Studio

Offered: every fall (ARCH 4910) & spring (ARCH 4920) semester

Faculty: Andrew Freear, Rusty Smith

Auburn University

Appendix 1 – Course Descriptions

ARCH 5010 – Studio 7 (6 credits)

Course Description: advanced problem-solving in the synthesis of previous design experiences. Development of a comprehensive design project from programming to construction documents

Course Goals & Objectives:

- allow each student to begin individuating their transition into the profession – each venue focuses on specific opportunities: AU campus -theory, Rural Studio – socially conscious experiential learning, Urban Studio – community environments and urban planning
- provide in-depth design experiences where complex detail resolution is a key goal
-

Student Performance Criteria addressed: A1, A2, A3, A5, A11, B1, B4, C2, C3, C6, C8

Topical Outline: project inception, research, analysis - 25%; preliminary design – 25%; design development and communication/realization – 50%

Prerequisites: ARCH 4020 or ARIA 4020

Textbooks/Learning Resources: for the Rural and Urban Studios there are project clients who provide experiential learning based information and feedback;

Offered: every fall semester

Faculty: Andrew Freear (Rural Studio), Forrest Fulton, Cheryl Morgan (Urban Studio), Behzad Nakhjavan,

Auburn University

Appendix 1 – Course Descriptions

ARCH 5020 – Thesis Studio (7 credits)

Course Description: this course involves the exploration and development of an architectural thesis project of the students choice under the direction of a faculty member and runs closely with the thesis research course ARCH 5991

Course Goals & Objectives:

- Identify, define, refine a strong architectural thesis argument and apply it in the design process
- produce a design addressing the issues of the thesis, and defend it with a persuasive argument and presentation
- the Rural Studio venue has a major emphasis on experiential learning through the student erection of the projects
- the Urban and Rural Studios have a major focus on the social aspects of community

Student Performance Criteria addressed: A1, A2, A3, A5, A11, B1, B4, C2, C3, C6, C8

Topical Outline
research and preparation – 15%; concept development – 25%; design development – 40%; Presentation – 20%

Prerequisites: ARCH 5010 & ARCH 5990

Textbooks/Learning Resources: the urban studio in Birmingham utilizes local architects as studio critics during project reviews; for the Rural and Urban Studios there are also project clients who provide experiential learning based information and feedback

Offered: every spring semester

Faculty: Andrew Freear (Rural Studio), Cheryl Morgan (Urban Studio), Behzad Nakhjavan, Sheri Schumacher,

Auburn University

Appendix 1 – Course Descriptions

ARCH 5240 – Directed Studies: Being There *(1 credit)*

Course Description: this course requires students to formally present to the class insights and discoveries they have made while exploring Birmingham, the location of the Urban Studio option of the curriculum, or the rural south and the context of the Rural Studio environs.

Course Goals & Objectives:

- broaden and enrich each other's experience of Birmingham's and/or the rural south's physical and human resources
- catalog the resources
- explore ways to document and communicate about environmental experiences

Student Performance Criteria addressed: A5, A9

Topical Outline
The topics vary depending on the venues of participation of which the students avail themselves; "day map" or journal – 70%; participation in discussions – 30%

Prerequisites:

Textbooks/Learning Resources: venues in the city of Birmingham such as: Civil Rights Museum, Birmingham Museum of the City – Vulcan, McWane Center, Southern Museum of Flight, Egg and Dart Tour, Jazz Hall of Fame, etc…; venues in the rural south like the cities and people of Hale County

Offered: every fall semester

Faculty: Andrew Freear, Cheryl Morgan

Auburn University

Appendix 1 – Course Descriptions

ARCH 5990 – Introduction to Thesis Research (2 credits)

Course Description: lecture format presenting the tools, techniques, & strategies required to select, refine, write, and present a thesis argument

Course Goals & Objectives:

- develop the ability do effective literature searches which identify the primary sources of information in a topic of study
- be able to prepare concise and strategic abstractions from complex and long information sources
- perform meaningful case study selections and analyses which inform the design process
- develop specific written and graphic progress towards fulfilling your own design project research needs
- formulate an architecturally significant thesis/argument

Student Performance Criteria addressed: A2, A5, A9

Topical Outline: identify information needs and gathering data – 15%; programming and case study analysis summaries – 35%; development of architectural theory – 50%

Prerequisites:

Textbooks/Learning Resources: readings from: Hegel, Louis Kahn, Robert Venturi, & Peter Zumthor

Offered: every fall semester

Faculty: Cheryl Morgan, Childress, Sickler/Lim, Nakhjavan, Andrew Freear

Auburn University

Appendix 1 – Course Descriptions

ARCH 5991 – Thesis Research (1 credit)

Course Description: lecture course expanding on the individual thesis argument and research begun in ARCH 5990 in parallel with the development of the thesis design project in ARCH 5020

Course Goals & Objectives:
- Assemble, organize, and format research related to the thesis design course, ARCH 5020
- Serve as a venue for exchanging ideas and information about the thesis process

Student Performance Criteria addressed: A2, A5, A9

Topical Outline
Research material/submission – 75%
Class presentation – 25%

Prerequisites: ARCH 5990

Textbooks/Learning Resources: tailored to each student's project and the venue of the studio

Offered: every spring semester

Faculty: Cheryl Morgan, Behzad Nakhjavan, Andrew Freear

Auburn University

Appendix 1 – Course Descriptions

BSCI 2400 – Structures I (3 credits)

Course Description: this course deals with principles of mechanics and material behavior related to building structures. Includes: force systems, frame analysis, section properties, stress, basic design and structural elements.

Course Goals & Objectives:

- Understand the nature of forces focusing on the building components of beams, trusses, and columns
- Develop a clear concept of the issues of shear & moment, centroids & moment of inertia, stress & strain, and the basic forces of tension, compression, shear, torque, and bending
- Be able to trace loads and analyze forces in structural members computationally and graphically
- Understand the issues governing the stability of beams, columns, and trusses as parts of whole structural systems
- Focus on wood as a primary structural material

Student Performance Criterion addressed: B9

Topical Outline: general statics (20%), analysis of systems (10%), trusses (20%), load tracing (20%), stress & strain (5%), centroids & moment of inertia (20%), columns (5%)

Prerequisites: PHYS 1500 or PHYS 1600 and MATH 1610 or MATH 1617

Textbooks/Learning Resources: text- *Statics and Strength of material for Architecture and Building Construction*, Barry Onouye & Keviin kane

Offered: every semester

Faculty: Ben Farrow, Annop Satinneni, Peter Weiss

Auburn University

Appendix 1 – Course Descriptions

BSCI 3400 – Structures II (3 credits)

Course Description: primary and secondary member design, connection design, temporary bracing/shoring, and steel shop drawing review. The emphasis is on wood & steel structural members and systems.

Course Goals & Objectives:

- understand the responsibilities of the various parties in a structural steel project
- understand the allowable stress design approach
- understand the load distributions & be able to develop basic framing plans
- be able to design open-web joists, decks, & girders
- be able to design columns for both eccentric & concentric loads
- be able to design basic steel & timber connections in a framing plan
- understand basic structural design software implementation
- understand basic erection sequencing & techniques required for steel erection

Student Performance Criteria addressed: B9, B12

Topical Outline: steel structural systems and members (50%), wooden structural materials and members (35%), codes, shop drawings, erection techniques, etc. (15%)

Prerequisites: BSCI 2400

Textbooks/Learning Resources: text- *Manual of Steel Construction*, AISC

Offered: every semester

Faculty: Ben Farrow, Peter Weiss

Auburn University

Appendix 1 – Course Descriptions

BSCI 3450 – Structures III (3 credits)

Course Description: Introduction to the design of reinforced concrete and related formwork including beams, columns, slabs, footings, retaining walls, and pre-stressed members.

Course Goals & Objectives:

- Be familiar with the characteristics and properties of concrete and reinforcing steel
- Be familiar with sustainable aspects of concrete as a building material
- Be able to analyze and design reinforced concrete beams to resist flexure and shear stresses
- Be able to determine load diagrams for concrete beams from framing plans
- Be familiar with typical concrete slab systems
- Be able to analyze axially loaded concrete columns
- Be familiar with the structural behavior of various types of concrete framing systems
- Be familiar with common types of concrete foundation systems
- Be able to analyze and design spread concrete footings
- Be able to analyze retaining wall stability
- Be familiar with the basic theory of pre-stressed concrete
- Be familiar with planning, placing and finishing concrete through "hands on" projects

Student Performance Criterion/a addressed: B9, B12

Topical Outline: codes, history, material characteristics (20%), beams and slabs (30%), column design(10%), floor systems, foundation & retaining walls (25%), pre-stressed concrete (5%), experiential concrete testing team projects (10%)

Prerequisites: BSCI 3400

Textbooks/Learning Resources: text- *Reinforced Concrete Design*, Limbrunner & Aghayere; hands-on beam construction and load testing

Offered: every semester

Faculty: Michael Hein, Steve Williams, Peter Weiss

Auburn University

Appendix 1 – Course Descriptions

CPLN 5000 – History & Theory of urban Form (3 credits)

Course Description: this course deals with the vocabulary and historical development of urban design, focusing on the environment and cultural forces that design, shape, build, and redevelop the urban fabric.

Course Goals & Objectives:

- Develop insights which influence the design and construction of ancient towns and cities
- Understanding the technological & social characteristics which defined the city of the 19th century
- Awareness of the social & physical theorists (utopians) who made significant contributions to contemporary urban thought
- Awareness of the political, social, cultural, economic, and physical factors which contribute to the physical form of the contemporary American city
- Explore current thinking regarding attitudes & potential solutions for the development of more livable & sustainable cities & communities

Student Performance Criterion/a addressed: A8, A9, C2, C9

Topical Outline: development of historical insight (30%), technological & social factors of the 19th century (15%), theorists of contemporary urban thought (20%), political, social, cultural, economic, and physical factors (20%), current thinking regarding potential solutions developments (15%)

Prerequisites:

Textbooks/Learning Resources: text – *Building Suburbia: Green Fields and Urban Growth, 1820 -2000*, Dolores Hayden; videos; selected readings on library reserve

Offered: every spring semester

Faculty: Dan Bennett, Scott Finn, John Pittari

Auburn University

Appendix 02: Faculty Resumes

Auburn University

Appendix 2 **–Faculty Resumes**

Daniel Bennett, FAIA Professor
Dean - College of Architecture, Design & Construction

Courses Taught:
CPLN 5000/6000

Educational Credentials:
Master of Architecture in Urban Design, Rice University, 1976
Bachelor or Architecture, Auburn University, 1974

Teaching Experience:
Dean, CADC, Auburn University, 2000 to present
Interim Provost, University of Arkansas, 1998-2000
Dean, School of Architecture, University of Arkansas, 1991-2000
Head, Department of Architecture, Auburn University, 1988-91
Visiting Scholar, Martin Center for Urban Studies, University of Cambridge, Cambridge, England, 1986
Professor of Architecture, University of South Florida, 1987-88
Professor of Architecture, Mississippi State University, 1984-87
Associate Professor, Mississippi State University, 1978-83
Instructor of Architecture, Louisiana State University, 1971

Professional Experience:
1987 to present Daniel Bennett, FAIA, Architect
1983 – 87, Bennett/Timmer Architects, Jackson, MS
1979 – 82, Eley Associates Architects, Jackson, MS
1975 – 77, Head, Division of Urban Design, City of Oklahoma City, OK
1974 – 75, Team Plan, Inc., West Palm Beach, FL

Licenses/Registration:
Registered Architect, State of Alabama
NCARB Certification

Selected Publications and Recent Research:
"The UA Campus Master Plan", Society of College and University Planners Regional Meeting, Tucson, Arizona, (presented with Dan Kenney, SASAKI Associates, Boston, MA)
"The Role of the Advancement Agenda to the Success of Schools of Architecture", ACSA Administrators Conference, Washington, D.C.
"Improving the Relationship Between Schools and the Profession", AIA National Convention, San Francisco, California
Third Annual Jean Giles Lecture, School of Architecture, Mississippi State University, Starkville, Mississippi
"The Future Landscape of Architectural Education." Architectural Education Forum, Memphis Chapter AIA, Memphis, Tennessee
"From Mainstreet to Mainstream: The Planning and Architecture of Barry Parker and Raymond Urwin" Chautagua in Mississippi, Mississippi State University
"City Visions, The Agenda for Tampa's Future", a three-part educational course delivered with David A. Crane for the University of South Florida Division of Lifelong Learning, Tampa, Florida

Professional Memberships:
Board Member, Alabama Board of Registration of Architects, 2009 to present, (Vice Chair)
Chair, National Committee on Practice Education
Alabama Architectural Foundation, Board of Directors (President, 2007)
Alabama Historical Commission, Commissioner (President, 2009-2011)
AIA College of Fellows (elected, 1996)

Auburn University

Appendix 2 **–Faculty Resumes**

Joao Braz Visiting Instructor

Courses Taught:
ARCH 1010, ARCH 3410

Educational Credentials:
Master Landscape Architecture, Auburn Univ., 2009
M. Arch, Lusiada Univ., Lisbon Portuagal, 2006
Post_Grad in Evaluation and Real Estate Management, Lusiada Univ., Lisbon Portuagal, 2006
Degree in Architecture, Lusiada Univ., Lisbon Portuagal, 2006

Teaching Experience:
Visiting Instructor, GTA, Auburn Univ. Introduction to Architectural Design Studio, Dessein, 2009

Professional Experience:
2008 SOM, New York City, NY; conceptual design, space planning, codes, production drawings
2006 - 07, Camara Municipal de Lisoa, Architect / Urban Planner; urban studies & projects

Honors & Awards:
2008 Book Award, Master in Landscape Architecture
2008 inducted into Sigma Lambda Alpha Honorary

Auburn University

Appendix 2 **–Faculty Resumes**

Douglas Burleson Associate Professor

Courses Taught:
ARCH 2600, ARCH 3010, ARCH 3020, ARCH 4020

Educational Credentials:
Studies in Philosophy, Univ. of the Americas, 1966-68
B. Environmental Design, Texas A&M Univ., 1972
M. Arch, Rice Univ., 1974
M. Theology, Austin Presbyterian Theological Seminary, 1997

Teaching Experience:
Assoc. Prof. , Auburn Univ., 1992 – present (on leave from AY 1994 – 95)
Visiting Assoc. Prof., Texas A&M Graduate School, 1994 – 95
Assistant Prof., Auburn Univ., 1986 – 92

Professional Experience:

1984 – 86	Charles Womack & Associates
1984	Harper, Kemp, Clutts & Parker
1978 – 84	Burleson Architects
1974 – 76	I. M. Pei & Partners

Licenses/Registration:
Registered Architect – Texas (1974 -86)

Selected Publications and Recent Research:
2003 & 04, exhibition of student work, Solon Dixon Prototypes, Andalusia, AL
1995 *Supra-Rational Design Methodology*, National Conference on Education for the Beginning Design Student
1990 *Quartz-Glass for Daylighting*, ACSA National Conference, Creativity in the Design Process
1986 – 87, member of intradepartmental team for design research on the NASA space station Habitation development, funded by Martin-Marietta & McDonald-Douglas Corps.

Honor and Awards:
1997 Outstanding Teacher in the College of Architecture, Design & Construction

Professional Memberships:
ACSA
AIA
Phi Kappa Phi Honor Society
Tau Sigma Delta Honor Society

Auburn University

Appendix 2 **–Faculty Resumes**

Alan Cook Associate Professor

Courses Taught:
ARCH 1000; ARCH 1420; ARCH 2020; ARCH 2110; ARCH 3010; ARCH 3110; ARCH 3020; ARCH 3410, ARCH 4900; UNIV 2710; UNIV 2720 (UNIV – university courses, Human Odyssey)

Educational Credentials:
M. Arch, University of Nebraska-Lincoln, 1976
B. Arch, University of Nebraska-Lincoln, 1972

Teaching Experience:
Assoc. Prof. of Architecture, 1983 - present, Auburn University (on leave AY 1984 – 85)
Adjunct Prof. of Architecture, 1984 -85, University of Nebraska
Assistant Prof. of Architecture, 1979 – 83, Auburn University
Assistant Prof. of Architecture, 1976 – 79, North Dakota State University

Professional Experience:
2001 - 02, AU Solar Decathlon Team, design/build experiential learning
1984 - 85, Geller Design, Lincoln Nebraska: architectural production and design
1976 Clark & Enerson & Assoc., Architects, Lincoln NE.; job captain
1973 - 74, Clark & Enerson & Assoc., Architects; assistant job captain
1972 - 73, Peter A. Lendrum & Assoc. Inc., Pheonix, AZ; architectural production
1968 - 72, Conservation & Survey Division, Univ. of Nebraska - Lincoln; illustrator, cartographer, & assist. supervisor - cartographic section

Licenses/Registration:
Registered Architect – Alabama (inactive)

Selected Publications and Recent Research:
2007 *Serial Vision & the Narrative Potentials of Architecture*; Hawaii 5th International Conf. on Arts & Humanities
2007 *Dictionary Stand: A Table of Meaning*; Hawaii 5th International Conf. on Arts & Humanities
2006 *Narrative Architecture: Ritual and Meaning in Le Corbusier's Chapel at Ronchamp;* Hawaii 4th International Conf. on Arts & Humanities
2001 – 2002, Solar Decathlon, project architecture faculty
1999 contributor to *Classic Readings in Architecture,* edited by Jay M. Stein & Kent F. Speckelmeyer, McGraw Hill, NY
1995 *Stereopsis in the Design and Presentation of Architectural Works*; ACADIA (Association for Computer Aided Design in Architecture) 1995 International Conference Proceedings
1993 contributor to VanNostrand Reinhold's *Foundations in Architecture: An Annotated Anthology of Beginning Design Projects*, edited by Michael Jack Jordan & Owen Cappleman
1983 *Mastermime: the Paradigm of Personification in Design;* 71st ACSA (Associated Collegiate Schools of Architecture) Annual Meeting at Santa Fe

Honors & Awards:
2001 – 2002, Solar Decathlon International Competition, 3rd Place, project architecture faculty
2001 – 2002, Outstanding Teaching Award, College of Architecture Design & Construction, Auburn Univ.
1978 *Progressive Architecture*, First Award for Urban Design & Planning, *Nebraska Capital Environs Study*, (also professional journal cover illustration) project staff

Professional Memberships:
ACSA

Auburn University

Appendix 2 **–Faculty Resumes**

Christian T. Dagg, AIA Associate Professor
Program Chair - Interior Architecture

Courses Taught:
ARCH 1020, ARCH 1420, ARCH 2010, ARCH 2020, ARCH 4010, ARCH 4020
ARIA 2150, ARIA 4030, ARIA 4680

Educational Credentials:
Master of Architecture with Distinction, Harvard University Graduate School of Design, Cambridge, Massachusetts, 1999
Bachelor of Science in Art, Northeastern University, Boston, Massachusetts, 1993

Teaching Experience:
Associate Professor of Architecture, Auburn University, 2007- Present
Assistant Professor of Architecture, Auburn University, 2000 - 07
Studio Instructor & Lecturer, Boston Architectural Center (now College), Boston, MA, 1997 - 2000
Visiting Studio Instructor, Northeastern University, Boston, Massachusetts, 1998

Professional Experience:
2005 – present, Hinson + Dagg Architects, Principal, Auburn, AL
2000 – 07, DOA- Dagg O'Neal Architecture and Design Consulting, Auburn, AL
1996 – 00, Machado and Silvetti Associates Incorporated, Designer/ Architectural Intern, Boston, MA
1993 – 95, Kallmann, McKinnell and Wood Architects, Inc., Architectural Intern, Boston, MA

Licenses/Registration:
2007 Registered Architect - Alabama

Selected Publications and Recent Research:
2010 Lusche Residence presented at the Green and Blue Conference. This regional conference was sponsored by the Lee County Habitat for Humanity Chapter.
2010 "Iannis Xenakis" lecture presented at Clefworks 2010 Performance, Montgomery, Alabama
2009 Lusche Residence presented at "Innovations" Session at HBAA Winter Meeting
2009 Lusche Residence, Home Builders Association of Alabama, Green Energy Key Designation
This residence was given the first Green Energy Key designation in the State of Alabama
2009 Lusche Residence, AIA Montgomery Merit Design Award
2008 House on Turtle Creek, AIA Montgomery Merit Design Award
2008 House on Turtle Creek, AIA Montgomery Member's Choice Award
2008 "Solutions: Architecture" lecture presented at the Auburn University Conference Center
As a part of the national "Talk of the Nation" program, Sustainable Practices in Architecture.

Professional Memberships:
2000 ACSA
2007 AIA
2006 United States Green Building Council, LEED Accredited Professional

Auburn University

Appendix 2 **–Faculty Resumes**

Joshua Emig Visiting Assistant Professor
Co-Director - Master of Design-Build Program

Courses Taught:
ARCH 1420, ARCH 3410
DBLD 6610 (Design Build Studio), DBLD 6620, DBLD 7630, DBLD-7650

Educational Credentials:
M. Arch, Rensselaer Polytechnic Institute, 2005
B. of Arts, Lycoming College, 1996

Teaching Experience:
Visiting Assistant Prof. of Architecture, Auburn University, 2009 – Present
Visiting Critic, Yale University, Spring 2009
Adjunct Instructor, Columbia University, Fall 2008

Professional Experience:
2006-2009 Director of the Applied Technology Group, SHoP Architects, New York, NY
2005-2006 Project Consultant, Front Inc., New York, NY
2004-2005 Design-Build Intern, Massie Architecture, Troy, NY

Licenses/Registration:
LEED AP

Selected Publications and Recent Research:
Lectures and Conferences:
2010 *Enabling Integration: Changing the Culture of Design and Construction Education*, Invited lecture at AIA-ABC Joint State Conference, w/ Paul Holley, June
2010 *Enabling Integration: BIM in Integrated Design and Construction Education*, Yale Univ. BIM Symposium, w/ Paul Holley, May, Proceedings forthcoming
2010 *Three Shifts*, Invited Lecture at Tuskegee University, February
Design, Information, Integration, Invited lecture at Rensselaer Polytechnic Institute as as part of "10 Under 10" series
Sustainable Information Modeling, Invited lecture for SHoP Architects, Autodesk BIM Symposium, Tokyo, Japan

Projects/Research:
2010 *Chattanooga-Hamilton County Public Library*, Design and pre-construction service learning project for the City of Chattanooga, sponsored by non-profit River City Company, and carried out by Master of Design Build Program

Professional Memberships:
ACSA

Auburn University

Appendix 2 **–Faculty Resumes**

C. Ben Farrow Assistant Professor – Building Science

Courses Taught:
BSCI 2400 and BSCI 3400

Educational Credentials:
M.B.A., The Owen School of Business, Vanderbilt University
M.S.C.E., Civil Engineering, University of Texas
B.S., Civil Engineering, Duke University

Teaching Experience:
Assistant Prof. of Building Science, Auburn Univ. 2006 - present

Professional Experience:
2003 - 06, TRC International, Ltd., Brentwood, TN, Managing Principal; Managed office of 45 design professionals in various fields of Civil Engineering; reviewed, approved, and oversaw budgets for groups exceeding $5,000,000
2001 - 03**,** TRC International, Ltd., Brentwood, TN, Structural Engineering Manager
1996 - 01, Structural Design Group, Inc., Birmingham, AL, Associate
1992 - 96, LaneBishopYorkDelahay, **Inc.,** Birmingham, AL, Design Engineer/Project Engineer

Licenses/Registration:
Registered Professional Engineer since 1996: Alabama, Tennessee, North Carolina, Kansas, Colorado, Texas
LEED Certified Professional since 2009

Selected Publications and Recent Research:
2009 *Evaluation of a Prototypical Mechanical Wood Truss Ladder*, *Automation in Construction Journal*, Volume 18, Issue 8, December 2009
2008 – 09, *Faculty exploration of a Short Term, Service Learning, Study Abroad Opportunity in Quesimpuco, Bolivia*; Co-PI.
2008 *A Preliminary Study to Measure the Relationship of Lighting to productivity on a Construction Project*, PI: Co-PI
2008 *Construction Drawings: A Cost/ Benefit Case Study of Weather and Tear Resistant Drawings*, Co-PI:
2008 Published continuing education video, *Introduction to Storm Water Management for Construction Sites*
2006 - 08, *Gulf Coast Hurricane Evacuation: A Case Study of an Inland County's 'At-Risk' Shelters*, Co-PI
2007 *Aggregate Piers and the Construction Classroom*, Co-PI
2007 *Adaptive Reuse of Large Single-Tenant Retail Facilities*, Co-PI
2007 *Procuring Steel through an Early-Release Steel Package*, PI: Farrow, Ben C.

Professional Memberships:
Beta Gamma Sigma – Business Honor Society
Sponsor of Sigma Lambda Chi – Construction Honor Society

Auburn University

Appendix 2 **–Faculty Resumes**

Robert L. Faust, Prof.

Courses Taught:
ARCH 1060, ARCH 2010, ARCH 2020, ARCH 3320, ARCH 3410

Educational Credentials:
B. Architecture, University of Oklahoma, 1956

Teaching Experience:
Prof. of Architecture, Auburn Univ., date? - present
Assoc. Prof. of Architecture, Auburn Univ., 1968 - dates?
Assistant Prof. of Architecture, Iowa State Univ., 1965 - 68

Professional Experience:
1995 – 96, City of Auburn, Board of Zoning & Adjustments
1982 – 83, City of Auburn, Board of Adjustments & Appeals
1968 – present, Robert L. Faust, Auburn AL, architect
1966 – 68, Robert L. Faust, Ames, Iowa, architect
1964 – 65, Charles Alert Ledner 7 Associates, assoc.
1964 Leonard Spangberg & Associates, assoc.
1962 Belden Concrete Products, designer
1961 – 62, Robert L. Faust, Mississippi, architect
1958 – 61, Bruce Goff, architect
1956 – 58, U. S. Navy, draftsman

Licenses/Registration:
NCARB Certificate; Registered Architect, Alabama

Selected Publications and Recent Research:
Prof. Faust early-on established with interested students, a small design-build initiative – which proved to be a precursor of Auburn's acclaimed Rural Studio. He has, with student assistance, constructed a number of rental units and private residences during holidays and summer recesses.

Faust has had his models, drawings & paintings exhibited at the University of Kentucky & the Auburn University Union Gallery on several occasions. His drawings and paintings were exhibited at Kansas State University as part of the American School of Architecture show. He has exhibited in Boulder, CO, also as part of an American School of Architecture show. He has had original drawings exhibited in the Royal Institute of British Architects sponsored show at the Heinz Gallery, London, England and was invited to be part of the IVth World Biennale of Architecture held in Sofia, Bulgaria. He was more recently invited to show his work as part of an organic architecture group at Louisiana State University and was a guest lecturer at North Carolina State University. Professor Faust spoke & showed architectural work at the Bruce Goff Centennial Celebration held at the University of Oklahoma, March 5, 2010. His work has been published in *Architecture and Urbanism* (Japanese International magazine), *Architecture* (magazine of the American Institute of Architects), in an article entitled "Goff's Architectural Progeny," *L'Architecttura* (Italian international magazine), and Vol. 7.3, Issue No. 43 of *Friends of Kebyar*, a voice of organic architecture, was devoted entirely to his work.

Professional Memberships:
ACSA
AIA (inactive)
Friends of Kebyar

Auburn University

Appendix 2 **–Faculty Resumes**

J. Scott Finn, Associate Professor / Ann & Batey Gresham Professor
Director - School's International Studies Program: Rome

Courses Taught:
ARCH 3010, ARCH 3020, ARCH 3410, ARCH 4010, ARCH 4020, CPLN 5000, LAND 5160/6120

Educational Credentials:
M. Architecture, Yale University, 1980
A.B., Architecture and Urban Planning, Princeton, 1977
Classical Diploma, High Honors, Phillips Exeter Academy, 1973

Teaching Experience:
Assistant Prof. of Architecture, 1987 - 1990
Associate Prof. of Architecture, tenured, 1990 – present
Associate Faculty, UA Rome Center, 2008 - present
Faculty at the Preservation Institute: Nantucket, a program of the University of Florida, 1995-1996
Adjunct Professor, Roger Williams College, 1985 - 1987

Professional Experience:
1999 - 03, *Director of Design* for the award-winning DPZ planned Town of Mt Laurel, Alabama
2007 - 09, *Director of Design* for the Dover-Kohl designed project: Hudson, Alabama
1980 - 87, practiced in New York, Boston and the Island of Nantucket
1985 - 86, in-house architect for two seasons on the Emmy Award winning WGBH PBS TV Series "This Old House"

Licenses/Registration:
Licensed Architect, Commonwealth of Massachusetts

Selected Publications, Conferences and Recent Research:
Urban Design Proposals: Studio Workshop: Rome
2010 *Ex-GIL Museum*, Trastevere, Rome, Italy
2009 *Trajan's Market Museum*, Rome, Italy
2008 *Iconic Planned Communities and the Challenges of Change*, International Planning History Society (IPHS) Chicago
2008 *Finis Origine Pendet: Exeter & Rome, A Comparative Essay*, School Year Abroad Program, Viterbo, Italy
2008 *FIPSE Conference, Collaboration on International Studies*, University of Illinois, Chicago
2008 *Master Plan 2000 Developments: A Collaborative Studio Workshop*, Auburn University - University of Arkansas Center, Rome, Italy
2008 *Northeastern University Urban Workshop Studio*, American Institute for Roman Culture, Rome, Italy
2008 *Traditional Neighborhoods: Patterns and Traditions in Alabama*, Yale University

Professional Memberships:
ACSA
ASLA
AIAS
APA
GBC Italia
Board Member: *Design Alabama*
Joseph S. Bruno Charitable Foundation, CHS Program in Ariccia, Italy

Auburn University

Appendix 2 **–Faculty Resumes**

Andrew Freear Professor
Director - Rural Studio

Courses Taught:
ARCH 3410, ARCH 3800, ARCH 4910, ARCH 5010, ARCH 5020, ARCH 5990, ARCH 5991,

Educational Credentials:
AA Diploma, Architecture, Architectural Association, 1994
B. Arch, Polytechnic of Central London, 1988

Teaching Experience:
Prof. of Architecture, Auburn Univ., 2009 - present
Assoc. Prof. of Architecture, Auburn Univ. 2001 - 2009
Unit Master, Architectural Association, London, England, 2006-2007
Assistant Prof. of Architecture, Auburn Univ., 1999 - 2001
Adjunct Assistant Prof. of Architecture, University of Illinois at Chicago, 1995 - 1999

Professional Experience:
2003 – present, BarthelFreearchitects, Florence, Italy; Principal
2002 – 03, fAKE, Chicago; Principal
1998 – 01, O'Donnell / Freear Architects, Ltd., Chicago; Principal
1996 – 98, Landon Architects, Ltd., Chicago; Design Architect
1994 – 96, Booth/Hansen & Associates, Chicago; Design Architect
1990 – 92, Evans & Shalev, London; Design Architect
1987 – 89, Skidmore, Owings & Merrill, Chicago; Architect
1986 – 87, Conran Roche Architects, London; Design Architect

Selected Publications and Recent Research:
2010 - 11, *Small Scale, Big Change*,Museum of Modern Art, New York, NY
2010 *WoodShed*, Pavilion at Victoria and Albert Museum, London
2008 Rural Studio in the American Pavilion at the Venice Biennale, Italy
2008 World Architecture Festival, Barcelona. 'Highly commended'
2008 *Southern Exposure*, Contemporary Regional Architecture, Richmond, VA
2008 *House for All*, La Triennale di Milano, Palazzo dell'Arte, Milan
2006 *Education of the Citizen Architect*. Jules Collins Smith Museum, Auburn, AL
2005 – 06, *Education of the Citizen Architect,* Sao Paolo Biennale, Sao Paolo, Brazil
2005 *Rural Studio*, Joseloff Gallery, University of Hartford, Hartford, Connecticut
2004 - 05, *Rural Studio*, Scottsdale Museum of Contemporary Art, Scottsdale, AZ
2004 *Rural Studio*, National Building Museum, Washington, D. C.
2003 - 04, *Rural Studio*, Birmingham Museum of Art, Birmingham, AL
2003 *Soto minims*, Col. legi d'Arquitectes de Catalunya, Barcelona, Spain
2003 *Just Build it!*, Architekturzentrum, Vienna, Austria
2002 *Theater of Tile*, NEOCON 2002, Merchandise Mart, Chicago, IL
2002 *Rural Studio*, The Whitney Biennial, Whitney Museum of American Art, New York, NY

Professional Memberships:
ACSA

Auburn University

Appendix 2 **–Faculty Resumes**

Fred Forrest Fulton Visiting Assistant Professor

Courses Taught:
ARCH 3020, ARCH 3410, ARCH 3500, ARCH 5010

Educational Credentials:
M. Arch, Harvard Graduate School of Design, 2006
Master in Design Studies, Harvard Graduate School of Design, 2004
B. Arch, Auburn Univ., 2000

Teaching Experience:
2004 – 06 GTA critic, Harvard Graduate School of Design, Cambridge, MA

Professional Experience:
2007 – 08, Steven Holl Architects, Beijing, China, senior designer
2006 – 07, Machado & Silvetti Associates, Boston, MA, senior designer
2005 Davis Brody Bond, LLP, New York, NY, junior designer
2002 – 04, Giattina Fisher Aycock, Inc. Birmingham, AL, junior designer
2003 Kathy O'Donnell Architects, Chicago, IL, junior designer
2000 – 01, RoTo Architects, Los Angeles, CA, junior designer

Selected Publications and Recent Research:
Publications of Work:
2004 *The Phaidon Atlas of Contemporary World Architecture,* Phaidon Press
2003 Jodidio, Phillip. *Architecture Now II.* Tashen America
2002 Oppenheimer Dean, Andrea. *Rural Studio: Samuel Mockbee and An Architure of Devency.* Princeton, NJ: Princeton Architectural Press
2002 Community Center, Mason's Bend, AL, Architecture Aujourd'hui, *Sept-Oct.*
2002 Nobel, Phillip. *Best of 2002: 11 Top Tens, Art Forum,* December
2002 *Whither Bienial?.* Art in America, June
2001 Kreyling, Christine. *The Hero of Hale County: Sam Mockbee*. Architectural Record, February
2001 Seissor, Catherine. *Three Community Projects, Alabama, USA, Mockbee, Rural Studio.* Architectural Review, March
Exhibitions of Work:
2006 *Masons Bend Community Center in the Comics*, Harvard GSD, Cambridge, MA
2003 *Samuel Mockbee and the Rural Studio: Everyday Architecture*, Birmingham Museum of Art, Birmingham, AL; 2004 – National Building Museum, Washington, D. C.
2003 *Just Build It: Rural Studio*, Architeckurzentrum Wien, Vienna, Austria
2003 *Assemblage: An evening of Art, Music, and Architecture*, Richmond, VA
2003 *Self Help Continued: The Rural Studio*, Colegio de Arquitectos de Catalina, Barcelona, Spain
2002 *Whitney Biennial*, Whitney Museum, New York, NY

Auburn University

Appendix 2 **–Faculty Resumes**

Magdalena Garmaz Associate Professor

Courses Taught:
ARCH 3120, ARCH 3700, ARCH 5010, ARCH 5020

Educational Credentials:
MS in Architecture, University of Cincinnati, 1990
Diploma Engineer of Architecture, Zagreb University, Croatia, 1985

Teaching Experience:
Associate Professor of Architecture, Auburn University, 1995-present
Assistant Professor of Architecture, Auburn Univ. 1990 -1995

Design Work:
2008 Tremaine Residence addition
2007 *Metamorphosis*, set design, Telfair Peet Theatre, AU
2005 Garmaz Krtic Residence addition
2004 Festival of Shorts, Telfair Peet Theatre, AU

Selected Publications:
2010 *Designing With Materials*, E. Lupton and I. Alesina, Princeton Architectural Press – selected student work
2009 *The Quilting Studio: On the Craft of Making and Giving*; JAE, volume 63, number 1
2009 *Reclaiming the Pace and Place*, ACSA National Meeting Proceedings
2008 *Quilting and Architecture: Lessons in Learning, Serving and Giving*, with prof. Schumacher, ACSA National Meeting Proceedings
2007 *Quilting and Architecture: Lessons in Learning, Serving and Giving*, with prof. Schumacher, ACSA Southeast Meeting, Washington D.C.
2006 Quilting Studio, with prof. Schumacher, ACSA Northeast Meeting, Lavall University, Quebec
2005 Soft territories: Textiles in Architecture, ACSA Southeast Meeting, Clemson University
2004 *Project Helps Students Rethink Material World*, Metropolis magazine (April)
1990 - 92, Graham Foundation Grant

Honors and Awards
2008 – 09, Alabama State Council on the Arts Fellowship
2008 CADC Outstanding Faculty member, SGA
2007 & 05 Leischuk Teaching Award Nominee, CADC
2004 Outstanding Faculty Teaching Award, CADC
2003 Outstanding Faculty Member, AU Panhellenic Council

Grants and Fellowships
2009 & 07, Visiting Artist, American Academy, Rome, Italy
2008 – 09, Alabama Arts Fellowship
2008 Auburn University Competitive Research Grant
2006 Auburn University Outreach Grant
2005 BreedenTeaching Improvement Grant, for the *Soft Boundaries* exhibition
2004 Invited Participant, New Media Institute, Banff Centre, Canada

Outreach and Community Work
2006 – 07, Quilting Studio for Mozell Benson, design-build collaboration with Prof. Sheri Schumacher & late Prof. D.K. Ruth

Professional Memberships:
ACSA

Auburn University

Appendix 2 **–Faculty Resumes**

David Hinson, FAIA Associate Professor
Head - School of Architecture

Courses Taught:
ARCH 4500, DBLD 7550 (Design Build)

Educational Credentials:
M. Arch, University of Pennsylvania, 1983
B. Arch, Auburn University, 1982
BS in Environmental Design, Auburn University, 1981

Teaching Experience:
Head, School of Architecture, Auburn University, 2007-Present
Interim Head, School of Architecture, Auburn University, 2006-2007
Architecture Program Chair, School of Architecture, Auburn University, 2003-2006
Associate Professor, School of Architecture, Auburn University, 1998-Present
Visiting Associate Professor, School of Architecture, Auburn University, 1997-1998
Adjunct Professor, Architecture Program, Temple University, 1994-1997

Professional Experience:
2006 – present Hinson + Dagg Architects
1997 – present David Whatley Hinson, Architect, LLC
1996 – 97, Ballinger, Philadelphia, Pennsylvania, Senior Associate
1991 – 96, Granary Associates, Philadelphia, Pennsylvania, Project Director
1985 – 91, Curtis Cox Kennerly, Philadelphia, Pennsylvania, Associate
1982 – 85, George Yu Architects, Philadelphia, Pennsylvania, Project Architect

Licenses/Registration:
Registered Architect- Alabama 1998 - present

Selected Publications and Recent Research:
2010, AIA / ACSA Housing Design Education Award (for the DESIGNhabitat Program 2001-2009)
2009, AIA Montgomery Merit Award Hinson + Dagg Architects, Lusche Residence, Auburn, AL
2008, AIA College of Fellows
2008, AIA Education Honor Award
2008, AIA Montgomery Merit Award Hinson + Dagg Architects, Large Residence, Auburn, AL
2007, AIAS Educator Honor Award
2007, AIA National Housing Design Award (for the DESIGNhabitat 2 Project)

Professional Memberships:
AIA (Fellow 2008)
NCARB
ACSA

Auburn University

Appendix 2 **–Faculty Resumes**

Carla Keyvanian Assistant Professor

Courses Taught:
ARCH 2110, ARCH 3110, ARCH 3120, CPLN 5000, ARCH 3700

Educational Credentials:
PhD in Architectural History, MIT, 2000
MS in Architecture, MIT, 1992
B. Architecture, Istituto Universitario Architettura, Venice, 1986

Teaching Experience:
Assistant Prof. of Architecture, Auburn University, 2009 - present
Iowa State and Northeastern University Architecture Programs in Rome, 2006 - 09
University of Connecticut, 2004 - 06
MIT, 2003 - 04

Professional Experience:
2002 - 03, Research Associate, CASVA
2001- 02, Paul Mellon Fellow, Center for the Advanced Study of the Visual Arts (CASVA) of the National Gallery of Art in Washington, DC,
1989 Architect, IRI-Italstat Public Works, Soviet Armenia, 1989
1988 - 89, Architect, Mario Dalla Costa Associates

Licenses/Registration: Italian Order of Architects, 1987

Selected Publications and Recent Research:
2010 **Book**: *To Shelter Widows and Orphans; Building Hospitals in Rome 1200-1500*, submitted to publisher (Penn State University Press) for review, anticipated publication date: 2013

Book chapters, articles, encyclopedia entries:
2010 *Maps and Wars: Charting the Mediterranean in the Sixteenth Century*, in *Cities of the Eastern Mediterranean: From Ottoman Times to the Present Day*, Meltem Toksoz and Biray Kirli eds. London/New York: I.B. Tauris
2009 *Urban Design in Baroque Rome*, "The Counter-Reformation," and *Italian Baroque*, in *The Oxford Companion To Architecture*, Oxford University Press
2005 *Concerted Efforts: The Quarter of the Barberini Casa Grande in 17th-Century Rome*, *Journal of the Society of Architectural Historians*, September
2005 *The 'Books of Houses' and their Architects: Mapping the Urban Fabric of Sixteenth-Century Rome*, *Thresholds* 28, special issue in honor of Henry A. Millon edited by Erika Naginski, Spring
2002 *The Construction of Hospitals in Medieval and Renaissance Rome*," *Center* 22, National Gallery of Art, Washington, DC
2000 *Manfredo Tafuri's Notion of History: from the Critique of Ideology to Microhistories, Design Issues* 16, Spring

Invited lectures, conference papers and sessions chaired:
2010 *Constructing an Evidentiary Case: The Borgo in Rome*, SAH Conference, Chicago
2010 *Barons, Towers, and Hospitals: The Formation of a Social and Political Elite in Late Medieval Rome*, European Association of Urban Historians (EAUH), Ghent, Belgium, 1-4 September
2006 *Traduzioni Culturali: Manfredo Tafuri in America* [Cultural Translations: Manfredo Tafuri in America], Istituto Universitario Architettura, Venice
2005 *Art, Science, and the Forging of Disciplines in Seventeenth-Century Italy,* co-chaired, CAA annual conference, Atlanta
2003 *Public Architecture and its Representation in Early Modern Europe*, Chair, Society of Architectural Historians (SAH) annual conference, Denver, April
2006 *In Search of a Method: Tafuri and the Rewriting of the Renaissance*," SAH Conference, Savannah, GA
2004 *Mapping the Development and the Historiography of Mediterranean Cities: A Proposal*, *Cities of the East Mediterranean* Conference, Beirut
2003 *Franciscans and Heretics: Frescoes in the Sistine Chapel and in Santo Spirito*, Institute of Fine Arts, New York
2003 *Concerted Efforts: A Pawnshop, a Hospital and a Palace in Seventeenth-Century Rome*," SAH, Denver CO
2001 "To Conquer a City: Charity, Arch. & Urban Planning in Early Modern Rome," Nat. Gallery of Art, Washington, DC
1998 *Charitable Institutions in Counter-Reformation Rome: Charity, Economic Speculation and the Formation of the Modern City*," EAUH, Venice, September
1997 *Social Engineering and State-Building: Renaissance Hospitals in Rome*, University of Turin, Italy

Professional Memberships:
ACSA; Society of Architectural Historians (SAH); European Association of Urban Historians (EAUH)

Auburn University

Appendix 2 **–Faculty Resumes**

Justin Miller Assistant Professor

Courses Taught:
ARCH 2010, ARCH 2020, ARCH 2210 (*formerly BSCI 3100)*, ARCH 2220 (*formerly BSCI 3110)*, ARCH/ARIA 4010, ARCH 4020, ARIA 4030, ARIA 4080, ARIA 4450.

Educational Credentials:
M. Arch, Harvard University, 2002
B. Arch, Auburn University, 1999
B. Int. Arch, Auburn University, 1999

Teaching Experience:
Assistant Prof. of Architecture, Auburn Univ. 2008 - present
Visiting Assistant Prof. of Architecture, Auburn Univ. 2006 - 2008
Studio Instructor, AO Program (Graduate and Undergraduate), Boston Architectural Center, 2003 - 2004

Professional Experience:
2004 – 07, Surber Barber Choate Hertlein Architects, P.C. Atlanta, GA.
2002 – 04, Leers Weinzapfel Associates, Inc. Boston, MA.
1999 – 2000, Verner Johnson Museum Architects and Planners. Boston, MA.

Licenses/Registration:
Registered Architect, Commonwealth of Massachusetts
LEED Accredited Professional

Selected Publications and Recent Research:
2009, ACSA/AIA Housing Design Education Award.
2009 , *DESIGNhabitat 3*. Accepted for the 2009 ASCA National Conference, *RE:Building*. New Orleans, Louisiana. Paper presentation and forthcoming publication in (Refereed) Conference Proceedings.
2009, Small Differences that Matter: DESIGNhabitat 3.0 | sustainable - affordable - homes. Accepted paper presentation for the 2009 Research Initiative for the Study of Diversity Conference *Understanding Differences That Matter*, Auburn, Alabama.
2009 , *Assembling a Simple Decent Home: DESIGNhabitat 3.* Accepted for the 2009 Building Technology Educators' Society National Conference, Albuquerque, New Mexico. (Refereed) Conference Proceedings.
2009, *RE_Assembling the Curriculum: Embedding Environmental Technologies in the Design Studio*. Accepted for the 2009 Building Technology Educators' Society National Conference, Albuquerque, New Mexico. (Refereed) Conference Proceedings.
2009, *Living Voids*. Up to 35 International Competition. Entry included in International Exhibition. Athens Greece.

Professional Memberships:
ACSA (school councilor)
Building Technology Educators Society [BTES], member

Auburn University

Appendix 2 **– Faculty Resumes**

Cheryl Morgan, AIA Professor of Architecture
Director - School's Center for Architecture & Urban Studies:
Urban Studio, Birmingham, AL

Courses Taught:
ARCH 5010, ARCH 5020, ARCH 5900, ARCH 5990, ARCH 5991

Educational Credentials:
M. Architecture, University of Illinois, Champaign/Urbana, 1976
B. Architecture, Auburn University, 1974
Bachelor of Arts: Sociology, Auburn University, 1974
AS: Engineering, Kennesaw College, 1971

Teaching Experience:
Prof. of Architecture, Auburn University, 1994 – present
Assoc Prof. of Architecture, Auburn University, 1992 – 1994
Assoc. Prof. of Architecture, Oklahoma State University, 1985 – 1987
Assist. Prof. of Architecture, Oklahoma State University, 1982 – 1985
Visiting Prof. of Architecture, California College of Arts and Crafts, 1980 – 1982
Assist. Prof. of Architecture, Georgia Institute of Technology, 1977 – 1979

Professional Experience:
1987 – 92, Associate with the Berkeley, CA firm of ELS/Elbasani and Logan
1981 – 82, The Gruzen Partnership, San Francisco, CA
1980 – 81, Gensler & Associates, San Francisco, CA
1979 – 80, Environmental Planning and Research, San Francisco, CA

Licenses/Registration:
NCARB Certificate #31029, licensed Architect (OK, #2528; AL, #6759)

Selected Publications and Recent Research:
2009 – 10, Aspen Design Summit: Rural Alabama Initiative
2008 – 10, Department of Labor, West Alabama East Mississippi WIRED Initiative
2008 – 10, Appalachian Regional Commission, Flex-E grant
2008 – 10, Urban Studio's Small Town Design Initiative Program: 16 small towns/communities
2008 – 10, DesignAlabama Mayors Summit

Professional Memberships:
ACSA
member of the Birmingham Chapter of the American Institute of Architects
member of the City of Birmingham's Design Review Board
founding board member of the citizen leadership program *YourTownAlabama*
board member of Space One Eleven: one of 5 Andy Warhol independent art programs in SE
board member of Operation New Birmingham's Magic City Art Connection
board member of DesignAlabama
board member of Alabama Architectural Foundation

Auburn University

Appendix 2 **–Faculty Resumes**

Behzad Nakhjavan, Professor
Chair - Architecture Program

Courses Taught:
ARCH 1010, ARCH 1020 ARCH 5010, ARCH 5020, ARCH 5990, ARCH 5991

Educational Credentials:
M. Arch, Washington Univ.- St. Louis, 1984
B. Architecture, Mississippi State Univ., 1981

Teaching Experience:
Prof. of Architecture, Auburn Univ., 2000 - present
Assoc. Prof. of Architecture, Auburn Univ., 1993-2000
Assistant Prof. of Architecture, Auburn Univ., 1988-193

Professional Experience:
1990 - present, Studio Behzad. Auburn, AL.
1989 - HOK International, London, UK
1984 - 88, MDWR Architects, St. Louis

Licenses/Registration:
Registered Architect. - State of Florida Registration #010729, State of Missouri # 005411

Selected Publications and Recent Research:
2007 AIA Honor Award for design, Chewacla resident AL Chapter. One of 2 awards out of 39 entries.
2005 Leading Edge International Competition. Merit Award for Sustainable Approaches to Design One of 11 awards given out of 226 entries from 82 US and Internationalschools of architecture.
1995 AIA Merit Award for Hickory wood housing development. Gulf States Regional
1995 United Nations Development Program(UNDP) Teaching Fellowship
1994 AIA Award of Excellence for Hickory wood development. Arkansas Chapter
1987 AIA First Award for Unbuild Architecture Projects Competition. St. Louis Chapter

Professional Memberships:
ACSA
AIA

Auburn University

Appendix 2 **–Faculty Resumes**

Frederick Stacy Norman Visiting Assistant Professor / Paul Rudolph Visiting Professor

Courses Taught:
BSCI 3010

Educational Credentials:
M. Arch, Colombia University, New York, NY, 1997
Bachelor of Design, College of Architecture, Univ. of Florida, Gainseville, FL, 1994

Teaching Experience:
Paul Rudoph Visiting Prof. (Assistant Prof.), Auburn University, 2003 - 06
Assistant Prof. of Architecture, Ball State Univ. 1999 - 2003
Collaborative internet-based studio with Carlton Univ. - 2003

Professional Experience:
2006 - present, independent practice, Auburn, Alabama
1999 - Johnson Architecture & Planning, Seattle, WA
1997 – 99, BBJ Architects, Seattle, WA
1996 – 97, Bernard Tschumi Architects, New York, NY

Licenses/Registration:
Registered Architect – Indiana
Alias/Wavefront Certified Instructor

Auburn University

Appendix 2 **– Faculty Resumes**

Tarık Ōrgen Professor

Courses Taught:
ARCH 1000, ARCH 1010, ARCH 3010, ARCH 4010, ARCH 4020, ARCH 5010

Educational Credentials:
M. Arch, Univ. of Virginia, 1973
B. Arch, Academy of Fine Arts, Istanbul, 1971

Teaching Experience:
Fulbright Professor Auburn Univ. / ITU 2007 - 08
Prof. of Architecture, Auburn Univ., 1992 - present
Assoc. Prof. of Architecture, Auburn Univ., 1986 - 92
Assistant Prof. of Architecture, Auburn Univ., 1981 -86
Instructor, State Academy, Ankara., 1978

Professional Experience:
2010 Griswold House Addition and renovation, Project cost $195,000.00.
2006 - 07, Longleaf subdivision Mix use project, Project cost $12,000,000.00.

Licenses/Registration:
Registered Architect Turkey: Registration # 10971

Selected Publications and Recent Research:
2005 *Refuse and Time Demarcation as Filters of Time and Space*, presented at UIA Conference Turkey

Professional Memberships:
ACSA
Associate Member AIA
Member, Chamber of Architects, Istanbul, Turkey

Auburn University

Appendix 2 – **Faculty Resumes**

John J. Pittari, Jr. Associate Professor
Chair - Graduate Program in Community Planning

Courses Taught:
CPLN 5000

Educational Credentials:
Ph.D., Urban Design & Planning, Univ. of Washington, 1997
Master of Urban Planning, Graduate Program in Urban Design, CCNY, 1985
B. Landscape Architecture, Univ. of Florida, 1983

Teaching Experience:
Assoc. Prof. of Community Planning, 1996-present
Assoc. Prof. of Urban Planning, Ball State University, 1994-1996
Instructor, Urban Design and Planning, University of Washington, 1989-1990

Professional Experience:
Practiced urban design and planning professionally in both the public and private sectors:
1994 – 96, Community-Based Projects Program, Ball State University
1989 – 92, Planning Department, City of Seattle
1986 – 88, Department of City Planning, Manhattan Office, City of New York
1984 – 86, Eisenman/Robertson Architects + Design Development Resources, New York, NY
1983 – 84, Gulfstream Land and Development Corporation, Plantation, Florida

Licenses/Registration:
Landscape Architecture: State of Florida, 1983 (currently inactive).

Selected Publications and Recent Research:
2009 – 10, *Watershed Planning for Prichard* & *Smart Code Implementation for Bayou La Batre*, funded by the Mobile Bay National Estuary Program ($30,000), PI.
2007 - present *Small Town and Rural Counties Design and Planning Initiative*, funded by the Appalachian Regional Commission ($350,000), (co-principal investigator).
2008 An Ecology of Inhabitation: Managing Change and *Sustaining Place in Sunnyside* Gardens, biennial conference of the International Planning History Society
2007 Shall We Designate? The Preservation of Dynamic Balance in Sunnyside Gardens, biennial conference of the Society for American City and Regional Planning History (national)
2006 An Architecture of Community: The Social Promise of Sunnyside Gardens, annual conference of the Southeast Chapter of the Society for Architectural Historians,
2003 From Garden City to Green City: The Legacy of Ebenezer Howard, book review in the *Journal of the American Planning Association* 69:4 (Autumn), 450-451
2003 Ecology and Design: Frameworks for Learning, book review in the *Journal of Planning Education and Research* 23:1 (Fall), 113-115.
2002 *Housing War Workers: A Call to Arms and a Call to Duty*, article in Conference Proceedings of Meeting at the Edge: Curriculum and Learning, the Council of Educators in Landscape Architecture 2001 national conference, August (co-author).

Professional Memberships:
American Planning Association
Association of Collegiate Schools of Planning
Society of American City and Regional Planning History
International Planning History Society
Council of Educators in Landscape Architecture

Auburn University

Appendix 2 **–Faculty Resumes**

Karen Rogers Associate Professor
Associate Dean - CADC, Graduate Studies & External Affairs

Courses Taught:
ARCH 2110, UNIV 2777, ARCH 3110

Educational Credentials:
Ph.D., History of Architecture, Binghamton University (SUNY), 2005
M.A., History of Architecture, Binghamton University (SUNY), 2002
B.A., Architecture and the History of Architecture, *cum laude*, Yale University, 1975

Teaching Experience:
Assoc. Prof. of Architecture, Auburn Univ. 2007 – present
Assoc. Prof. of Architecture, Univ. of Los Andes, Bogotá, Colombia, 1996 – 2000
Visiting critic (Philadelphia) & coordinator of summer design studios (Armero, Colombia), Univ. of Pennsylvania Graduate School of Fine Arts, Architecture & Urban Planning Depts., 1984 – 1987

Professional Experience:
2008 – present, *Places: Forum of Design for the Public Realm* Magazine, member of the Editorial Board
2009 – present Alabama Historical Commission, Commissioner
1996 – 00, Dean of Architecture and Design, University of Los Andes, Bogotá, Colombia
1998 – 00, Vice President of the Colombian Association of Schools of Architecture
1984 - 95, Founding Director and Curator of Architecture Dept., Bogotá Museum of Modern Art
1981 - 92, Partner in urban design and planning firm Noriega Restrepo & Asociados, Bogotá

Honors & Awards:
2010 Auburn University SGA Award for Outstanding Graduate Faculty
2006 Georgia O'Keeffe Museum Research Center, Resident Scholarship Award
2004 Henry Luce/American Council of Learned Societies Dissertation Fellowship
2003 - 04, Binghamton Univ. Graduate School Awards for Excellence in Research and Teaching
1981 - 95, Several award-winning design/ planning projects, including Quito Biennale 1986, 1st prize

Selected Publications and Recent Research:
2010 Urban History Assoc. Annual Conference: *Legislating Sustainable Communities: The Laws of the Indies and Planning for the Future in Spanish Colonial America*
2009 Society for American City and Regional Planning Annual Conference: *Planning Grids in the American Southwest: Principles of Order/ Disorderly Practices*
2008 *Construction History Society Newsletter*, April. *Teaching the History of Building Construction*.
2006 G. O'Keeffe Museum Lecture: *The Role of the Planning Grid in the Making of Place in New Mexico*
2006 Vernacular Architecture Forum Annual Conference: *American Grids: Policies of Inclusion and Exclusion in the American Southwest*
2004 Frick Collection/ NYU Inst of Fine Arts Annual Symposium: *Checkerboard: Complexities of the Grid in the American Southwest.*
1984 – 95, Curator of 20 exhibitions on architecture, Bogotá Museum of Modern Art. Catalogs included:
Planos y Dibujos: Archivos del Ministerio de Obras Públicas, Bogotá: MAM 1993
Bogotá 4 ½, Bogotá : MAM/ Ediciones PROA 1988.

Professional Memberships:
Society of Architectural Historians (national and regional chapters)
Society for American City and Regional Planning History
Urban History Association
Vernacular Architecture Forum VAF
National Trust for Historic Preservation & Alabama Trust for Historic Preservation

Auburn University

Appendix 2 **–Faculty Resumes**

Anoop Sattineni, Associate Professor, Building Science
BSCI Graduate Program Officer

Courses Taught:
BSCI 2400, BSCI 3400, BSCI 3450

Educational Credentials:
M.S, Civil Engineering; Auburn University, 1999
B.E. Civil Engineering, Osmania University, Hyderabad, India, 1996

Teaching Experience:
Sep, 2006 – Current Assoc. Prof. - Building Science
Aug, 2001 – Aug, 2006 Assistant Prof. Building Science

Selected Publications and Recent Research:
Publications:
2009 *Whole Building Design Approach for University Facility Managers: A Template Using Building Information Modeling, Proceedings* of the Fifth International Conference on Construction in the 21st Century. Istanbul, Turkey.
2009 *Virtual Instruction with a Tablet PC and Student Reaction,* ASC: Proceedings of the 45st Annual Conference, Gainesville, FL.
2009 *Construction Estimating Using Autodesk Revit with Spreadsheets and Databases,* International Built & Human Environment Research Week, Salford, UK.
2009 *Choosing the Correct Building Information Modeling Software: A Case Study of Three US Construction Companies"* International Built & Human Environment Research Week 2009, Salford, UK.
2008 *Outsourcing and Off-Shoring: Options for the US Construction Industry,* International Business & Economic Research Journal. May 2008, Volume 7, Number 5, 59-65
2008 *Paving New Roads to Knowledge: An Experiment to Enhance Construction Education,* co-authored with Steve Williams, Journal of College Teaching and Learning, April 2008, Volume 5, Number 4, 39-48
Research Projects:
2009 - Present, Application of RFID Tags in a Building Information Model to Monitor Construction Worker Activity on a Job Site" PI, Co-PI: Salman Azhar; Funding Agency: College of Architecture, Design and Construction, Auburn University
2009 - Present, Application of RFID Tags in a Building Information Model to Monitor Construction Worker Activity on a Job Site" PI: Anoop Sattineni, Co-PI: Salman Azhar and Sara Heatherly; Funding Agency: Construction Industry Fund of Alabama *Building Information Modeling (BIM):*
2008 - 2009, Study of Best Practices and Development of an Integrated Cost-Benefit-Risks Model for Owners, Designers and Constructors" PI: Salman Azhar, Co-PI: Mark Taylor & Anoop Sattineni; Funding Agency: College of Architecture, Design and Construction, Auburn University

Professional Memberships:
American Society of Civil Engineers (ASCE)
Associated Schools of Construction (ASC)

Auburn University

Appendix 2 **–Faculty Resumes**

Sheri Schumacher Associate Professor

Courses Taught:
ARCH 1010; ARCH 3010
ARIA 2160, ARIA 3020, ARIA 4030, ARIA 4080, ARIA 4680

Educational Credentials:
MFA, Cranbrook Academy of Art, 1986
Bachelor of Interior Design, Auburn University, 1981

Teaching Experience:
Assoc. Prof. of Architecture, Auburn Univ., 1991 - 10
Assistant Prof. of Architecture, Auburn Univ., 1986 - 91

Professional Experience:
2004 participant in art studios at the Kala Art Institute
1987 participant in the Banff Centre of Fine Art

Licenses/Registration:
LEED accredited professional since 2005

Selected Publications and Recent Research:
Publications: furniture design & directed student design work:
2008 *Metropolis*
2004 *Design Alabama, The Eco Design Sourcebook*
1992 *ID International Design Magazine*
1990 *Cranbrook Design*

Exhibitions: work exhibited nationally in galleries including
2008 Penn State University School of Architecture,
2004 Mobile Museum of Art
2003 University of Wisconsin-Whitewater Crossman Art Gallery
1996 Seattle State Trade and Convention Center
1994 the Alabama Artists' Gallery

2006 - 2008, Quilt Studio Fabrication; research, grants, symposium, exhibition
1994 & 2006, Alabama State Council on the Arts fellowship grant in design

Honors / Awards:
2003 - 2005 Gresham Professorship Award
1996 International Design Resource Award for furniture design
1992 ID Annual Review Gold Award for furniture design

Professional Memberships:
ACSA

Auburn University

Appendix 2 **–Faculty Resumes**

Margaret Sledge Visiting Assistant Professor

Courses Taught:
ARCH 3010, ARCH 3020, ARCH 3410, ARCH 4020

Educational Credentials:
M. Arch, University of California at Berkley, 2005
B.A., Columbia, 2000

Teaching Experience:
Visiting Assistant Prof. of Architecture, Auburn Univ. 2009

Professional Experience:
In the past ten years, she has worked on diverse projects in rural and urban settings, at scales ranging from community playgrounds to urban master plans, across the US, Taiwan, and India.

Auburn University

Appendix 2 **–Faculty Resumes**

Rusty Smith Associate Professor - Coordinator of the First Year Program
Assoc. Chair - Architecture
Associate Director - Rural Studio

Courses Taught:
ARCH 1010, ARCH 1020, DBLD (Design Build) 6510

Educational Credentials:
MFA, The School of the Art Institute of Chicago, Studio, 2001
Bachelor of Interior Design, Auburn University, 1991

Teaching Experience:
Associate Prof. of Architecture, Auburn Univ. 2007 - present
Assistant Prof. of Architecture, Auburn Univ. 2004 - 2006
Visiting Assistant Prof. of Architecture, Auburn Univ. 2001 – 2003
Adjunct Instructor of Architecture, Auburn Univ. 1998-1999

Professional Experience:
2000 - 01, Senior Designer for Hellmuth, Obata + Kassabaum,
1996 - 98, Senior Designer for Perkins + Will

Selected Publications and Recent Research:
2008 co-authored with O'Neal-Dagg, R. *Where you Sit Matters: Description and Analysis of Two Models of Entry into a Professional Design Program*, 24th National Conference on the Beginning Design Student, National Conference Proceedings, Georgia Institute of Technology
2007 *Learning to Swim in a Field: Bridging the Gap Between Knowledge and Know-How*, South Eastern College Art Conference, Charleston, West Virginia

Honors & Awards
2007 Auburn University Gresham Professorship for Excellence in Teaching
2005 American Institute of Architects National Teaching Honor Award
2004 Distinguished Visiting Artist, The School of the Art Institute of Chicago
2003 American Institute of Architecture Students National Teaching Honor Award
2000 Schiff Foundation Fellowship The Art Institute of Chicago
2000 Emerging Visions Competition - Second Place, Chicago AIA

Exhibitions
2010 *Woodshed*, Juried Competition entry selected for construction and exhibit, Victoria and Albert Museum of Art, London, England, (with A. Freear, D. Wicke, B. Jones)
2001 *Urban Spaces/Urban Places*, Noyse Cultural Art Center, Evanston, Illinois
2000 *The City Emergent: Chicago Re-Membered*, Gallery 2, Chicago Illinois
2000 *coop de villa*, Jackson Street Gallery, Chicago, Illinois
1999 *re: Making Things,* Chicago Architecture Foundation, Chicago, Illinois

Professional Memberships:
ACSA

Auburn University

Appendix 2 **–Faculty Resumes**

Ana Souza Visiting Assistant Professor

Courses Taught:
ARCH 1010, ARCH 1020, ARCH 2010

Educational Credentials:
Master of Landscape Architecture, Auburn Univ., 2008
B. Arch., Lusiada Univ., Lisbon Portugal, 2006

Teaching Experience:
GTA Instructor, Auburn Univ. 2006 - 08

Professional Experience:
2008, SOM, New York City, NY; conceptual design, space planning, codes, production drawings

Selected Publications and Recent Research:
2007, *Who is Teaching the Teachers?,* The Translation of Design in First Year Architecture Education – 23rd Beginning Design Conference, Savannah, GA

Honors & Awards:
2005 – 06, Book Award – Graduate Student in Landscape Architecture
2006 – 07, Outstanding Graduate Student in Landscape Architecture

Professional Memberships:
ACSA

Auburn University

Appendix 2 **–Faculty Resumes**

Robert Sproull, Jr. Visiting Assistant Professor

Courses Taught:
ARCH 4010 (ARIA 4010)

Educational Credentials:
M. Arch, Rice Univ., Houston, Texas, 2009
B. Arch, Auburn Univ. 2000
B.S. - Civil Engineering, Auburn Univ. 1995

Teaching Experience:
Visiting Assistant Prof. of Architecture, Auburn Univ. 2009

Professional Experience:
2009 – 10, Brown Chambless Architects, Montgomery, AL
2007 – 08, Natalye Appel Associate Architects, Houston, TX
2002 – 08, Renzo Piano Building Workshop, Atlanta, GA, & Genoa, Italy
2001 Roto Architects; Joshua Tree, CA
2000 – 01, Barganier, Davis, Sims Architects, Montgomery, AL

Selected Publications and Recent Research:
2006 Rotondi, Michael & Stevens, Clark *ReTo Architecture: Still Points*, Rizzoli
2006 Mil soles, *Architectura Viva* Number 105, pp 96-101
2006 Loos, Ted, "High Museum of Art", *Abitare,* February, pp 107-23
2005 Weathersby, Jr., William, "High Museum", *Architectural Record*, November, pp 130-35
2005 Sinclair Eakin, Julie, "Piano's Forte", *Architecture*, December, pp 52-60
2002 Oppenheimer Dean, Andrea & Hursley, Timothy, *Rural Studio: Samuel Mockbee and an Architecture of Decency,* Princeton Univ. Press
1998 Jodido, Philip, "Sambo Mockbee and the Rural Studio", *Contemporary American Architects, Volume IV*, Fall, pp 122-31
1997 Home and Garden Television, *The Rural Studio*, September
1997 Kroloff, Reed, "Southern Comfort", *Architecture*, August, pp 90-93

Honors & Awards:
2008 Parque del Lago Design Competition, Quito, Ecuador, 1st Prize Award, project exhibited
2007 awarded full tuition stipend, Rice University, Houston, TX
2003 exhibited assemblage, Richmond, VA
2000 5th year Book Award, Auburn University School of Architecture
1998 Frank J. Sindelar Scholarship
1998 Golden Key Honor Society

Auburn University

Appendix 2 **–Faculty Resumes**

Anthony T. Tindill Visiting/Adjunct Instructor

Courses Taught:
ARCH 1020, ARCH 1420, ARCH 2010, ARCH 2020, ARCH 4010, ARCH 4020
ARIA 2150, ARIA 4030, ARIA 4680

Educational Credentials:
Master of Building Science, Design Build, Auburn University, 2006
B. Arch., Auburn University, 2002

Teaching Experience:
Assistant Director, Auburn Univ. Design-Build Masters Program, Auburn, AL, 2006 - 08

Professional Experience:
2006 – present, Auburn University Design-Build Masters Program, Clerk of the works
2003 - 05, Looney Ricks Kiss Architects, Rosemary Beach, FL, intern architect
2002 - 03, Eric Watson Architect, P.A., Tampa, FL, intern architect

Selected Publications and Recent Research:
2006 *State of the Art Conference*, Univ. of CA, Santa Barbara, featured panelist
2005 *The Architecture Review*, Dec., Emerging Architects Award, commended
2002 exhibition: *Vision and Projects of the Rural Studio*, Nashvill Cultural Arts Project, Nashville, TN
2001 exhibition: *The Architecture of Samuel Mockbee and the Rural Studio*, Contemporary Arts Center, Cincinnati, OH
Published projects:
2004 *Architectural Record*, June
2003 *Art Papers*, Sept/Oct.
2003 *Tema Celest 95*, Jan/Feb.

Auburn University

Appendix 2 **– Faculty Resumes**

Peter M. Weiss Associate Professor – Building Science

Courses Taught:
BSCI 2400, BSCI 3400, BSCI 3450

Educational Credentials:
M.A. Cornell University, 1980
B. Arch, University of Arizona, 1976

Teaching Experience:
Assoc. Prof. of Building Science, 1990- present
Assistant Prof. of Building Science, 1983 - 1989

Professional Experience:
Personal Practice
Primary projects in Alabama center around historic preservation. Current works in Tuskegee and in Auburn involve students. Two projects in Tuskegee are for the Tuskegee Downtown Development Foundation. The one in Auburn is for the Auburn Preservation League. Students have been the primary labor force in the construction and restoration of these projects over the last five years.

During the last twelve years, I am the Master Architect on two university projects in China. SIAS University is located in Xinzheng City, Henan Province. This is first private American style university of its kind in China. There are over sixty buildings on the campus, five are currently under construction. The university has a current student enrollment of over 22,000 undergraduate and graduate students. All students are housed on campus. As the Master Architect for both campuses, my responsibilities have included master planning the campus, over 500 acres each, design of all the buildings, landscaping, and oversee the construction documents and field supervision of all the campus work. The other university is Brenda Institute of Technology (BIT) located in Xinmi, Henan Province. Technology universities in China are all for graduate students. This university is the first undergraduate university of technology in China. The SIAS International University web site is www.sias.edu.cn/en/.

Licenses/Registration:
Registered Architect – state(s): New York; Alabama; Georgia

Professional Memberships:
AIA 1983 - Present

Auburn University

Appendix 2 **–Faculty Resumes**

Steve Williams Professor – Building Science

Courses Taught:
BSCI 2400, BSCI 3400, BSCI 3450

Educational Credentials:
M.S. Civil Engineering; Clemson University 1981
B.S. Civil Engineering; University of Toledo 1975

Teaching Experience:
Director, Center for Construction Innovation and Collaboration, 2010-present
Professor of Building Science, Auburn University, 1994 - present
Associate Professor of Building Science, Auburn University, 1988-1994
Assistant Professor of Building Science, Auburn University, 1982-1987

Professional Experience:
1981 - 82: Structural Engineer, Professional Engineering Associates, Inc., Greenville, South Carolina.
1975 - 79: Structural Engineer, William L. Clark and Associates, Toledo, Ohio.

Licenses/Registration:
Registered Professional Engineer – Alabama, #14449; Ohio - #44712

Selected Publications and Recent Research:
2009 - *Product Development for the Construction Industry Utilizing Collaborative Efforts of the Departments of Industrial Design and Building Science*, funded by the Alabama Construction Industry Fund, 2009, Co- Principal Investigator ($25,000).
2008 - *Product Development for the Construction Industry Utilizing Collaborative Efforts of the Departments of Industrial Design and Building Science*, funded by the Alabama Construction Industry Fund, Co - Principal Investigator ($25,000).
2007 - *Product Development for the Construction Industry Utilizing Collaborative Efforts of the Departments of Industrial Design and Building Science*, funded by the Alabama Construction Industry Fund, Co - Principal Investigator ($25,000).
2006 - *A Pilot Project for Innovative Product Development Utilizing Collaborative Efforts of the Departments of Industrial Design and Building Science*, funded by the Alabama Construction Industry Fund, Principal Investigator ($15,000).
2000 Incorporation of Structural Design and Visualization Software in the CADC Structures Curriculum, funded by the Alabama Construction Industry Fund and College of Architecture Design and Construction Educational Technology Council, Co-Principal Investigator ($20,000**).**

Professional Memberships:
Sigma Lambda Chi, Building Science Honorary (1985- present)

Auburn University

Appendix 2 **–Faculty Resumes**

Jocelyn Zanzot Assistant Professor

Courses Taught:
ARCH 4900, LAND 6430

Educational Credentials:
B. Arts, Reed College, 1996
B. L. Arch, Univ. of Oregon, 2002
M. L. Arch, Univ. of Oregon, 2003

Teaching Experience:
Assistant Prof. of Landscape Architecture, Auburn University, 2007 - present
Adjunct Prof. of Architecture, UC Davis, 2003 - 05
Visiting Lecture University of Pretoria, 2006

Professional Experience:
2005 - 06, Acanthus Studio, Sacramento, CA
2006 - present, Independent landscape design consulting

Selected Publications and Recent Research:
2010 -- *Extraordinary Vessels, Urban Landscape Inversions and New Civic Imaginaries in ZA*, to be presented at Architecture ZA: Event + City and published in Architecture South Africa journal.
2010 -- *The Cinesthetic Landscape; A Critical Realm of Design Research*, presented/published CELA/ISOMUL
2010 - *Writing Architecture: To Unsay The World and Imagine It Anew*, the National Conference on the Beginning Design Student,
2009 - *Inserting Difference: Teaching Civic Engagement by Design*, presented at CELA, February
2009 - *Eidetic Alabama: Film and the Meander*, presented at CELA, February
2008 - *Design's Diaspora*, presented at LFI Leadership in Landscape Change Symposium, hosted by Clemson May,
2008 - *Urban Inversion, Rewriting South Africa's Public Landscape*, presented at ACSA, March
2008 - *Luminous World, The Transformative Sublime of Artist Lily Yeh*, South African Journal of Art History, Special Issue: Ugliness, Beauty and Sublimity, Spring
2007 - *Jazz Notes for Landscape Urbanism in Mamelodi, South Africa*, Innovate Magazine

Professional Memberships:
ACSA
ASLA
ADPSR

Auburn University

Appendix 2 **–Faculty Resumes**

Paul A. Zorr Professor

Courses Taught:
ARCH 1000, ARCH 3020, ARCH 3410, ARCH 4010, ARCH 4020, ARCH 4320

Educational Credentials:
MS in Architecture, Illinois Institute of Technology, 1967
B. Arch, Illinois Institute of Chicago, 1964
Assoc. in Arts, Morton Junior College, 1960

Teaching Experience:
Professor of Architecture, Auburn Univ. 1992 - present
Associate Prof. of Architecture, Auburn Univ. 1980-1992
Associate Prof., Huazhong University of Science & Technology 1990
Assistant Prof., Illinois Institute of Technology, Chicago, IL, 1974-80
Instructor, Illinois Institute of Technology, Chicago, IL, 1970-74

Professional Experience:
1969 - 80, Skidmore, Owings & Merrill, Chicago, IL
1968 - 69, Y.C. Wong & Associates, Chicago, IL
1965 - 68, Skidmore, Owings & Merrill, Chicago, IL
1964 - 65, Y.C. Wong, R. Ogden Hannaford & Assoc., Chicago, IL
1963 Mies van der Rohe, Architects, Chicago, IL

Licenses/Registration:
Registered Architect - Alabama, Illinois, & Wisconsin

Selected Publications and Recent Research:
2010 5th International Conference on the Arts in Society paper proposal accepted
2010 - *Eating Architecture in Search of a Garden: A New Paradigm for Design*, Sydney, Australia.
2009 - *Lifecycle: An Attitude and Philosophy that Informs Architecture,* Design Principles & Practice: An International Journal, Volume 3, November 5,.
2008 - 3rd International Conference on Design Principles and Practice paper, *Lifecycle: An Attitude and Philosophy that Informs Architecture*, Berlin, Germany.

Professional Memberships:
ACSA
AIA
BTES

Auburn University

Appendix 03: Matrix of Teaching Assignments

Auburn University

Architecture/ARIA Teaching Assignments

Studios Fall 2008

First Year	Second Year	Third Year	Fourth Year	5th Year
Rusty Smith	Christian Dagg	Doug Burleson	Scott Finn	Behzad Nakhjavan
Margaret Fletcher	Bob Faust	Alan Cook	Tarik Örgen	Magdelana Garmaz
	Justin Miller	ARIA Sheri Schumacher	Paul Zorr	Forrest Fulton
		Rural Studio Elena Barthel	ARIA Justin Miller	Rural Studio Andrew Freear
				Birmingham Cheryl Morgan

Classes Fall 2008

ARCH History 1	ARCH History 2	Careers	Seminar in H&T	Thesis Research
Carla Keyvanian	Dick Hudgens	Tarik Örgen	3700 Dick Hudgins	Behzad Nakhjavan
Alan Cook	Karen Rogers	Tarik Örgen	Carla Keyvanian	Rural Studio Andrew Freear
Materials & Methods I	Alan Cook	**Intro to Research**	**Seminars (other)**	Birmingham Cheryl Morgan
Bob Faust		Behzad Nakhjavan	3500/3600? Magdalena Garmaz	
Dick Hudgens	**CPLN 5000** Dan Bennett	Andrew Freear	Rural Studio 3800 Andrew Freear	**Teaching Methods** Tarik Orgen
Materials & Methods II				
Paul Zorr	**Professional Practice**	Cheryl Morgan	Birmingham 3800 Cheryl Morgan	Christian Dagg
Structures I	David Hinson			Paul Zorr
Ben Farrow	**Visual Communications**	**Env. Controls I (old)**	**Elements II**	
Annop Sattinei	Bob Faust	Stacy Norman	Sheri Schumacher	
Peter Weiss		**Env. Controls II**	**Dessein Elective**	**Arch Appreciation**
Stuctures II	**Structures III**			
Peter Weiss	Peter Weiss	Justin Miller	Forrest Fulton	Doug Burleson
Ben Farrow	Michael Hein		Bob Faust	
	Steve Williams		Rural Studio Andrew Freear	

Architecture/ARIA Teaching Assignments

Studios Spring 2009

First Year	Second Year	Third Year	Fourth Year	5th Year
Rusty Smith	Christian Dagg	Doug Burleson	Rome Scott Finn	Behzad Nakhjavan
Ana Souza	Bob Faust	Alan Cook	Istanbul Tarik Örgen	Magdalena Garmaz
	Rural Studio Elena Barthel	Paul Zorr	Abroad Magdalena Garmaz	
		ARIA Justin Miller	Campus Alan Cook	Birmingham Cheryl Morgan
		Rural Studio Forrest Fulton		Rural Studio Andrew Freear

Classes Spring 2009

ARCH History II	ARCH History 3	Dessein Electives	Teaching Methods	Thesis Research
Alan Cook	Carla Keyvanian	Cheryl Morgan	Justin Miller	Behzad Nakhjavan
Rural Studio Dick Hudgens		Birmingham Cheryl Morgan	David Hinson	Rural Studio Andrew Freear
Seminar in H&T	**Seminars (other)**	Rural Studio Elena Barthel	Christian Dagg	Birmingham Cheryl Morgan
Rome 3700 Carla Keyvanian	3800 Sheri Schumacher	Andrew Freear		
3700 Magdalena Garmaz	3500 Forrest Fulton	Study Abroad Scott Finn	**Materials & Methods**	
Professional Practice	5340 Andrew Freear		Bob Faust	
David Hinson	**Intro to Digital Media**	**AR1000**	Rural Studio Dick Hudgens	
Elements II	Alan Cook	Paul Zorr	**Env. Controls II**	**Arch Appreciation**
Christian Dagg			Justin Miller	Doug Burleson
Structures I	**Structure II**	**Structures III**		
Ben Farrow	Peter Weiss	Peter Weiss		
Annop Sattinei	Ben Farrow	Michael Hein		
Peter Weiss		Steve Williams		

Architecture/ARIA Teaching Assignments

Studios Fall 2009

First Year	Second Year	Third Year	Fourth Year	5th Year
Rusty Smith	Christian Dagg	Doug Burleson	Scott Finn	Behzad Nakhjavan
Ana Souza	Bob Faust	Alan Cook	Tarik Örgen	Magdalena Garmaz
	Ana Souza	ARIA Sheri Schumacher	Paul Zorr	Justini Miller
	Justin Miller	Rural Studio Margaret Fletcher	ARIA Justin Miller	Rural Studio Andrew Freear
				Birmingham Cheryl Morgan

Studios Spring 2010

First Year	Second Year	Third Year	Fourth Year	5th Year
Rusty Smith	Christian Dagg	Doug Burleson	Sheri Schumacher	Behzad Nakhjavan
Ana Souza	Bob Faust	Rome Scott Finn	Doug Buleson	Magdalena Garmaz
	Alan Cook	Sheri Schumacher	Rural Studio Margaret Slege	Birmingham Cheryl Morgan
	JustinMiller	Rural Studio Margaret Sledge	Europe Tarik Orgen	Rural Studio Andrew Freear

Classes Fall 2009

ARCH History 1	ARCH History 2	Careers	Arch Appreciation	Thesis Research
Karen Rogers	Carla Keyvanian	Tarik Örgen	Tony Tindill	Cheryl Morgan
Carla Keyvanian		Tarik Örgen	Doug Burleson	Andrew Freear
				Behzad Nakhjavan
Teaching Methods	**Professional Practice**	**Intro to Research**	**Seminar in H&T**	**Materials & Methods 1**
Bob Faust	Michael Spinello	Nakhjavan	3700 Magdalena Garmaz	Rural Studio Bob Faust
Tarik Örgen	Structures I Ben Farrow	Andrew Freear	Rural Studio Dick Hudgens	
Carla Kevanian	Annop Sattinei	Cheryl Morgan		Seminars (other)
Tony Tindill	Structures II Peter Weiss			4900 Tarik Örgen
	Structure III Peter Weiss	Env. Controls II Env. Position	Elements II Sheri Schumacher	4960 Charlene LeBleu
	Michael Hein			Rural Studio 3800 Andrew Freear
Dessein Electives		**Materials & Methods 2**		5240 Andrew Freear
Joao Braz	Steve Williams	Paul Zorr		Birmingham 3800 Cheryl Morgan
Rural Studio Margaret Sledge		Visual Communications Bob Faust		5240 Cheryl Morgan

Classes Spring 2010

ARCH History 2	ARCH History 3	Materials & Methods 1		Thesis Research
Carla Keyvanian	Carla Keyvanian	Rural Studio Elena Bartel	Teaching Methods Carla Keyvanian	Behzad Nakhjavan
		Bob Faust	Justin Miller	Rural Studio Andrew Freear
				Birmingham Cheryl Morgan
Seminar in H&T	**Seminars (other)**	**Dessein Electives**	Paul Zorr	**Structures II**
3700 Magdalena Garmaz	3800 Magdalena Garmaz	Forest Fulton	Bob Faust	Peter Weiss
Carla Keyvanian	3410 Bob Faust	Birmingham 5240 Cheryl Morgan	**Env. Controls II**	Ben Farrow
Doug Burleson	Josh Emig	Rural Studio 5340 Andrew Freear	Justin Miller	**Structures III**
Europe Tarik Orgen	Urban Cheryl Morgan			Steve Williams
Rural Studio Dich Hdgens	Rural Margaret Sledge	**Intro to Digital Media**		Michael Hein
	Rome Scott Finn	Alan Cook	**Structures I**	
Elements 1	**Arch Appreciation**	**Careers**	Peter Weiss	
Christian Dagg	Doug Burleson	Alan Cook	Annop Sattinei	

Appendix 04: Matrix of Faculty Credentials

Auburn University

Appendix 4 – Matrix for Faculty Credentials
Term/Semester (e.g., Fall 2009)

Faculty member	**Summary of expertise, recent research, or experience**	**Course number**	**Course number**	**Course number**	**Course number**	**Course number**	**Course number**	**Course number**	**Course number**	**[add columns as needed]**
Bennett, Dan	M. Arch; AIA Fellow; registered architect; over 12 yrs. full-time teaching; 23 yrs. at academic head status; numerous publications and professional memberships	CPLN 5000								
Braz, Joao	MLA; M. Arch; 3 yrs. professional practice	ARCH 1010	ARCH 3410							
Burleson, Douglas	M. Arch; M. of Theology; AIA; registered architect; 12 yrs. full-time practice; 24 yrs. full-time teaching; juried papers	ARCH 2600	ARCH 3010	ARCH 3020	ARCH 4020					
Cook, Alan	M. Arch; registered architect; 6 yrs. practice; 34 yrs. full-time teaching; 2002 AU Solar Decathlon House – project Architect, 3rd Place; several international juried papers	ARCH 1000	ARCH 1420	ARCH 2020	ARCH 2120	ARCH 3010	ARCH 3110	ARCH 3020	ARCH 3410	ARCH 4020
Dagg,	M. Arch; AIA; ,	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH	ARIA	ARIA	ARIA

Christian	registered architect; LEED certified; over 11 yrs. full-time teaching; over 8 yrs. full-time practice; 2 state AIA Merit Design Awards	1020	1420	2010	2020	4010	4020	2150	4030	4680
Emig, Joshua	M. Arch; LEED certified; 6 yrs. full-time professional practice; several research projects and papers on the integration of construction and design	ARCH 1420	ARCH 3410							
Farrow, C. Ben	MS – Civil Engineering; MBA; PE in 5 states; LEED certified; 15 yrs. full-time practice; 5 yrs. full-time teaching; Co-PI on numerous research projects	BSCI 2400	BSCI 3400							
Faust, Robert L.	B. Arch; registered architect; 46 yrs. of full-time teaching; AIA (inactive); internationally published architectural work; over 40 yrs. of active practice	ARCH 1060	ARCH 2010	ARCH 2020	ARCH 3320	ARCH 3410				
Finn, J. Scott	M. Arch; registered architect; 18 yrs.	ARCH 3010	ARCH 3020	ARCH 3410	ARCH 4010	CPLN 5000	LAND 5160			

	full-time teaching; town Planner for Mt. Laurel, AL, a new town development; APA and numerous other professional memberships									
Freear, Andrew	Diploma in Architecture; over 15 yrs. full-time practice; over 11 yrs. full-time teaching; large list of prestigious international exhibitions of teaching work	ARCH 3410	ARCH 3800	ARCH 4910	ARCH 5010	ARCH 5020	ARCH 5990	ARCH 5991		
Fulton, Fred Forrest	M. Arch; Master in Design Studies; nine years of professional practice; extensively published work and exhibits; 3 yrs. teaching	ARCH 3020	ARCH 3410	ARCH 3500	ARCH 5010					
Garmaz, Magdalena	MS in Architecture; 21 years of full-time teaching; multiple teaching awards; twice a visiting artist at the American Academy in Rome; teaching grants	ARCH 3120	ARCH 3700	ARCH 5010	ARCH 5020					
Hein, Michael	MS – Structural Engineering; PE;	BSCI 3450								

	30 yrs. full-time teaching; 23 civil engineering consultant work; numerous publications & projects related to construction and teaching									
Hinson, David	M. Arch; AIA Fellow; over 13 full-time teaching; 4 yrs. as department head; over 18 yrs. of full-time practice; several national and state awards for teaching and design practice	ARCH 4500	ARCH 3410							
LeBleu; Charlene	MLA; Master of Community Planning; licensed planner; LEED certified; significant research accomplishments having to do with water resources and management	ARCH 4960								
Miller, Justin	M. Arch; registered architect; LEED certification; 8 yrs. of professional practice; multiple juried papers presented on teaching and	ARCH 2010	ARCH 2020	ARCH 2210	ARCH 2220	ARIA 4010	ARCH 4020	ARIA 4030	ARIA 4080	ARIA 4450

	sustainable practices in building									
Morgan, Cheryl	M. Arch; B.A. Sociology; 30 yrs. Full-time teaching; registered architect; 10 yrs. of professional practice; extensive publications and design initiatives on urban projects	ARCH 3410	ARCH 3800	ARCH 5010	ARCH 5020	ARCH 5990	ARCH 5991			
Norman, Stacy	M. Arch; registered architect; 9 years architectural practice; 7 years full-time teaching	BSCI 3010								
Orgen, Tarik	M.Arch; Fulbright Professorship; registered architect in Turkey; AIA; 32 years full-time teachiing	ARCH 1000	ARCH 1020	ARCH 3010	ARCH 3700	ARCH 4010	ARCH 4020	ARCH 4900	ARCH 5100	
Pittari, John	Ph.D. Urban Design & Planning; B. Landscape Architecture; 12 years practice in planning; 21 yrs. Full-time teaching; extensive publications & professional affiliations	CPLN 5000								
Rogers, Karen	Ph.D. Arch. History; B.A. Arch	ARCH 2110	ARCH 3100							

	and History; 12 years teaching; extensive list of professional leadership accomplishments and publications									
Sattineni, Anoop	M.S. Civil Engineering; 9 years full-time teaching; extensive publications and research projects including BIM	BSCI 2400	BSCI 3400	BSCI 3450						
Schumacher, Sheri	MFA; B. Interior Design; 24 year full-time teaching; LEED certification; furniture design awards and exhibitions	ARCH 1010	ARCH 3010	ARIA 2160	ARIA 3020	ARIA 4030	ARIA 4080	ARIA 4680		
Sledge, Margaret Fletcher	M. Arch; ten years of international practice experience including Taiwan & India	ARCH 1010	ARCH 3010	ARCH 3020	ARCH 3410	ARCH 4020				
Smith, Rusty	MFA; B. Arch; 5 years practice in major architectural offices; 12 years full-time teaching; record of exhibited art works and distinguished teaching awards	ARCH 1010	ARCH 1020							
Souza, Ana	MLA; B. Arch; professional work	ARCH 1010	ARCH 1020	ARCH 2010						

	in a major architectural office (SOM – 1 yr.)									
Sproull, Robert	M. Arch; B.S. Civil Engineering; 11 years architectural practice; multiple published design works; international design competition winner	ARCH 4010	ARIA 4010							
Tindill, Anthony T.	Master of Building Science – Design-Build; B. Arch; several national exhibitions and published works	ARCH 2600	ARCH 5100							
Weiss, Peter	M.A.; B. Arch; registered architect; 28 yrs, fulltime teaching; major international design experience – 2 technology university campuses in China	BSCI 2400	BSCI 3400	BSCI 3450						
Williams, Steve	M.S. Civil Engineering; PE; 28 years full-time teaching; 7 years in engineering practice; many research projects	BSCI 2400	BSCI 3400	BSCI 3450						
Zanzot, Jocelyn	MLA; 5 years part time practice; many publications and juried paper presentations	ARCH 4900	LAND 6430							

Zorr, Paul	M. Arch; AIA; 40 years of full-time teaching architecture; registered architect in 3 states; 17 years in architectural practice	ARCH 1000	ARCH 3020	ARCH 3410	ARCH 4010	ARCH 4020	ARCH 4320			

Appendix 05: Annual Reports

Auburn University

2006 NAAB STATISTICAL REPORT

SCHOOL: Auburn University Completed by: David Hinson

ACSA REGION: SE

PUBLIC

STUDENT DATA

For Accredited Programs Only

	4 Year **PreProf	B.Arch Five-year	B.Arch **PostPreProf	B.Arch ***PostNonProf	M.Arch Five-year	M.Arch **PostPreProf	M.Arch ***PostNonProf
Full-Time Students		431					
Part-Time Students		14					
FTE Students		445					
Arch Design Studio Students		277					
Students Working Part-Time		na					
Outside Stud. Serv. by Dept.		368					
African-American Students		12					
Native American Students*		1					
Asian/Pacific Isle Students		9					
Hispanic Origin Students		5					
Women Students		118					
Foreign Students		5					
Total Degrees Awarded		64					
Grads. Fin. Estab. No. Yrs.		60					
Degrees Awarded Women		23					
Degrees Awarded Afri-Amer		4					
Degrees Awarded Amer. Ind.		0					
Degrees Awarded Asi/Pac. Isl.		5					
Degrees Awarded Hispanics		1					
Min Req. SAT/ACT/GRE Score		1030/22					
Number of Applicants		217					
Number Accepted		70					
Enrollment Target/Goal		270					
Student Studio/Faculty Ratio		15:01					

*Include Eskimos and Aleuts
**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.
***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	14,525
Total Architecture Collection in Departmental Library	42,000
University Library LCNA or 720-729 Collection	17,000
Total Architecture Collection in University Library	162,750
Departmental Library Architecture Slides	76,000
University Library Architecture Slides	0
Departmental Library Architecture Videos	500
Staff in Dept. Library	4
Number of Computer Stations	60
Amount Spent on Information Technology	370,000
Annual Budget for Library Resources	54,800
Per-Capita Financial Support Received from University	9397
Private Outside Monies Received by Source	na
Studio Area (Net Sq. ft.)	20,500
Total Area (Gross Sq. ft.)	53,870

2006 NAAB STATISTICAL REPORT

SCHOOL: Auburn University Completed by: David Hinson

FULL-TIME FACULTY SALARIES	Number	Minimum	Average	Maximum	Univ. Avg.
Professor	7	89,600	98,900	114,900	95,439
Associate Professor	9	62,000	67,600	72,900	68,050
Assistant Professor	2	51,100	53,600	56,200	59,807
Instructor	n/a				

FACULTY DATA	Department Total
Full-Time Faculty	22
Part-Time Faculty	7
Full-time Equivalent (FTE) Faculty	23
Tenured Faculty	15
Tenure-Track Positions	2
FTE Administrative Positions	2
Faculty Engaged in Service to Comm.	15
Faculty Engaged in Service to Univ.	15
FT Faculty who are U.S. Licensed Registered Architects	12
PT Faculty who are U.S. Licensed Registered Architects	6
Practicing Architects	15
FTE Graduate TAs	na
FT Faculty Avg. Contact Hrs/Wk	15
PT Faculty Avg. Contact Hrs/Wk	12

NO. FULL-TIME FACULTY CREDENTIALS

Ph.D.	1
D. Arch	0
M.A. or S.	2
Prof. M. Arch	6
B. Arch	1
Post Prof. Masters	11
Other	1

	FT	PT	Tenured	Prof.	Assoc.	Assist.
African-American Faculty	0	0	0	0	0	0
Native American Faculty*	0	0	0	0	0	0
Asian/Pacific Island Faculty	0	0	0	0	0	0
Hispanic Origin Faculty	0	0	0	0	0	0
Women Faculty	5	2	4	1	3	1

*Include Eskimos and Aleuts

2007 NAAB STATISTICAL REPORT

SCHOOL:Auburn University Completed by:D. Hinson

ACSA REGION: SE

PUBLIC

STUDENT DATA **For Accredited Programs Only**

	4 Year **PreProf	B.Arch Five-year	B.Arch **PostPreProf	B.Arch **PostNonProf	M.Arch Five-year	M.Arch **PostPreProf	M.Arch ***PostNonProf
Full-Time Students		494					
Part-Time Students		12					
FTE Students		506					
Arch Design Studio Students		353					
Students Working Part-Time		0					
Outside Stud. Serv. by Dept.		252					
African-American Students		12					
Native American Students*		1					
Asian/Pacific Isle Students		9					
Hispanic Origin Students		6					
Women Students		119					
Foreign Students		5					
Total Degrees Awarded		58					
Grads. Fin. Estab. No. Yrs.		60					
Degrees Awarded Women		23					
Degrees Awarded Afri-Amer		3					
Degrees Awarded Amer. Ind.		0					
Degrees Awarded Asi/Pac. Isl.		2					
Degrees Awarded Hispanics		0					
Min Req. SAT/ACT/GRE Score		1030/22					
Number of Applicants		176					
Number Accepted		69					
Enrollment Target/Goal		345					
Student Studio/Faculty Ratio		15:01					

*Include Eskimos and Aleuts
**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.
***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	15,110
Total Architecture Collection in Departmental Library	43000
University Library LCNA or 720-729 Collection	17,200
Total Architecture Collection in University Library	163,000
Departmental Library Architecture Slides	76,000
University Library Architecture Slides	0

2007 NAAB STATISTICAL REPORT

SCHOOL:Auburn University Completed by:D. Hinson

FULL-TIME FACULTY SALARIES	Number	Minimum	Average	Maximum	Univ. Avg.
Professor	7	89,600	98,900	114,900	95,439
Associate Professor	10	62,000	67600	72900	68,050
Assistant Professor	1	51,100	53,600	56,200	59,807
Instructor	0				

FACULTY DATA	Department Total
Full-Time Faculty	17
Part-Time Faculty	7
Full-time Equivalent (FTE) Faculty	22
Tenured Faculty	16
Tenure-Track Positions	1
FTE Administrative Positions	3.5
Faculty Engaged in Service to Comm.	15
Faculty Engaged in Service to Univ.	13
FT Faculty who are U.S. Licensed Registered Architects	13
PT Faculty who are U.S. Licensed Registered Architects	6
Practicing Architects	12
FTE Graduate TAs	0
FT Faculty Avg. Contact Hrs/Wk	15
PT Faculty Avg. Contact Hrs/Wk	12

NO. FULL-TIME FACULTY CREDENTIALS	
Ph.D.	1
D. Arch	0
M.A. or S.	3
Prof. M. Arch	5
B. Arch	1
Post Prof. Masters	9
Other	1

	FT	PT	Tenured	Prof.	Assoc.	Assist.
African-American Faculty	0	0	0	0	0	0
Native American Faculty*	0	0	0	0	0	0
Asian/Pacific Island Faculty	0	0	0	0	0	0
Hispanic Origin Faculty	0	0	0	0	0	0
Women Faculty	5	1	4	1	3	1

*Include Eskimos and Aleuts

Annual Report Submission
View Questionnaire (Edit)

Auburn University

Annual Report Submission for the year 2008.

Report has been submitted 1 times. Report was last submitted on 12/5/2008 6:26:27 PM.

PART I - ANNUAL STATISTICAL REPORT

SECTION A. INSTITUTIONAL CHARACTERISTICS

1. Program Contact Information

(preloaded from ACSA Guide)

Institution Name:	Auburn University
Academic Unit Name:	College of Architecture, Design and Construction
Address:	School of Architecture 104 Dudley Hall Auburn, AL 36849-5316
Architecture Program Tel. No:	334-844-4516
Architecture Program School Fax No:	334/844-5419
Architecture Program School URL:	http://cadc.auburn.edu/soa/
ACSA Region:	Southeast

In order to modify your organization information please visit the ACSA Guide site.

2. Institution Type: Using the definitions below, please select the appropriate Institution Type that matches that of your institution.

Public

3. Carnegie Classification

a. Basic Classification:
Doctoral/Research Universities - Extensive

b. Undergraduate Instructional Program:

c. Graduate Instructional Program:

d. Size and Setting:

4. Which regional accreditation agency accredits your institution?

Southern Association of Colleges and Schools (SACS)

5. In which ACSA region is the institution located?

Questions 6, 7, and 8 regarding Contact Information.

6. Who has direct administrative responsibility for the architecture program?

Name	Behzad Nakhjavan
Title	Architecture Program Chair
Office Phone Number	334-844-4516
Fax Number	334-844-5419
Email Address	nakhjbb@auburn.edu

7. To whom should inquiries regarding this questionnaire to be addressed?

Name	David Hinson
Title	Head - School of Architecture
Office Phone Number	334-844-4516
Fax Number	334-844-5419
Email Address	david.hinson@auburn.edu

8. Who is the administrator responsible for verifying data (and completing IPEDS reports) at your institution?

Name	Dr. Drew Clark
Title	Director - Inst. Research & Assesment
Office Phone Number	334-844-4765
Fax Number	334-844-4773
Email Address	clarkj3@auburn.edu

9. Institutional Test Scores

a. SAT

Critical Reading
25th percentile SAT score:
75th percentile SAT score:

Mathematics
25th percentile SAT score:
75th percentile SAT score:

Writing
25th percentile SAT score:
75th percentile SAT score:

b. ACT

25th percentile ACT score: 22
75th percentile ACT score: 27

c. GRE

Verbal: (200-800)
Quantitative: (200-800)
Analytical: (0.0 – 6.0)

SECTION B. NAAB-ACCREDITED ARCHITECTURE PROGRAMS

1. Degree Programs

a. Which NAAB accredited / candidate degree programs were offered during the last fiscal year?

Accredited

B. Architecture X
M. Architecture
D. Architecture

Candidate

B. Architecture
M. Architecture
D. Architecture

b. Did your institution offer any pre-professional architecture degree programs during the last fiscal year?

Degree Type	Available?	Full Degree Title
Bachelor of Architectural Studies		
Bachelor of Arts		
Bachelor of Design		
Bachelor of Environmental Design		
Bachelor of Fine Arts		
Bachelor of Science		
Other		

c. Did your institution offer any post-professional architecture degree programs during the last fiscal year?

Full Degree Title

2. Does your institution have plans to initiate any new NAAB-accredited degree programs?

No

3. Does your institution have plans to discontinue any of its NAAB-accredited degree programs?

No

4. What academic year calendar type does your institution have?

2 Semesters or Trimester

5. Credit Hours for Completion for each program:

The degree programs listed in this section are dependent on your selection in Section B, Question 1a.

a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited/candidate degree program offered by your institution.

B. Architecture: 159

b. By degree, what is the distribution of the credit hours in the following: General Education, Professional, and Electives?

B. Architecture

General Education: 42

Professional:

Electives:

6. Average credit hours per student per term by degree program?

B. Architecture:

15

7. Is your degree program(s) offered in whole, or in part, at more than one campus or location?

No

City and State	Country	Credit Hours

SECTION C. TUITION, FEES AND FINANCIAL SUPPORT FOR STUDENTS IN NAAB-ACCREDITED PROGRAMS

1. Tuition is defined as "the amount of money charged to students for instructional services. Tuition may be charged per credit, per term, or per academic year."

a. What were the tuition and fees for the NAAB-accredited degree program(s) for the last fiscal year:

B. Architecture

If this section is not applicable, please enter all zero's (0).

	Tuition	Fees
Full-Time Student		
In-State	2625	172
Out-of-State	7875	172
Part-Time Student		
In-State	0	0
Out-of-State	0	0

b. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program?

Yes

c. Is a summer session required for any portion of your accredited degree program(s)?

No

If yes, what is the additional tuition and fees for the summer program?

	Tuition	Fees
Full-Time Student		
In-State	2625	0
Out-of-State	7875	0
Part-Time Student		
In-State	0	0
Out-of-State	0	0

d. Does the institution offer discounted or differential tuition for summer courses for a NAAB-accredited degree program?

No

Additional Comments

2. Financial Aid

What was the percent of students financial aid at both the institutional and architecture program levels (Grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid [tuition reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses?

	Percentage of student receiving aid	Average amount by types of aid
a. Institution		
Federal Grants		
State/Local Grants		
Institutional Grants		
Student Loans		

b. Architecture Program
Federal Grants
State/Local Grants
Institutional Grants
Student Loans

SECTION D. STUDENT CHARACTERITICS FOR NAAB-ACCREDITED DEGREE PROGRAMS

1. Applicant Cycle

a. Applicants: Indicate the total number of individuals who fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who had been notified of one of the following actions during the last fiscal year: admission, nonadmission, placement on a waiting list, or application withdrawn by applicant or institution. Programs are requested to complete the more specific numbers by gender and ethnicity if available, but are not required to do so.

B. Architecture Total Number:

B. Architecture

	Male	Female	TOTAL
American Indian or Alaska Native	3	4	
Asian	14	10	
Native Hawaiian or other Pacific Islander	60	34	
Black or African American	19	10	
Hispanic/Latino	414	267	
White	1	3	
Two or more races	10	11	
Nonresident alien	521	339	
Race and ethnicity unknown	0	0	0
TOTAL	0	0	0

b. Admissions (students admitted): Indicate the total number of applicants that have been granted an official offer to enroll. Programs are requested to complete the more specific numbers by gender and ethnicity if available, but are not required to do so.

B. Architecture Total Number:

B. Architecture

	Male	Female	TOTAL
American Indian or Alaska Native	2	4	
Asian	9	10	
Native Hawaiian or other Pacific Islander	31	23	
Black or African American	13	8	
Hispanic/Latino	260	200	
White	0	1	
Two or more races	5	7	
Nonresident alien	320	253	
Race and ethnicity unknown	0	0	0
TOTAL	0	0	0

c. Entering Students: (update question from definition below) Indicate the number of individuals who enrolled during the last fiscal year. Exclude readmitted students who were counted as enrolled in a prior year. As this data is available from the institution, programs are required to provide the specific numbers by gender and ethnicity.

B. Architecture

	Male		Female		TOTAL		GRAND
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0

Hispanic/Latino	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0

B. Architecture Total Number:

2. Total architecture enrollment in NAAB-Accredited program by race/ethnicity

B. Architecture

	Male		Female		TOTAL		GRAND
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0

B. Architecture Total Number:

SECTION E. DEGREES AWARDED

1. What is the total number of NAAB-accredited degrees that were awarded in the last fiscal year?

B. Architecture

	Male	Female	TOTAL
American Indian or Alaska Native	1	0	
Asian	0	2	
Native Hawaiian or other Pacific Islander	3	1	
Black or African American	2	1	
Hispanic/Latino	27	43	
White	0	2	
Two or more races	2	0	
Nonresident alien	35	49	
Race and ethnicity unknown	0	0	0
TOTAL	0	0	0

2. Time to Completion:

B. Architecture

a. Time to completion equals the total number of semesters/quarters to complete the degree

b. Percentage of students that graduate in “normal time to completion”

3. Graduation rate for B. Arch programs:

Graduation rate for institution 65

Graduation rate for B. Architecture program 70

SECTION F. RESOURCES FOR NAAB-ACCREDITED PROGRAMS

1. Total number of catalogued titles in the architecture library collection

Main Campus: 43030

2. Total number of catalogues titles that have Library of Congress NA or Dewey 720-729

Main Campus: 33901

3. What is the total number of permanent workstations (studio desks) that can be assigned to students enrolled in design studios?

Main Campus: 235

4. Are your students required to have a laptop computer?

5. Please indicate which of the following: labs, shop, and other learning resources available to all students enrolled in NAAB-accredited degree program(s)

Resource Type	Available?
Shop	Yes
Computer Facilities (Lab)	Yes
Computer Output Facilities (Plotters, Specialized plotting)	Yes
Digital Fabrication Facilities	Yes
Wireless Network	Yes
Image Collection (Slide Library)	Yes
Photo Studio/Darkroom	No
Lecture Series	Yes
Gallery/Exhibits	Yes
Other	Yes

If other resources are available, please describe:
Rural Studio (Newbern, AL) & Urban Studio (Birmingham, AL)

6. Financial Resources

a. Total revenue from all sources

b. Expenditures

i. Instruction

ii. Capital

iii. Overhead

c. Per Student Expenditure: What is the average per student expenditure for students enrolled in a NAAB accredited degree program.

This is the total amount of goods and services, per student, used to produce the educational services provided by the NAAB-accredited program.

i. Instruction + Overhead / FTE Enrollment

SECTION G. HUMAN RESOURCE SUMMARY (Architecture Program)

1. Credit Hours Taught

i. Total credit hours taught by full time faculty: 342

ii. Total credit hours taught by part-time faculty: 24

iii. Total credit hours taught by adjunct faculty:

2. Instructional Faculty

a. Full-time Instructional Faculty

Professor

	Tenured		Tenure-Track		Non Tenure-Track		TOTAL		GRAND TOTAL
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

Associate Professor

	Tenured		Tenure-Track		Non Tenure-Track		TOTAL		GRAND TOTAL
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

Assistant Professor

	Tenured		Tenure-Track		Non Tenure-Track		TOTAL		GRAND TOTAL
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

Instructor

	Tenured		Tenure-Track		Non Tenure-Track		TOTAL		GRAND TOTAL
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

b. Part-Time Instructional Faculty

Professor

	Tenured		Tenure-Track		Non Tenure-Track		TOTAL		GRAND TOTAL
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

Associate Professor

	Tenured		Tenure-Track		Non Tenure-Track		TOTAL		GRAND TOTAL
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

Assistant Professor

	Tenured		Tenure-Track		Non Tenure-Track		TOTAL		GRAND TOTAL
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

Instructor

	Tenured		Tenure-Track		Non Tenure-Track		TOTAL		GRAND TOTAL
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0

Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

c. Adjunct Faculty

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '$' or ',' A person can only be counted in one group.

	Professor		Associate Professor		Assistant Professor		Instructor		TOTAL		GRAND
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0

3. Faculty Credentials:

	Professor		Associate Professor		Assistant Professor		TOTAL		GRAND
	Male	Female	Male	Female	Male	Female	Male	Female	TOTAL
D. Arch. (accredited)	0	0	0	0	0	0	0	0	0
M. Arch. (accredited)	0	0	0	0	0	0	0	0	0
B. Arch. (accredited)	0	0	0	0	0	0	0	0	0
Ph.D. in architecture	0	0	0	0	0	0	0	0	0
Ph.D. in other discipline	0	0	0	0	0	0	0	0	0
Post-professional graduate degree in architecture	0	0	0	0	0	0	0	0	0
Other degrees	0	0	0	0	0	0	0	0	0
Registered in U.S. Jurisdiction	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

4. Average annual salaries

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '$' or ',' A person can only be counted in one group.

	Number	Minimum	Average	Maximum	Univ. Average
Professor	6	93200	101108	120440	105058
Assoc. Prof.	8	63530	70316	76730	74611
Assist. Prof.	7	52000	55800	60000	64252
Instructor	0	34968	34968	34968	34968

Annual Report Submission

Auburn University

Annual Report Submission for the year 2009 .

Report has been submitted 0 times.

PART I - ANNUAL STATISTICAL REPORT

SECTION A. INSTITUTIONAL CHARACTERISTICS

1. Program Contact Information

(preloaded from ACSA Guide)

Institution Name:	Auburn University
Academic Unit Name:	College of Architecture, Design and Construction
Address:	School of Architecture 104 Dudley Hall Auburn, AL 36849-5316
Architecture Program Tel. No:	334-844-4516
Architecture Program School Fax No:	334/844-5419
Architecture Program School URL:	http://cadc.auburn.edu/soa/
ACSA Region:	Southeast

In order to modify your organization information please visit the ACSA Guide site.

2. Institution Type: Using the definitions below, please select the appropriate Institution Type that matcl institution.

Public

3. Carnegie Classification

a. Basic Classification:

RU/H: Research Universities (high research activity)

b. Undergraduate Instructional Program:

Prof+A&S/HGC: Professions plus arts & sciences, high graduate coexistence

c. Graduate Instructional Program:

CompDoc/MedVet: Comprehensive doctoral with medical/veterinary

d. Size and Setting:

L4/NR: Large four-year, primarily nonresidential

4. Which regional accreditation agency accredits your institution?

Southern Association of Colleges and Schools (SACS)

5. In which ACSA region is the institution located?

Southeast

Questions 6, 7, and 8 regarding Contact Information.

6. Who has direct administrative responsibility for the architecture program?

Name	Behzad Nakhjavan
Title	Architecture Program Chair
Office Phone Number	334-844-4516
Fax Number	334-844-5419
Email Address	nakhjbb@auburn.edu

7. To whom should inquiries regarding this questionnaire to be addressed?

Name	David W. Hinson
Title	School Head
Office Phone Number	3348444516
Fax Number	334-844-5419
Email Address	david.hinson@auburn.edu

8. Who is the administrator responsible for verifying data (and completing IPEDS reports) at your institution?

Name	Dr. Drew Clark
Title	Dir. Institutional Research & Assessment
Office Phone Number	3348445802
Fax Number	3348444773
Email Address	clarkj3@auburn.edu

9. Institutional Test Scores

a. SAT

Critical Reading 25th percentile SAT score:	520
75th percentile SAT score:	620
Mathematics 25th percentile SAT score:	550
75th percentile SAT score:	650
Writing 25th percentile SAT score:	520
75th percentile SAT score:	620

b. ACT

25th percentile ACT score:	23
75th percentile ACT score:	28

c. GRE

Verbal: (200-800)

Quantitative: (200-800)

Analytical: (0.0 – 6.0)

SECTION B. NAAB-ACCREDITED ARCHITECTURE PROGRAMS

1. Degree Programs

a. Which NAAB accredited / candidate degree programs were offered during the last fiscal year?

Accredited

B. Architecture X

M. Architecture

D. Architecture

Candidate

B. Architecture

M. Architecture

D. Architecture

b. Did your institution offer any pre-professional architecture degree programs during the last fiscal yea

No

Degree Type	Available?	Full Degree Title
Bachelor of Architectural Studies		
Bachelor of Arts		
Bachelor of Design		
Bachelor of Environmental Design		
Bachelor of Fine Arts		
Bachelor of Science		
Other		

c. Did your institution offer any post-professional architecture degree programs during the last fiscal ye

Yes

Full Degree Title
Master of Design Build

2. Does your institution have plans to initiate any new NAAB-accredited degree programs?

No

3. Does your institution have plans to discontinue any of its NAAB-accredited degree programs?

No

4. What academic year calendar type does your institution have?

2 Semesters or Trimester

5. Credit Hours for Completion for each program:

The degree programs listed in this section are dependent on your selection in Section B, Question 1a.

a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited/candidate de offered by your institution.

B. Architecture: 159

b. By degree, what is the distribution of the credit hours in the following: General Education, Professional, and E

B. Architecture

General Education: 42

Professional: 115

Electives: 3

6. Average credit hours per student per term by degree program?

B. Architecture: 14

7. Is your degree program(s) offered in whole, or in part, at more than one campus or location?

Yes

City and State	Country	Credit Hours
Birmingham, AL	UNITED STATES	37
Newbern, AL	UNITED STATES	24

SECTION C. TUITION, FEES AND FINANCIAL SUPPORT FOR STUDENTS I ACCREDITED PROGRAMS

1. Tuition is defined as "the amount of money charged to students for instructional services. Tuition ma per credit, per term, or per academic year."

a. What were the tuition and fees for the NAAB-accredited degree program(s) for the last fiscal year:

B. Architecture

If this section is not applicable, please enter all zero's (0).

	Tuition	Fees
Full-Time Student		
In-State	5880	380
Out-of-State	17640	380
Part-Time Student		
In-State	0	0
Out-of-State	0	0

b. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program?

Yes

c. Is a summer session required for any portion of your accredited degree program(s)?

Yes

If yes, what is the additional tuition and fees for the summer program?

	Tuition	Fees
Full-Time Student		
In-State	2940	190
Out-of-State	8820	190
Part-Time Student		
In-State	0	0
Out-of-State	0	0

d. Does the institution offer discounted or differential tuition for summer courses for a NAAB-accredited degree

No

Additional Comments

Students pay a "professional program fee" of $2160 per semester after admission to the professional program (beginning the second year). The typical student will pay the professional fee for a total of eight semesters if enrolled in the B. Arch degree program.

2. Financial Aid

What was the percent of students financial aid at both the institutional and architecture program levels (Grants, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid [tuit reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses?

	Percentage of student receiving aid	Average amount by types of aid
a. Institution		
Federal Grants	13	$9,777.00
State/Local Grants	2	$1,266.00
Institutional Grants	43	$4,759.00
Student Loans	36	$12,149.00
b. Architecture Program		
Federal Grants	15	$3,969.00
State/Local Grants	3	$1,269.00
Institutional Grants	39	$3,625.00
Student Loans	44	$12,928.00

SECTION D. STUDENT CHARACTERITICS FOR NAAB-ACCREDITED DEGI PROGRAMS

1. Applicant Cycle

a. Applicants: Indicate the total number of individuals who fulfilled the institution's requirements to be consider (including payment or waiving of the application fee, if any) and who had been notified of one of the following ac last fiscal year: admission, nonadmission, placement on a waiting list, or application withdrawn by applicant or i Programs are requested to complete the more specific numbers by gender and ethnicity if available, but are not so.

B. Architecture Total Number: 857

B. Architecture

	Male	Female	TOTAL
American Indian or Alaska Native	2	2	4
Asian	15	7	22
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	64	33	97
Hispanic/Latino	20	16	36
White	395	265	660
Two or more races	0	0	0
Nonresident alien	7	2	9
Race and ethnicity unknown	12	17	29
TOTAL	515	342	857

b. Admissions (students admitted): Indicate the total number of applicants that have been granted an official Programs are requested to complete the more specific numbers by gender and ethnicity if available, but are not so.

B. Architecture Total Number: 592

B. Architecture

	Male	Female	TOTAL
American Indian or Alaska Native	0	1	1
Asian	11	5	16
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	24	13	37
Hispanic/Latino	15	11	26
White	265	225	490
Two or more races	0	0	0
Nonresident alien	5	1	6
Race and ethnicity unknown	9	7	16
TOTAL	329	263	592

c. Entering Students: (update question from definition below) Indicate the number of individuals who enroll last fiscal year. Exclude readmitted students who were counted as enrolled in a prior year. As this data is availa institution, programs are required to provide the specific numbers by gender and ethnicity.

B. Architecture

	Male		Female		TOTAL	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
American Indian or Alaska Native	0	0	0	0	0	0
Asian	3	0	0	0	3	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0
Black or African American	6	0	5	0	11	0
Hispanic/Latino	3	0	3	0	6	0
White	74	0	51	0	125	0
Two or more races	0	0	0	0	0	0

Nonresident alien	4	0	1	0	5	0
Race and ethnicity unknown	3	0	1	0	4	0
TOTAL	93	0	61	0	154	0

B. Architecture Total Number: 154

2. Total architecture enrollment in NAAB-Accredited program by race/ethnicity

B. Architecture

	Male		Female		TOTAL	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
American Indian or Alaska Native	0	0	0	0	0	0
Asian	9	0	4	0	13	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0
Black or African American	22	0	14	0	36	0
Hispanic/Latino	9	0	4	0	13	0
White	224	0	154	0	378	0
Two or more races	0	0	0	0	0	0
Nonresident alien	4	0	5	0	9	0
Race and ethnicity unknown	5	0	1	0	6	0
TOTAL	273	0	182	0	455	0

B. Architecture Total Number: 455

SECTION E. DEGREES AWARDED

1. What is the total number of NAAB-accredited degrees that were awarded in the last fiscal year?

B. Architecture

	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	2	1	3
Hispanic/Latino	1	0	1
White	36	23	59
Two or more races	0	0	0
Nonresident alien	0	2	2
Race and ethnicity unknown	1	0	1
TOTAL	40	26	66

2. Time to Completion:

B. Architecture

a. Time to completion equals the total number of semesters/quarters to complete the degree: 11

b. Percentage of students that graduate in “normal time to completion”: 50

3. Graduation rate for B. Arch programs:

Graduation rate for institution: 64

Graduation rate for B. Architecture program 18

SECTION F. RESOURCES FOR NAAB-ACCREDITED PROGRAMS

1. Total number of catalogued titles in the architecture library collection

Main Campus: 17820

Other locations: 0

2. Total number of catalogues titles that have Library of Congress NA or Dewey 720-729

Main Campus: 17200

Other locations: 0

3. What is the total number of permanent workstations (studio desks) that can be assigned to students e design studios?

Main Campus: 240

Other locations: 45

4. Are your students required to have a laptop computer?

Yes

5. Please indicate which of the following: labs, shop, and other learning resources available to all stude NAAB-accredited degree program(s)

Resource Type	Available?
Shop	Yes
Computer Facilities (Lab)	Yes
Computer Output Facilities (Plotters, Specialized plotting)	Yes
Digital Fabrication Facilities	Yes
Wireless Network	Yes
Image Collection (Slide Library)	Yes
Photo Studio/Darkroom	No
Lecture Series	Yes
Gallery/Exhibits	Yes
Other	No

If other resources are available, please describe:

6. Financial Resources

a. Total revenue from all sources 3256372

b. Expenditures

i. Instruction 2420178

ii. Capital 0

iii. Overhead 540267

c. Per Student Expenditure: What is the average per student expenditure for students enrolled in a NAAB accre program.

This is the total amount of goods and services, per student, used to produce the educational services provided accredited program.

i. Instruction + Overhead / FTE Enrollment 6506

SECTION G. HUMAN RESOURCE SUMMARY (Architecture Program)

1. Credit Hours Taught

i. Total credit hours taught by full time faculty: 144

ii. Total credit hours taught by part-time faculty: 6

iii. Total credit hours taught by adjunct faculty: 33

2. Instructional Faculty

a. Full-time Instructional Faculty

Professor

	Tenured		Tenure-Track		Non Tenu	re-Track	TOTA	
	Male	Female	Male	Female	Male	Female	Male	F
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0
White	5	1	0	0	0	0	5	1
Two or more races	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0
TOTAL	5	1	0	0	0	0	5	1

Associate Professor

	Tenured		Tenure-Track		Non Tenu	re-Track	TOTA	
	Male	Female	Male	Female	Male	Female	Male	F
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0
White	5	2	0	0	0	0	5	2
Two or more races	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0
TOTAL	5	2	0	0	0	0	5	2

Assistant Professor

	Tenured		Tenure-Track		Non Tenu re-Track		TOTA	
	Male	Female	Male	Female	Male	Female	Male	F
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0
White	0	0	1	1	0	0	1	1
Two or more races	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0
TOTAL	0	0	1	1	0	0	1	1

Instructor

	Tenured		Tenure-Track		Non Tenu re-Track		TOTA	
	Male	Female	Male	Female	Male	Female	Male	F
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0

b. Part-Time Instructional Faculty

Professor

	Tenured		Tenure-Track		Non Tenu re-Track		TOTA	
	Male	Female	Male	Female	Male	Female	Male	F
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0

Associate Professor

	Tenured		Tenure-Track		Non Tenu re-Track		TOTA	
	Male	Female	Male	Female	Male	Female	Male	F
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0

Assistant Professor

	Tenured		Tenure-Track		Non Tenu re-Track		TOTA	
	Male	Female	Male	Female	Male	Female	Male	F
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0

Instructor

	Tenured		Tenure-Track		Non Tenu re-Track		TOTA	
	Male	Female	Male	Female	Male	Female	Male	F
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0

c. Adjunct Faculty

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not inc person can only be counted in one group.

	Professor		Associate Professor		Assistant Professor		Instructor		TOTA	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	F
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	
Asian	0	0	0	0	0	0	0	0	0	
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0	
Black or African American	0	0	0	0	0	0	0	0	0	
Hispanic/Latino	0	0	0	0	0	0	0	0	0	
White	0	0	1	0	4	2	1	0	6	2
Two or more races	0	0	0	0	0	0	0	0	0	
Nonresident alien	0	0	0	0	0	0	0	0	0	
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0	
TOTAL	0	0	1	0	4	2	1	0	6	2

3. Faculty Credentials:

	Professor		Associate Professor		Assistant Professor		TOTA	
	Male	Female	Male	Female	Male	Female	Male	F
D. Arch. (accredited)	0	0	0	0	0	0	0	
M. Arch. (accredited)	0	0	2	0	0	0	2	
B. Arch. (accredited)	1	0	0	0	0	0	1	
Ph.D. in architecture	0	0	0	0	0	0	0	
Ph.D. in other discipline	0	0	0	0	0	1	0	
Post-professional graduate degree in architecture	4	1	5	1	1	0	10	2
Other degrees	0	0	2	1	0	2	2	3
Registered in U.S. Jurisdiction	5	1	7	0	1	0	13	

4. Average annual salaries

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not inc person can only be counted in one group.

	Number	Minimum	Average	Maximum	Univ. Average
Professor	6	93200	101108	120440	105600
Assoc. Prof.	7	63530	70316	76730	74025
Assist. Prof.	2	52000	55800	60000	63249
Instructor	0	0	0	0	0

Appendix 06: Visiting Team Report From Previous Visit

Auburn University

Auburn University
College of Architecture, Design and Construction

Visiting Team Report

Bachelor of Architecture (5 years)

The National Architectural Accrediting Board
March 16, 2005

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 a NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

Table of Contents

Section			Page
I.	Summary of Team Findings		1
	1.	Team Comments	
	2.	Progress Since the Previous Site Visit	1
	3.	Conditions Well Met	2
	4.	Conditions Not Met	2
	5.	Causes of Concern	2
II.	Compliance with the Conditions for Accreditation		3
III.	Appendices:		
	A.	Program Information	
		1. History and Description of the Institution	15
		2. Institutional Mission	15
		3. Program History	17
		4. Program Mission	18
		5. Program Strategic Plan	19
	B.	The Visiting Team	22
	C.	The Visit Agenda	23
IV.	Report Signatures		27

I. Summary of Team Findings

1. Team Comments

The visiting team observed that in addition to a well-organized and relatively complete APR, the preparations made by the program for the visit were comprehensive and complete. Beyond a visit to the main campus facility, preparations were also made for visits to the Birmingham Center and the Rural Studio, and each of the spaces was filled with exhibits of ongoing student work. Projects designed and executed by the Rural Studio students were also visited. Meetings were held with students at each of the three venues, and studio work was observed in progress at each location. The organization of the visit was carefully considered to allow for a full review of all exhibits and all facilities, and all protocol meetings occurred as scheduled.

2. Progress Since the Previous Site Visit

Condition 6, Human Resource Development.

Previous Team Report: *Some faculty members do not maintain research or creative work agendas. Travel funds and seed grants from the university appear to be lacking. The cancellation of the lecture series this year was also a serious detriment for a school in a rural location. Other enrichment opportunities, such as symposia, conferences, and workshops appear to be lacking.*

The 2005 visiting team found that this deficiency has been addressed since the previous visit. The School has hired a full time Associate Dean, responsible to support the process of grant source the grant application. The lecture series has been restored, and presents a more comprehensive representation of the profession and allied professionals.

Condition 7, Physical Resources.

Previous Team Report: *The current condition of the mechanical, electrical, and communication systems requires immediate renovation. Progress on these deficiencies is too slow and inconsistent, and the learning environment is being negatively affected by the situation.*

The visiting team found that this deficiency has been resolved since the previous visit.

Criterion 9: *Ability to provide a coherent rationale for the programmatic and formal precedents employed in the conceptualization and development of architecture and urban design projects.* Previous Team Report: *There was inconsistent evidence that all students are able to analyze and employ precedents in the development of their architectural projects.*

The visiting team found that this deficiency has been successfully addressed since the previous visit.

Criterion 11: *Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world.* Previous Team Report: *The team did not find evidence that all students are exposed to traditions of non-Western cultures. It encourages the school to develop course work that studies the built environment of Asia, Africa, the Pacific Islands and other regions with strong cultural links to the student population of the school.*

The visiting team found that this deficiency has been successfully addressed since the previous visit.

Criterion 22: *Ability to assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design.* Previous Team Report: *There was inconsistent evidence that all students were able to assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into their building design.*

The visiting team found that this deficiency has been successfully addressed since the previous visit.

Criterion 30: *Ability to assemble a comprehensive program for an architecture project, including an assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and an assessment of their implications for the project, and a definition of site selection and design assessment criteria.* Previous Team Report: *No evidence was found that all students could develop a comprehensive building design program.*

The visiting team found that while this deficiency has been addressed since the previous visit, inconsistency exists and it still continues to be a concern.

Criterion 33: *Awareness of the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service.* Previous Team Report: *Evidence was not found that all students were aware of the different methods of project delivery, the corresponding forms of service contracts, and the types of documents required to render competent and responsible professional services. The team believes additional instruction in these professional practice issues must be added to the curriculum.*

The visiting team found that this deficiency has been successfully addressed since the previous visit.

3. Conditions Well Met

NAAB Perspectives
1.3 Architectural Education and Registration
1.4 Architectural Education and the Profession

Student Performance Criteria
12.6 Collaborative Skills
12.12 National and Regional Traditions
12.26 Building Economics and Cost Control
12.32 Practice Organization and Management
12.35 Architects' Leadership Roles
12.37 Ethics and Professional Judgment

4. Conditions Not Met

Conditions for Accreditation
11 Professional Degrees and Curriculum

5. Causes of Concern

Conditions for Accreditation
4 Social Equity

Student Performance Criteria
12.1 Verbal and Writing Skills
12.14 Accessibility
12.30 Program Preparation

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Programs must respond to the relevant interests of the five constituencies that make up the NAAB: education (ACSA), members of the practicing profession (AIA), students (AIAS), registration board members (NCARB), and public members.

1.1 Architecture Education and the Academic Context

The program must demonstrate that it both benefits from and contributes to its institutional context.

Met	Not Met
[X]	[ ]

The mission statement of the School of Architecture is in direct correlation with the mission statement of the University; and moreover, the School goes to great lengths in achieving the stated goals. Through regionally and internationally recognized programs – the Rural Studio and the Urban Studio at the Birmingham Center – their interdisciplinary degree programs (combining architecture with interior architecture, landscape architecture and community planning), and other activities, the School actively demonstrates its contribution to the University. Auburn University has received extraordinary international recognition from the Rural Studio.

In turn, the University has acknowledged the value of the School's programs by providing significant ongoing funding for the Rural Studio.

1.2 Architecture Education and Students

The program must demonstrate that it provides support and encouragement for students to assume leadership roles during their school years and later in the profession, and that it provides an interpersonal milieu that embraces cultural differences.

Met	Not Met
[X]	[ ]

Students in the program are well served by the many opportunities for leadership roles within the College of Architecture, Construction and Design as well as the larger University. The students' access to coursework offered within the College, both formally and informally, encourages interdisciplinary work with the allied disciplines of building science, interior design, landscape architecture, and community planning. Similar intellectual exchange and coursework within industrial design would naturally complement this agenda.

Despite a predominantly homogenous student body in terms of economic, social, ethnic and geographic diversity, the students are encouraged to cooperate with and respect

cultural and individual differences through the model of the citizen architect supported by the outreach programs offered by the School.

Students are proud and enthusiastic about the studio curriculum, faculty, and administration. The Rural Studio, the Birmingham Center, and multi-disciplinary study opportunities create teamwork opportunities and foster leadership.

1.3 Architecture Education and Registration

The program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure.

Met	Not Met
[X]	[ ]

This condition is well met, as fourth year students are required to establish an NCARB Council Record as a part of the Professional Practice course requirement and are aware of the requirement to enroll in IDP. This assures the introduction of the Intern Development Process, the State Registration Board, and the National Council of Architectural Registration Boards. An annual presentation by the Executive of the Alabama Board is part of curriculum, and is reinforced by David Hinson's position as State IDP/Educator Coordinator.

1.4 Architecture Education and the Profession

The program must demonstrate how it prepares students to practice and assume new roles within a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base.

Met	Not Met
[X]	[ ]

This condition is well met. The Program provides a variety of opportunities for students to practice and assume new roles in the Rural Studio and Birmingham Center studio work, and by collaborating with Building Sciences students on joint projects. In the Birmingham Center the first semester students meet with and address obligations to clients, while in the second semester their projects move to the more theoretical.

1.5 Architecture Education and Society

The program must demonstrate that it not only equips students with an informed understanding of social and environmental problems but that it also develops their capacity to help address these problems with sound architecture and urban design decisions.

Met	Not Met
[x]	[ ]

Student team collaboration and cooperative engagement of students through programs in varying year levels has shown to be an exceptional tool for promoting and embracing the mission of the School. The Rural Studio, the Birmingham Center, foreign study and Auburn campus programs provide enriched outreach opportunities within the University and the greater community that have built a culture of civic engagement.

2. Program Self-Assessment

The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan.

Met	Not Met
[X]	[ ]

The School has a thoughtful, articulate and manageable strategic plan that they are in the process of achieving in a systematic way. They have also implemented several self-correcting processes for adjusting curriculum content and student performance assessment. There are ongoing discussions of future directives and initiatives that could position the program well in the University. An excellent example of their reflective process is seen in the refinement of intention and direction of the Rural Studio after Samuel Mockbee's death, and as a result the quality of the work itself.

The visiting team feels that a self-assessment for the Urban Studio sequence at the Birmingham Center is needed. Greater interaction between the Center and the main program in Auburn needs to be fostered.

3. Public Information

The program must provide clear, complete and accurate information to the public by including in its catalog and promotional literature the exact language found in appendix A-2, which explains the parameters of an accredited professional degree program.

Met	Not Met
[X]	[ ]

4. Social Equity

The program must provide all faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with equitable access to a caring and supportive educational environment in which to learn, teach, and work.

Met	Not Met
[X]	[ ]

While meeting the condition technically, the visiting team feels that the spirit of the condition has not been met, and this is a cause for concern. A demonstrated effort by the School to fulfill the spirit of this condition by increasing efforts to attain a more diverse faculty and student body must begin immediately.

5. Human Resources

The program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, administrative and technical support staff, and faculty support staff.

Met	Not Met
[X]	[ ]

The College and School enjoy an effective administrative structure – from the dean, to the head, to the chair, and the design level coordinators -- that fosters a culture of support and encouragement acknowledged by students, faculty and the central administration. After a period of often-changing administrators, the current structural stability has provided a platform for faculty and student growth and development that increases the interaction and engagement between the members of this architectural community.

The visiting team found a positive step with the addition of an Associate Dean focusing on grant applications and research. And, while the staff of the School has been sufficient to now meet traditional needs in these areas, the growing importance of grant writing to facilitate faculty research, scholarship and creative activity, and information and communication needs may require additional staff positions. Such staffing could position the School to move to the next level of engagement with its constituencies as well as become more effective in gaining grants and contracts.

6. Human Resource Development

Programs must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.

Met	Not Met
[X]	[ ]

The deficiencies listed in the previous VTR have been addressed. With the new School and program administration, resources have been established to increase faculty and student development opportunities. Travel and seed grant programs have been developed for faculty support, and each faculty member is given a fixed amount for professional development each year. As a result of this increase in support scholarly research and creative endeavors by faculty have increased since the previous visit. The visiting team encourages faculty to take advantage of these opportunities along with the professional leave program (sabbatical) that is offered. An excellent lecture series has been reinstated.

As the School and the College moves to recruit more minority students, an action plan for gathering the appropriate resources will need to be developed and realized.

7. Physical Resources

The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning: office space for the exclusive use of each full-time faculty member; and related instructional support space.

Met	Not Met
[X]	[ ]

The University has responded to the unmet "Physical Resources Condition" articulated in the previous team report by completely renovating the HVAC and electrical systems in the architecture building. Some of the lighting has been creatively retrofitted.

The University President has confirmed that the new building for the Building Science program, which will begin construction this summer, will release 16,000 square feet of additional space on the 4th floor of the building for the program. The visiting team encourages the School to engage

in a comprehensive and creative planning and programming process for the reallocation of space within the entire facility.

8. Information Resources

The architecture librarian and, if appropriate, the staff member in charge of visual resource or other non-book collections must prepare a self-assessment demonstrating the adequacy of the architecture library.

Met	Not Met
[X]	[ ]

The architecture library is at a point where it should engage in a self-assessment process and develop a strategic plan to address the changing dynamics in information technology and visual resources.

9. Financial Resources

Programs must have access to institutional support and financial resources comparable to those made available to the other relevant professional programs within the institution.

Met	Not Met
[X]	[ ]

Since the last VTR, faculty salaries have been enhanced and are now in line with regional peers. The Rural Studio has received ongoing, permanent support from the University. Even with this support, the staffing needs for this program are becoming increasingly difficult for the program to absorb. As a result, the School actively pursues grant support and recently received a $ 250,000 from the Department of Agriculture.

The visiting team finds that the amount of the School's operating budget continues to be a problem and should be reassessed. An appropriate level of funding, beyond relying on "open staff positions" should be implemented.

10. Administrative Structure

The program must be a part of, or be, an institution accredited by a recognized accrediting agency for higher education. The program must have a degree of autonomy that is both comparable to that afforded to the other relevant professional programs in the institution and sufficient to assure conformance with all the conditions for accreditation.

Met	Not Met
[X]	[ ]

The Southern Association of Colleges and Schools (SACS) probation imposed upon the University has been resolved and the University is actively moving forward in its initiatives. In April, a new University strategic plan will be introduced to the Trustees for approval and action. This will provide opportunities for the College and School to enhance their position on campus.

The School and College, and its administration, appear to be highly regarded by the central University administration.

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.

Met [ ] Not Met [X]

Currently 28% (45 credit hours) of the courses in the architecture curriculum are non-architectural courses, failing to meet the 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.

12. Student Performance Criteria

The program must ensure that all its graduates possess the skills and knowledge defined by the performance criteria set out below, which constitute the minimum requirements for meeting the demands of an internship leading to registration for practice.

12.1 Verbal and Writing Skills

Ability to *speak and write effectively on subject matter contained in the professional curriculum*

Met [X] Not Met [ ]

The visiting team noted a cause for concern, particularly in the area of writing skills. Upon review of numerous papers and written exams, it was clear that, generally speaking, the quality and clarity of the writing is not consistent with the level of the ideas presented and discussed.

12.2 Graphic Skills

Ability to *employ appropriate representational media, including computer technology, to convey essential formal elements at each stage of the programming and design process*

Met [X] Not Met [ ]

There is a great range of graphic techniques found in the student work, in particular the continued commitment to traditions of drawing by hand as well as utilizing new technologies.

12.3 Research Skills

Ability to *employ basic methods of data collection and analysis to inform all aspects of the programming and design process*

Met [X] Not Met [ ]

12.4 Critical Thinking Skills

Ability to *make a comprehensive analysis and evaluation of a building, building complex, or urban space*

Met	Not Met
[X]	[ ]

12.5 Fundamental Design Skills

Ability to *apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components*

Met	Not Met
[X]	[ ]

12.6 Collaborative Skills

Ability to *identify and assume divergent roles that maximize individual talents, and to cooperate with other students when working as members of a design team and in other settings*

Met	Not Met
[X]	[ ]

This criterion is well met, as it is well-established tradition of the School's culture. Examples include interdisciplinary activities, intra-studio collaborations, and outreach in multiple venues.

12.7 Human Behavior

Awareness of *the theories and methods of inquiry that seek to clarify the relationships between human behavior and the physical environment*

Met	Not Met
[X]	[ ]

12.8 Human Diversity

Awareness of *the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects*

Met	Not Met
[X]	[ ]

12.9 Use of Precedents

Ability to *provide a coherent rationale for the programmatic and formal precedents employed in the conceptualization and development of architecture and urban design projects*

Met	Not Met
[X]	[ ]

12.10 Western Traditions

Understanding of *the Western architectural canons and traditions in architecture, landscape, and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them*

Met	Not Met
[X]	[ ]

12.11 Non-Western Traditions

Awareness of *the parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

Met	Not Met
[X]	[ ]

12.12 National and Regional Traditions

Understanding of *the national traditions and the local regional heritage in architecture, landscape, and urban design, including vernacular traditions*

Met	Not Met
[X]	[ ]

This criterion is well met. Regional traditions are well considered, yet redeployed in building designs that far transcend the banal.

12.13 Environmental Conservation

Understanding of *the basic principles of ecology and architects' responsibilities with respect to environmental and resource conservation in architecture and urban design*

Met	Not Met
[X]	[ ]

Recognition and incorporation of LEED standards in the comprehensive studio and the integration with landscape architecture are good.

12.14 Accessibility

Ability to *design both site and building to accommodate individuals with varying physical abilities*

Met	Not Met
[X]	[ ]

Cause for concern: Recognition of disabled access needs in designing the relationship of buildings to sites, is less clearly demonstrated than it is in the design of interior spaces in individual building designs. The absence of meeting basic accessibility guidelines and requirements in constructed Rural Studio projects at Perry Lakes Park is also an example of this concern.

12.15 Site Conditions

Ability to *respond to natural and built site characteristics in the development of a program and design of a project*

Met	Not Met
[X]	[ ]

12.16 Formal Ordering Systems

Understanding of *the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design*

Met	Not Met
[X]	[ ]

12.17 Structural Systems

Understanding of *the principles of structural behavior in withstanding gravity and lateral forces, and the evolution, range, and appropriate applications of contemporary structural systems*

Met	Not Met
[X]	[ ]

12.18 Environmental Systems

Understanding of *the basic principles that inform the design of environmental systems, including acoustics, lighting and climate modification systems, and energy use*

Met	Not Met
[X]	[ ]

12.19 Life-Safety Systems

Understanding of *the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems*

Met	Not Met
[X]	[ ]

12.20 Building Envelope Systems

Understanding of *the basic principles that inform the design of building envelope systems*

Met	Not Met
[X]	[ ]

12.21 Building Service Systems

Understanding of *the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

Met	Not Met

[X] [ ]

12.22 Building Systems Integration

Ability to *assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design*

Met [X] Not Met [ ]

12.23 Legal Responsibilities

Understanding of *architects' legal responsibilities with respect to public health, safety, and welfare; property rights, zoning and subdivision ordinances; building codes; accessibility and other factors affecting building design, construction, and architecture practice*

Met [X] Not Met [ ]

12.24 Building Code Compliance

Understanding of *the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, means of egress, fire protection, and structure*

Met [X] Not Met [ ]

12.25 Building Materials and Assemblies

Understanding of *the principles, conventions, standards, applications, and restrictions pertaining to the manufacture and use of construction materials, components, and assemblies*

Met [X] Not Met [ ]

12.26 Building Economics and Cost Control

Understanding of *the fundamentals of development financing, building economics, and construction cost control within the framework of a design project*

Met [X] Not Met [ ]

This criterion is well met: This represents another example of cross program integration, in this instance with the Building Science program.

12.27 Detailed Design Development

Ability to *assess, select, configure, and detail as an integral part of the design appropriate combinations of building materials, components, and assemblies to satisfy the requirements of building programs.*

Met	Not Met
[X]	[ ]

12.28 Technical Documentation

Ability to *make technically precise descriptions and documentation of a proposed design for purposes of review and construction*

Met	Not Met
[X]	[ ]

12.29 Comprehensive Design

Ability to *produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program's design criteria*

Met	Not Met
[X]	[ ]

12.30 Program Preparation

Ability to *assemble a comprehensive program for an architecture project, including an assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and an assessment of their implications for the project, and a definition of site selection and design assessment criteria*

Met	Not Met
[X]	[ ]

Cause for concern: While there is isolated evidence of an ability to meet this criterion, it does not permeate the program. Programming appears supplemental to the design process, rather than integrated within it, and appears only developed on an individual basis.

12.31 The Legal Context of Architectural Practice

Awareness of *the evolving legal context within which architects practice, and of the laws pertaining to professional registration, professional service contracts, and the formation of design firms and related legal entities*

Met	Not Met
[X]	[ ]

12.32 Practice Organization and Management

Awareness of *the basic principles of office organization, business planning, marketing, negotiation, financial management, and leadership, as they apply to the practice of architecture*

Met	Not Met
[X]	[ ]

This criterion is well met: A demonstrated, cooperative relationship with the profession exits.

12.33 Contracts and Documentation

Awareness of *the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service*

Met	Not Met
[X]	[ ]

12.34 Professional Internship

Understanding of *the role of internship in professional development, and the reciprocal rights and responsibilities of interns and employers*

Met	Not Met
[X]	[ ]

Students are required to establish an NCARB Council Record as part of the professional practice course.

12.35 Architects' Leadership Roles

Awareness of *architects' leadership roles from project inception, design, and design development to contract administration, including the selection and coordination of allied disciplines, post-occupancy evaluation, and facility management*

Met	Not Met
[X]	[ ]

This criterion is well met: There is a culture of leadership and citizenship that permeates the program as witnessed in the Urban Studio at the Birmingham Center, the Rural Studio, and the Auburn campus work.

12.36 The Context of Architecture

Understanding of *the shifts which occur—and have occurred—in the social, political, technological, ecological, and economic factors that shape the practice of architecture*

Met	Not Met
[X]	[ ]

12.37 Ethics and Professional Judgment

Awareness of *the ethical issues involved in the formation of professional judgments in architecture design and practice*

Met	Not Met
[X]	[ ]

This criterion is well met: There is an obvious commitment in the course work to address the subject of professional, community, and relationship ethics that is a hallmark of the program.

III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2004 Auburn University Architecture Program Report:

Auburn University is located in the east central section of the state of Alabama, 100 miles southeast of Birmingham, in the city of Auburn. Surrounded by farms and woodland, the 1,871-acre campus with its 73 major buildings enjoys a rich natural landscape, security, seclusion, and the clear air afforded by a small university based community. The cities of Montgomery, Alabama and Columbus, Georgia, each with populations of approximately 175,000, are located within less than an hour's drive from campus. Atlanta, Georgia with a population of 2,202,100 is within a two-hour drive from Auburn.

The university offers Bachelor's, Master's, the Ed.D. and Ph.D. degrees in a wide range of studies. Instruction is organized within the Colleges and Schools of Agriculture, Architecture, Design and Construction, Business, Education, Engineering, Forestry, Human Sciences, Liberal Arts, Nursing, Pharmacy, Science and Mathematics, Veterinary Medicine, and the Graduate School.

The Auburn University faculty, full time instructors through full professors, numbers 1,171. 82% of the faculty holds doctoral degrees and 93% hold terminal degrees in their respective fields. Including members of the Cooperative Extension Service and other professionals, the total number of professional staff serving the university is 2,548.

Enrollment at Auburn University is 23,152 students (20,048 undergraduate, 3,104 graduate), the largest on-campus enrollment in the state. Of the students enrolled, 63% are from Alabama, 33% from other states, and 4% from foreign countries. Women make up more than 48.7% of the total enrollment, while ethnic minorities make up 10.4% of the total enrollment. A semester tuition fee of $2,115 is charged to in-state students, compared to $6,345 paid by non-residents.

Auburn University, first chartered in 1856, opened for admission on October 1, 1859 as the *East Alabama Male College* with 6 faculty and 80 students enrolled. Closed from 1861 through 1866 by the Civil War, the college, which was supported by the Methodist Church, transferred legal control to the state in 1872. It became the *Agricultural and Mechanical College of Alabama,* the first land-grant college in the South to be established separately from the state university. Women were first admitted in 1892. The institution became *Alabama Polytechnic Institute* in 1899 and *Auburn University in* 1960.

2. Institutional Mission

The following text is taken from the 2004 Auburn University Architecture Program Report:

The following statement of vision and mission was developed by the Task Force on Mission established in 1995 and was approved by the Board of Trustees on March 20, 1997.

Vision

Auburn University will emerge as one of the nation's preeminent land-grant universities in the 21st century. Central to all its functions will be 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 will be widely recognized for the quality of its undergraduate 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 will insure the quality of its programs through the careful focusing of its resources in areas of institutional strengths. One constant that will remain unchanged at the university—that intangible quality Auburn men and women call the "Auburn Spirit."

Mission

Auburn University's mission is defined by its land-grant traditions of service and access. The university will serve the citizens of the State through its instructional, research, and outreach programs and prepare Alabamians to respond successfully to the challenges of a global economy. The university will provide 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 will draw heavily upon the new instructional and outreach technologies available in the emerging information age.

The university will give highest priority for resource allocation to undergraduate education and for future 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 will emphasize high quality undergraduate education including a comprehensive general education that imparts the broad knowledge, skills, and values so essential to educated and responsible citizens as well as specialized career preparation for students. In establishing the primacy of undergraduate education to the institutional mission, the university will assure the continued strength of its faculty with the realization that the quality of instruction is directly related to the quality of the university's faculty and the commitment of the faculty to excellence in undergraduate education. The university will provide graduate programs in areas of need and importance to the State and beyond. Graduate programs offer students opportunities for specialized advanced education in their chosen field and are important components of the services the university provides.

Because research is essential to the 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 will make important contributions to instructional programs through the involvement of graduate and undergraduate students and the renewal of the faculty. Research will also provide the knowledge base for outreach programs. In carrying out its research mission, the university will emphasize established areas of strength and will focus 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 fundamental to the land-grant mission because these programs directly affect the lives of all citizens in the State. The university will maintain the strengths of its traditional outreach programs and will increasingly involve the broader university in outreach programs that respond to the changing needs of the society in which we live. The university will continue to seek new and innovative ways to reach out to the people it serves.

3. Program History

The following text is taken from the 2004 Auburn University Architecture Program Report:

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 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 Auburn joined the Association of Collegiate Schools of Architecture (ACSA) and is currently one of sixteen 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, interiors, landscape architecture and community planning.

In 1977 the program established a 9-week Study Abroad Program which has most frequently been conducted in Western Europe. In 1990-91 the Center for Architecture and Urban Studies (The Birmingham Center) was created in Birmingham, Alabama where studios, seminars and professional practice classes are provided for fourth year level students in architecture, and interior design. 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 for the rural poor and community projects in the communities of Hale, Perry, and Marengo Counties.

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. In the fall of 2001 Bruce Lindsey was appointed Head of the School of Architecture coming from Carnegie Mellon University where he had been Associate Head and a professor of art and architecture for fifteen years. In 2003, David Hinson was appointed Architecture Program Chair, Jack Williams was appointed Landscape Architecture Program Chair, Sharon Gaber was appointed Interim Program Chair for Community Planning, and

Rebecca O'Neal Dagg was appointed Program Chair for Interior Architecture. Cheryl Morgan is the Director of the Birmingham Center and Andrew Freear and Bruce Lindsey serve as Co-Directors of the Rural Studio.

The architecture program has enjoyed national and international acclaim for its success integrating outreach and service-learning in architectural education, led by the Rural Studio and Birmingham Center programs. Since the previous NAAB review, the program and 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. Recent surveys of practicing architects by the Design Futures Council have indicated that its readers judge our students to be well prepared for the profession — ranked 15th nationally and first among undergraduate professional degree programs in the South.

4. Program Mission

The following text is taken from the 2004 Auburn University Architecture Program Report:

In 2003 the faculty of the School of Architecture developed and adopted the following Mission Statement:

The School of Architecture educates students to become outstanding professionals with leadership abilities who possess design and planning creativity, social responsibility, historical perspective, technical competence, and global environmental consciousness.

The School commits 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 which is informed, collaborative in nature, and world based, yet founded upon the inherent values of the regional environment within which it resides. It strives to present this attitude in a climate of academic and intellectual tolerance within the classroom and studio. Students are 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.

As a program within the university, architecture is in sympathy with its mission of education, research, outreach, and creative activity. This effort is accomplished through the fostering of an attitude of scholarship and practice. This is encouraged through financial support of research and practice; and the development and application of skills in, and to, community-and state-related service and outreach projects. These efforts are pursued both in the classroom and studio and also through individual faculty and student initiatives. The emphasis on outreach is evidenced through the recognition of this work as acceptable contributions toward promotion and tenure.

Educational Intent of the Program:
The educational intent of the program is directed toward preparing students to become 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 departments of Building Science and Industrial Design the college represents a cross section of environmental design 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 landscape architecture, interior

architecture, and architecture as a fluent practice. Further, there is a context for understanding how these three 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 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 and 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 or preceding a particular studio. The first year develops fundamentals in design, architecture, and digital media, with an emphasis on the teaching of collaborative skills; second year builds on this, focusing on the design of spatial enclosure and simple buildings directed toward issues of materiality and precedent. This is supported with courses in Physics, Technology and Civilization, Great Books and Architectural History. Third year adds the layer of landscape and construction issues supported by courses in structures, energy, materials and methods and architectural history. Fourth year buildings and groups of buildings are larger and more complex with an emphasis on urban contexts supported by courses in architectural history, history and theory of urban form, structures, materials and methods, energy and professional practice. 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. This includes options for students to pursue their work at the Rural Studio in Newburn and Center for Architecture and Urban Studies in Birmingham.

The set of professional electives required of students must include a history/theory seminar, and interdisciplinary seminar offered through one of the other programs in the school and college and a seminar of the students choice. These seminars often are associated with faculty research or professional practice activities.

5. Program Strategic Plan

The following text is taken from the 2004 Auburn University Architecture Program Report:

The College and the School of Architecture participate in a strategic planning and assessment process (AUCUPS, Auburn University Comprehensive University Planning System) that is administered through the University in accordance with its accreditation standards. The Associate Dean administers this process within the college. The plan, which has a view of five years, is reviewed and modified yearly and is composed of School and Department sections and a college section. Faculty participates in the evaluation and modification of the plan and it is submitted to the university by the Head to the Dean and Associate Dean of the college for review after which it is sent to the University.

SCHOOL OF ARCHITECTURE (Overall Umbrella Goals) Goals/ objectives
GOAL A) Promote the School of Architecture's national reputation in developing an ecology of collaborative practice and research through the four professional programs

Objective 1 Increase interdisciplinary collaborative structures through joint degrees, and minors
Objective 2 Enhance support for faculty research through release time or funding
Objective 3 Dissemination of information about creative activity/ outreach/ research of faculty
Objective 4 Develop five-year plan for technology integration and innovation in all programs

GOAL B) Strengthen faculty governance
Objective 1 Each program will work toward self-governance Objective 2 Develop faculty advisory group
Objective 3 Develop Directors of Technology, Teaching, Research, and Outreach

GOAL C) Increase development/fundraising for the School
Objective 1- Work with Dean and Development Officer to increase scholarships and endowments
Objective 2- Faculty and Head determine priorities and allocation percentages for funding opportunities identified above.

GOAL D) Increase diversity within the School of Architecture
Objective 1- Identify and recruit/ retain strong minority faculty (Identify numbers)
Objective 2- Work to recruit/ retain underrepresented students to undergraduate and graduate programs

GOAL E) Gain adequate space/ facilities for programs in School
Objective 1- Identify space needs vs. existing space
Objective 2- Identify resources for creation of new space
Objective 3- Create/ develop new space/ facilities (Identify how many new sq. ft. created)

GOAL F) Explore possibility of comprehensive research center (Ex. Sustainable Development Center or Real Estate Development Center)
Objective 1- Attract/retain top faculty needed to achieve excellence

ARCHITECTURE PROGRAM
Goal A)Promote the Architecture Program's national reputation as a leader in innovative design education with an emphasis on making, critical practice, and socially responsive design.
Objective 1 Refine and enhance the curriculum in architecture to provide an education for our students which is appropriate to the changing practice contexts of the discipline.
Objective 2 Maintain/increase support for faculty research and creative work and support presentations at national/international venues.
Objective 3 Increase financial resources to support Goal A
Objective 4 Explore the development of a post-professional Master of Architecture Degree option in addition to the existing undergraduate professional degree.

Goal B)Emphasize the unique opportunities of studio settings as educational laboratories for developing and extending the scholarship of design teaching
Objective 1 Attract strong students.

Objective 2 Increase participation by students in national and international student competitions and awards programs.
Objective 3 Develop structures and find resources for the improvement of teaching

Goal C) Strengthen and expand the program's international reputation for effective integration of outreach and service-learning in architectural education.
Objective 1 Establish an endowment to support ongoing outreach/teaching operations of the Rural Studio and to support participation in the studio by students at the undergraduate and graduate levels.
Objective 2 Establish an endowment to support ongoing outreach/teaching operations of the Birmingham Center for Architecture and Urban Studies and to support participation of upper-level students.
Objective 3 - Expand Auburn campus-based service-learning opportunities for students.

Goal D) Strengthen relationship between the program and practicing architects.
Objective 1 Foster involvement of practitioners in the studio and classroom to help cultivate understanding of practice culture among students and faculty. Objective 2 Identify funding sources and secure support for practitioner/faculty collaborations in studio and classroom. (collaborative teaching, studio reviews, etc.)
Objective 3 - Maintain/expand efforts to publicly recognize professional accomplishments of program alumni and to acknowledge alumni who provide significant support to the program.

Goal E) Increase student participation/leadership in the program.

Objective 1 - Maintain/increase support for student service organizations.
Objective 2 - Increase student involvement in faculty searches on other appropriate program committees.

Goal F) Sustain/Increase foreign study/travel opportunities for students.
Objective 1 - Explore alternative formats for the Europe Travel/study program to expand learning opportunities for students and increase participation by faculty.
Objective 2 Expand sources of financial support for underwriting cost of participation in foreign travel opportunities by students with financial needs.

Appendix B: The Visiting Team

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Appendix C: The Visit Agenda

Visit Schedule

Saturday, March 12th

Morning & Afternoon	Team Travel to Birmingham (Optional check-in at Pickwick Hotel)
3:00 PM	Team Introduction and Organizational Meeting, Pickwick Hotel
4:00 PM	Arrive at the Birmingham Center for Architecture & Urban Studies
4:15-4:30 PM	Overview presentation by Dean & Head of the School (1st Floor)
4:30–4:45 PM	Orientation to 5th year Birmingham program Cheryl Morgan, Director
4:45-5:45 PM	Team self-guided walk through and evaluation of current work. (Previous work of Birmingham Studio to be in the Team Room)
5:45-6:30 PM	Visiting Team meeting with students only (3rd Floor)
6:30-7:15 PM	Visiting Team meeting with Advisory Council (3rd Floor)
7:15–8:00 PM	Reception attended by students, faculty, advisory council, and friends (1st Floor)
8:00 PM	Team only dinner, Highland Bar & Grill, Five Points

Sunday, March 13th

7:00 – 7:45 AM	Team-only breakfast, Pancake House, Five Points
8:00 AM	Depart for the Rural Studio Team APR review and assembly of questions
9:30 – 10:10 AM	Team Arrives Perry Lakes Park
10:25 AM	Team Arrives at Red Barn – Newbern

Sunday, March 13th (continued)

10:45 - 10:30 AM	Overview of 2nd Year & 5th Year Rural Studio Program
10:30 AM-12:15 PM	Team self-guided walk through and evaluation of current work. (Previous work of Rural Studio to be in the Team Room)
12:15-1:00 PM	Visiting team meeting with students only.
1:00 - 2:00 PM	Team lunch with Rural Studio students, faculty & staff Morrisette House
2:00	Team departs for Thomaston
2:30 - 3:20 PM	Design/Build project site visit - Rural Heritage Center
3:20 PM	Depart for Auburn
6:00 PM	Arrive - School of Architecture, Auburn
6:10-7:10 PM	Team Room & Exhibit orientation
7:20 - 8:30 PM	Review of Faculty Exhibit & Reception with faculty, students, alumni/ae, friends. Jule Collins Smith Museum of Art - Auburn University
8:45 PM	Team only dinner

Monday, March 14th

7:00 - 8:00 AM	Team Breakfast with Dean, Head & Program Chair AUHCC
8:30 AM	Combined meeting with Interim President Ed Richardson and Dr. John Hielman, Sr. Presidential Assistant (interim Provost), Samford Hall
9:15-10:50 AM	Tour of School and Library collections
11:00 AM- 12:20 PM	Team-only review of exhibits & documentation
12:30 - 1:30 PM	Team lunch with Faculty Coordinators, Head & Chair Dean's Conference Room

Monday, March 14th (continued)

1:40 – 7:30 PM	Team-only review of exhibits & documentation
5:00-5:30 PM required)	Program chair & Faculty discussion with Team (as
8:00 PM	Team-only dinner
9:00 PM ongoing	Team-only review of exhibits & documentation

Tuesday, March 15th

7:00 – 8:00 AM	Team Breakfast with Head & Program Chair, AUHCC
8:30 – 10:00 AM	Team-only meeting with faculty
10:00 AM-12:30 PM	Team-only review of exhibits & documentation
12:45-1:45 PM	Team-only meeting with students Parker Auditorium (B6)
2:00 – 3:30 PM	Lunch with student leaders Dean's Conference Room
3:45-7:00 PM	Team-only review of exhibits & documentation
5:00-5:30 PM	Program chair & Faculty discussion with Team (as required)
7:00-8:00 PM	Team-only dinner
8:00 PM	Team deliberations, drafting of VTR, & exit presentation.

Wednesday, March 16th

7:30 – 8:30 AM	Team breakfast with Dean, Head & Program Chair, AUHCC
9:30 AM	Exit meeting with Interim President Ed Richardson and interim Provost Dr. John Hielman Samford Hall
11:00 AM	Exit presentation to faculty & students, Parker Auditorium

Wednesday, March 16th (continued)

12:30 – 1:30 PM	Lunch
2:00 PM	Team departures for respective airports

Appendix 07: Response to the Offsite Program Questionnaire

Auburn University

Appendix 7. Branch Campuses Questionnaire

Name of Institution:	Auburn University
Title of Degree:	Bachelor of Architecure
Name of Program Administrator:	Professor David Hinson, School Head
Name of Person Completing this Form:	Professor Rusty Smith, Associate Program Chair
Location of Branch Campus, Additional Site, Teaching Site, Online learning, or Study Abroad Program:	Urban Studio, Birmingham, Alabama
Distance from Main/Flagship Campus:	130 Miles
Number of Courses from Curriculum Leading to a NAAB-Accredited Degree Offered at this site	5
(List all courses: number, title, credits offered)	
ARCH 5010 Studio VII, 6 credits	
ARCH 5020 Thesis Studio, 7 credits	
ARCH 5990 Intro to Research, 2 credits	
ARCH 5991 Thesis Research, 1 credit	
ARCH Elective Seminar, 3 credits	
Is attendance at the branch campus, additional site, teaching site, study abroad or online program required for completion of the NAAB-accredited degree program?	No.
Who has administrative responsibility for the program at the branch campus?	Cheryl Morgan, Director, Urban Studio
To whom does this individual report?	School Head
Where are financial decisions made?	Program Director, in Consultation with School Head
Who has responsibility for hiring faculty?	School Head, In consultation with Program Director
Who has responsibility for rank, tenure, and promotion of faculty at the branch campus?	School Head
Does the branch campus have its own curriculum committee?	No.
Does the branch campus have its own admissions committee?	No.

Does the branch campus have its own grievance committee?	No.
Does the branch campus have its own resources for faculty research and scholarship?	Yes, in addition to program.
Does the branch campus have its own AIAS or NOMAS chapter?	No.
Does the branch campus maintain its own membership in ACSA?	No.

Appendix 7. Branch Campuses Questionnaire

Name of Institution:	Auburn University
Title of Degree:	Bachelor of Architecure
Name of Program Administrator:	Professor David Hinson, School Head
Name of Person Completing this Form:	Professor Rusty Smith, Associate Program Chair
Location of Branch Campus, Additional Site, Teaching Site, Online learning, or Study Abroad Program:	Rural Studio, Newbern, Alabama
Distance from Main/Flagship Campus:	150 Miles
Number of Courses from Curriculum Leading to a NAAB-Accredited Degree Offered at this site	9
(List all courses: number, title, credits offered)	
ARCH 3010 Studio III, 6 credits	ARCH 5991 Thesis Research, 1 credit
ARCH 3020 Studio IV, 6 credits	ARCH Elective Seminar, 3 credits
ARCH 3410 Dessein, Elective, 3 credits	
ARCH 3700 H&T Seminar, 3 credits	
ARCH 5010 Studio VII, 6 credits	
ARCH 5020 Thesis Studio, 7 credits	
ARCH 5990 Intro to Research, 2 credits	
Is attendance at the branch campus, additional site, teaching site, study abroad or online program required for completion of the NAAB-accredited degree program?	No.
Who has administrative responsibility for the program at the branch campus?	Andrew Freear, Director, Rural Studio
To whom does this individual report?	School Head
Where are financial decisions made?	Program Director, in Consultation with School Head
Who has responsibility for hiring faculty?	School Head, In consultation with Program Director
Who has responsibility for rank, tenure, and promotion of faculty at the branch campus?	School Head
Does the branch campus have its own curriculum committee?	No.
Does the branch campus have its own admissions committee?	No.

Does the branch campus have its own grievance committee?	No.
Does the branch campus have its own resources for faculty research and scholarship?	Yes, in addition to program.
Does the branch campus have its own AIAS or NOMAS chapter?	No.
Does the branch campus maintain its own membership in ACSA?	No.

Document End.

Auburn University