

2022 Visiting Team Report

Samford University
School of Architecture

M.Arch.

Initial Candidacy Visit
November 10-11, 2022

NAAB

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I. Summary of Visit

a. Acknowledgments and Observations

The team would like to thank the School of the Arts Department Chair Jeannie Krumdieck; Assistant Professor Ryan Misner; the university administration; faculty; staff; and students for their enormous efforts in preparing for the accreditation visit. We appreciate your gracious hospitality during our virtual visit.

The M.Arch. program is still in the early stage of developing its curriculum and assessment for the M.Arch. architecture program. The program met with Interim Dean of the School of the Arts, Larry Thompson, who shared the importance of the architecture program in the context of the performing and visual arts programs within the school. The hiring of a new dean of the School of the Arts will provide an opportunity for continued support and development of the program. The program is strengthened by opportunities to implement the comprehensive nature of the University, the high number of nonprofits that have expressed interest in working with students within the program, and the institutional focus on service learning that was expressed multiple times during our visit.

The team observed a need for the program to address facility and resource needs to accommodate enrollment of students as the program grows to include all five years of the intended M.Arch. degree program. Planning and support at the institutional level is needed to ensure the program is adequately supported to meet its enrollment and growth projections as development of the program proceeds. The strength of the interior design program provides an important resource as development of the M.Arch. program proceeds. The opportunity to share faculty, staff, and program resources among the two programs presents a unique opportunity for the M.Arch. program. The team also observed that it will be important for the architecture program to develop its own identity, particularly as the later years of the curriculum are developed.

The program shared that it intends to implement plans to increase equity and diversity within the program. Potential for adding a new architecture faculty position(s) will present an opportunity to include diverse voices in the faculty while maintaining the student teacher ratio.

On behalf of the National Architectural Accrediting Board, the members of the visiting team extend appreciation to the program faculty, staff, students, and institutional leadership for their kind hospitality and cooperation in this accreditation visit.

b. Conditions with a Team Recommendation to the Board as Not Achieved (*list number and title*)

5.5 Social Equity, Diversity, and Inclusion

5.6 Physical Resources

6.4 Public Access to Accreditation Reports and Related Documents

II. Progress Since the Previous Site Visit

This section is not applicable for a program seeking initial candidacy.

III. Program Changes

This section is not applicable for a program seeking initial candidacy.

IV. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission *(Guidelines, p. 5)*

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program's role in and relationship to its academic context and university community, including how the program benefits—and benefits from—its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Described

2022 Team Analysis: The APR-C pp.5-8 contains evidence of the program's context and mission. Samford University is a faith-based program as shared by administrators, students, and faculty. The program also strives to provide an accelerated program to reduce costs, to cooperate and collaborate with the interior design program to create "complete" buildings, and to prepare students for collaboration after graduation.

The Strategic Plan for the University is being updated and focuses on four areas:

- student success
- community enhancement
- extending the program's reach
- financial strength

The school has a strong relationship with the School of Arts interior design program, including the sharing of spaces, courses, and faculty in the first two years of the program. Scheduled visits to local architectural firms and a commitment to establishing an AIAS chapter in coming years shows a commitment to community and professional involvement.

2—Shared Values of the Discipline and Profession *(Guidelines, p. 6)*

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession. *(p.7)*

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them. *(p.7)*

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education. (p.7)

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline. (p.8)

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work. (p.8)

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings. (p.8)

In Progress

2022 Team Analysis:

Design: As described in the APR-C pp.16-17, the program draws design influence from its close association with the existing interior design program. The accredited architecture program is intended to follow a studio sequence that aligns with the interior design program during the initial years of study, with shared experiences in the later years.

Environmental Stewardship and Professional Responsibility: As described in the APR-C p.17, the program draws on its identity as a faith-based institution for values related to environmental stewardship.

Equity, Diversity, and Inclusion: As described in the APR-C pp.17-18, the program's faith-based identity provides background for inclusive values. The development of the 5-year M.Arch. program provides opportunities to reach underserved communities.

Knowledge and Innovation: As described in the APR-C p.18, the program's close association with allied fields in the School of the Arts provides unique opportunities for students to explore interdisciplinary knowledge.

Leadership, Collaboration, and Community Engagement: As described in the APR-C pp.18-19, the program intends to develop connections within the School of the Arts and to the broader design community.

Lifelong Learning: As described in the APR-C p.19, the program intends to develop resources based on the institutional framework and its faith-based mission to support lifelong learning.

3—Program and Student Criteria (Guidelines, p. 9)

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC) (Guidelines, p. 9)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge. (p.9)

Not Yet Met

2022 Team Analysis: Career Paths are supported throughout coursework and additional methods.

Coursework includes SOA 101 - Purpose and Professional is an introductory course in the first year in the School of the Arts and is an introduction into the roles and responsibilities of artists and designers. ARCH 101 - Survey of the Profession involves field trips to local offices and a discussion of NCARB experience requirements and the path to licensure.

ARCH 505 – Internship: this course will involve an internship in an architectural practice under the supervision of a licensed architect. Evidence is not found of a discussion of the AXP requirements or ARE requirements for licensure.

ARCH 515 - Professional Practice: will occur after the internship course (ARCH 505- Internship) and cover the business practices of architecture.

Lecture series and hosted NCARB events also expose the students to practitioners and the profession.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities. (p.9)

2022 Team Analysis: The APR-C p.20 describes courses that will address this criterion in the future. Most of these courses have not yet been developed, so the team was not able to observe evidence of this criterion or its assessment during the visit.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities. (p.9)

Not Yet Met

2022 Team Analysis: The APR-C pp. 15-16 describes courses that will address this criterion in the future. These courses have not yet been developed, so the team was not able to observe evidence of this criterion or its assessment during the visit.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally. (p.9)

Not Yet Met

2022 Team Analysis: The APR-C p. 21 describes courses that will address this criterion in the future. These courses have not yet been developed, so the team was not able to observe evidence of this criterion or its assessment during the visit.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field. (p.9)

Not Yet Met

2022 Team Analysis: The courses covering this PC have not been offered yet, but are intended to have students examine and apply processes related to the development of a project and then implementing a specific proposal in SOA 460 - Senior Project. Programming is intended to be considered a research activity.

ARCH 510 - Thesis Research Prep is to be the development and research related to a program for a thesis project.

ARCH 610 - Architecture Design Studio VII:Thesis Studio will implement this research in a final project.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems. (p.9)

Not Yet Met

2022 Team Analysis: The APR-C p. 17 describes the program's intent to meet this criterion in the future. The team observed a strong connection between the new architecture program and the established interior design program that can serve as the basis for collaborative design opportunities in the future. Additionally, other related programs within the School of the Arts related to graphic design, gaming design, and animation provide potential for collaboration within the visual arts. The program has plans to establish an internship opportunity for students between the fourth and fifth year of the program, but no evidence of these plans was available for the team to review. The program intends to provide student leadership opportunities within student organizations, but the organizations are not yet established or active. The team observed the program's commitment to service learning and the opportunities this presents to provide students with exposure to social context within the community.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff. (p.9)

Not Yet Met

2022 Team Analysis: Evidence of progress toward this criterion was observed in the APR-C on page 21 and through discussions with the program representatives during the visit. Additional development is needed to meet the requirements of this criterion.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities. (p.9)

Not Yet Met

2022 Team Analysis: Evidence of progress toward this criterion was observed in the APR-C on page 18 and through discussions with the program representatives during the visit. There are some resources available at the institutional level through the Samford Office of Diversity and Intercultural Initiatives. The APR-C referred to potential partnerships with Tuskegee University and student organizations like the Black Student Union, but the team did not observe progress toward establishing these partnerships.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes *(Guidelines, p. 10)*

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety, and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. *(p.10)*

Not Yet Met

2022 Team Analysis: The courses covering this SC have not been fully offered yet, but are intended to be primarily addressed in:

- ARCH 214 - Building Systems I
- ARCH 224 - Building Systems II
- ARCH 222 - Architecture Design Studio II
- ARCH 312 - Architecture Design Studio III
- ARCH 322 - Architecture Design Studio IV
- SOA 460 - Senior Project Art & Design
- ARCH 422 - Architecture Design Studio VI: Historic Preservation and Adaptive Reuse
- ARCH 512 - Architecture Design Studio VII: Urban Design
- ARCH 610 - Architecture Design Studio VII: Thesis Studio

The internship between 4th and 5th year is expected to address HSW as well. (ARCH 505 - Internship)

Assessment will be accomplished through clear goals provided at the beginning of each project, as well as quizzes, tests and exams, and other projects to provide positive evidence.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects. *(p.10)*

Not Yet Met

2022 Team Analysis: The courses covering this SC have not been fully offered yet, but are intended to be primarily addressed in:

- ARCH 101 - Survey of the Profession
- ARCH 515 - Professional Practice I
- ARCH 615 - Professional Practice II

The internship between 4th and 5th year is expected to address HSW as well. (ARCH 505 - Internship)

Assessment will be accomplished through quizzes, tests and exams, and other projects to provide positive evidence.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project. *(p.10)*

Not Yet Met

2022 Team Analysis: The courses covering this SC have not been fully offered yet, but are intended to be primarily addressed in:

- ARCH 214 - Building Systems I
- ARCH 224 - Building Systems II
- ARCH 515 - Professional Practice I
- ARCH 615 - Professional Practice II

The internship between 4th and 5th year is expected to address HSW as well. (ARCH 505 - Internship)

Assessment will be accomplished through quizzes, tests and exams, and other projects to provide positive evidence.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. (p.10)

Not Yet Met

2022 Team Analysis: The courses covering this SC have not been fully offered yet, but are intended to be primarily addressed in:

- ARCH 211 - Architectural Design Drawing I
- ARCH 212—Architectural Design Drawing II
- ARCH 214—Building Systems I
- ARCH 224—Building Systems II
- ARCH 316—Structural Systems I
- ARCH 326—Structural Systems II
- ARCH 319—Materials & Methods
- ARCH 419—Advanced Materials & Methods

Assessment will be accomplished through quizzes, tests and exams, and other projects to provide positive evidence.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. (p. 12)

Not Yet Met

2022 Team Analysis: The courses covering this SC have not been fully offered yet, but are intended to be primarily addressed in:

- ARCH 312—Architecture Design Studio III
- ARCH 322—Architecture Design Studio IV
- ARCH 422—Architecture Design Studio VI: Historic Preservation and Adaptive Re-use
- ARCH 512—Architecture Design Studio VII: Urban Design
- ARCH 610—Architecture Design Studio VII: Thesis Studio

Assessment will be accomplished through project-based learning with goals stated at the beginning of each project to provide evidence.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. (p. 12)

Not Yet Met

2022 Team Analysis: The courses covering this SC have not been fully offered yet, but are intended to be primarily addressed in:

- ARCH 312 –Architecture Design Studio III
- ARCH 322 –Architecture Design Studio IV
- ARCH 422 –Architecture Design Studio VI: Historic Preservation and Adaptive Re-use
- ARCH 512 –Architecture Design Studio VII: Urban Design
- ARCH 610 –Architecture Design Studio VII: Thesis Studio

Assessment will be accomplished through project-based learning with goals stated at the beginning of each project to provide evidence.

4—Curricular Framework (Guidelines, p. 13)

This condition addresses the institution’s regional accreditation and the program’s degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation (Guidelines, p. 13)

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

Not Yet Met

2022 Team Analysis: The APR-C Appendix D provides evidence of accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) effective until 2027.

4.2 Professional Degrees and Curriculum (Guidelines, p. 13)

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

- 4.2.1 **Professional Studies.** Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students. (p.13)
- 4.2.2 **General Studies.** An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge. In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution. (p.14)
- 4.2.3 **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors. (p.14)

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor.

- 4.2.4 **Bachelor of Architecture.** The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.
- 4.2.5 **Master of Architecture.** The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.
- 4.2.6 **Doctor of Architecture.** The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Not Yet Met

2022 Team Analysis:

4.2.1 Professional Studies: The APR-C p. 23 provides links to documentation of professional courses required for students in the M.Arch program. The required courses have not yet been offered, but the program indicated its intent to develop the courses.

4.2.2 General Studies: The APR-C p. 24 provides links to documentation of the minimum number of credits for general education required by the institution and the minimum number of credits for general education required by their institutional regional accreditor. The required courses have not yet been offered, but the program indicated its intent to develop the courses.

4.2.3 Optional Studies: The APR-C p. 24 describes optional studies opportunities available to students within and outside of the program. The required courses have not yet been offered, but the program indicated its intent to develop the courses.

4.2.4 Bachelor of Architecture: Not Applicable.

4.2.5 Master of Architecture: The APR-C pp.25-27 provides credit hours required for the M.Arch degree sufficient to meet the requirement.

4.2.6 Doctor of Architecture: Not Applicable.

4.3 Evaluation of Preparatory Education *(Guidelines, p. 16)*

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

- 4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.
- 4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.
- 4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Not Yet Met

2022 Team Analysis:

4.3.1 The evaluation process for admissions to the M.Arch. degree is described in the APR-C pp. 27-28. The program does not intend to admit students to the M.Arch. program unless they have completed the initial four-year course of study within the program.

4.3.2 The standards and process of evaluating past educational experiences for M.Arch. degree-seeking students is described in the APR-C p. 28. The program has indicated it does not intend to admit transfer

students until it has received NAAB accreditation. At that time, the program indicated it would intend to develop criteria to meet this requirement.

4.3.3 The length of the M.Arch. professional program and admissions criteria is described in the APR-C pp. 28-29. The program relies on the institution admission process.

5—Resources

5.1 Structure and Governance *(Guidelines, p. 18)*

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

- 5.1.1 **Administrative Structure:** Describe the administrative structure and identify key personnel in the program and school, college, and institution.
- 5.1.2 **Governance:** Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

In Progress

2022 Team Analysis: Evidence of the program's structure and governance was found in the APR-C in organizational charts and a narrative on pp. 30-34.

The School of Architecture is one of five departments within the School of the Arts at Samford (with Christian Ministries, Music, Theatre and Dance, and Art & Design).

The dean of the School of the Arts is appointed by the Board of Trustees and is under the oversight of the provost. A nationwide search is underway for a new dean, as the previous dean departed Samford in February 2022. The Department of Architecture & Interior Design is headed by a chair.

The Faculty Handbook covers the policies and procedures and responsibilities and authority of the faculty at Samford in academic and governance matters.

The Samford University Bylaws (Bylaws, A1.5 Faculty Governance Structure) covers the governance framework. There is a functioning faculty senate, standing university committees, and staff advisory council.

Four faculty members from the School of the Arts serve on the university faculty senate for three-year terms.

Regular scheduled meetings of these bodies are conducted to oversee and guide the School of the Arts.

5.2 Planning and Assessment *(Guidelines, p. 18)*

The program must demonstrate that it has a planning process for continuous improvement that identifies:

- 5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
- 5.2.2 Key performance indicators used by the unit and the institution.
- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

In Progress

2022 Team Analysis: The APR-C pp. 31-35 describes resources available at the institutional level. The program indicated in meetings that there are plans to further develop resources to meet this criterion.

5.3 Curricular Development (*Guidelines, p. 19*)

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. The program must identify:

- 5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.
- 5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

In Progress

2022 Team Analysis: The APR-C pp. 35-36 describes progress made toward development of the curriculum. Additional evidence of progress was shared through meetings with faculty and the program director during the visit.

5.4 Human Resources and Human Resource Development (*Guidelines, p. 19*)

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

- 5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.
- 5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.
- 5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- 5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

In Progress

2022 Team Analysis: The APR-C pp. 41-47 provides evidence of adequate human resources to support student learning and achievement consistent with the program's mission.

5.4.1 The program's faculty teach 24 course credits per academic year. The faculty must spend a minimum of 30 hours per week on campus with responsibilities for counseling, advising, committee assignments, teaching preparation, writing and research.

5.4.2 An Architect Licensing Advisor has been identified. The school has hosted NCARB Education/Practitioners events on campus and intends to advise students on joining the AXP program as soon as practicable.

5.4.3 The Samford University Faculty Success Collaborative is established to advise the provost on matters related to faculty development and success, and encourages excellence in teaching, scholarship and service. Evidence of the FSC can be found on the FCS webpage. The provost has funds allotted annually to fund faculty conferences and presentations. The dean of the School of Arts had similar funds available. Travel by full time faculty to conferences is provided, as well as a Faculty Enrichment Fund and an Academic Fund (endowed) for research.

5.4.4 Samford provides several programs to assist and support students:

- Academic Success Center
- Career Development Center
- Communications Resource Center
- Technology Services
- Global Engagement
- Spiritual Life and Formation
- Counseling Services
- Student Activities, Services, Values Advocacy

5.5 Social Equity, Diversity, and Inclusion *(Guidelines, p. 20)*

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

- 5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.
- 5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.
- 5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.
- 5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.
- 5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

Not Demonstrated

2022 Team Analysis: The APR-C pp. 42-44 describes resources available at the institutional level. The program indicated in meetings that there are plans to further develop resources to meet this criterion.

5.6 Physical Resources *(Guidelines, p. 21)*

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

- 5.6.1 Space to support and encourage studio-based learning.
- 5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
- 5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- 5.6.4 Resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

Not Demonstrated

2022 Team Analysis: The school believes that the space needs for 2023 will be adequate, but that 2024 could provide space constraints for the program. The school's identity at present is concentrated at the rear of a performing arts building (Swearingen Hall) and would benefit from a defined building or part of a building that can clearly be identified as the Department of Architecture (& Interior Design).

Planning should be in place now for these future needs to accommodate the growing success of the program. Failure to accommodate these space needs when they are needed could hinder the learning experience for students and impair the collaborative nature of the current program with first year and later year students.

5.7 Financial Resources *(Guidelines, p. 21)*

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Demonstrated

2022 Team Analysis: The APR-C pp. 52-53 demonstrates that the school has adequate resources to support its mission. The cohort of students is exceeding expectations. 12-18 students were projected for the first two years of the program, which now stands at 34 students (almost double). The program shows profitability after two years.

5.8 Information Resources *(Guidelines, p. 22)*

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

In Progress

2022 Team Analysis: The APR-C pp. 46-47 describes resources available at the institutional level for information resources. Faculty and staff shared plans during the visit for providing increased resources to support the accredited program as the curriculum is developed.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees *(Guidelines, p. 23)*

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB *Conditions for Accreditation, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

Met

2022 Team Analysis: The Statement on NAAB-Accredited Degrees with the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2 is found at the program's website:

<https://www.samford.edu/arts/visual-arts/accelerated-master-of-architecture>

6.2 Access to NAAB Conditions and Procedures *(Guidelines, p. 23)*

The program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) *Conditions for Accreditation, 2020 Edition*
- b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- c) *Procedures for Accreditation, 2020 Edition*
- d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Met

2022 Team Analysis: The Conditions for Accreditation - 2020 Editions and Procedures for Accreditation - 22- Edition are on the program website:

<https://www.samford.edu/arts/files/NAAB-Conditions-for-Accreditation.pdf>
<https://www.samford.edu/arts/files/NAAB-Procedures-for-Accreditation.pdf>

6.3 Access to Career Development Information *(Guidelines, p. 23)*

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Met

2022 Team Analysis:

Team Assessment: Students have access to career development resources through the Samford University Career Development Center:

<https://www.samford.edu/departments/career-development-center/>

Also, the NCARB required Licensing Advisor and Internship Coordinator will assist with job placement, internships, and licensing direction. The school has a robust relationship with local architectural firms and schedules field trips to offices throughout the semester.

6.4 Public Access to Accreditation Reports and Related Documents *(Guidelines, p. 23)*

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit

- c) The most recent decision letter from the NAAB
- d) The Architecture Program Report submitted for the last visit
- e) The final edition of the most recent Visiting Team Report, including attachments and addenda
- f) The program's optional response to the Visiting Team Report
- g) Plan to Correct (if applicable)
- h) NCARB ARE pass rates
- i) Statements and/or policies on learning and teaching culture
- j) Statements and/or policies on diversity, equity, and inclusion

Not Met

2022 Team Analysis:

(a-h) The Interim Progress Reports and Program Annual Reports since the last team visit, the Program Annual Reports, the most recent NAAB decision letter, the previous Architecture Program Report, the most recent Visiting Team Report and the response, a Plan to Correct, and NCARB pass rates are not yet available to the program and are not posted.

(i) The program states a policy on learning and teaching culture and will post that in Fall or 2022.

(j) A Diversity Statement is to be posted by summer of 2022.

6.5 Admissions and Advising *(Guidelines, p. 24)*

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

- a) Application forms and instructions
- b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- c) Forms and a description of the process for evaluating the content of a non-accredited degrees
- d) Requirements and forms for applying for financial aid and scholarships
- e) Explanation of how student diversity goals affect admission procedures

Not Yet Met

2022 Team Analysis:

a) The Application forms for the accredited degree program are not yet available.

b) Admissions requirements for the accredited degree program are not yet available.

c) Forms and descriptions for the accredited degree program are not yet available.

d) Requirements and forms for applying for financial aid and scholarships for the accredited degree program are not yet available.

6.6 Student Financial Information *(Guidelines, p. 24)*

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Met

2022 Team Analysis: Evidence for student financial information was found on the university website at <https://www.samford.edu/admission/financial-aid>, including types of financial aid available and how to apply. There is also a scholarship webpage at <https://www.samford.edu/admission/scholarships> that lists scholarships available to students. Financial information specific to graduate

school was found on the university website at <https://www.samford.edu/admission/tuition-and-fees>.

V. Appendices

Appendix 1. Conditions Met with Distinction

None.

Appendix 2. Team SPC Matrix

The program is required to provide the team with a blank matrix that identifies courses by number and title on the y axis and the NAAB SPC on the x axis. This matrix is to be completed in Excel and converted to Adobe PDF and then added to the final VTR.

Courses have not yet been developed, so the team was not able to complete an SPC matrix.

Appendix 3. The Visiting Team

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VI. Report Signatures

Respectfully Submitted,



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Team Chair



Elizabeth Martin-Malikian. NOMA, AIA-Assoc
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