Auburn University
Program of Architecture

Architecture Program Report for 2016 NAAB Visit for Continuing Accreditation

Bachelor of Architecture 159 credits

Year of the Previous Visit: 2011
Current Term of Accreditation:

"At the July 2011 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report* (VTR) for the Auburn University, School of Architecture,

As a result, the professional architecture program:

Bachelor of Architecture

was formally granted a six-year term of accreditation. The accreditation term is effective January 1, 2011. The program is scheduled for its next accreditation visit in 2017."

Submitted to: The National Architectural Accrediting Board
Date: September 7, 2016

Program Administrator:
Professor Behzad Nakhjavan, Program Chair
School of Architecture, Planning and Landscape Architecture
104 Dudley Hall
Auburn University, AL 36849
(334) 844-5441
nakhjbb@auburn.edu

Chief administrator for the academic unit in which the program is located:
Professor David Hinson, School Head
School of Architecture, Planning and Landscape Architecture
104 Dudley Hall
Auburn University, AL 36849
(334) 844-4518
hinsodw@auburn.edu

Chief Academic Officer of the Institution:
Dr. Timothy R. Boosinger, Provost and Vice President for Academic Affairs
Office of the Provost
208 Samford Hall
Auburn University, AL 36849-5108
(334) 844-5771
provost@auburn.edu

President of the Institution:
Dr. Jay Gogue, President
Office of the President
107 Samford Hall
Auburn University, AL 36849-5108
(334) 844-4650
gjg@auburn.edu

Individual submitting the Architecture Program Report:
Professor Behzad Nakhjavan, Program Chair
School of Architecture, Planning and Landscape Architecture
104 Dudley Hall
Auburn University, AL 36849
(334) 844-5441
nakhjbb@auburn.edu

Name of individual to whom questions should be directed:
Professor Behzad Nakhjavan

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Section 1. Program Description

I.1.1 History and Mission

Auburn University is located in the state of Alabama, in the city of Auburn. The 1,841 acre campus with its 427 buildings (206 of which are academic in nature) enjoys a rich natural landscape and the advantages of a small university based community. Auburn is located on the central eastern plains of Alabama, 50 miles east of the capital city of Montgomery, and 115 miles southwest of Atlanta, Georgia. Other nearby cities are Birmingham (110 miles northwest) and Columbus, Georgia (35 miles to the east). The Gulf Coast of Florida and Alabama are four hours away by car. Auburn's four-season climate provides numerous health and recreational facilities and a low crime rate. With a population of just over 50,000 citizens, Auburn, together with the neighboring city of Opelika constitutes one of the fastest growing metropolitan areas in the state reflecting 147,000 residents in 2012.

History: Auburn University was established in 1856, as the East Alabama Male College, 20 years after the city itself was founded. In 1872, under the Morrill Land-grant Act, the college became the first land-grant institution in the South and was renamed the Agricultural and Mechanical College of Alabama. In 1899, the name was changed to the Alabama Polytechnic Institute. Finally, the name was changed to Auburn University in 1960, reflecting its location and status as a major university with varied academic programs and curricula. In 1967, Auburn University at Montgomery was established as a separately administered branch campus.

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. While still in Auburn, Professor Hudnut designed a number of notable buildings, both on campus and off, in the Neo-classical style. Frederic Child Biggin became head of the department in 1927- and created the new School of Architecture and Applied Arts. He was appointed the first dean and served in that capacity until his death in 1943.

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

Auburn's Architecture program joined the Association of Collegiate Schools of Architecture (ACSA) in 1945 and is currently one of 19 architectural programs in the gulf region. Five years later, the School of Architecture and Arts moved into Biggin Hall effectively housing the Department of Architecture 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 facility, Dudley Hall, in 1977. This new school included the music and theater departments whereby each department was housed in a new building complex on the southern edge of campus. In 1987, the school was renamed the School of Architecture and organized as three departments: Architecture, Building Science and Industrial Design. By 1996, the School was elevated to the College of Architecture, Design and Construction, consisting of the Department of Building Science, the Department of Industrial Design and the School of Architecture. Today, the School of Architecture, Planning and Landscape Architecture (APLA) is made up of programs in architecture, interior architecture and landscape architecture. Consistent with the history of the school, the architecture program has aligned itself with a changing group of affiliated areas of study. In 2015, the Master of Community Planning program, finding a closer alignment with policy planning, moved to the Department of Political Science in the College of Liberal Arts.

Beginning in 1977, the architecture program established a 9-week Study Abroad Program beginning in 1977, which has most consistently been located in Western Europe. This international studies component has been both a “grand tour” and a place-based semester abroad that has most recently been centered in Rome, Italy and Istanbul, Turkey. In 1991, the Center for Architecture and Urban Studies, referred to as the “Urban Studio,” was created in Birmingham, Alabama by Professors Frank Setzer and Cheryl Morgan. Design studios, seminars and professional practicum classes are provided for students in architecture at the Center. In 1992, a remote context-based learning program in Hale County, Alabama was founded and developed by Professor Samuel Mockbee and then School Head Dennis K. Ruth. Rural Studio, as this program came to be known, has extended a mission dedicated to 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 2011, Vini Nathan was appointed Dean of the College (CADC) having served as Dean of the School of Architecture at Philadelphia University. 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, Planning and Landscape Architecture in the fall of 2007. Currently, Behzad Nakhjavan is the Program Chair of architecture while Rusty Smith serves as the Associate Program Chair. Kevin Moore serves as the Chair of the interior architecture program. Charlene Lebleu is the Chair of the landscape architecture program. Alex Krumdieck is the Interim Director of the Urban Studio. Andrew Freear and Rusty Smith respectively serve as the Director and Associate Director of Rural Studio.

University Mission: Auburn University offers Bachelors, Masters, Ed.D. and Ph.D. degrees in over 140 major areas of study. Instruction is organized within 15 primary academic units: College of Agriculture; College of Architecture, Design & Construction; Raymond J. Harbert College of Business; College of Education; Samuel Ginn College of Engineering; School of Forestry and Wildlife Sciences; the Graduate School; University College; Honors College; College of Human Sciences; College of Liberal Arts; School of Nursing; Harrison School of Pharmacy; College of Sciences and Mathematics; and College of Veterinary Medicine.

The full-time Auburn University faculty numbers 1,209 for a 17:1 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 2015, student enrollment at Auburn University was 27,287 (21,786 undergraduate, 5,501graduate). Of the enrolled students, 61% are from Alabama, 34% are from other states and 4% are from foreign countries. Women make up more than 50% of the total enrollment, while ethnic minorities make up 13.5% of the total enrollment. A semester tuition fee of $5,212 is charged to in-state students, compared to $14,020 per semester paid by non-resident students.

Auburn University aims to be a comprehensive land-grant university, and its mission is defined by its land-grant tradition of service and access. Central to its functions is the commitment of service to the citizens of Alabama through instructional, research and outreach programs. The university is 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. This commitment to access includes traditional and non-traditional students, both on and off campus. Auburn University continues to ensure the quality of its expanding programs and initiatives through the careful focusing of resources in areas of current institutional strength. Part of this strength is the faculty, and Auburn University competes nationally to attract a faculty distinguished by teaching, outreach and research achievements.

Because research, both pure and applied, is essential to the fundamental mission of a land-grant university, Auburn University will continue development of its research programs. A 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. Auburn’s research programs make important contributions to instructional programs through the involvement of graduate and undergraduate students. Research also provides a 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. Creative work is included within the discussion of research and is a category within the university's annual Research Faculty Symposium. 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 community 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.

Architecture Program Mission:
Auburn's architecture program continues to enjoy national and international acclaim for its success integrating outreach and service-based learning in architectural education. The architecture program, its faculty and students have been recognized via national awards for excellence by NCARB, AIAS, NOMA and ACSA. Students participate in national and/or international student design competitions in order to contribute to the larger disciplinary discussion. The program consistently ranks within the top twenty undergraduate architecture programs nationally and in the top five undergraduate programs regionally.

The core mission of Auburn's architecture program is to educate students to become conscientious professionals with leadership abilities in architecture, design creativity- and social responsibility- grounded in a commitment to collaboration, community, historical perspective, technical competence and global environmental consciousness. In order to successfully accomplish this mission the program is committed to excellence in teaching, research/creative work and outreach.

The five year Bachelor of Architecture program at Auburn seeks to instill in graduates an attitude toward architecture practice that is collaborative in nature and includes context-based problem solving. While in the program, students acquire an informed global perspective that is founded upon the inherent values of the regional environment. This perspective is facilitated by 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. Development of a strong and enduring ability of students to thoughtfully explore, question and learn is integral to the program mission.

By both nature and design the architecture program is in direct alignment with Auburn University's mission of education, research, creative and outreach activity. This effort is accomplished through the fostering of an integrated attitude toward both scholarship and practice. This is encouraged through the support of research and creative endeavors by the faculty as well as through the development of community-based service and outreach projects. These efforts are pursued in the classroom and studio via individual faculty and student initiatives and endeavors. Examples of on-going outreach initiatives within the program include the work of Rural Studio, the Urban Studio, and the DESIGNHabitat 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 and interior architecture within the same school. The school is located in the College of Architecture, Design and Construction, which includes the McWhorter School of Building Science and the School of Industrial Design and Graphic Design. This inter-disciplinary proximity affords all students in the college an immersion in environmental design and construction disciplines. Further, this coalition exemplifies interdisciplinary collaboration as a model of professional activity; ensures that students have an overview of the various components in the design and building process; and promotes connection between landscape architecture, interior architecture and architecture as a fluid practice. The relationship between the programs in the college also allows for additional study and degree programs that extend the students' professional opportunities.

This intent emphasizes building as a primarily creative and social activity. Architecture 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 the premise of "learning how to learn." (The relationship between the program of architecture mission and the curriculum is discussed in more depth in Section 3, Part II.2.2. Professional Degrees and Curriculum).

I.1.2 Learning Culture

The Bachelor of Architecture program has worked diligently to establish a culture of respect, health, well-being, work-life balance, time management and professional conduct in the studio and learning culture of the school. This culture is one that has taken time to develop, but has become a part of the experience of architecture students as soon as they enter into Dudley Hall through either daily activity in studio/class or in event-based activities- such as the town hall meetings.

The current “Students’ Bill of Rights” evolved from a 2003 architecture student-led initiative that continues through a succession of AIAS student leadership. This document was developed and is refined through a series of round table debates, town hall meetings and discussions. In consultation with faculty and administration, students developed and ratified the “Students’ Bill of Rights” that defines the relationship between faculty, staff and students in the School of Architecture, Planning and Landscape Architecture. The Students’ Bill of Rights is available on the Bachelor of Architecture program website at this link: http://cadc.auburn.edu/architecture/architecture-degrees-programs/architecture-program. The Students’ Bill of Rights affords students the right to the following four tenets: (1) to have personal property respected, (2) to have an environment where all ideas and beliefs are respected, (3) to obtain knowledge from courses and experiences outside of studio, and (4) to have a healthy environment.

The Students’ Bill of Rights has specific language that is included in studio syllabi, such as information about learning to work together and to respect the shared studio space. As a result of the Students’ Bill of Rights the architecture program faculty instituted restricted studio hours for the first year program in summer, fall and spring semesters. During the foundation year of the architecture program, students are expected to leave studio at midnight and should not return until early morning, nor should they bring work home. In upper year levels, projects are typically due the night before reviews. When applicable, projects are pinned up by students and recorded by studio faculty the night before reviews. In the case of design competitions, faculty stamp project boards and unstamped projects are ineligible for awards. Studio is a place where students learn the good habits of work, practice and intellectual rigor. Food, spray adhesives, spray paint and toxic glues have been forbidden from the studios and from Dudley Hall. Related to promoting a healthy work environment, when food and/or chemical allergies that pose a significant health risk to individual students have come to the attention of faculty, further accommodation in the studio environment has been provided.

Regular recycling is routine, and the administration actively provides recycling bins and related instructions. At the end of the academic year, a school-wide effort to reduce landfill-bound waste has also become standard practice with substantial amounts of material being diverted to university recycling or stored for use by architecture summer camp attendees.

Important issues that need to be discussed as a school or program have an opportunity to be publicly debated. Town Hall meetings, which began as a way to develop the content of the Students’ Bill of Rights, have continued as an important vehicle for public discourse between students and faculty. For example, the last Town Hall meeting focused on changes in the security situation in Istanbul, Turkey, where the program has had a long-running study abroad program. At the Town Hall meeting the issue was discussed with students- and options for alternative study locations that could be offered to a large number of students were presented and discussed. A potential resolution was devised with student input.

Another aspect of the program’s learning culture includes the integration of studio with the other professional coursework. Architecture students have the right to learn in a way that integrates the knowledge gained from courses and experiences outside of studio with the learning that takes place in studio. To achieve this end, studio instructors at the 2nd and 4th year of the curriculum are often the same faculty teaching architectural history or building technology courses. This approach frames studio and other

courses in the curriculum as integrated, tempering the traditional priority given to studio work and fostering a comprehensive attitude about student learning. In the 4th year studios, professional lectures, seminars and field study opportunities provide students with educational experiences that enrich the learning experience of the studio.

The American Institute of Architecture Students (AIAS) student chapter at Auburn University is an important forum for discussion and communication within the student body and between the students and faculty. The AIAS Executive Board (6 elected officials) is currently undertaking a review and update of the organization's constitution, bylaws and the Students' Bill of Rights. The current leadership group, elected at the beginning of 2016 will review these documents with new students' perspectives. The constitution and bylaws are clear about the need for architecture students to voice opinions, to offer dissenting viewpoints and to facilitate respect in all areas of self-governance. As of the time of NAAB APR submittal, the leadership group is still in the review phase and has not yet identified additions and changes to the current Students' Bill of Rights. Several Auburn AIAS chapter leaders have served in regional and national AIAS leadership roles, and Sarah Wahlgren, a 2016 AU graduate, currently serves as the AIAS national president.

I.1.3 Social Equity

Social equity 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 that a diverse campus community provides 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 serve. 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. Auburn's Office of Accessibility offers services and individualized accommodations plans for students requiring accessibility for various medical and physical needs. Faculty members receive accommodations requests from students through the Office of Accessibility online system and work with the student to implement the accommodation. Faculty members only have knowledge of the accommodation need and do not have access to medical information unless the student volunteers the information.

Shortly before the last NAAB review the CADC developed a "Strategic Diversity Plan" designed to "*establish and embrace diversity as a core value in the College of Architecture, Design and Construction."* This strategic plan was updated in 2012- and has served to guide college priorities over the past four years. The link to this plan can be found at: http://cadc.auburn.edu/explore-cadc/about-cadc/diversity. A copy is also located in the Auburn APR dropbox.

Over the period since the last APR, student enrollment in the architecture program has become more diverse. Minority enrollment in the architecture program has increased from 17% (2010) to 24% (2015). By comparison, undergraduate minority enrollment at Auburn University is 18% (2015). The ratio of male to female students has also changed from 62% male / 38% female (2010) to 52% male / 48% female (2015). This largely mirrors the university undergraduate population, which is 51% male / 49% female (2015).

The architecture program has also worked to support an inclusive culture within the school by supporting an active NOMA chapter by promoting and supporting student participation in national NOMA student design competitions; and promoting and supporting student-to-student peer mentoring. The architecture program also partners with the college to support renewable (five-year) Provost Leadership Undergraduate Scholarships, called PLUS scholarships, for prospective students from underrepresented groups. More information on PLUS scholarships may be found on the Auburn University website at this link: https://cws.auburn.edu/diversity/pm/FundingPriorities/PLUS.

Efforts to diversify the faculty are an area where the architecture program faces larger challenges. While 23% of our faculty were born and began their professional careers outside the Unites States (giving the program a decidedly international character), the ratio of male to female full-time faculty is 73% male / 27% female. While this ratio mirrors the national averages reported by NAAB (2015), it does not reflect the level of gender and minority representation to which we aspire. Increasing the ranks of women in both entry-level and senior-level faculty positions in the architecture program remains an important goal for the program.

The faculty of the architecture program is 95% white and 5% minority. This ratio falls significantly short of our goals for the program. After many years of frustration over the difficulty of recruiting qualified minority candidates, the program, school, college and university have begun to seek ways to address this issue more systemically. In the fall of 2015, Auburn University launched an initiative to foster the University's climate for inclusion, equity and diversity. After months of thoughtful dialogue and fact-finding, the findings and recommendations of the Climate Study steering committee, available at the link http://ocm.auburn.edu/inclusion/report.html, were shared with the campus community in April of 2016. Findings from the study suggest that, while Auburn has much to be proud of, we have a responsibility to proactively respond to the concerns of our students, faculty and staff.

Concerns communicated include the University's organizational and structural processes and associated barriers; the need for a more strategic emphasis on funding and resources for scholarships and salaries; the need for a more inclusive curriculum and enhanced professional development opportunities; and the University's approaches to recruitment and retention of underrepresented students, faculty and staff. Understanding these concerns and the need for action, our goal is clear: Auburn will strengthen its role as an institution that embraces unity, inclusion and diversity throughout our intellectual, cultural and institutional approaches.

In the coming academic year (2016-2017), colleges and schools across the university will begin to translate the findings of the Climate Study Steering Committee report into action plans for their specific units. The CADC, APLA, and the Bachelor of Architecture program will work with the university's Office of Inclusion and Diversity to develop a new long-range Inclusion and Diversity Plan for the college designed to sustain and build on our success in recruiting a diverse student body and to strengthen our efforts to build a faculty that possesses the experience, perspective and skill needed to prepare our students for life and leadership in a multicultural world.

I.1.4 Defining Perspectives

In 1968, civil rights activist Whitney M. Young, Jr. publicly challenged both the professional and academic institutions of architecture to take responsibility for our role in the link he saw between poverty, opportunity and the built environment. He posited that safe, dignified and affordable housing was a basic human right and that as individual practitioners we were both morally and ethically bound to act. Profoundly, Young went on to say that beyond the responsibility we bore as individuals, architects have a professional obligation to take a leadership role in addressing the systemic problems in our country that contribute to the poverty and lack of opportunity afforded to the American poor.[i] Decades later, while working to redefine the field of environmental equality in the very same inner-city New York neighborhoods that Young in his challenge, the visionary founder of 'Sustainable South Bronx," Majora Carter stated:

> *"Economic degradation begets environmental degradation. And environmental degradation begets social degradation. The linkage is absolute. No exceptions. It is not a menu. You can't pick and choose which one of those three you'd like to address. You've got to address them all."*[ii]

Echoing Carter's sentiment, we must agree that in this day and age it is strange that architecture as a discipline continues to divide the issues of environmental stewardship, social justice, building performance and community engagement into areas of sub-specialization within the field of design practice. While out of necessity the following five perspectives are described individually, it should be noted that in reality Auburn University's Bachelor of Architecture program seeks to address these aspects of our core values not in isolation one from another. Instead, these core values are understood as a holistically bound system of ideals that synthetically and simultaneously address multiple issues of a sustainable world including stewardship of: nature, the economy, societal conditions and individual health and well-being. We know that architecture can make a difference.

Collaboration and Leadership:
Key to the successful integration of these ideals has been the institution of collaborative team-based learning along with collaborative team-based teaching. As the architecture faculty has increasingly embraced this style of teaching and learning, we have been able to deepen our commitment to community-based studios. This exposes our students to the dynamic practice of working with real clients, sites, programs, budget constraints and schedules. From the first year program's BEST collaboration with the Samuel Ginn College of Engineering and the College of Science and Mathematics to the 3rd year collaboration with the College of Veterinary Medicine, the DESIGNHabitat projects and the ongoing work of the Urban Studio and Rural Studio, these client-oriented, community-based, service-learning experiences are marbled deeply throughout our curriculum. Extending from the ethos of our program, we believe that these types of community-based experiences provide a clear 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 nature these real-world collaborative experiences expose the students to the diverse role an 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. During their 4th year studio our students work closely with consulting professionals to better understand the complexities involved in developing knowledgeable responses to program, structure, financing, code and regulations and issues of constructability relative to their design proposals.

Design:
At its core architecture is a holistic design-based practice that involves knowledge and expertise in both the art of building design as well as the science of building construction. Our curriculum purposefully integrates the development of formal design strategies with a comprehensive understanding of building technologies and architectural representation and making. Guiding this integration of design and construction is an overarching historical and cultural perspective framed by our belief in the social, ethical, and environmental responsibilities of the discipline of architecture. In our program students develop the innate ability to speculate on the underlying nature of the problems they face and subsequently formulate ideas and initiate proposals that are practical, ethical, sustainable, and meaningful.

The vision of the architecture program at Auburn University is to actively engage in the education of a new generation of problem-seekers, innovators and change-makers who clearly understand the increasingly complex social and environmental issues of our time. Through their informed actions, we want our students to have the ability to directly transform the world in profound and positive ways. 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 it seeks to foster the development of analytical skills, the ability to communicate and an appreciation for our culture and the world in which we live. This foundation develops essential abilities for successful professionals and forms a basis for lifelong learning and intellectual growth.

Through a deep immersion in the context of the world around us we work with our students to develop a well-prepared and curious mind. Curiosity breeds creativity, and this inquisitiveness into the way the world works allows our students to articulate the questions that need to be asked in the development of innovative solutions to complex problems. Graduates from our program enter the architecture profession as life-long learners with an eager desire to acquire and apply new knowledge to solve problems. This desire to regularly confront our deficiencies in knowledge is the fundamental skill that will ensure our graduates have the vision and agility required for continued advancement throughout their professional creative lives.

Architecture students and faculty at Auburn have a long tradition of leveraging creative, problem-solving design methods and representation of design as the intrinsic substrate for developing an integrated understanding of history, theory, building science and technology. Students are introduced to a variety of ideas and contemporary issues through the diverse contributions of the faculty, guest critics and lecturers,

and are prepared for the professional world through coursework related to 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.

Professional Opportunity:
The mission of the professional architecture program at Auburn is to prepare its graduates to become licensed practicing architects. The 10 semesters of design studios are predicated on the idea that skill and proficiency in a profession are achieved through repeated exercises of 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 2nd year the integration of these courses holds students accountable for demonstrating in their designs a level of understanding consistent with their parallel course work. Codes, regulations and the ADA are conceptually introduced in 2nd year, while in the 3rd and 4th year, presentations by faculty and other experts, including practitioners and building constructors, repeat and emphasize this knowledge. 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.

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 they have entered the professional program, students have regular contact with practicing professionals who serve as full and part-time faculty, visiting lecturers and critics, reviewers, and Architecture Advisory Council Members. Architecture students are encouraged to work for at least two summers in architectural, design or construction related jobs prior to commencing their 5th year of study.

The *Architectural Experience Program* is explained and promoted through the AIAS, the Professional Practice course, the university appointed Architect Licensing Advisor, the architecture program website and an annual visit by the Director of the Alabama Board of Architects to the school. The program enjoys a strong relationship with the Alabama Architects Registration Board which funds the $100 initial fee associated with establishing an NCARB Council Record. Consequently, 100% of our students have done so prior to graduation. Auburn is home to one of the largest, most active and award winning AIAS chapters in the country. Student participation in this organization gives students added awareness of the profession at a national level. Auburn 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, reviews, office visits, the Architecture Advisory Council and an annual student-run Architecture Internship Fair. Student professional organizations are active in the school and serve to introduce students to the networking and support opportunities that these organizations will offer throughout their careers. Architecture students are often selected as Student Ambassadors for the College of Architecture, Design and Construction. CADC Student Ambassadors routinely interact with alumni from all disciplines in the college.

The Associate Chair of Architecture along with the Office of Student Services reviews students' progress through the curriculum at every year level and meets with each student to assure that they continue to follow their plan of study. In addition, each year-level coordinator conducts a joint meeting with the respective studio faculty (twice per semester) to review and discuss the progress and evaluation of each student. The purpose of these meetings is to verify that each student has mastered the appropriate material and that they have potential for success in the succeeding level of the program. In addition this meeting clarifies that the common goals, objectives and evaluation practices of each faculty member are understood and followed across the year level for consistency. The annual plan of study review process along with the regular year level review meetings discussed above have both been developed to help ensure that all students admitted into the upper levels of the professional program have true potential for graduation and licensure at the completion of their AXP programs. From 2013-2015, our graduates recorded an above average rate of success in the Architect Registration Exam.

Stewardship of the Environment:

Access to clean water, air, food, healthcare, sustainable energy, affordable housing, education, freedom, equality, safety, security, peace and dignity are just a few of the global crises facing our times. The practice of architecture and the act of building are deeply rooted as both a cause and effect of the precarious conditions of contemporary times. As such, architecture can be a catalyst in finding solutions to these issues of stewardship of the environment. We advocate a belief in an architecture that is inseparable from place and environment. In extension of this belief, as practicing architects we can make a positive difference in the world through an active engagement in the communities in which we find ourselves. It follows that design advocacy through material action can actually improve the human condition. These basic, self-evident truths are the bedrock upon which our program is built. Enabling the radical transformation from a design student to an active, professional, and successful "Citizen Architect" is what drives our program. Architecture matters.

As the profession has increasingly embraced issues of environmental stewardship, the architecture program at Auburn 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 (Environmental Controls, Materials and Methods, Structures I) and placement of these courses into an earlier and formative year of design studio. The coupling of these courses, along with History I and 2nd year studio elevated in the quality of design work from sophomore students and provided invaluable leverage to the community-centered public interest work of subsequent year levels. As students progress into upper year levels, the commitment to making a difference through providing architectural solutions and stewardship advocacy for pressing local, national and global challenges continues. Integration of environmental stewardship is a given requirement alongside requirements such as program, space, structure, materiality and light.

Community and Social Responsibility:
The architecture program at Auburn University is the recognized innovative leader in hands-on, practice-based teaching and learning as exemplified by Rural Studio. Although Rural Studio is a dominant aspect of our reputation in community and social responsibility, this perspective is woven through the entire curriculum. We believe that that best way to learn how to do something is by actually doing it. Knowledge is valuable, but know-how is *invaluable.* Our graduates have the know-how to get things done.

Within the context of a land-grant institution Auburn's Bachelor of Architecture program is deeply rooted in the ethos of outreach and service learning. We take the directive to both serve the constituents of our state and to prepare our students to enter a pluralistic society. In close collaboration with architectural and industry professionals, consultants and community leaders, our students work on meaningful, public interest design projects that have real-life impacts. Through this context-intensive work our students come to understand that design is a material act that bears profound social consequences. As such, the issues of making, craft, representation, manufacture and assembly all have meaning that resonates much deeper than a simple understanding of form and aesthetics. Thus the development of *know-how* the embodiment of knowledge through the act of making and building throughout the curriculum becomes the unique characteristic that enables our graduates to be socially engaged, active, and truly impactful design professionals.

Auburn University's Core Curriculum provides a foundation for this perspective. Our courses in architecture history, materials and methods, environmental controls and design studio build on this foundation to give our students a broad knowledge of the diversity and complexity of the world. Auburn is an affirmative action institution, and we make every effort to promote an environment for learning which affords our students a greater opportunity for exposure to diversity than the homogeneity of our regional context and population might otherwise naturally allow.

In direct response to these issues we have established a range of off campus "field studies" opportunities for our students. Regional, national and international Field Studies, the Urban Studio, and 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 have experienced previously. 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 place-based “contextual” 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 immersion programs, the design studio courses take many field study trips. Beginning as early as the 1st year of the program, travel and field study away from the main campus help our students to understand and know their immediate surroundings and region. In upper year levels, opportunities allow students contextual experience in other parts of the United States. These experiences offer exposure to the nature of the world outside of Auburn, but it is primarily in the studio that we demand of students an appreciation and understanding of the consequences of this reality and the way our decisions are impacted by and impact the world. 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.

Our students are active in many organizations that examine the role of the architect's responsibility to society. Habitat for Humanity participation is active in the School of Architecture, Planning and Landscape Architecture, and many architecture studio projects address the issues that this organization raises. Rural Studio has achieved international recognition for the innovative way in which we combine architectural education with a focus on service-learning and the issues and circumstances of rural poverty. The Birmingham based Urban Studio has also been recognized for its contributions to the state with regard to innovative community-based public interest design practices. Evidence of the emphasis on civic engagement can be found at every year level. Often as early as 1st year, the students have well-coordinated opportunities to participate in 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.

Modeling the behavior we expect our students to emulate, our faculty members are involved in an impressive host of service, outreach and public interest activities. Capitalizing on the collective interest and expertise of our faculty, the architecture program at Auburn is also committed to the growth and development of the profession of architecture in Alabama. Acting as an 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 for state and regional practicing architects. Led predominantly by our faculty, these sessions are well attended and positively 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. We focus on the beginning of the academic experience by conducting a series of weeklong summer camps on campus and in Birmingham explicitly geared toward 8th through 12th graders considering a career in architecture. The overwhelming success of these camps has led us to offer multiple sessions, as well as to develop a series of scholarships that allow minority and other underserved participants to attend.

I.1.5 Long Range Planning

During the last NAAB accreditation visit in 2011, the visiting team wrote in their report that, “*…long-range planning is alive and well at Auburn. There is a clear direction and a cohesive team.*” (The 2011 VTR is available for reference in the Auburn APR dropbox folder.) The team was responding to a process that existed both at the college level as well as the program level. It was a process that had gone through a

specific cycle and produced some actionable results with aspirational metrics. It was implemented, and today the Bachelor of Architecture program is still evaluating and enhancing many of the changes we made to the curriculum, our field studies agenda, diversity issues and recruiting efforts. In the areas where those changes had immediate and substantial impact, the program has reinforced those efforts (e.g. strategic faculty hires, recruitment and summer camps). With the arrival of new leadership in the college after our last visit, the cycle of long range planning has begun anew. Many of the tools developed for evaluation and assessment of student performance that helped provide data during the last long range planning effort have become integrated into the teaching culture and continue to provide the program with immediate feedback.

There are three different aspects of long range planning in the program of architecture at Auburn University. First, there is the continued response and integration of the previous CADC Strategic Plan that was the focus of the 2011 VTR. Second, there is a new strategic planning effort that started at the university level in 2013, and made its way to the college this past year. As a faculty, the program of architecture is steadily responding to these top-down strategic initiatives, identifying areas were the aspirations of the university and the program can find alignment. Third, there are specific critical issues and opportunities that the architecture program has begun to discuss in forums such as faculty meetings and annual faculty retreats that will continue to occupy short and long term planning efforts in the near future. Direct and indirect student learning assessment has contributed to the development of specific action items that have had immediate impact on our curriculum and learning environment. The program faculty began to articulate a long-range plan at the program level in the spring of 2016, and continued to refine its contents at the annual planning retreat in May. This plan will undergo final adjustments this fall and will be available for the Visiting Team.

Description of the program's process to identify its objectives for student learning:
The architecture program has introduced and enhanced a number of long-range planning practices and student learning assessment practices. These long-range planning practices are both internal and external to the program, as well as direct and indirect. In this context, direct assessment is an evaluation of learning objectives and student performance by faculty and invited professionals that is different than grades and public reviews, indirect assessment is any information from a student poll or questionnaire. This long range planning has been driven from the ground up by students and from the top down by the university, the college and with input from the Architecture Advisory Board. In this way the program attempts to engage multiple stakeholders and voices in the process. This process has had tangible results. It has built upon initiatives started 5 years ago: strategic hiring of faculty, a curriculum realignment, recruitment efforts starting in our summer camp offerings, increasing diversity among our student body, and the development of post-professional graduate degree offerings. (See Section I, Part I.1.6 for additional information).

Description of the data & information sources used to inform the development of these objectives (see Section I, Part I.1.6 Assessment): Data and information sources that are used to inform the development of student learning objectives and long range planning objectives are tied directly to the culture of assessment that has been developed in the program. This assessment is different and goes beyond grading, as good grades alone do not give the faculty a specific indication of how the learning objectives are being met by the students. To this end, one of the most important data sources is the evaluation of student work that is conducted by the Architecture Advisory Council, a group of alumni and practitioners who meet on campus twice a year. Additionally, the bi-annual Architecture Peer Review is a daylong presentation of a year level to the entire architecture faculty. The peer review process includes presentation and discussion of student work, learning objectives and work from other related professional classes. This list of five primary data sources includes Faculty Peer Review, Faculty Retreat, Architecture Advisory Council, Program Chair and Year Level Coordinators, and Second Year Student Oral Communication Assessment (Core Curriculum SLO 7). Source information is further described in the Section I, Part I.1.6.

As they become available, other sources of information have been brought into the Annual Architecture Faculty Retreat or faculty meetings for discussion. This includes but is not limited to NCARB registration data; ARE Pass Rates and pass rate comparisons; industry specific market analysis; and university recruiting data. The Office of Institutional Research has made available the results of a "Graduating Senior Exit Survey" that has provided valuable indirect information, including the perceptions of students of their abilities learned in their curricula, what they learned and employment information.

Description of the role of long-range planning in other programmatic and institutional planning initiatives:
Since the architecture program's last accreditation visit, there have been a number of important developments at the university level. In December of 2013, Auburn University received *Reaffirmation of its Accreditation* through the Southern Association of Colleges and Schools (SACS). An important aspect of this reaffirmation visit was the internal evaluation of assessment methods for Auburn Core Curriculum classes (see Section I, Part I.1.6 Assessment below) which has had an impact on assessment at the program level. In 2012, prior to the SACS visit, President Jay Gogue appointed Provost Tim Boosinger to develop a new five-year Strategic Plan for the University. This Plan, known as the 2013-2108 Strategic Plan, was approved by the Board of Trustees in 2013 and features the following five priorities: Enhance Student Success and Diversify Enrollment. Support Faculty Excellence and Strengthen Auburn's Reputation, Enhance Research, Scholarship and Creative Work, Enhance Public Engagement, Focus Resources on Institutional Mission and Priorities. Auburn's complete strategic plan can be found in the Auburn Section 4 - Supplemental Material dropbox folder)

Highlights of the University Strategic Plan include increasing new freshman Pell Grant recipients; developing incentives for outstanding faculty achievements; enhancing research in energy and the environment; increasing outreach and continuing education; and increasing sustainability ratings compared to other universities. These highlights immediately align with architecture program faculty interests and the way we have defined the five perspectives. For example, increasing outreach and continuing education relates to our perspective on Professional Opportunity and Social Responsibility. The emphasis on enhancing research in energy and the environment relates directly to our perspective on Stewardship for the Environment and our research conducted for DESIGNHabitat collaboration. The emphasis on new Pell Grant Recipients is of course part of a national discussion on Social Equity and increasing diversity across the student population.

Most recently, the College of Architecture, Design and Construction has concluded its own Strategic Plan and forwarded an "Executive Summary" to the CADC schools' faculty. This process included members of the Dean's Executive Board and faculty from industrial design, graphic design, building science, architecture, interior architecture and landscape architecture. External consultants were also engaged. The executive summary of the CADC strategic plan was unanimously accepted by APLA this past spring. Highlights from the College of Architecture, Design and Construction 2016-2021 Strategic Goals include: establishing one or more "Signature Identities" for each CADC program, increasing the number of faculty positions by at least 10 over the next five-year period, enhancing the professional capability and leadership of CADC graduates and establishing an across-the-board, seamless, ever present, Culture of Excellence for the CADC community. As noted above, faculty in the School of Architecture, Planning and Landscape Architecture have begun the development of a program-level long range plan which will articulate program specific goals and attainment metrics within the framework of the CADC plan.

Description of the role the 5 perspectives play in long-range planning:
As Auburn's architecture faculty has considered long range planning efforts, we have kept several prominent ideals. One of our most important ideals is that students should understand that they are engaged in a process of lifelong learning. Students arrive to our program with years of knowledge. We have them in our classes for a short period of time, and they will continue to learn after graduation. It is our hope that the 5 perspectives influence our ability to deliver an exciting, comprehensive curriculum aligned with the aspirations of our discipline and the ability of practice to solve complex problems. Our faculty continue to learn how to teach, our students are always learning, our alumni contribute to our discussions about what we teach. Since the five perspectives are about the content of our teaching, and we are always learning, it seems obvious that the two topics would be conjoined.

On a specific curricular level, the five perspectives, as we have defined them, direct our immediate and long range plans. Our continued commitment to international field studies programs is directly related to our perspective on design and the importance of this aspect of practice. As we discuss new travel venues and opportunities we are constantly reminded that we believe learning from travel, and seeing exemplary

buildings first hand is important. We are reminded that for many of our students, professional opportunity after graduation will include global practice and traveling and working in completely different cultures. Although we love Rome, the future for our students may be further south in Latin America or east, in Japan or China. When we are looking through our curriculum for opportunities to expand our course offerings, it is because of how we have defined Collaboration, Leadership, Social Responsibility and Environmental Stewardship.

I.1.6 Assessment

I.1.6.A. Program Self-Assessment

To assist in our long-range planning and to ensure that we exceed our goals for the program, we have a robust program of assessment within both the architecture program and the School of Architecture, Planning and Landscape Architecture. 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 and 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 by the Office of Institutional Research and Assessment, an annual review of student work generated in the 4th year comprehensive design studio by the Architecture Advisory Council and perspective gained from NCARB licensing examination reports, standing school and program committees including an academic review committee, curriculum committee, information technology committee, and field studies committee. Additionally there are grades meeting reviews for each year level twice per semester; feedback from professionals and alumni; and discussions concerning the current generation of the APR. In addition to the committees listed above, there are several standing committees in the architecture 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.

Peer Review Evaluation: At the end of each semester, on “Peer Review Day” all program faculty examine a particular year-level curriculum as a whole, as areas (for example history/theory, environmental control, materials and methods, study abroad, design), and as individual courses. Individual faculty and/or year-level faculty are invited to present on both course content and intended learning outcomes, field trips and other related course information for faculty review and evaluation/discussion. These discussions provide valuable feedback for the reviewed faculty, and the recommendations are incorporated into improvements in the subject courses.

Faculty Retreat: The APLA faculty meet for two days at the end of each spring semester to focus more specifically on curriculum evaluations of the previous year and curriculum changes for the upcoming year. The annual retreat also provides an opportunity to discuss issues of governance, long range planning, studio culture, remote programs, international exchange programs and more.

The School Head and Program Chairs work closely with all committees and solicit regular feedback from individual faculty, staff and students on the general success of "what we are 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 via a standing committee or through a special task force. Then ultimately (and appropriately) the issue(s) comes 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 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. In addition to the assessment of student learning outcomes at the program scale, each faculty member and administrator is reviewed each year with regard to their individual contributions to the objectives of curriculum via their respective roles and responsibilities.

Faculty reviews: The School Head evaluates faculty performance annually followed by individual faculty interviews and a self-assessment, which focuses on professional accomplishments and annual goals. Teaching effectiveness in the context of each faculty member's assigned courses is a key component of this evaluation.

Upper Administration Evaluations: The School Head and Dean are evaluated every five years by the faculty via a committee made up of program faculty representatives both tenured and non-tenured, staff, faculty senate representative, administrators from other university units, and a facilitator. The Dean evaluates each School Head annually.

Promotion + Tenure Review: Tenure-track faculty have a formal tenure mid-review at the end of third year to give them preliminary and critical feedback. As with the annual reviews performed by the School Head, teaching effectiveness in the context of each faculty member's assigned courses is a key component of this evaluation. After five years of full-time service, tenure track faculty are reviewed for promotion to Associate Professor rank and for tenure. The faculty's dossier is submitted to 3-4 external reviewers who provide written evaluations. All tenured-faculty participate and vote in the reviews at the school level and document their evaluation in a written evaluation. The School Head reviews the dossier next, then it is submitted to the Dean for review and then onto the university-level Promotion and Tenure Committee (chaired by the Provost). A post tenure review process is also in place. The school was instrumental in formulating the CADC Guidelines for Annual Assessment, Promotion and Tenure, and Post-Tenure Review and an official mentoring program for faculty. CADC Guidelines are available to the NAAB visiting team in the Auburn APR dropbox and are available to faculty, prospective faculty and to the public at the following link: https://www.auburn.edu/academic/provost/departmentp&t/Architecture/CADCGuidelines11-29-10-revision%20w%20provost-editsFINAL.pdf)

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 "AUevaluate" the university's online evaluation system. The School Head and Program Chairs meet regularly with student leaders and "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.

Advisory Board: Architecture Advisory Council is made up of 14-18 representatives (many of whom are alumni,) from architectural offices and academic institutions throughout the United States and from Europe. 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, weaknesses, quality and ability of our graduates. They are able to compare our students against the strengths and weaknesses they see as employers of graduates of other programs. They have also provided an important conduit for "informal" feedback between the faculty, administration and students. The student work from the previous semester is on display during Advisory Board visits. That work is rated in 8 categories on a Likert Scale. This data is collected and presented back to the faculty, and often leads to curricular adjustments in a subsequent semester.

Assessment within the College: The existence of multiple degree programs within the College (architecture, building science, environmental design, graphic design, industrial design, interior Architecture and landscape architecture) often creates the necessity of joint evaluation of course offerings. Courses taken by our students within the McWhorter School of Building Science reinforces the need for this constant feedback with the administration and faculty of building science. There are also shared courses with interior architecture and landscape architecture, which are assessed within the school. Finally, the School Heads within the college meet weekly with each other and with the Dean and Associate Deans on issues of management, administration, assessment, evaluation and direction. The school-level Program Chairs in the college participate in this meeting as needed.

Assessment from outside the University: The Southern Association of Colleges and Schools (SACS) accredits the university every ten years, and faculty and administrators from the architecture program 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 in 2023.

I.1.6.B Curriculum Assessment and Development

Curriculum Committee: The curriculum committee for architecture is comprised of the year-level coordinators chaired by both the Program Chair and Associate Program Chair. The committee is responsible for reviewing the curriculum, and for curricular long range planning, enhancement and development. Individual faculty members or groups of faculty members may submit proposals to the committee for review. Proposals are first discussed and developed by the committee before they are brought before permanent faculty for further discussion and eventual vote.

Both the Peer Review Evaluation and the Faculty Retreat are important aspects of curriculum assessment and self-assessment and discussed in I.1.6.A Program Self Assessment.

Architecture Advisory Council: Final reviews are one of the mainstays of assessing design studios. All faculty members participate in year level reviews, as well as visiting scholars, professionals, alumni, and members of the community. However, in a more formal way, each year the members of the Architecture Advisory Council is asked to review and evaluate the 4th year comprehensive design studio work for NAAB compliance in Life Safety, Building Envelope, Accessibility, & Integrated design. The evaluation forms are collected and the results are used to further fine-tune/re-design the project size and focus in order to improve delivery for the following academic year.

Student Course Evaluations: At the classroom level, students in each course assess teaching through a formal university process. These evaluations are intended to give faculty members an indication of curricular effectiveness. The faculty member, School Head and the Program Chair see the results of these evaluations. Faculty are expected to address student concerns in their annual review with the School Head.

Chart of Parties involved in Curricular Assessment:
Auburn University level: Auburn University Senate's University Curriculum Committee (UCC) is responsible for ruling on all undergraduate curricular issues including course approval, course changes and curriculum changes. A representative from each college including CADC is included in UCC membership. Additional information on the UCC and details of its responsibilities and procedures is found at this link, http://ous.auburn.edu/faculty/university-curriculum-committee/.

CADC level: The School of Architecture Planning and Landscape Architecture maintains a representative on the college level curriculum committee. The CADC Curriculum Committee is responsible for reviewing and approving program curriculum issues and is chaired by CADC Associate Dean for Academic Affairs. After approval by this committee, items are forwarded to the UCC. Approval from the Architecture Curriculum Committee and School Head are required for review at the college level.

Architecture faculty: The official curricular approval process begins with the architecture faculty, and proposals are sent to the Architecture Curriculum Committee. This committee reviews proposals and reports to the full architecture faculty. It is responsible for approvals, and upon approval, sends forms to the college level curriculum committee. It is comprised of the year level coordinators, the Program Chair and Associate Program Chair.

Architecture Students: Architecture students participate in the curricular process through the process of completing course valuations each semester. Program and school administration reviews the evaluations, which may offer information relevant to the curriculum. The AIAS organization and its leaders may bring curricular issues to the administration and faculty.

Section 2. Progress since the Previous Visit

Program Response to Conditions Not Met

Without exception, the wording of each SPC associated with **Conditions Not Met** and **Causes of Concern** has changed since the previous visit to Auburn in 2011. Responses align with the *2014 Conditions for Accreditation*, and relevant changes in the *Conditions* are noted below for clarity.

II.1.1 A. 9. Historical Traditions and Global Culture

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

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

Program Activities in Response [2011 – 2016]: “Non-western historical traditions” are now introduced throughout ARCH 2110 / 3110 (Global History of the Built Environment) instead of segregated into a 4-week or 8-week module. As explained in the syllabus for ARCH 2110: "In particular, we will consider the net of exchanges that developed around the Mediterranean between Christian Europe and Islamic cultures in Spain, the Middle East and North Africa. Examples of building techniques and materials in the historical architecture of the Far East and of Sub-Saharan Africa in particular will provide us with further terms of comparison.” It is through such meaningful comparison that a nuanced understanding of Global Culture can emerge as a continuum of cross-cultural exchanges. New lectures on these cross-cultural exchanges include: Erasing the East/West Divide: Byzantine Architecture and Pendentive Domes; Another Road Out of Antiquity: Early Islamic Architecture—Jerusalem, Damascus and Kairouan (Tunisia); The Influence of Persian, Armenian and North African Architecture After the Year 1000; and Sub-Saharan Africa: Traditional Architecture and Diébédo Francis Kéré. Student work including mini quizzes and paper assignments demonstrate *understanding* of this content.

ARCH 3010 / 3020 (3rd Year Studio) applies the understanding of Global Culture to the development of an architectural project. The start of this change was noted in the Visiting Team Report [2011]. The reworded SPC—now A.7 History and Global Culture—no longer specifically requires examples “from the Eastern, Western, Northern, and Southern hemispheres.” This allows ARCH 3010 / 3020 to explicitly demonstrate this SPC and build on the careful study of indigenous, vernacular, and local architectures embedded in 3rd year. While not traditionally “non-western,” venues including the Rural Studio and Study Abroad programs address regional settings with a particular focus on political, economic, social, ecological and technological factors. In keeping with this model, Urban Studio has been added as an additional venue. See I.1.5 Long Range Planning for more details.

II.1.1 B. 2. Accessibility

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

Program Activities in Response [2011 – 2016]: While the ability to apply the principles of accessibility standards is expected in 3rd year studios and beyond, ARCH 4020 (4th Year Studio) includes a lecture on the scope of accessibility principles and an exercise to develop an accessible unit plan at 1/4" = 1'-0". Part of a 5-week Design Development sequence, students must adjust a typical housing unit first proposed in ARCH 4010. Since 2011, units have included rooms in healthcare or assisted living facilities. In this way, the principles of accessibility are meaningful to the architectural solution. This strategy also aligns with the fact that Accessibility is no longer a stand-alone SPC but embedded into several SPC including A.8 Cultural Diversity and Social Equity, B.3 Codes and Regulations and C.3 Integrative Design.

II.1.1 B. 7 Financial Considerations

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

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

Program Activities in Response [2011 – 2016]: ARCH 4020 (4th Year Studio) includes a lecture on the fundamentals of building costs including financing methods and feasibility, construction cost estimating, construction scheduling, operational costs and life-cycle costs. ARCH 4020 also includes an exercise to calculate the cost of the exterior envelope as a percentage of the overall construction cost. Part of a 5-week Design Development sequence, students must develop detailed wall sections of a building first proposed in ARCH 4010 to price the exterior envelope. A new collaboration with the McWhorter School of Building Science now covers fundamentals of building costs in a sequence of two workshops in ARCH 4010/4020. ARCH 3320 (Materials & Methods I) includes an exercise to demonstrate an *understanding* of life-cycle costs. This aligns with the reworded SPC—now B.10 Financial Considerations—that includes life-cycle costs as a required topic but no longer includes "an emphasis on life-cycle cost accounting."

Program Response to Causes of Concern

II.1.1 B. 5. Life Safety

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

Program Activities in Response [2011 – 2016]: While the ability to apply the principles of life-safety is expected in 3rd year studios and beyond, ARCH 4020 (4th Year Studio) includes a lecture on the scope of life-safety principles developed with input from James Scott, author of *Architectural Building Codes: A Graphic Reference* (New York: Van Nostrand Reinhold, 1997). ARCH 4020 also includes an exercise to document exit load calculations and their impact on the size of the egress system as part of a 5-week Design Development sequence. Since 2010, projects have included healthcare or assisted living facilities. In this way, the principles of life-safety are meaningful to the architectural solution. This strategy also aligns with the fact that Life Safety is no longer a stand-alone SPC but embedded into several SPC including B.3 Codes and Regulations and C.3 Integrative Design.

II.1.1 B. 6. Comprehensive Design

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

Program Activities in Response [2011 – 2016]: ARCH 4010/4020 (4th Year Studio) continues to be structured as a 20-week comprehensive design studio. Starting in 2011, a series of workshops have been developed to integrate accessibility, life safety, structural systems and building envelope systems and assemblies into the studio. Exercises related to these workshops include an accessible unit plan and exit load calculations to demonstrate the ability of each student to apply the principles of accessibility and life safety to an architectural project. This strategy aligns with change of B.6 Comprehensive Design to C.3 Integrative Design. See II.1.1 for a brief description of the pedagogy and methodology used to address Realm C.

Program Response to Change In Conditions

Although several significant changes in conditions have been adopted since the previous visit in 2011, the Bachelor of Architecture curriculum aligns well with the *2014 Conditions for Accreditation.* As a response to new or altered criteria—particularly changes to Student Performance Criteria—the program has reassessed the curriculum to be certain all requirements are met in required courses. There are two criteria worth special note:

B.9 Structural Systems—now B.5 Structural Systems—was elevated from *understanding* to *ability*. We believe that the combination of our existing sequence of structures courses and the design studios achieve this elevated student outcome, however we are currently in the process of working with our colleagues in the building science program (who teach our structures courses) to develop a new structures course sequence. This course re-design is expected to take advantage of strategic alignments between the architecture program and the building construction program.

Realm D: Professional Practice—The program is committed to demonstrating an *understanding* of the professional responsibility of the architect in studio-based learning. The Urban Studio and Rural Studio exemplify our commitment to this goal. Thesis and Thesis Research have recently been adjusted to demonstrate this understanding on campus as well.

Section 3. Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development

Faculty Members' Resumes:
Full-time architecture faculty members' resumes are located in the Auburn NAAB Section 3 folder in the APR dropbox.

Course Teaching Matrix:
The matrix for each of the two academic years prior to the preparation of the APR is located in the Auburn NAAB Section 3 folder in the APR dropbox. It includes full-time faculty and adjuncts and indicates credentials, experience and research relevant to the course assignments. A matrix including the 2016-2017 academic year assignments will be included in the dropbox prior to the team visit.

Faculty Development, Current Knowledge and Faculty Resources:
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. It is located at this link, http://www.auburn.edu/academic/provost/facultyHandbook/, and a pdf copy is located in the APR dropbox in the Section 3 folder. The Office of the Provost provides information on university level faculty development resources online at http://www.auburn.edu/academic/provost/ via the "Faculty Development and Recruitment" tab, and provides more details at the "Policies, Forms and Guidelines" tab.

Auburn University has recently completed a searchable database of all university policies. The Auburn University Policy Database maintained by the Office of General Counsel may be found at https://sites.auburn.edu/admin/universitypolicies/default.aspx. It includes extensive information that may assist faculty members such as academic policies, research policies, personnel policies and policies related to technology transfer.

The administration and faculty of the College of Architecture, Design & Construction have developed 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 within the framework of Chapter 3 of the Auburn Faculty Handbook. The *CADC Guidelines for Annual Assessment, Promotion and Tenure, and Post-Tenure Review* can be found online at, https://www.auburn.edu/academic/provost/departmentp&t/Architecture/CADCGuidelines11-29-10-revision%20w%20provost-editsFINAL.pdf.

Supplementary to the *CADC Guidelines*, there is an appendix that further articulates major areas of scholarship and external review and an appendix with additional detail for APLA programs. A copy of the appendices is available in the Auburn NAAB Section 3 folder in the APR dropbox. The *CADC Guidelines* are scheduled for a five-year review in the 2016-17 AY.

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, masters 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/creative work and/or extension/public service/outreach, 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 input from the respective program chair, and on feedback from student evaluations.

As noted below individual faculty have development opportunities through professional improvement leave, and support of research, scholarship and professional practice.

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 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 2010-2016, support for architecture faculty professional development averaged $31,200 per year. This is nearly double the annual average from the prior 6-year NAAB Review period. Table A below illustrates annual support totals for the past 6 years.

Table A - Architecture Faculty Professional Development Support

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
$18,138	$42,516	$22,920	$26,186	$32,543	$44,919

Faculty are encouraged to pursue research, scholarly activity and professional/creative endeavors outside of the classroom. The University sponsors teaching grants-in-aid, and the Dean's office coordinates a special fund (the CADC Seed Grant 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 a strong record of success in gaining funding. Auburn's Office of the Vice President for Research offers the annual Intramural Grant Program with both small and large funding amounts available with a one to one match, and architecture faculty have received these grants.

Faculty are also encouraged to participate in workshops and seminars, and to submit papers for presentations at state, regional and national conferences. In most cases, the school gives faculty delivering papers priority for funding. In recent years faculty have delivered peer-reviewed papers at a broad spectrum of international, national and regional meetings of the ACSA, the Society of Architectural Historians, National Conference on the Beginning Design Student, Design Communication Association and other scholarly organizations.

APLA faculty have also received support from the CADC and the university to participate in academic leadership training. Recent examples include David Hinson's participation in the SEC Academic Leadership Development Program (2012-2013) and Carla Keyvanian's participation in the Institute for Management and Leadership in Education program (2015).

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 (referred to as "PIL" or "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. PIL must involve work done substantially outside of 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 which 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 college operating resources. Table B below details the Professional Improvement Leaves that have been funded by the school/college since the previous APR. Faculty can also apply for Provost Funded PIL through the Office of the Provost.

Table B - APLA Sabbatical Leaves (PIL) Fall 2011 – Spring 2016

Carla Keyvanian	Spring 2016	Architecture (Provost-funded)
Rebecca O'Neal Dagg	Fall 2014/Spring 2015	Arch./Interior Architecture (Provost/college-funded)
Rusty Smith	Spring 2013	Architecture (APLA-funded)
Behzad Nakhjavan	Fall 2012	Architecture (APLA-funded)
David Hinson	Fall 2011	Architecture (APLA-funded)

Faculty Research, Scholarship and Creative Activities:
A list of past and projected faculty research, scholarship and creative activities by full-time instructional faculty since the previous visit is available in the Auburn NAAB Section 3 folder in the APR dropbox.

Student Support Services:
The CADC Office of Student (support) Services is engaged in recruitment, retention and matriculation of students. In addition to the academic advising staff (see below), the Office of Student Services staff includes a full-time recruiting coordinator, and will soon include a full-time Student Career Services coordinator (hire in process). Working in conjunction with the School Head and Program Chairs, Office of Student Services organizes a series of three "open house" dates providing tours, counseling and meetings for students considering careers in architecture, as well as recruiting events in several major cities in the region (typically hosted by an alumni firm). One-on-one meetings are held with prospective students and parents daily throughout the school year. The Office of Student Services trains and manages a cadre of approximately 18 competitively selected CADC Student Ambassadors to assist in shepherding the flow of prospective and accepted students and their families through the meetings, presentations and tours.

Students accepted to Auburn University 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. Auburn freshmen entering in the 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, both students and their parents meet faculty, administrators, student leaders and advisors. During the camp session students work one-on-one with an advisor to schedule their first semester of work. Freshmen are required to attend the Auburn Fall convocation presented by the Office of the Provost. 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 in order to plan appropriate class schedules.

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. Freshman architecture students are required to take this course in conjunction with the ARCH 1010 studio.

Personnel in the Office of Student Services advise students already admitted to the Bachelor of Architecture program. This office is located on the first floor of Dudley Hall. This unit is headed by a Director of Student Services and is staffed by three additional academic advisors. All four of these professionals have regular training and experience related to the core curriculum and to other areas of the university's curricular and co-curricular offerings. Advisors follow the university advisor career ladder process, which maintains university-wide standards and training for all academic advisors on campus. The CADC office staff members report to the CADC Associate Dean for Academic Affairs who regularly meets with the Auburn University Associate Provost for Undergraduate Studies in the weekly university Academic Affairs meetings. The CADC advisors have experience in assisting students as academic decisions are made and personal decisions are made as they adjust to the challenges of higher education. The Associate Program Chair works regularly with the Director of Student Services, Joyce Griffin, and the advisors and acts as a liaison between the Office of Student Services and the Architecture Academic Review Committee.

Files for all architecture 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 is required to update these files each semester. 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. Visits to student services are tracked. 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, military veterans, international students and disabled students.

In matters of student career counseling and internship placement, the Associate Program Chair makes referrals to other members of the faculty for consultation and advisement. The architecture faculty members often provide career direction and professional advice to students in all levels of the program. Each year faculty members offer the Portfolio Workshop, and a jury of professionals adjudicate 4th year portfolios in the annual portfolio competition. In addition to interacting with members of the Architecture Advisory Council, students have the opportunity to consult and/or interview with architecture firm members in the annual internship fair each year of their study.

Summary of Architect Licensing Advisor Activities:
The Architect Licensing Advisor for Auburn University is Associate Professor Christian Dagg. Associate Professor Dagg is a registered architect in Alabama, and a member of the AIA. Listed below is a summary of his activities since he assumed this role in 2012. Because NCARB and State Boards are concerned about work experience, examination and even continuing education, the list below includes all of these activities:

1. Attended the 2016 Licensing Advisors Summit in Chicago, the 2015 Licensing Advisors Summit in San Diego, the 2014 IDP Coordinators Conference in Miami, and the 2013 IDP Coordinators Conference in Miami. He has attended sessions on the transition from IDP to AXP, the transition from ARE 4.0 to 5.0, and the Professional Practice Educators break out session. Information received at these conferences has been presented to students at multiple times throughout the school year, such as the first AIAS meeting, and to incoming foundation students. He has worked with individual students helping them as a mentor or advisor to resolve IDP/ AXP issues with reporting hours.

2. In January of 2014, Associate Professor Christian Dagg with Associate Professor Kevin Moore completed the final report for their NCARB Award of $20,000 entitled "Studio: Urban Healthcare". The award funded a series of workshops integrated with studio delivery that focused on professional structural, mechanical and programming expertise provided to the students through multiple one on one and small group meetings and reviews with engineers and architects.

3. Since 2012, Associate Professor Dagg has been responsible for providing 2 sessions per year in which candidates for licensure have been offered Architectural Registration Exam preparation classes. These sessions have been offered to nearly 25 students per session. Sessions have been conducted either on Auburn University's campus or at the location of the Alabama State AIA summer convention. Larry Vinson, Executive Director for the Alabama State AIA, has worked with Associate Professor Dagg to support these events. In 2016, ARE prep will focus on candidates for initial licensure in Alabama who are capable of pursuing the transition strategy because they have started ARE 4.0 and can transition to specific tests in ARE 5.0.

4. Since 2012, Associate Professor Dagg has organized an annual event held on Auburn University's campus that offers 8 hours of Continuing Education in one day to registered architects for only $25.00 per participant. This event is supported with a grant from the Alabama State Board for the Registration of Architects. The event includes a series of speakers (6 or 7), presenting on HSW topics. This past year presentations focused on energy compliance, project delivery, legal issues, and ethics. 162 Architects from across the state received credit for the classes (a few spent less than the entire day and received partial credit). 89 of these architects are members of the AIA. All of the classes had been preapproved by the AIA as HSW subject matter with at least 4 learning objectives. Auburn University's Continuing Education Provider number is F134. Attendance by year: 2012 (217) 2013 (160) 2014 (167) 2015 (177).

5. Since 2012, Associate Professor Dagg has been the faculty advisor to the AIAS and Freedom by Design Chapter at Auburn University. Although not technically a part of the duties of a Licensing Advisor, the AIAS is one of the 5 collateral organizations that is concerned with the education, experience and examination of architects. Auburn University maintains one of the largest student chapters of the AIAS. The Auburn AIAS chapter hosts an annual community event called Pumpkin Carve, an annual Internship Fair and Beaux Arts Ball as well as sending a contingent of students to national events including Forum and Grassroots. During the last several years the Auburn University chapter of AIAS has received an FBD Award for "Best Use of Materials" for the Little Tree Preschool Project. Auburn student Will Gaskill was selected to serve on the FBD National Advisory Council. Auburn student Sarah Wahlgren was elected South Quad director for 2015 – 2016, and she was then elected National President of the AIAS for 2016-2017.

I.2.2 Physical Resources

General Description of Physical Plant:
For a complete overview of facility plans, please see the Dudley Floor Plan PDF on the Auburn APR NAAB dropbox Section 3 folder. Dudley Hall provides space for all programs in APLA. Dudley Commons, an adjacent building, houses the Office of the Dean, gallery, library and auditorium. Together the two buildings form one component of the campus Fine Arts Complex, which also includes the University Theater Department and the Music Department. The Gorrie Center, home of the McWhorter School of Building Science, is directly adjacent to Dudley Hall, and architecture students attend structures classes there.

Teaching/Learning — Instructional Space:
APLA 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 the CADC Environmental Design program. Studios are typically configured for 15-18 students. Each studio is equipped with drafting table, stool or chair, and a lockable storage cabinet. 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 programs in the school and are assigned to classes by APLA staff. Each of the classrooms and the 220-seat auditorium is equipped with ceiling mounted digital projectors, viewing screens, 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. Smartboards are available to be

moved to spaces as needed.

Scholarship/research Space – Faculty Offices:
The twenty-eight faculty offices for the school are adjacent to studios on all four floors of Dudley Hall. Non-studio and other instructional spaces are on the 1st and 4th floors of the building. All full-time 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 and scanner.

Public Interaction – 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 design installations.

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 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.

Physical Changes and Plans for Improvement – In-Progress & Planned Renovations:
One classroom space (118) is currently undergoing renovations to upgrade lighting, finishes, furnishings and teaching technologies. This space should be completed in the fall of 2016. The space reserved for the Team Room & Exhibits (101/102) will be renovated in the spring and summer of 2017 to become a 60-seat classroom and a seminar/project review space.

The long-range facilities improvement plan for Dudley Hall includes renovations of six additional classrooms. The pace of these renovations will be determined by the timing and success of external fundraising efforts coordinated by the CADC Office of Development staff.

In addition, the long-range facilities improvement plan includes renovations to the exterior spaces around the building and an expansion of the Dudley shop facility.

Additional Space to Support the 4 Roles –Support facilities and equipment:
In addition to the faculty offices and instructional spaces mentioned above our fabrication facility is an 1800 ft^2 shop located directly next to Dudley Hall. The shop is staffed by one full-time supervisor/technician during regular hours and by student workers during evening and weekend hours. The equipment that is located in the shop includes: a 10" compound miter saw, a 12" reciprocating miter saw, two drill presses, a full sized table saw, two 12" band saws, a 20" band saw, a 12.5" thickness planer, a joiner, a combination disc/belt sander, an oscillating drum sander, a horizontal band saw, a CNC router table, three 18"x32" laser cutters, two cordless hand drills, a ¼ sheet palm sander, a circular saw, a hand router with fixed and plunge bases, one handheld belt sander, a 7" grinder, two jig saws, two paint sprayers, and a complement of hand tools (hammers, mallets, clamps, etc.).

The Office of Student Services is located on the 1st floor of Dudley Hall. Reference Section 3.1.2.1.6.

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, planning, and industrial design books, supporting reference material, and periodicals. A detailed description of the LADC and its resources follows in Section 3, 1.2.4, Information Resources below.

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 architecture program 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 school has a Unit Technology Manager (UTM) dedicated solely to the students, faculty, and staff of APLA.

In the fall of 2016 APLA's main campus migrated from a static, 30-seat computer lab, to a cloud-based "virtual lab" that allows 90 simultaneous users access to the computing resources of the old lab from anywhere in Dudley Hall. Printing and plotting stations are distributed throughout the building. Printing and plotting costs are covered under the "professional fee" (reference I.2.3 below). The Rural Studio and Urban Studio each have computing resources comparable to those found in Dudley Hall.

In addition to day-to-day user support and troubleshooting the UTM coordinates with the school's Education Technology committee assist in long-term planning needs as required by the various programs in the School. The APLA UTM has a team of part-time student to assist him in his daily work.

More detail regarding the program's information technology infrastructure may be found at Section 3, 1.2.4, Information Resources below.

Off-campus Settings:

Urban Studio:

In 2014 the Urban Studio program moved into a ground floor space of approximately 4500 sq. ft. at 221 North 20th Street in Birmingham, AL. This location provides open studio space, two meeting/project review spaces, office space for the director and the lead administer and a small library/break area. In addition, approximately 2000 Sq. Ft. of space on the second level has been set up as a wood shop and laser cutter workspace. Prior to 2014, the Urban Studio was housed on the 3rd floor of another downtown building of approximately equal size. The shift to the new location, situated on one of the busiest intersections in downtown, has had a very positive impact on the program's visibility within the Birmingham community.

The college is currently in negotiations with the building owner regarding potential renovations to the building that would enable the CADC to expand its teaching and outreach activities.

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. Since the last accreditation review, the Morrisette site has seen significant improvements, including a commercial kitchen facility, new foodstuffs storage spaces, a greenhouse and a newly completed fabrication shed.

A second renovated house (the Spencer House) serves as live/work accommodations for visiting instructors as well as visiting critics and consultants. Fifth Year students arrange for their own housing in the local community.

I.2.3 Financial Resources

The financial resources of the School of Architecture, Planning, and Landscape Architecture (APLA) are managed as one set of accounts, including the architecture program and the two other programs of the school (landscape architecture and interior architecture). APLA's budget is allocated through the Dean's office in two categories:

1) Faculty and Staff Salaries
2) Other Operating Funds

The major sources of funding for Auburn University and subsequently APLA are a combination of student tuition and allocations from the State of Alabama. In addition to these traditional sources of funding, the College of Architecture, Design and Construction is one of four colleges in the university allowed to charge its students (undergraduate & graduate) a "professional fee" ($2,160 / semester) 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).

Moneys from these sources are distributed annually through the University to the academic units on a fiscal calendar of October 1- September 30. These unrestricted funds are used to support virtually all components of the college, including faculty and staff salaries, operating and maintenance expenses, travel, and capital equipment purchases.

Changes in Funding Models

Prior to FY 2017, Auburn University allocations to academic units were allowed to "roll over" from one fiscal year to the next. Unrestricted funds budgeted in one category, such as faculty salaries, could be used for other categories, such as operation and maintenance, with permission. Unspent funds, such as salary savings generated from open faculty lines, or unspent funds in any other budget category, remained under the School's control, subject to spending approval by the Dean. Increases in funding to the college from the university were largely limited to merit-based salary raise allocations.

Over the last three years the university has been in the process of migrating from the "historical budgeting" model described above, to a version of a Responsibility Centered Model (RCM) where all revenues and expenses are pushed out to the colleges, which are then assessed charges for centralized, common services (such as central administration, facilities, recruiting, etc.) In addition to the assessment for common services, each college is assessed a Mission Enhancement Fund (MEF) charge based on a percentage of its overall unrestricted revenues. Colleges whose expenses exceed revenues are supported by "subvention" funding from the MEF. Subvention funding from the MEF is determined by the Provost on an annual basis.

FY 2017 is the first year of implementation for this new budgeting model. While it is too soon to forecast how the college (and consequently the schools within the college) will be impacted by this new budget model, we anticipate that it will open up new opportunities for the college, school, and program to benefit more directly from entrepreneurial initiatives – and place more emphasis on understanding, and managing our expenses against the revenues produced by tuition and fees, development and funded research.

Anticipating the implementation of this new model, the CADC began the process of reorganizing its budgeting approach two years ago with the goal of increasing the college's ability to manage resources with more flexibility and with more strategic focus. The main change was to transition from a structure where the college operated under four budgets (each of the three schools plus the Dean's office) to a single budget

administered by the Dean. In this model, each School Head develops an annual proposal for faculty and staff salaries and for "other operating" expenses for their respective unit. These proposals are reviewed by the Dean and each School Head in early August resulting in an annual allocation from the college to the school.

The APLA School Head's annual budget proposal to the Dean is developed in consultation with the Program Chairs within the school. The salary budget proposal reflects Program Chair input on projected salary resources needed for both full- and part-time faculty within the program as well as projected hires completed within the fiscal year. Likewise, the Other Operating budget proposal for the school reflects input from the program chair regarding program-specific operating support needs. The specific categories of operating support managed by the program chair include:

- Faculty Scholarship and Professional Development Support
- Program Institutional Membership Fees (i.e. ASCA, etc.)
- Student Learning Enrichment (such as faculty expenses for field trips, workshops, and student organization support)
- General Program Support (guest reviewers' expenses, administrative travel by chair and faculty, etc.)

In addition to the Other Operating budget for main-campus activities, the respective Directors for the Rural Studio and the Urban Studio develop annual proposals for the operating expenses associated with these off-campus programs. These budget proposals are folded into the overall school proposal put forward to the dean.

Once approved by the Dean, these funds are managed by the School Head and the Program Chairs. Expenditure control for the Birmingham Center and the Rural Studio is delegated to those Directors with approval of the School Head.

Salary & Wages Budget
The total School of Architecture, Planning and Landscape Architecture salary budget for the 2016 Fiscal Year is $ 3,871,949, inclusive of benefits. This reflects an average merit increase of 5.13% for faculty and staff within the school. In addition to this permanent merit increase, faculty and staff received a one-time supplement in December, which averaged 4.37% of their prior-year base salary. Faculty and staff have received permanent merit raises and one-time salary supplements each year since 2012 (and received a one-time supplement in 2011.)

Under the salary budgeting model adopted by the college in FY15, vacant faculty lines revert to the college. Hiring proposals within any unit in the college must be approved by a college Budget Advisory Committee (comprised of faculty representatives from each school in the college) and the Dean prior to initiation of a search. These proposals must be justified based on need and relationship to the program and college long-range planning priorities. All hiring proposals put forward by the program of architecture since the last accreditation review have been supported by the Dean and funded by the college.

Other Operating Budget
The total Other Operating budget for APLA in the 2016 fiscal year is $966,633. For management purposes, this budget is broken down into "shared" expenses and "program" expenses. As explained above, the program expenses are managed by each Program Chair, and shared expenses are managed by the School Head. APLA's Other Operating budget requests have been fully supported by the college each of the last three years (FY 2015, 2016, & 2017) since the new centralized budgeting approach was adopted within the CADC.

Capital Improvement funding
Improvements to the physical resources supporting the program are funded differently depending on the scale of the improvement. Minor work (painting, etc.) is funded from the School's annual operating budget. Interior space renovations, such as classroom renovations, may be funded entirely from school and/or

college resources, via central university allocations, or via external (donor) funding sources. Each year the central administration issues a call for proposals from all academic units for matching funds to support projects of this nature. In FY 16, APLA received matching funds ($125,000) from the CADC and the university to support two classroom renovation projects currently underway.

Major projects are funded via a more complex process involving Board of Trustees approval, and typically supported via a combination of internal and external funding sources. Reference the following link for more information, http://www.auburn.edu/administration/facilities/about_us/work.pdf]

Funding for repairs and code-compliance updates are funded via a "Deferred Maintenance" budget, managed by the Vice President for Facilities. Since the last accreditation visit, the restrooms in Dudley Hall have undergone an ADA upgrade and renovation (funded 100% from these funds) and a $4.3 million renovation to the building envelope, also funded from the Auburn University Deferred Maintenance budget.

Enrollment changes and impact on budgets
During the period of 2009-2012, the CADC experienced a significant decline in student enrollment. While all colleges at Auburn University experienced budget cuts associated with reductions in state appropriations, these reductions were not directly connected to enrollment. Under the prior "historical funding" budget model, these cuts were distributed across the university as a percentage of each college's total base funding. The CADC did experience a direct decline in Professional Fee revenue, as these funds are directly correlated to enrollment in our college.

In contrast, under the new budget model, colleges will see a much more direct impact on their budgets should enrollment declines comparable to those of the recent recession re-occur. Our response to this risk has been a significant investment of resources in student recruitment and increased attention to student retention, and a consistent, sustained and incremental diversification of revenue sources including philanthropy and extra mural scholarship.

Endowments, Scholarships and Awards

Development Activities
Philanthropic support for the program of architecture showed marked increase from 2010 to 2015. During the report period, the architecture program, to include the Rural Studio, received $3,449,562 in outright gifts and pledges and estate commitments totaling $6,595,562. This success is due in part to the healthier economy and the intensified fundraising effort and marketing that accompany Auburn University's $1 Billion capital campaign. The overall market value of the endowments supporting scholarship, professorship, and programmatic activities of the architecture program increased from $1,810,439 in 2010 to $2,704,093 in 2015. Market value of the scholarship endowment increased from $1,306,989 to $2,023,810.

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 (market value is currently $95,096 / 2010 market was 90,589 (quasi endowment). The Rural Studio Endowment has grown from a "book value" of $317,080 in 2010 to $375,193 in 2015.

Architecture's endowed professorship market value in 2015 was $393,382, yielding approximately $30,000 annually for faculty enhancement.

Planned gifts
The architecture program has also been named as the beneficiary of several significant "planned gift" commitments over the period since the previous APR. Over this 2010-2015 period the program has received pledges of over $3,275,000, the lion's share of which will be endowed when these gifts are realized. The Rural Studio has received estate commitments totaling $3,150,000. In addition, interior

architecture received $318,733 from a realized estate gift that will be placed into endowment for scholarship support in that program.

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. In the period since the previous APR, the total income from annual gifts has averaged approx. $23,000/year. These funds are an unrestricted resource that may be used to advance and support the Program. 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.

In 2015, the decision was made to segment the alumni mailings and appeal to each of the College's alumni groups separately, with a result of greater response by architecture alumni. Previously, all alumni of the College of Architecture, Design and Construction received the identical annual appeal. The result was a dramatic increase in annual donations for the architecture program ($40,570 in donations in 2015.)

The School of Architecture, Planning and Landscape Architecture has 3,075 living alumni with accurate contact information on file with the Auburn Alumni Association.

Details regarding endowment growth over the six-year period since the last NAAB review can be found in the Auburn APR dropbox in Section 3.

I.2.4 Information Resources

Institutional Context for Library and Information Resources:
Auburn University Libraries, member of the Association of Research Libraries (ARL), include Ralph Brown Draughon, the central research library, and two branch libraries, the Library of Architecture, Design, and Construction (LADC) and the Cary Veterinary Medical Library. All campus libraries are managed by the Dean of Libraries, Bonnie MacEwan. The LADC primarily serves the students, faculty, and staff in the College of Architecture, Design and Construction (CADC). Its collections, facility, hours, services, staff, and technology are administered by the head librarian at LADC in consultation with the Libraries' administration and with the CADC administration and faculty via representatives from each program.

Description of Library Information Resource Collections, Services, Staff, Facilities and Equipment,
Description of Current Collection:
The combined collections of the Libraries contain over 3.2 million volumes as well as 2.6 million government documents, 2.5 million microforms, and over 148,000 maps. The Libraries receive over 35,000 current periodicals, many of which are available online. The Libraries also provide access to over 227 electronic databases, over 10 million archival and manuscript items, and serves as a depository for U.S. government publications, U.S. Geological Survey and Defense Mapping Agency maps, and U.S. Patents on microfilm. Design books and journals are housed in the LADC, while the majority of art history, business, engineering, history, technology, and visual arts books and journals are housed in the main library which is within walking distance from Dudley Hall. The LADC is located in Dudley Hall Commons and has design related holdings of 44,525 volumes, 72 current periodicals, 2,277 student theses, 103 blueprints/floor plans, 366 materials samples, and 754 videos.

The Libraries has a total operating budget of $12,096,004 with $6,286,497 allocated for collections. LADC has a separate materials budget for ordering and the annual firm order budget has averaged $19,000 for the past three budget years. The Libraries have a comprehensive academic approval plan with Yankee Book Peddler whereby university press books up to $100 arrive automatically. Such automatic acquisitions are supplemented by firm order selections. This approval plan insures LADC receives major titles in the areas of architecture, design, and construction. The firm order budget is administered by the head of LADC who coordinates with Architecture faculty to select appropriate materials for both research and teaching needs. All formats—books and monographs, journals, videos, and electronic resources—are ordered from the same firm order budget. With the present librarian's arrival in fall 2011, she purchased *ICONDA*,

BuildingGreen Suite, *Material ConneXion, Oxford Art Online, Urban Land Institute Development Case Studies,* and nine journal subscriptions for CADC with new funding allocated for annual subscriptions. Finally, gift funds are available for large ticket items needed for faculty research and creative works.

The LADC provides strong collections support for the study of architecture. User counts, circulation data, and catalog and database statistics attest to heavy use of LADC books, material samples, print and electronic periodicals, digital images, reserve items, and online databases such as *Avery Index* and *Material ConneXion*.

Table C below shows the breakdown of acquisitions for the College of Architecture, Design and Construction:

EXPENDITURES	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Monographs	$20,508	$19,010	$19,688	$19,109	$18,786
Periodicals	$15,134	$16,594	$17,077	$17,565	$17,452
Databases	$11,931	$12,614	$13,200	$13,305	$14,061
Total	**$47,573**	**$48,218**	**$49,965**	**$49,979**	**$50,299**

The Libraries provide students and faculty with online access to multiple design-related resources including e-books, journals, proceedings, reports, and standards. The Libraries subscribe to the following online databases relevant to the study of architecture: *Art and Architecture Complete, Avery Index to Architectural Periodicals, Bibliography of the History of Art, BuildingGreen Suite, Greenfile, JSTOR, Material ConneXion, Oxford Art Online,* and *RIBA: British Architectural Library Catalogue*.

The Libraries subscribe to several online databases in fields that intersect with architecture: *America History & Life, Ecology Abstracts, Engineering Village, GeoRef, Historical Abstracts, ICONDA, Project Muse,* and *WorldCat* for access to library collections worldwide. E-books related to architecture and relevant disciplines are available through the Ebrary, EBSCOhost and SpringerLink online platforms. All e-resources are accessible off campus to students, faculty, and staff with university ID authentication. Journal collections (print and electronic) are particularly strong for architecture and related disciplines. The Libraries subscribe to the following architectural periodicals among others: *A+U: Architecture And Urbanism = Kenchiku To Toshi, AA Files, Abitare, Architect, Architectural Design: A.D., Architectural Digest, Architectural Record, Architectural Review, Buildings, Casabella, El Croquis, Design Alabama, Design Intelligence, Domus, Form, GA Document, GA Houses, Grey Room, Harvard Design Magazine, Japan Architect, Journal of Green Building, Log Architectural Journal, Metropolis, MD, Perspecta, Praxis, Quaderns D'arquitectura I Urbanisme, RIBA Journal, Werk, Bauen + Wohnen*.

Specific call number ranges of monographs in LADC and RBD for architecture (NA is the designated LC Classification) are identified in this statistical summary of holdings shown below in Table D:

Monograph Holdings for LC Classification NA, Architecture, 2016	
Location	**Number of Volumes**
RBD (Main)	1560
LADC (Branch)	13,231
Total	**14,791**

The Materials Lab at the LADC provides students and faculty with a current, curated, fully cataloged, and circulating collection of materials samples including glass, metal, plastics, fabric, wood, and masonry. In addition to the physical samples which are organized by CSI MasterFormat, there is a complementary online collection in DeepSpace, a digital library repository where the library is adding images and more detailed information about each material's composition, form, and applications. The Materials Lab's focus is acquiring and maintaining an up-to-date collection of emerging and sustainable building materials.

The LADC's slide collection is currently being digitized by a LADC library staff member and is approximately 90% complete as of August 2016. The digitized images are made available through DSpace. The Libraries' Special Collections and Archives Department holds several architecture and design related archival collections.

The Libraries' collections are integrated into an online catalog accessible from the library homepage. The online catalog includes books (print and electronic), government documents, audio visual works, journal titles (including links for available full text in electronic versions), archives, digital collections, and vetted web sites. E-resources are accessed through a secure portal on the University Libraries' website, the branch library's website, and the online research guides created and maintained by the librarian for architecture.

The Libraries are a member of LYRASIS, Network of Alabama Academic Libraries (NAAL), Association of Southeastern Research Libraries (ASERL), and KUDZU. Auburn participates in providing material to libraries in the state through an active inter-library loan (ILL) program. Interlibrary Loan (ILL) of materials not owned or subscribed to by Auburn University Libraries is available to all students, faculty, and staff. Journal articles and book chapters requested via ILL are delivered electronically as PDFs. In addition to ILL, the Libraries also participate in the Alabama Libraries Exchange Service (ALLIES), a reciprocal borrowing program for books, with the four other major Alabama university libraries: Auburn University at Montgomery, Jacksonville State University, University of Alabama at Birmingham, and The University of Alabama (Tuscaloosa) with requests initiated through the online catalog. Books from ALLIES institutions may be requested onsite at the lending institution or through the libraries' online catalog. Faculty and graduate students also benefit from AUBIExpress, an electronic delivery service for articles and book chapters owned by the Libraries.

The Libraries are open to the public and hours of all libraries are posted on its website by a direct link on the library homepage. RBD Library is open 24 hours from Sunday—Thursday and until 6 PM Friday and Saturday. The Media & Digital Resource Lab (MDRL) is located on the first floor of RBD Library and is open until 2 AM Sunday-Thursday, and until 6 PM on Friday and Saturday. The MDRL has 18 Windows operating systems and 18 Mac computers with the same software available. The LADC provides 90.25 hours of operating service and is open from 7:45am until midnight Monday-Thursday, from 7:45am until 5pm on Friday, and has extended hours over the weekend: Saturday 1pm-6pm and Sunday 1pm until midnight.

In 2012, the LADC was fully renovated with differentiated spaces created to accommodate both collaborative and individual work. New carpet, circulation desk, equipment, and furniture create an up-to-date, welcoming, and functional space. Sustainable measures were taken to repurpose the original wooden tables and end panels, updating them through refinishing and staining. Classic Eames chairs, sofa, and coffee table seating, along with contemporary Herman Miller furniture were selected to complement the spaces. The renovation's additional shelving now allows growth room for the physical collections. The LADC facility measures 7,000 square feet, seats 102, and has 6 Windows operating systems and 3 Mac computers with the following software available: Acrobat X Pro, Adobe Creative Suite CS6 Design Premium, Dreamweaver, Flash, InDesign, Illustrator & Photoshop, Microsoft Office 2010/2011, Apple iWork: Pages 4, Numbers 2, Keynote 5; Apple iLife Suite: GarageBand '11, iMovie '11, and iPhoto '1; Final Cut Pro X, Autodesk Products 2013, All editions of AutoCAD & Revit, Trimble Sketchup 8 Pro, Siemens Solid Edge, and ESRI ArcGIS. A Wacom Intuos drawing tablet, TV combo with DVD/VCR player, slide scanner, two flat-bed scanners, Xerox Phaser 7500 Tabloid Color Printer, and one large format scanner are available for student and faculty use. Regular equipment maintenance and software updates are provided by Library Systems and the MDRL staff. The LADC circulates CADC-owned digital cameras. The head librarian at LADC has been active in advocating for adding new technology resources to the library. Equipment and software acquisitions are purchased from the Reference Department's budget which is administered by the Associate Dean for Public Services.

The LADC is staffed by 3 full time personnel and student employees. LADC head Kasia Leousis is a professional librarian with master's degrees in Art History and Library Science. The two paraprofessionals are college graduates. The librarian divides her time between the College of Architecture, Design and

Construction and the Department of Art & Art History with offices in both the main library and the LADC. She has compiled a research guide to architecture resources and services that is accessible from a Subject Guide link on the main library homepage. The librarian contacts new faculty to offer a tour and orientation to library sources and services tailored to the faculty members teaching and research/creative work needs. She maintains an email distribution list of full time Architecture faculty members and periodically sends messages informing them of new services, policies, resources, etc.

Architecture students make extensive use of the LADC for research and study, accessing our print materials (books, journals, and standards), the Materials Lab samples, and using materials placed on reserve by their professor. The librarian offers tailored research sessions covering print and online scholarly resources for the world architectural history survey, thesis research course, and other studios and courses that have a substantial research component. She conducts specialized instruction sessions in the LADC, one of the three computer instruction labs in the library, or any facility on campus. Faculty with research assignments for which use of the library is necessary frequently send individual students to her for one on one instruction tailored to the student's research topic. In the librarian's absence, students are provided with an online research guide for architecture (http://libguides.auburn.edu/architecture) that provides links and descriptions to architecture-related books, journals, and databases.

Problems Relevant to LADC:
Any cuts to collections funding will affect the ability of the Libraries to continue providing adequate resources.

Information Resources related to Information Technology at Auburn:

As detailed in the "Physical Resources" section above, Auburn University's School of Architecture, Planning and Landscape Architecture is committed to providing advanced educational facilities and experiences for students in preparation for professional life, both inside and outside of traditional design and planning practices. To provide the level of digital input technologies that professional education demands, students are required to purchase a laptop computer along with a suite of software that coordinates with both studio and classroom instruction upon entry to the second year of the Architecture program.

Virtual Desktop Infrastructure (Virtual Lab)
The School of Architecture, Planning and Landscape Architecture maintains a virtual lab, utilizing a VMware interface. The virtual lab can be accessed from your personal laptop and is configured with specialty software for the program. The use of school-provided virtual lab is contingent upon your laptop meeting the minimum hardware requirements that follow. The virtual lab can be accessed from a Windows or Macintosh environment.

Peripherals
High-end color printers and plotters are located throughout the building near studios. Scanners, comprised of regular, wide, and large format, are available for student use. The Library of Architecture, Design and Construction (LADC) has digital and A/V equipment available for checkout. The shop is equipped with three laser cutters, a CNC Router, and dedicated computers for running the equipment.

Additional details regarding school and college-level computing resources are available in the Section 3 folder of the Auburn APR dropbox.

I.2.5 Administrative Structure & Governance

The College of Architecture, Design and Construction consists of three academic units: the School of Architecture, Planning and Landscape Architecture (APLA); the McWhorter School of Building Science; and the School of Industrial and Graphic Design. APLA offers accredited undergraduate programs in architecture and in interior architecture, and a graduate program in landscape architecture. A graduate Master of Real Estate Development program and an undergraduate Bachelor of Science in Environmental Design program, resides under the Dean's office, and includes many APLA faculty on its teaching roster.

Each program within APLA has a program chair (in the case of the architecture program, a chair and associate chair) that report to the School Head. 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 student recruiting, 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. Each of the two remote programs of the architecture program, the Rural Studio and the Urban Studio, are led by full-time Directors. 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 his/her fellow Heads, 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, outreach.

An Associate Dean for Academic Affairs and International Programs, and an Associate Dean for Graduate Programs and Research support the Dean of the College of Architecture, Design, and Construction. As illustrated on the CADC organization chart (located in the Auburn APR dropbox Section 3 folder), 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 college wide recruiter, a college wide communications and marketing unit, and a central Information Technology support staff. A search is underway for a college-wide student career services coordinator, who should be hired by the end of 2016. 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 congressional district, as these districts were constituted on Jan. 1, 1961, one member from Lee County, three at large members, all of whom shall 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 described here: http://www.auburn.edu/academic/provost/positions.html

II.1.1 Student Performance Criteria

Matrix for Bachelor of Architecture Program

A matrix for the Bachelor of Architecture program below identifies each required course with the SPC it fulfills. Elective courses are not included. For each SPC, a primary source for evidence of student achievement is identified along with 1-2 secondary sources. There are no standard allowances given to incoming students for preparatory education. In the event of an individual transfer into the degree, we follow the process outlined in II.3 Evaluation of Preparatory Education.

Reference the SPC matrix below on page 38 and in the Section 3 folder of the Auburn APR dropbox.

SPC Matrix insert here

Pedagogy and Methodology Used to Address Realm C

C.1 Research

Understanding the theoretical and applied research methodologies and practices used during the design process is demonstrated in ARCH 5900/5991 (Thesis Research). While students employ research methodologies throughout the curriculum, they are best prepared for advanced inquiry—including comprehending the importance of research pursuits to inform the design process—after demonstrating ability in Integrative Design in 4th year. In the 5th year Thesis and Thesis Research courses, students investigate, evaluate and select options to problems encountered in a complex architectural project including site, program, urban context, relevant building codes and standards, structural systems, material selection, environmental stewardship and philosophical positions in architectural discourse. The specific methods of research are tailored to each venue: Urban Studio, Rural Studio or Thesis on campus. In each case, the project requires depth of inquiry across systems and scales with a particular emphasis on the professional responsibility of the architect in a specific social and cultural context.

C.2 Integrated Evaluations and Decision-Making Process

The skills associated with making integrated decisions across multiple systems and variables in the completion of an architectural project is first demonstrated in ARCH 2010/2020 (2nd Year Studio) by synthesizing an architectural response to site and program. A sequence of projects—urban infill, public pavilion and a building in a landscape—gradually increases in complexity over two 15-week semesters. Analysis of case studies guides the decision-making process.

Integrated evaluations are reinforced in ARCH 4010/4020 (4th Year Studio) as a comprehensive 20-week project in an urban context. Effective use of precedents helps each student generate a range of options at the scale of an urban district and at the scale of a building. Evaluative criteria have included practical solutions to healthcare projects with a civic dimension. While students are expected to generate a range of options, fully documenting how each student analyzes solutions and predicts the effectiveness of implementation is often difficult.

C.3 Integrative Design

The ability to synthesize variables from diverse and complex systems into an integrated architectural solution is demonstrated in ARCH 4010/4020 (4th Year Studio). 4th Year Studio is dedicated to urban architecture; students propose and integrate complex urban and building systems into a comprehensive design proposal. The 20-week curriculum includes an urban District Plan (5 weeks), Schematic Design of an urban building (10 weeks) and Design Development (5 weeks). Design Development includes 2D and 3D wall sections and diagrams of environmental, structural and life safety systems. This demonstrates the ability to conceive and coordinate an architectural project across a range of scales.

4th Year Design has also focused on healthcare including urban hospitals, clinics and assisted living. The value of healthcare as a teaching model is that students must synthesize disparate pieces into a meaningful whole. Invention lies more in the selection and distribution of proven patient rooms or hospital types. Understanding these conventions requires research. Students then selectively exploit potentials of the program and site to build connections between patients, families, visitors and staff to the neighborhood and the city beyond.

This approach was refined in 2013-14 when students worked in teams to propose a plan for the rapidly changing medical district in Birmingham, AL. Each student then designed a “Super Clinic,” not a hospital but a new type of facility that anticipates important changes in our current healthcare system. To develop this new type, case studies were assembled and adapted to Birmingham. Recipient of a $20,000 NCARB Award, the studio integrated consulting practitioners into the curriculum in a series of (4) workshops to help students adjust projects to practical constraints such as programmatic appropriateness, code compliance and structural efficiency. Healthcare architect Patrick Davis detailed the program, and he worked with students to tackle its complexities. James Scott, founder of codeaccess, and Dawn Mixon Bennett, Senior Project Manager at Perkins+Will, also met with students throughout the studio to incorporate technical

requirements into their design concept.

4th Year Design continues to use the workshop model to integrate consultants into the decision-making process. Consultants work with our students on their individual projects, analogous to how they would in practice. Consultants often deliver lectures on specialized topics such as Life Safety, Evidence-Based Design or Stormwater Infiltration, and they have participated in mid-term and final reviews.

Recent consultants include:

2013-14—Dawn Mixon Bennett, RA of Perkins+Will, Atlanta; Patrick Davis, FAIA; James Scott, AIA, Founder of codeaccess; Dr. Max Michael, Dean of UAB School of Public Health; Dr. Sheila Bosch, Director of Research at Gresham, Smith and Partners; Shepard Stuart, PE; Dennis Tow, PE [Sponsored by National Council of Architectural Registration Boards, $20,000]

2014-15—John Klingman, Favrot Professor in Architecture at Tulane University; Dr. Colin Gordon, Professor and Director of Undergraduate Studies at the University of Iowa; Colin Cathcart, Associate Professor at Fordham University and principal of Kiss + Cathcart, Architects; Dennis Tow, PE [Sponsored by the Daniel F. Breeden Endowed Grant Program, Auburn University, $3,800 and the Special Lectures Program, Auburn University, $1,200]

2015-16—Valerie Friedmann, Auburn University; Dennis Tow, PE

Methodology for Assessing Student Work

A common grading standard is applied across the curriculum. Students are evaluated on their timely and thorough completion of assigned work, the care and depth of their exploration, as well as their level of professional skill in presentation of work. Assigned grades reflect either an **A** (90% and up), **B** (80%-89%), **C** (70%-79%), **D** (63%-69%) or **F** (62% and below). A grade of **C** is defined as base competence. In this case, a grade of **A** is “high” pass and a grade of **C** is “low” pass. Students must have a **C** or better in every studio to advance. A grade of a **D** in studio automatically sets an academic review with the student, faculty and Associate Chair of the program.

In every year level, multi-section design studios are assigned a coordinator who oversees SPC delivery. All studios, except ARCH 3010/3020 and ARCH 5010/5020, also coordinate grading. While individual faculty members calculate and submit grades, faculty teaching in these studios meet at the end of every semester to discuss student work and to calibrate grades across sections.

II.2.1 Institutional Accreditation

The Auburn University letter from SACS is located in the Section 3 folder of the Auburn APR dropbox.

II.2.2 Professional Degrees & Curriculum

Title(s) of the degree(s) offered:
Auburn University School of Architecture, Planning and Landscape 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. There is no requirement for any prerequisite degree. Students must complete the Core Curriculum requirements for the University.

Distribution of General Studies:
The Bachelor of Architecture curriculum models located in the Section 3 folder of the Auburn APR dropbox include the distribution of general studies in the table by semester. Curriculum models represent a recommended path for architecture students to take general studies courses.

Auburn University Core Curriculum:

In 1991, Auburn University adopted a core curriculum designed to help students “acquire an educated appreciation of the natural world, of human life, and of the interactions between them”. This Core Curriculum was developed in distinction from the specificity of professional education. The Core Curriculum is organized into a series of four broad academic areas: English Composition, Humanities, Science and Mathematics, and Social Science. Students are expected to address each of the 10 Student Learning Outcomes (SLO). The architecture program has consistently offered courses that meet two of the Core Curriculum SLOs: Students will demonstrate effective oral communication skills (SLO 7) and Students will understand and appreciate the arts and aesthetics as ways of knowing and engaging the world (SLO 11). A complete listing of the Core Curriculum requirements is provided in the Section 3 folder of the Auburn APR dropbox.

The Core Curriculum constitutes 41 credit hours (25.7% of the degree requirements).

A University wide shortage of Communication specific Core classes pushed SLO 7 and its assessment into a variety of College level course work. Students in the Architecture program are taught about effective oral communication and assessed for SLO 7 in ARCH2010 and ARCH2020. This is an obvious alignment, as second year Architecture students are constantly practicing presentations and the public defense of their work.

The architecture program has consistently provided a service to the university academic community by providing a Core Curriculum course, which is offered 2-3 times per year to an auditorium full of students (210 students). This course is entitled ARCH2600 *The Art of Architecture, Place and Culture*. It addresses the learning objectives of SLO 11: Aesthetic Appreciation. It has been taught by Professor Scott Finn in a lecture format to over a hundred students per section, and by Professor Behzad Nahkjavan in a seminar setting to 15-20 students.

There are four curriculum models available to architecture students. These curriculum models are located in the Section 3 folder of the Auburn APR dropbox. Architecture students can be selected for the dual degree in interior architecture mentioned previously, and its curriculum models are also in the Section 3 folder. Architecture students may participate in numerous minors at Auburn University. A list of Auburn University minors is in the Section 3 folder of the Auburn APR dropbox.

The architecture curriculum models describe a recommended minimum number of semester credit hours required for each semester,

Rural Studio, the Urban Studio and study abroad are our primary off-campus programs Refer to the description of facilities and resources in Section I.2.2. Physical Resources. Refer to the off-site questionnaire for course requirements and options for length of stay.

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. They are also required to fulfill 9 credit hours of seminars chosen from a variety of seminar options offered each semester. 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 Architecture program offers two modes of entry into the professional degree track: Foundation Studio and Summer Design. The illustrated tables in the Supplemental Resources show the differences in these two options.

The first year of required courses and studios (“the First Year Program”) provides 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 of architecture 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.

In the third year of architecture cultural diversity, applied research, human behavior, and sustainability are included in 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.

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. They demonstrate their comprehensive knowledge dealing with issues of accessibility, sustainability, site design, life safety, environmental systems and structural systems.

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 the Urban Studio in Birmingham.

Off Campus Programs:
The Architecture program 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, the semester-long study abroad in Istanbul or in 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 Contemporary Issues (12 credit hours total). During their 5th year of study, Students may choose to 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 APR Part I.2.2, Physical Resources.

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 and is a competitive admission process after second year architecture. Students enrolled in the ARCH/ARIA program are required to complete all the requirements for the Bachelor of Architecture 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 McWhorter School of Building Science (a Bachelor of Building Construction degree) by completing an additional 83 credit hours of proscribed courses. 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. The Minor in Sustainability is a common minor choice in our college. The university does not track minors, and they are not included on official transcripts. A typical minor is 15 credit hours of course work. A detailed list of minors available to students is located in the Section 3 folder of the Auburn APR dropbox.

List of Degree Programs offered by School of Architecture, Planning and Landscape Architecture:

1. Bachelor of Architecture

2. Bachelor of Interior Architecture (Dual Degree Program)
3. Master of Landscape Architecture

Programs offered in Collaboration with other Academic Units:

1. Bachelor of Science in Environmental Design (This Program is administered at the College Level and has a track that leads to the Masters of Landscape Architecture program).
2. Master of Real Estate Development (Executive Education Program with the College of Business)

Response related to Massive Open Online Course:
The architecture program does not currently deliver SPC related content in online learning formats nor through a Massive Open Online Course. Several architecture faculty members participate in online delivery of content for the executive Master of Real Estate Development.

Response to Degree Title Question:
The architecture program has only the single program in architecture that offers the Bachelor of Architecture Degree. There are no M. Arch. nor D. Arch. degrees offered at Auburn University.

II.3 Evaluation of Preparatory Education

Students seeking transfer into the architecture program 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 curriculum or through the first year summer design curriculum, provided they meet all of the criteria for acceptance to these curricula. 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 the Office of 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 Academic 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, and due primarily to the integrated nature of our second year curriculum, no transferring student has been successfully admitted above the rank of second year through this process since our last accrediting visit.

II.4 Public Information

Public information addressing the 7 information items below is available on the architecture program webpage at this link, http://cadc.auburn.edu/architecture/architecture-degrees-programs/architecture-program.

II.4.1 Statement on NAAB Accredited Degrees
II.4.2 Access to Conditions and Procedures
II.4.3 Access to Career Development Information
II.4.4 Public Access to APRs and VTRs

II.4.5 ARE Pass Rates
II.4.6 Admissions and Advising
II.4.7 Student Financial Information

III.1.1 Annual Statistical Reports

This letter is available from the Office of Institutional Research and Assessment in the Section 3 folder of the Auburn APR dropbox.

III.1.2 Interim Progress Reports

Note: NAAB will provide the following directly to the team at the same time as the VTR template and other materials:

- *"All narrative annual or interim reports submitted since the last visit.*
- *All NAAB Responses to annual reports submitted between 2008 and 2012.*
- *In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda."*

Section 4. Supplemental Material

Course Descriptions are located in the Section 4 folder of the Auburn APR dropbox.

Studio Culture Policy is located in the Section 4 folder of the Auburn APR dropbox.

Self-Assessment Policies and Objectives are located in the Section 4 folder of the Auburn APR dropbox.

Policies on academic integrity for students (e.g., cheating and plagiarism) are located in the Section 4 folder of the Auburn APR dropbox and labelled accordingly.

Information resources policies including collection development (Information from Section I.2.4 is also available in the Section 4 folder of the Auburn APR dropbox.

The institution's policies and procedures relative to EEO/AA for faculty, staff, and students are available in the Section 4 folder of the Auburn APR dropbox and labelled accordingly.

The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements. A PDF of the Auburn Faculty Handbook is located in Section 4 folder of the Auburn APR dropbox.

The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure. A PDF of the CADC Guidelines is available in Section 4 folder of the Auburn APR dropbox.

Response to the Offsite Program Questionnaire for Rural Studio and Urban Studio is located in the Section 4 folder of the Auburn APR dropbox.

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[i] Whitney M. Young, Jr., "Keynote Address" (American Institute of Architects Annual Meeting, Portland, Oregon, June 25, 1968).

[ii] Majora Carter, as quoted by Ray C. Anderson, *Confessions of a Radical Industrialist: Profits, People, Purpose – Doing Business by Respecting the Earth.* (New York: St. Martin Press, 2009), p. 257.