August 3, 2012

William Powers, Jr., J.D., President
Office of the President
University of Texas at Austin
POB T, MS G3400
Austin, TX 78713

Dear President Powers:

At the July 2012 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report* (VTR) for the University of Texas at Austin, School of Architecture.

As a result, the professional architecture programs:

Bachelor of Architecture
Master of Architecture

were formally granted six-year terms of accreditation. The accreditation terms are effective January 1, 2012. The programs are scheduled for their next accreditation visit in 2018.

Continuing accreditation is subject to the submission of *Annual Reports. Annual Reports* are submitted online through the NAAB's Annual Report Submission system and are due by November 30 of each year. These reports have two parts:

Part I (Annual Statistical Report) captures statistical information on the institution in which a program is located and the degree program.
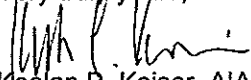
Part II (Narrative Report) is the narrative report in which a program responds to the most recent *VTR*. The narrative must address Section 1.3 Conditions Not Met and Section 1.4 Causes of Concern of the *VTR*. Part II also includes a description of changes to the program that may be of interest to subsequent visiting teams or to the NAAB.

If an acceptable *Annual Report* is not submitted to the NAAB by January 15, 2013, the NAAB may consider advancing the schedule for the program's next visit. A complete description of the *Annual Report* process can be found in Section 10 of the *NAAB Procedures for Accreditation*, 2011 Edition.

Finally, under the terms of the 2011 *Procedures for Accreditation*, programs are required to make the *Architecture Program Report*, the *VTR*, and related documents available to the public. Please see Section 3, Paragraph 8 (page 22), for additional information.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,

Keelan P. Kaiser, AIA
President

cc: Frederick Steiner, Dean
           Christine Theodoropoulos, Visiting Team Chair
           Visiting Team Members
Enc.

University of Texas at Austin
School of Architecture

Visiting Team Report

Bachelor of Architecture (167 credit hours)

Master of Architecture
(undergraduate degree outside architecture plus 111 graduate credit hours)

The National Architectural Accrediting Board
22 February 2012

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I.   **Summary of Team Findings**

1.   **Team Comments & Visit Summary**

The visiting team thanks the school for the hospitality and helpfulness offered to us during the visit, as well as the comfortable accommodations and wonderful food. We appreciate the responsiveness of the faculty who presented information about the accredited programs and answered our questions, and for all of the support we received from staff members. The team room was well organized and provided a good working environment. Some incompleteness in the content of the Architectural Program Report and materials provided in the team room required follow up, and we appreciate the efforts the school made during the visit to give the team access to the materials needed for the review.

In addition to the well met student performance criteria listed in the appendix of this report, the team found the following program strengths:

1. A **versatile curriculum** that encourages all students, and particularly graduate students, to steer their own path and develop focused interests. The B.Arch. and M. Arch. programs provide a rich menu of design studio choice within a structured curriculum that meets learning objectives consistently across studios that address a variety of project types. The development of focused interests within a rigorous professional curriculum is achieved through a remarkable level of individualized academic advising that includes periodic progress reviews based on student portfolios, such that advancement in the program is performance-based, and all students receive a rigorous design education.

2. The **Professional Residency Program (PRP)**, which serves as one of the studio options, provides qualified students with professional experience while in school. It is distinctive because of the personalized level of assistance students receive to find placement in diverse, high quality U.S. and international design firms. After their residency, students return to the school with new experience and knowledge they share with their peers. Through this sharing, all students benefit.

3. The team was impressed with the **collegial climate of the school** as well as the dedication of the school's community and the extent of ongoing collaborations. We observed a strong work ethic among students, faculty, and staff, and supportive relationships between them.

4. The **diversity and quality of faculty research** is well supported by the school and by research entities such as the Center for Sustainable Studies, The Center for American Architecture and Design, and the Materials Laboratory. The close relationship between the architecture program and allied disciplines within the school furthers a strong culture of integrating multidisciplinary faculty research into the graduate curriculum, and provides all students with opportunities to interact with peers and faculty from other programs.

2. **Conditions Not Met**

I.1.3 Architectural Education and the Regulatory Environment
B. 6. Comprehensive Design (B. Arch. only)
C. 3 Client Role in Architecture
C. 5. Practice Management
C. 7. Legal Responsibilities

3. **Causes of Concern**

A. **Undergraduate course load and distribution**
The current requirement of 167 credits over 10 semesters for the Bachelor of Architecture program requires 18 credits of course work in some semesters, with four courses in addition to design studio--a heavy academic load. This has caused some students to shift course work into the summer to avoid overload during the academic year. The team is concerned that current requirements exceed norms for undergraduate programs, which may affect student performance and program cost, limit the time students have available for extracurricular involvement, contribute to excessive study hours, or result in credit hour inflation. The draft version of the 2012–14 catalog shows a total number of credits that has been reduced to 161, with semester maximums at 17 and general studies at the NAAB minimum of 45.

B. **Responsiveness to student interest in digital design communications and computational design methods**
Student interest in this area, especially at the graduate level, exceeds current levels of curricular offerings and support. This is a common concern among students at U.S. schools of architecture, as well as within the profession, as practicing architects, researchers, and students attempt to keep pace with the rapid development of digital and computational design methods. Architecture programs at research universities, such as UT Austin, have opportunities to provide state-of-the-art educational experiences that anticipate future trends in design practice.

C. **Post-professional Master of Architecture degree nomenclature**
In addition to the professional Master of Architecture degree, UT Austin offers a post-professional degree that is also called the Master of Architecture. It is restricted to students who already hold a NAAB-accredited B.Arch. degree, or an international equivalent that fulfills professional standards in other countries. Having two degrees of the same name with significantly different requirements, one that is accredited, and one that is not, is confusing for the public and to prospective students.

D. **Advising and program placement for international students**
Graduate students with international professional degrees in architecture that are not accredited by the NAAB and do not meet NAAB's general and professional education requirements are admitted to the post-professional Master of Architecture program without explicit advising about the path to licensure in the U.S. The team is concerned that the school is not informing these students about the difference between the EESA process used by NCARB to assess educational preparation of foreign-educated architects and the NAAB process that only applies to the professional version of the Master of Architecture degree.

E. **Library accessibility**
Battle Hall, a 100-year-old landmark building housing an extraordinary collection and a beautiful historic reading room, is a highly valued, signature resource unique to UT Austin and central to the program's identity. As with many historic buildings, access for individuals who use wheelchairs or have other mobility disabilities presents some difficulties both physically because of the inaccessibility of the stacks, and socially because of the separation of the accessible entry from the primary entry. Wheelchair access is available, but must be requested upon arrival in the accessible building entry using a courtesy phone. The team recognizes that this is a complex issue due to conflicting priorities of historic preservation and universal design.

4. **Progress Since the Previous Site Visit (2006)**

2004 Criterion 13.14, Accessibility: Ability to *design both site and building to accommodate individuals with varying physical abilities*

Previous Team Report (2006): The team acknowledges that in both B. Arch. and M. Arch. programs some student work indicated that a nascent understanding of this criterion was evident, but *ability* was not demonstrated in the work presented in the Team Room. Accessibility does not appear to be addressed in course syllabi.

> **2012 Team Assessment:** This student performance criterion is now met. See section II.B.2.

2004 Criterion 13.25, Construction Cost Control: Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*

Previous Team Report (2006): Evidence of construction cost estimating and cost control was not evident in either the graduate or undergraduate materials.

> **2012 Team Assessment:** This student performance criterion is now met. See section II.B.7.

2004 Criterion 13.28, Comprehensive Design: Ability to *produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability*

Previous Team Report (2006): The team observed that there is an evolving response to previous visiting team comments. This criterion continues to be judged as not met at the graduate level on the basis of a lack of demonstrated projects with the complexity necessary to fully explore the intentions of this criterion. More complex building programs are needed to fully realize complete systems integration and comprehensive design. A productive model exists in the undergraduate program. A connection should be found between this material and a designated, required studio at the graduate level.

> **2012 Team Assessment:** This SPC is now met for the M. Arch. program in a designated studio that undertakes projects that are appropriately complex for comprehensive design study. This SPC is not met for the B. Arch program because some students are permitted to substitute the studio that meets this criterion for a professional residency experience, which does not meet this criterion. See section II.B.6.

II.   Compliance with the Conditions for Accreditation

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

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

I.1.1 History and Mission: The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.

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

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

[X] The programs have fulfilled this requirement for narrative and evidence

2012 Team Assessment: The School of Architecture at the University of Texas at Austin is a mature academic unit with extensive documentation of the history, mission, and culture that shapes the identity of the architecture program within the context of the university. The school contributes to the university's service mission through its connections to regional institutions such as the Ladybird Johnson Wildflower Center and the Dallas Urban Laboratory. It also makes important contributions to the university's research and educational missions through interdisciplinary research entities, such as the Center for American Architecture and Design, and through its longstanding contributions to the Architecture and Planning Library's internationally recognized collections, including a unique archive of work by Texas architects.

The accredited architecture programs are recognized by the university as programs of distinction. They are supported by the university's central administration and have benefited from participation in university-wide initiatives such as thematic faculty hires. The holistic, nondepartmentalized administrative structure of the school promotes shared governance across the school's disciplines and involves several architecture faculty in leadership roles. Decision making through consensus, an important aspect of the school's culture, enables the architecture program to contribute to the development of programs in allied fields and take advantage of symbiotic opportunities. Shared activities, such as the school's lecture series and the endowed professorship program, offer multidisciplinary perspectives on design and the environment and broad exposure to nationally and internationally acclaimed professionals.

The B. Arch. curriculum provides undergraduates with general education opportunities offered by disciplines across the university.

I.1.2 Learning Culture and Social Equity:
- o   *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.*

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

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

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

[X] The programs have demonstrated that they provide a positive and respectful learning environment.

[X] The programs have demonstrated that they provide a culturally rich environment in which each person is equitably able to learn, teach, and work.

2012 Team Assessment: The administration, faculty, staff, and students share a deep commitment to furthering a positive and supportive learning environment. The visiting team found a consistently respectful and cooperative attitude among all members of the school's community, and a lively willingness to engage in constructive criticism of the accredited programs and collaborate on curricular revisions and innovations. Relationships within the school's community are highly collegial. A strong commitment to professional values permeates the program. These professional values are evidenced in the consideration of academic workload through linked courses that develop time management skills; the high degree of availability of the faculty who are present, full time, in their university offices; the approachability of the faculty who treat students with respect; and the commitment to collaboration as a form of peer teaching within a learning community.

The Studio Culture document crafted by the AIAS chapter in collaboration with the faculty and administration is available on the school's website.

There is sufficient evidence that the programs provide a culturally rich environment in which each person is equitably able to learn, teach, and work. The school has received support from UT Austin's Division of Diversity and Community Engagement for diversity initiatives such as faculty hires in Latin American Studies. At the school level, the Framework for Diversity, approved by the faculty in 2010 and available on the school's website, articulates a vision and goals for furthering diversity within the school. The associate dean for undergraduate programs serves as the school's minority liaison officer, a position which provides support for currently enrolled and prospective minority students. This year, architecture students founded a student chapter of the National Organization of Minority Architects. In addition, the university maintains robust, publically available policies and procedures to ensure academic integrity, promote equal educational opportunity, and prohibit harassment and discrimination.

I.1.3 Response to the Five Perspectives: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

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

[X] The programs are responsive to this perspective.

2012 Team Assessment: The university provides the school with support for faculty research and interdisciplinary curriculum development. Examples of interdisciplinary engagement include the dual degree program in architecture and engineering for undergraduates, and a recent conference on architecture and music, co-sponsored by the Schools of Architecture and Music. The B.Arch. program includes general education across the disciplines, including the First Year Signature Course, a university-wide general education requirement that exposes beginning students to a collaborative, interdisciplinary experience focused on a topic of their choice.

The university looks to the school for innovative collaborations across disciplines. Examples include contributions to the interdisciplinary study of sustainability at the graduate and undergraduate levels; collaborative faculty searches based upon thematic focus areas likely also to increase faculty and student diversity; faculty participation in university governance; and the capacity to play an increasing role in externally funded, interdisciplinary research. Faculty research informs learning experience throughout the curriculum, and there are numerous opportunities for students to engage in the development of new knowledge.

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

[X] The programs are responsive to this perspective.

2012 Team Assessment: There are several opportunities available to students for exposure to a world of ethical, global, and inclusive practice, which contribute to the university's value of "pluralism." Through the lecture series, study abroad programs, and the PRP, as well as a high level of faculty engagement in professional practice, students gain exposure to diverse aspects of architecture practice and the diversity of communities that architects serve.

The program's choice system, which invites students to express preference for topical studios, expects every student to make thoughtful choices and pursue individualized interests. These decisions are informed through a rigorous advising process that guides students in the practice of self-assessment, an important skill for the pursuit of lifelong learning. The development of leadership skills is well supported through student involvement in student organizations and student participation in informal advocacy activities as well as research and practice activity.

C. **Architectural Education and the Regulatory Environment.** That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an

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[1] See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate.* Carnegie Foundation for the Advancement of Teaching. 1990.

understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The programs are not responsive to this perspective.

2012 Team Assessment: Although there appears to be general awareness of, and conversation about, the transition to internship and licensure among students and faculty, the team discovered some issues that the program needs to address. Currently, all students do not receive consistent information about the IDP program prior to the earliest point of eligibility. In addition, the information provided to international graduate students about their options for transition to licensure in the U.S. appears to be incomplete. (See the Causes of Concern section.) Extracurricular, optional IDP seminars are organized by the AIAS, but not all students attend. The principal course that addresses professional practice was inadequately documented, so that the team was unable to assess student performance for some criteria related to the regulatory environment. (See Realm C: Leadership and Practice)

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

[X] The programs are responsive to this perspective.

2012 Team Assessment: Faculty, and many alumni who are active in the school, are engaged in recognized local and national practice. The PRP, overseen by a faculty advisor responsible for placing interns and monitoring their outcomes, enriches the students' participation in, and understanding of, professional culture. With contacts to exceptional architecture practices worldwide, the program's successes in placing students in culturally diverse firms are a strong and unique contributor to the school's professional development. Many studios collaborate with the local AIA chapter to respond to the needs of local underserved and diverse populations and communities as clients for both proposed and realized work.

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

[X] The programs are responsive to this perspective.

2012 Team Assessment: Students and faculty are involved in numerous educational and research opportunities for civic engagement that further the public good. A culture of architectural inquiry as a form of public service permeates the programs. The Alley Flat Initiative, in collaboration with the AIA, assists communities with limited resources by providing design-build services. The Dallas Laboratory contributes to discourse on urban growth and focuses on visionary planning for the Dallas region and for the state of Texas. Studio projects frequently engage students in activities that require responsible professional practice and ethical

considerations. Examples include collaborations with government and nonprofit organizations to investigate environmentally and socially responsible options for transitional sites, community services, and cultural activity.

I.1.4 Long-Range Planning: *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

[X] The programs processes meet the standards as set by the NAAB.

> **2012 Team Assessment:** The Deans/Provost Academic Core Planning Report (DPAC) documents an inclusive process originating in the annual faculty retreat and culminating in an annually revised and reviewed long-range plan submitted to the provost for university-wide advocacy. The 45-page report includes a statistical analysis and written survey of faculty priorities, prior year's and projected budget, and faculty salary standards. This supports the goals set within the areas of human resources, research in sustainability and social equity, physical plant renovation, and a new initiative in the area of Latin American design and urbanism.

I.1.5 Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*
- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
  - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
  - *Individual course evaluations.*
  - *Review and assessment of the focus and pedagogy of the program.*
  - *Institutional self-assessment, as determined by the institution.*

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

[X] The programs processes meet the standards as set by the NAAB.

2012 Team Assessment: UT Austin sustains ongoing, vigorous institutional self-assessment. The university's DPAC process requires the school to prepare an annual "compact" that is approved by central administration. The school's annual development of this document includes an evaluation of progress toward the program's mission and multiyear objectives. Data collection for the architecture program is conducted by the university's Office of Informational Management & Analysis. The Center for Teaching and Learning conducts student evaluations of all courses and provides feedback to faculty and administrators.

At the level of the accredited programs, annual faculty retreats address a theme related to the programs' mission. There is an all-school studio review at the end of each semester, when faculty evaluate curricular content and teaching approaches based on student performance outcomes; the review includes the involvement of faculty peers and external evaluators from practice. In addition, program committees,

such as the Graduate Studies Committee and the Design Curriculum Committee, engage in targeted assessment projects and develop responses to assessment findings. Student participation in assessment includes representation on committees and other advocacy for curriculum improvement.

PART ONE (I): SECTION 2 — RESOURCES

I.2.1 Human Resources & Human Resource Development:
- *Faculty & Staff:*
  - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions[2].*
  - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
  - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
  - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
  - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
  - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

[X] Human Resources (Faculty & Staff) are adequate for the programs

2012 Team Assessment: Faculty: The school has adequate full-time faculty with a distribution of expertise appropriate to the size and scope of the professional degree programs. Many of the program's faculty have impressive credentials with practice and research achievements recognized at national and international levels. Personnel policies related to faculty appointments, equal opportunity, and professional development are well documented. Allowances are made for tenure-track faculty to accommodate research through periodic summer-long paid assignments (Summer Research Assignments) and reduced administrative loads. Senior faculty research is supported by periodic semester-long paid leave (Faculty Research Assignments). The program has an IDP Education Coordinator.

Staff: The school is well-staffed relative to its size, number of programs, and ambitious academic and professional events calendar. Personnel policies related to staff positions, equal opportunity, and professional development are well-documented, The university offers continuing education (3 credit hours per semester) to staff. University-wide staff councils and workshops in thematic areas support staff excellence.

The positive attitude and dedication of both staff and faculty is responsible for the collegial climate within the school. There is mutual respect among students, staff, faculty, and administrators.

- *Students:*
  - *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and*

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

student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.

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

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

2012 Team Assessment: Students: Admissions policies and procedures for the B.Arch. and M.Arch. programs are well documented, and the program has access to adequate faculty and staff to assist prospective students and conduct a considered, equitable admissions process. Due to the diversity of preparation of graduate applicants, graduate applications receive a more detailed, portfolio-based evaluation.

Student success is supported by advising services available at the university and school levels with specialized support for students needing assistance with all aspects of student life, including health, disability, financial aid, study skills, conflict mitigation, personal concerns, etc. The degree of academic advising provided by the architecture faculty for students in the accredited programs as they advance through the design studio sequence is exceptional. The personalized time and attention each student receives enables a choice-based studio curriculum while ensuring that every student fulfills curricular requirements. The school's Career Services Center provides assistance to students preparing for careers, and information about IDP. As part of a university diversity initiative, the school has designated an advisor who provides additional support for minority students.

There are numerous opportunities for students to participate in out-of-class learning opportunities, including rich and diverse programs of lectures, symposia, forums, and exhibits that address disciplinary, regional, national, and international issues. Student involvement in extracurricular organizations and participation in school activities contributes many student-led collective opportunities for learning and for contributions to program development.

I.2.2 Administrative Structure & Governance:

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

[X] Administrative Structure is adequate for the programs

2012 Team Assessment: The school operates using a nondepartmentalized structure in which all of the school's disciplines and programs (architecture, landscape architecture, interior design, urban design, community and regional planning, architectural history, historic preservation, and sustainable design) share in school-level decision making through an elected executive committee, standing committees, and ad hoc committees. The executive committee is chaired by the dean and comprised of faculty representatives based on professorial rank. It makes recommendations for faculty personnel actions such as evaluations, salary, promotion, and tenure. Standing committees address curriculum, administration, and resources. Ad hoc committees are formed to attend to faculty searches, building projects, and other initiatives. In addition to the dean, the school has three administrative positions held by faculty assigned to academic affairs, research and operations, and a director of development and external relations. This complement of administration and committees is sufficient to provide the support needed to fulfill the conditions of accreditation, and the team found that the school's interdisciplinary approach to administration does provide the architecture program with sufficient autonomy to fulfill accreditation requirements.

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

[X] Governance opportunities are adequate for the programs

2012 Team Assessment: There is a strong culture of decision making by consensus that engages all full-time architecture faculty members in the school's governance process and program development. Staff are consulted on decisions that relate to staff responsibilities, and staff directors (IT, library, etc.) are ex-officio members of the school's standing committees. Several faculty serve regularly on committees at the university level. Students participate in governance through the Undergraduate and Graduate Student Council (UASC and GSARC) with additional responsibilities for representation at the school and university assigned to student council officers. Students also have opportunities to serve on standing or ad hoc committees.

I.2.3 Physical Resources: The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:
▫ *Space to support and encourage studio-based learning*
▫ *Space to support and encourage didactic and interactive learning.*
▫ *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical Resources are adequate for the programs

2012 Team Assessment: This condition is met with distinction. The program benefits from the privilege of occupying historical buildings at the center of the campus, which enhances students' appreciation and respect for architecture that has lasting value. The facilities used by the accredited programs, including the printing and computer labs, wood shop, faculty and administrative offices, library, research and studio spaces, meet or exceed national norms for the support of accredited program activities. The school is currently filled to capacity and is planning expansion into space available in existing buildings to accommodate the needs of the architecture programs while alleviating the pressure for more space resulting from growth of other programs within the school.

I.2.4 Financial Resources: An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.

[X] Financial Resources are adequate for the programs

2012 Team Assessment: The current level of financial support is clearly sufficient to support the accredited programs at a level that is appropriate for UT Austin and at a level that ensures the accredited programs can meet NAAB Conditions. The school is actively seeking additional financial resources to support several aspirational initiatives, including faculty hires, and has been very effective at advocating for and maximizing available resources. It has also demonstrated strategic initiative and agility in response to changes in funding models.

I.2.5 Information Resources: The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.

Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and

PART I: SECTION 3 – REPORTS

I.3.1 Statistical Reports[3]. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- *Program student characteristics.*
  - o *Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).*
    - ▪ *Demographics compared to those recorded at the time of the previous visit.*
    - ▪ *Demographics compared to those of the student population for the institution overall.*
  - o *Qualifications of students admitted in the fiscal year prior to the visit.*
    - ▪ *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
  - o *Time to graduation.*
    - ▪ *Percentage of matriculating students who complete the accredited degree program within the "normal time to completion" for each academic year since the previous visit.*
    - ▪ *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*

- *Program faculty characteristics*
  - o *Demographics (race/ethnicity & gender) for all full-time instructional faculty.*
    - ▪ *Demographics compared to those recorded at the time of the previous visit.*
    - ▪ *Demographics compared to those of the full-time instructional faculty at the institution overall.*
  - o *Number of faculty promoted each year since last visit.*
    - ▪ *Compare to number of faculty promoted each year across the institution during the same period.*
  - o *Number of faculty receiving tenure each year since last visit.*
    - ▪ *Compare to number of faculty receiving tenure at the institution during the same period.*
  - o *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

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

2012 Team Assessment: The program provided appropriate student and faculty statistics, and tracks this information for planning purposes.

I.3.2. Annual Reports: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

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

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused

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[3] In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.

[X] Information Resources are adequate for the programs

2012 Team Assessment: This condition is met with distinction due to the exceptional breadth and quality of UT Austin's architectural collections. Students, faculty, and staff have access to information that supports architectural design and research through the following professionally staffed resources:

The Architecture and Planning Library: This extensive collection of approximately 100,000 volumes and subscriptions to hundreds of periodicals, including rare books and an architectural archive of work by Texas architects, is an internationally significant resource for students, researchers, and architects.

The University Co-op Materials Resource Center: This exceptional collection of over 27,000 material samples and product literature documents traditional, contemporary, and emerging architectural materials.

In addition, architectural teaching and research is supported by information resources provided by the Visual Resources Collection.

Evaluation Program Report *and* Focused Evaluation Team Report, *including appendices and addenda should also be included.*

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

2012 Team Assessment: Annual reports containing appropriate information were provided.

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

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

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

2012 Team Assessment: Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement. The faculty exhibit showed a diversely qualified faculty with high levels of expertise, including several nationally and internationally respected architects and scholars. Faculty engaged in research vigorously pursue dissemination of their scholarship through publication, and those engaged in creative practice show consistent levels of peer recognition through design awards, invitations to exhibit, and publication of their design work. Most faculty members are involved in professional practice or consulting work.

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

PART ONE (I): SECTION 4 – POLICY REVIEW
The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

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

2012 Team Assessment: The policy documents required in Appendix 3 per the 2009 Conditions for Accreditation were provided in the team room at the team chair's request. The university, school, and program maintain a comprehensive record of policies that guide student and faculty affairs and administrative procedures. Much of this information is available on the university's website.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

The accredited degree program must demonstrate that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

The school must provide evidence that its graduates have satisfied each criterion through required coursework. If credits are granted for courses taken at other institutions or online, evidence must be provided that the courses are comparable to those offered in the accredited degree program.

The criteria encompass two levels of accomplishment[5]:

Understanding—The capacity to classify, compare, summarize, explain and/or interpret information.

Ability—Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

The NAAB establishes performance criteria to help accredited degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program. In addition to assessing whether student performance meets the professional criteria, the visiting team will assess performance in relation to the school's stated curricular goals and content. While the NAAB stipulates the student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria. The NAAB encourages innovative methods for satisfying the criteria, provided the school has a formal evaluation process for assessing student achievement of these criteria and documenting the results.

For the purpose of accreditation, graduating students must demonstrate understanding or ability as defined below for each of the Student Performance Criteria (SPC):

Finally, in addition to assessing each SPC as met or not-met, the team must assess whether the realm overall is met or not-met.

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

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

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Recognizing the assessment of evidence.

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[5] See also *Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.* L. W. Anderson & D. R. Krathwold, Eds. (New York; Longman 2001).

- o Comprehending people, place, and context.
- o Recognizing the disparate needs of client, community, and society.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: This ability is developed in several courses. The team found evidence that undergraduates acquire communication skills in ARC 318L History of Architecture 2. Graduate students acquire communication skills in ARCH 387G History of Architecture 2. Student performance during studio reviews and in interviews with team members showed ability to speak and listen effectively.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: This ability is developed in several courses. The team found evidence that the criterion is met in ARC 310K Design I for undergraduate students and ARC 394 Vertical Studio for graduate students.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: This ability is developed in several courses. The team found evidence that undergraduates meet this criterion in ARC 311L Visual Communications 1. Graduates meet this criterion in ARC 221K Visual Communications 3.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: This ability is developed in several courses. The team found evidence that undergraduates meet this criterion in ARC 435L Construction 4. Graduates meet this criterion in ARC 385M Construction 3.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: This ability is developed in several courses. The team found evidence that undergraduates meet this criterion in ARC 520M Design 5. Graduates meet this criterion in ARC 386L Theory 2.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: This ability is developed in several courses. The team found evidence that undergraduates meet this criterion in ARC 320K Design 3. Graduates meet this criterion in ARC 381R Architectural Drawing.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: The team found evidence that undergraduates meet this criterion in ARC 415L Construction 2. Graduates meet this criterion in ARC 385L Construction 2.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: The team found evidence that undergraduates meet this criterion in ARC 520L Design 4. Graduates meet this criterion in ARC 394 Vertical Studio.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: The team found evidence that undergraduates meet this criterion in ARC 318L History of Architecture 2. Graduates meet this criterion in ARC 387G History 2.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: The team found evidence that undergraduates meet this criterion in ARC 308 Architecture and Society. Graduates meet this criterion in ARC 387F History 1.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: The team found evidence that undergraduates meet this criterion in ARC 520M Design 5. Graduates meet this criterion in ARC 385L Construction 2.

Realm A. General Team Commentary:
Critical thinking is developed consistently across the professional curriculum in design studios and history, theory and building technology courses. Student work in design studios completed during the final year of study confirms that graduates develop design representation and communication ability.

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

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

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: The team found evidence that undergraduates meet this criterion in ARC 320K Design 3. Graduates meet this criterion in ARC 383S Site Design and ARC 695 Advanced Design. These courses engage students in programming, including evaluations of zoning regulations and site conditions.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: The team found evidence that both undergraduates and graduates meet this criterion in work produced throughout the design studio sequence.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: This SPC is met with distinction as a core value that is reinforced throughout the curriculum. The team found particularly strong evidence in ARC 415 K Construction 1 and ARC 334 L EC2 for undergraduates, and in ARC 385 K Construction 1 and ARC 384 L EC2 for graduates.

High quality instruction and the integration of sustainable design principles is apparent at the introductory, intermediate, and advanced levels of the B. Arch. and M. Arch. programs and is further enhanced by the presence of advanced graduate work and faculty research affiliated with the Center for Sustainable Development. The team found that student work demonstrates understanding of sustainable design principles and the application of those principles in creative ways that are innovative rather than imitative.

Student work shows good development of case study references, appropriate balances of rote and creative learning techniques, instruction on appropriate uses of analytical software, and ability to design for both passive and active sustainable technologies. Many graduates attain a high degree of technical proficiency in the application of sustainable systems.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: The team found evidence that undergraduates meet this criterion in ARC 333 Site Design. Graduates meet this criterion in ARC 383S Site Design. In both courses students develop the ability to respond to pragmatic site characteristics including but not limited to site circulation, identifying boundaries, drainage and grading through several project examples.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: The team found that fire proofing and fire safety is learned in ARC 334L EC2 by undergraduates and ARC 384L EC2 by graduates. The ability to design for egress is demonstrated by undergraduates in ARC 520L and by graduate students in ARC 695.

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

         A.2. Design Thinking Skills   **B.2. Accessibility**

A.4. Technical Documentation

A.5. Investigative Skills

A.8. Ordering Systems
A.9. Historical Traditions and
Global Culture

B.5. Life Safety

B.3. Sustainability

B.4. Site Design

B.7. Environmental Systems

B.9.Structural Systems

B. Arch
[X] Not Met

M. Arch
[X] Met

2012 Team Assessment: Student work produced in the comprehensive Advanced Design Studio (ARC 560T for undergraduates, ARC 695 for graduates) demonstrates comprehensive design ability; however, some undergraduates are permitted to substitute participation in the PRP program, which does not meet this criterion.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: The team found evidence that undergraduates meet this criterion in ARC 334L EC2. Graduates meet this criterion in ARC 381T Tech Communications. In both courses, students investigate operational energy and life-cycle costing as well as material quantities and pricing.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: This criterion is met with distinction. The team found evidence that undergraduates meet this criterion in ARC 324K EC1 and ARC 334L EC2. Graduates meet this criterion in ARC 384L EC2. The strong emphasis on the design relevance of technical knowledge, and commitment to environmental stewardship, results in a high level of design integration. Courses cover

electrical, lighting, thermal and active/passive energy delivery systems thoroughly using both manual and computational assessment tools.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: The team found evidence that undergraduates meet this criterion in ARC 435K Construction 3 and ARC 435L Construction 4. Graduates meet this criterion in ARC 385M Construction 3 and ARC 385N Construction 4.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: The team found evidence that undergraduates meet this criterion in ARC 415L Construction 2. Graduates meet this criterion in ARC 385L Construction 2. Both courses develop student understanding of basic building envelope systems through the creation of wall sections identifying structural systems, moisture control devices, wall construction, and various materials.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: The team found evidence that undergraduates meet this criterion in ARC 334 EC 2. Graduates meet this criterion in ARC 384L EC 2. Both courses develop student understanding of both conventional and emerging systems including dimensioning and lay-out of building systems.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: This condition is met with distinction. The team found evidence across the curriculum with particular emphasis for undergraduates in ARC 335M Construction 5, and for graduates in ARC 385M Construction 3. Assemblies are introduced relative to space, light, and environment at the introductory level, and revisited throughout the curriculum such that the understanding of materials is cultivated to the point that students can generate appropriate assemblies in a design context, rather than cutting and pasting from case studies. Student work shows an understanding of the principles and characteristics relative to appropriate selections and use of materials for general construction and finishes. This curricular area is supported by the school's professionally staffed Materials Laboratory and Collection.

Realm B. General Team Commentary:
Overall, student work shows a high level of achievement in integrated building practices, technical skills and knowledge, particularly in the areas of site design, structural design, and building systems. The team was impressed by student ability to interpret technical design principles and integrate these concepts into architecture projects.

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

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

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: The team found evidence in several courses that students gained experience incorporating input from experts in allied fields such as landscape architecture and engineering. In addition undergraduates address this criterion in CRP 369K Principles of Planning. Graduates address this criterion in ARC 381T Technical Communication and in ARC 695 Advanced Design.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: The team found evidence that undergraduates meet this criterion in ARC 308 Architecture and Society, and graduates meet this criterion in ARC 384L EC 2 through their responses to the book, *Thermal Delight in Architecture.*

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

B. Arch
[X] Not Met

M. Arch
[X] Not Met

2012 Team Assessment: The course description, goals, and objectives for courses ARC 362 and ARC 392 Professional Practice seem to cover the role of clients in architecture; however, the school did not provide student work for these courses. As such the team was unable to verify student understanding of this topic in reviewing these and other course work provided.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: The team found evidence that undergraduates meet this criterion in ARC 361T Technical Communications. Graduates meet this criterion in ARC 381T Technical Communications.

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

B. Arch
[X] Not Met

M. Arch
[X] Not Met

2012 Team Assessment: The course description, goals, and objectives for ARC 362 and ARC 392 Professional Practice seem to cover practice management; however, the school did not provide student work for these courses. As such the team was unable to verify student understanding of this topic in reviewing these and other course work provided.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: The team found evidence that undergraduates address this criterion in CRP 369K Principles of Planning and ARC 560T Advanced Design. Graduate students meet this criterion in ARC 695 Advanced Design.

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

B. Arch
[X] Not Met

M. Arch
[X] Not Met

2012 Team Assessment: The course description, goals, and objectives for courses ARC 362 and ARC 392 Professional Practice seem to cover legal responsibilities; however, the school did not provide student work for these courses. As such the team was unable to verify student understanding of this topic in reviewing these and other course work provided.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: The team found evidence that undergraduates address this criterion in ARC 435L Construction 4 through responses to examinations based on ethical scenarios. Graduate students demonstrated an understanding of professional and social ethics in research papers highlighting case studies of architects involved with helping disadvantaged and low-income communities from ARC 386K Theory of Architecture 1.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: The team found evidence that both undergraduates and graduate students address this criterion in ARC 696 Advanced Design. In addition, undergraduates demonstrate understanding of community and social responsibility in CRP 369K Principles of Planning.

Realm C. General Team Commentary:
The culture of the school demonstrates commitment to leadership in practice. However, the team had difficulty accessing specific SPCs because of the lack of student work to review. In addition, information regarding IDP, which is important to students preparing for practice, is not consistently disseminated to students at the earliest time they are eligible to register.

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

Met
[X]

2012 Team Assessment: The University of Texas at Austin is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

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

Met
[X]

2012 Team Assessment: The 2010–12 undergraduate catalog describes the 167 credit Bachelor of Architecture (B. Arch.) degree as having 53 credits of general studies. Nine of these credits are open electives outside of the School of Architecture. (There are comments about the number and distribution of undergraduate credit hours in the Causes of Concern section of this report.)

Students admitted to the accredited 111 credit Master of Architecture (M. Arch.) program have four-year undergraduate degrees from accredited universities which fulfill the general studies requirement. More than 30 credits are earned at the graduate level. Students with pre-professional undergraduate degrees in architecture or an allied field are eligible for advanced placement.

In addition to the professional Master of Architecture degree, UT Austin offers a post-professional degree that is also called the Master of Architecture for students who already hold a NAAB-accredited B.Arch. degree, or the international equivalent. (There are comments about degree nomenclature and the placement of international students in the Causes of Concern section of this report.)

II.2.3 Curriculum Review and Development
The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

Met
[X]

2012 Team Assessment: The program has an effective process for evaluating and revising the curriculum. This includes regular assessments of the curriculum (see Section I.1.5 Program Self-Assessment), and a clear administrative structure (see Section I.2.2 Administrative Structure and Governance) that assigns curriculum development responsibilities to specific committees and administrators. A substantial proportion of full-time faculty members, and members of the curriculum

committee, are licensed architects. Faculty performance expectations place a strong emphasis on teaching, and faculty who practice integrate professional concerns and current issues, such as sustainable design and new materials, into curriculum development.

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

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

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

Met
[X]

2012 Team Assessment: Advanced placement in the accredited version of the Master of Architecture degree is based on a careful review of prior course work by the architecture graduate advisor and the program coordinator for graduate affairs. Advanced placement status is conditional and based on student performance during regular assessments of progress through portfolio review. Gaps in student performance may require additional course work.

Advanced placement in the accredited version of the Bachelor of Architecture degree is rare. In cases when qualified applicants are considered for advanced placement, placement is based on a careful review of prior course work by the associate dean for undergraduate programs and the undergraduate academic advising coordinator.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees
In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.

Met
[X]

2012 Team Assessment: The exact language of the statement on NAAB-accredited degrees is made available to prospective students, parents, and the public through the admissions section of the architecture program website.

II.4.2 Access to NAAB Conditions and Procedures
In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:
   The 2009 NAAB Conditions for Accreditation
   The NAAB Procedures for Accreditation (edition currently in effect)

Met
[X]

2012 Team Assessment: A link to NAAB Conditions and Procedures is located in the admissions section of the architecture program website

II.4.3 Access to Career Development Information
In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:
  www.ARCHCareers.org
  The NCARB Handbook for Interns and Architects
  Toward an Evolution of Studio Culture
  The Emerging Professional's Companion
  <u>*www.NCARB.org*</u>
  <u>*www.aia.org*</u>
  <u>*www.aias.org*</u>
  <u>*www.acsa-arch.org*</u>

Met
[X]

2012 Team Assessment: In response to questions about this condition from the team, links to this information were provided during the visit and are currently located in the school's Career Services Center website and on the architecture program's admissions page in the accreditation section.

II.4.4 Public Access to APRs and VTRs

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:
  All Annual Reports, including the narrative
  All NAAB responses to the Annual Report
  The final decision letter from the NAAB
  The most recent APR
  The final edition of the most recent Visiting Team Report, including attachments and addenda

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

Met
[X]

2012 Team Assessment: The most recent APR and VTR, the final decision letter from the NAAB, annual reports, and the NAAB responses to the annual reports are posted on the accreditation page, which is accessible from the architecture program admissions website.

II.4.5 ARE Pass Rates

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

Met
[X]

2012 Team Assessment: Access to all the most recent ARE pass rates is provided on the accreditation page, which is accessible from the architecture program admissions website.

III. **Appendices:**

1. **Program Information**

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

A. **History and Mission of the Institution (I.1.1)**

Reference University of Texas at Austin, *APR*, pp 6-7.
(Note: Pg. numbering off in APR submission)

B. **History and Mission of the Program (I.1.1)**

Reference University of Texas at Austin, APR, pp. 7-10.
(Note: Pg. numbering off in APR submission)

C. **Long-Range Planning (I.1.4)**

Reference University of Texas at Austin, APR, pp. 16-17.
(Note: Pg. numbering off in APR submission)

D. **Self-Assessment (I.1.5)**

Reference University of Texas at Austin, APR, pp. 17-19.
(Note: Pg. numbering off in APR submission)

2. **Conditions Met with Distinction**
    (see APR sections on these conditions for comments)

      I.   **2.3 Physical Resources**
            2.5 Information Resources

      II.   **B.3 Sustainability**
            B. 8 Environmental Systems
            B.12 Building Materials and Assemblies Integration

3.   The Visiting Team

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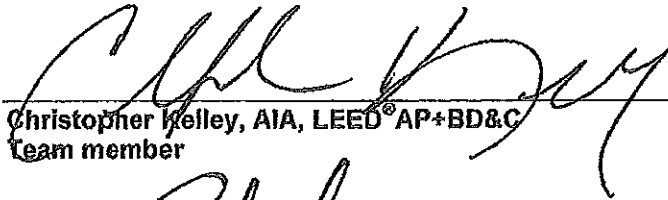Chicago, IL 60616
(312) 567-3258
conger@iit.edu

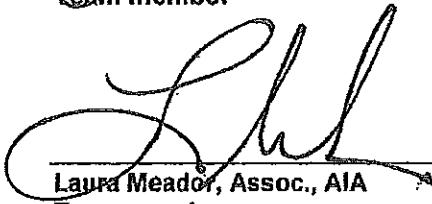## IV.   Report Signatures

Respectfully Submitted,

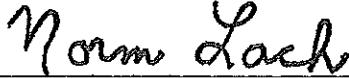Christine Theodoropoulos, AIA, PE   **Representing the ACSA**
Team Chair

Christopher Kelley, AIA, LEED®AP+BD&C   **Representing the AIA**
Team member

Laura Meador, Assoc., AIA   **Representing the AIAS**
Team member

Norman L. Lach, CSI, CCS, AIA, ALA, FPCI   **Representing the NCARB**
Team member

Susan Conger-Austin, AIA   **Representing the ACSA**
Team member

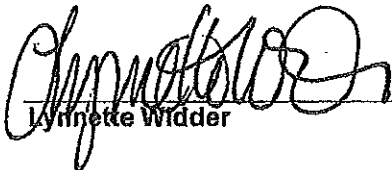Arthur Andersson, AIA   **Non-voting member**

Lynnette Widder   **Non-voting member**