NAAB®

The University of Texas at Austin
School of Architecture

2018 Visiting Team Report

B. Arch. [5 years/161 credits]

M. Arch. [degree + 3½ years/111 credits]

The National Architectural Accrediting Board
March 24-28, 2018

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

Contents

I.   Summary of Visit

    a.   Acknowledgments and Observations

2018 Visiting Team Assessment: The visiting team thanks the faculty, staff, and students of the School of Architecture, the Undergraduate Associate Dean, Juan Miro, and the Graduate Associate Dean, Francisco Gomes, for hosting the 2018 NAAB visiting team. All of our requests prior to the visit and during our time in Austin have been addressed in a welcoming and professional manner. Throughout the process, we found the program aspiring to graduate students who could become competent, committed professionals.

The visiting team found the following significant achievements for the program:

Exceptional School Leadership: A new Dean, Dr. Michelle Addington, has been serving the School of Architecture for nine months. Conversations with faculty, students and university administrators have made it clear that her presence will open unique opportunities for the school. Dean Addington is dedicated to faculty and student well-being and to the highest standards of teaching and research. Most importantly, she is committed to empowering the school to play a significant role in addressing the big issues—from environmental stewardship and urban planning to immigration and social equity—that confront Austin, the state of Texas, nation, and the world.

Faculty Excellence: The architecture program is served by an exceptional faculty that is deeply committed to the students they serve, the quality of their research, and teaching excellence. For many years, program faculty have been over-represented in teaching awards at university and state levels. Faculty frequently go the extra mile in examining and upgrading the curriculum they teach and attending to the career concerns of individual students. Evidence of this is found in their development and continuation of a portfolio review process that gives students a more personalized feedback about their design work, even though it requires a significant commitment of valued faculty time.

Inclusion of variety and depth in the architecture program: Courses in the professional degrees have been designed to support the faculty in tailoring Advanced Design studios and electives to particular areas of interest and current trends. Due to this creative curriculum structure, students are able to study a wide variety of specialty topics and focus on particular areas of interest. A range of nonstudio learning opportunities is available as well, including national and international travel, construction and professional experience, community outreach, and design thinking initiatives.

The Visiting Team also observed the following deficiencies in the program:

Integration of environmental concerns into studio work: The school has an excellent series of environmental control courses that cover the principles of sustainable design in lectures, readings and lab exercises, in addition to a plethora of sustainable programs that deepen the potential to investigate this critical topic. The Visiting Team, however, found inconsistent evidence within the team room of sustainable design implementation in the early stages of studio design efforts that could impact program formation, building siting, formal design, and building system selection.

Social Diversity - M. Arch. Student Body: The school identified diversity as an issue in 2008. While the school has been a campus leader on this topic and some progress has been made in the past decade, the M. Arch. program lags behind the national averages for all NAAB accredited programs in minority populations, including Asian, African-American, Hispanic and Biracial.

Facilities and Operations: The School of Architecture administration and faculty have identified a number of deferred maintenance projects throughout the facilities in the School of Architecture. Deferred building maintenance is not unique to the School of Architecture as the University of Texas as a whole has over $1 billion in deferred maintenance projects.

Credit requirements in the B. Arch. program: Since the previous team visit, the B. Arch. program has reduced its overall requirement from 167 credits to 161 credits. However, the team noted that the current graduation requirement remains 11 credits above the NAAB minimum of 150. Many students still feel their course loads are sufficiently heavy, requiring periodic summer study. Issues arising from this situation might be addressed in future planning efforts.

b.   Conditions Not Achieved

I.1.2 - Learning Culture
II.1.1 - Student Performance Criteria
        B.3 - Codes and Regulations
        B.10 - Financial Considerations
        D.2 - Project Management

II.   Progress Since the Previous Site Visit

2009 Condition I.1.3, Architectural Education and the Regulatory Environment:
That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

Previous Team Report (2012): 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.) Extra-curricular, 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)

2018 Visiting Team Assessment: The UTSOA has an AXP Licensing Advisor, but no student representative. Similarly, AXP information is not provided on the career services website. However, students are presented with AXP material multiple times throughout their education and informally through faculty conversations. All students working with the UTSOA through the Professional Residency Program (PRP) are presented with AXP material and nearly all enroll. The majority of graduates from both the B. Arch. and M. Arch. programs intend to become licensed professionals. This condition is now described, see response to I.1.4.C Professional Opportunities and 1.2.1 Human Resources and Human Resource Development.

2009 Student Performance Criterion B.6, Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking Skills	B.2. Accessibility
A.4. Technical Documentation	B.3. Sustainability
A.5. Investigative Skills	B.4. Site Design
A.8. Ordering Systems	B.5. Life Safety
A.9 Historical Traditions and Global Culture	B.7 Environmental Systems
	B.9. Structural Systems

Previous Team Report (2012): 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.

> *2018 Visiting Team Assessment:* B. Arch. students are able to use professional experience through the PRP in lieu of one of the four Advanced Design studios. However, this experience no longer accounts for specific student performance criteria. This criterion is now **Met**. See response to C.2 Integrated Evaluations and Decision-Making Design Process and C.3 Integrated Design.

2009 Student Performance Criterion 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.

Previous Team Report (2012): 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.

> *2018 Visiting Team Assessment:* This criterion is now **Met**. See response to D.1 Stakeholder Roles in Architecture. The programs' courses in Professional Practice (ARC 362 and ARC 382) appropriately address the requirement to understand the client role in architecture.

2009 Student Performance Criterion 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.

Previous Team Report (2012): 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.

2018 Visiting Team Assessment: This criterion is now **Met**. The course syllabus and student work for ARC 362/382 Professional Practice illustrates adequate evidence meeting the goals and objectives for Student Performance Criterion D.3 Business Practices and D.4 Legal

Responsibilities (previously known as C.5 Practice Management), demonstrating an understanding level of achievement.

2009 Student Performance Criterion 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.

Previous Team Report (2012): 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.

> *2018 Visiting Team Assessment:* This criterion is now **Met**. See response to D.4 Legal Responsibilities. The course syllabus and student work exhibited for ARC 362/382 Professional Practice illustrates adequate evidence meeting the goals and objectives for Student Performance Criterion D.4 Legal Responsibilities, demonstrating an understanding level of achievement.

Previous Team Report (2012): 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.

   2018 Visiting Team Assessment: As noted earlier in the report, though progress has been made in this area, undergraduate course load and distribution remains as a deficiency for the B. Arch. program.

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.

   2018 Visiting Team Assessment: Since the previous team visit, the B. Arch. and M. Arch. programs have increased their offerings to address student interest in digital design communications and computational design methods, in particular within the advanced level studios. New tenure track faculty and adjunct faculty with experience in this topic have been hired and share their research and explorations with the larger student body. Additionally, the visual communications curriculum for the B. Arch. and M. Arch. degree programs has been

reworked to emphasize digital tools. Providing opportunities for students to further explore ideas through digital design communication and computation design methods is no longer a cause for concern.

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.

2018 Visiting Team Assessment: The creation of the Master of Advanced Architectural Design (MAAD) degree to replace the Master of Architecture Post-Professional (M Arch II) degree was unanimously approved by the Graduate Assembly of the University of Texas at Austin on February 14, 2018. Following further approvals from the Graduate Dean, Provost/President, UT System Regents, and the Texas Higher Education Coordinating Board, the MAAD degree will go into effect Fall 2019 with the 2019-2021 Graduate Catalog. The post-professional Master of Architecture degree nomenclature is no longer a concern.

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.

2018 Visiting Team Assessment: The School of Architecture addressed this concern by clarifying the degrees prior to application as well as requiring applicants to verify their intentions through the application process. Advising and program placement for international students is no longer a concern.

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.

2018 Visiting Team Assessment: The School of Architecture addressed this concern by completing a feasibility study for the preservation and renovation of Battle Hall and the adjacent West Mall office buildings. The estimated budget for this work was $67,000,000. The University, under new leadership and a backlog of projects on campus, has placed this project on hold without a timeline for when construction will occur. Access to the stacks and

main reading room is clearly marked, and staff is very attentive to the needs of individuals who use wheelchairs or have other mobility disabilities.

The team recognizes that this is a complex issue due to conflicting priorities of historic preservation and universal design. An accessible restroom has been constructed on the main floor of Battle Hall. In addition, an access ramp has been added to the west side of Goldsmith Hall, providing a second accessible entry point to the building.

III.   **Compliance with the 2014 Conditions for Accreditation**

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT
This part addresses the commitment of the institution, its faculty, staff, and students to the development and evolution of the program over time.

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 shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. The description must include the program's benefits to the institutional setting and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. The description must also include how the program as a unit develops multidisciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the community.

[X] Described

2018 Analysis/Review: The University of Texas at Austin was founded as a university in 1881. The university embraces the idea "What starts here changes the world." The mission of the institution is to achieve excellence in the interrelated areas of undergraduate education, graduate education, research and public service, and its core purpose is to transform lives for the benefit of society. The University of Texas at Austin School of Architecture aims to provide the highest quality educational experience by melding principle and practice, drawing interdisciplinary connections, and fostering a supportive culture.

In 1910, The University of Texas at Austin began offering a professional degree in Architecture, and, in 1948, established the School of Architecture. Today, the School of Architecture offers a broad range of undergraduate and graduate degrees, including dual degrees, in Architecture, Architectural History, Community and Regional Planning, Historic Preservation, Interior Design, Landscape Architecture, Sustainable Design and Urban Design.

The SoA Vision & Mission states the following:

> *We have a longstanding legacy of preparing students to be leaders in the design disciplines and work to build upon this strong foundation while continually refining our approach to teaching, research, and scholarly work. We believe that architecture and design play a key role in addressing complex local, regional, national, and global issues, and that our work will advance a better quality of life for all people. A diverse learning environment that welcomes a variety of perspectives and backgrounds is crucial to addressing these collective concerns.*

The UTSOA is addressing important societal issues facing the built environment, urbanization, energy and resource consumption, transportation, healthy living, diversity, and equity. They accomplish this approach by being grounded in the Austin region and state of Texas, while having an international reach and consequence.

In addition, UTSOA is the home of three university centers:

1. The Center for American Architecture and Design was founded in 1982 with a focus on regional architecture and now expands its scope to include the investigation of fundamental issues of design that are integral to our understanding of architecture.

2. The Center for Sustainable Development (CSD) was founded in 2001 with a mission to lead the study and practice of sustainable development in Texas, the nation, and the world through complementary programs of research, education, and community outreach.

3. The Lady Bird Johnson Wildflower Center was incorporated into the School of Architecture in 2006 as a research unit of the School of Architecture and the College of Natural Sciences. As of 2016, the Wildflower Center is solely a research unit of the School of Architecture, providing teaching faculty and a unique learning landscape.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages 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 nontraditional.

- The program must have adopted a written studio culture policy and a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include but are not limited to field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[X] Not Demonstrated

2018 Analysis/Review: Students in both B. Arch. and M. Arch. programs praise the high level of engagement, innovative opportunities, and sharing of ideas between themselves and their faculty. The students are very fond of the optimism, collaboration, and mentoring within the studio environment. The M. Arch. students, particularly those with no background in architectural studies, have noted an extremely positive and supportive morale from their faculty even before their time in the vertical studio sequence. There is a clear demonstration that the student and faculty relationships are further strengthened by the vertical integration of studio courses, partaking in portfolio reviews, and where applicable, traveling for study, and participating in the Professional Residency Program.

While the program demonstrates some positive aspects of studio culture, there does appear to be a level of anxiety among the students that creates responses of prioritizing and maximizing studio time to the detriment of other pursuits. In some instances, this may just be a matter of individual student ambition; however, it should be noted that the students could benefit by using this time throughout their architectural education to address other areas of particular interest, outside of design (i.e., minors/concentrations, extracurricular activities, committee roles, etc.) that they currently claim they "don't have time for." The activities not pursued by the majority of students would complement their strong architectural education, and lessen any financial hardship having resulted from extending the length of their program of study.

The UTSOA adopted and implemented a written studio culture policy in 2005. While distribution of the policy has been established within course syllabi and there is a general awareness of the policy by faculty and students, regular evaluation and revisions to the document by members of the faculty, student body, administration, and staff is not being demonstrated. The SOA counseling staff was also not aware of the studio culture policy and had concerns about the widespread level of anxiety among the architecture student body.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students during the next two accreditation cycles as compared with the existing diversity of the faculty, staff, and students of the institution.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

[X] Demonstrated

2018 Analysis/Review: The school has been a leader in social equity on the campus, with the formation of CODE (Committee on Diversity + Equity) to support the achievement of greater diversity and equity. The work on this issue began in 2008 and has been revisited in recent years. The school has developed new courses offered with emphasis on issues of race, gender, and equity. This effort is a key concern to the new administration and the faculty. This work is to be applauded and encouraged to be developed further as it supports the university's mission, in identifying the next steps in achieving a broader, more inclusive profile for both faculty and students.

While the presence of a policy is identified, continuing to diversify the student body in the M. Arch program is critical as this program profile lags behind the averages of NAAB programs, as shown in 2016 enrollment numbers:

Enrolled Students in 2016:

	All NAAB Programs:	UT B. Arch:	UT M. Arch:
White	42%	46%	59%
Asian	9%	13%	4%
African American	5%	8%	2%
Hispanic	17%	24%	12%
Biracial	3%	3%	2%
Non-Resident Alien	19%	4%	15%
Unknown	5%	1%	5%

Improvement in the diversity in both the B. Arch. and M. Arch. programs has been made in the last several years and this is recognized. However, a plan that continues to increase this diversity and expand to include other diversity factors (economic, first generation, etc.) should be considered.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that affect the education and development of professional architects. The response to each perspective must further identify how these perspectives will continue to be addressed as part of the program's long-range planning activities.

A. **Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles.

B. **Design.** The program must describe its approach for developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.

C. **Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure.

D. **Stewardship of the Environment.** The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.

E. **Community and Social Responsibility.** The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.

[X] Described

2018 Analysis/Review:

A. Collaboration & Leadership - The program has described its position as a strong collaborative entity at the university, evident in its ongoing initiatives for cross-pollination between students in the School of Architecture and other UT schools. Their physical presence at the heart of campus makes them known to others, and they often host lectures or exhibits that many people outside the SOA attend. Strength in student performance both before and during their time at UTSOA, the faculty's breadth of knowledge and accomplishments, as well as the Dean's vision and support further emphasize the program's leadership role at the SOA and UT. Many opportunities for leadership roles and successful team dynamics are also evident in the program's studio courses, governance structure, extracurricular organizations, and the Professional Residency Program. In addition, the involvement of administrators, faculty, and students in the shaping of curriculum, processes, and governance within the SOA supports the school's ability to fulfill the university's core purpose "to transform lives for the benefit of society".

B. Design - The University of Texas at Austin is a top research university with the motto, "What Starts Here Changes the World." The School of Architecture echoes this belief in their Code of Values stating that "creativity and invention do not replace but emerge from responsible professionalism, solid disciplinary skills and critical thinking." This is demonstrated through the Comprehensive Studio and Integrative Studios, which are essential to the "sound preparation" of the B. Arch and M. Arch students, respectively, as they transition from education to a professional environment including licensure. The B. Arch./M. Arch. students must complete at least four Intermediate/Vertical studios, two Environmental Controls courses, and four Construction courses prior to a Comprehensive/Integrative studio with the goal of applying these various bodies of information to a complex building project. Advanced studios continue this trajectory in the final year of study. The faculty and alumni are model leaders within the profession and provide models of effective practice and a valuable link between the school and the profession.

C. Professional Opportunity - The Professional Residency Program (PRP) was founded in 1974 and provides eligible architecture students with a unique opportunity to expand their education through work experiences in architectural offices across the country and world. Approximately 50% of SOA students have participated over the past twenty years and have been linked with 260 firms in 29 countries. The educational and professional objectives of the PRP include providing students with the opportunity to further develop their professional skills while enriching and expand the student's advanced design vocabulary through practical applications. The majority of the students appear to be aware of NCARB's Architect Experience Program (AXP) (some PRP hours can be applied to AXP requirements) and licensure requirements and intend to earn their license following graduation.

D. Stewardship of the Environment - The UTSOA has been recognized as a leader in sustainable design since the 1970s, when the school started one of the first sustainable design programs in the country. Today, this effort has transformed into a number of programs that address a wide variety of sustainable design concerns and processes. The Center for Sustainable Development

serves as a strong resource for exploring and advancing environmental concerns. The Public Interest Design Program, the Texas CityLab, the Texas Housing Lab, and the Thermal Labs respond to the need for comprehension and responsibility for the stewardship of the environment and natural resources.

E. Community and Social - The Architecture Department recognizes the value of reaching out and responding to community issues and institutions. The Department houses three centers: the Center for Sustainable Development, the Lady Bird Johnson Wildflower Center, and the Center for American Architecture and Design. Each of these centers, in addition to furthering knowledge in its field, is a vehicle for increasing public awareness of architecture's role in contributing to society through symposia, publications, and direct support for relevant projects.

Many student design projects are directed toward issues of social responsibility. Faculty is engaged in a range of community-oriented activities. Within Austin, for example, faculty are involved in the Design Commission of the City of Austin, the Veteran Community Park and Pavilion Project, the Field Constructs Design Competition, and the Austin Community Design Development Center, an organization that provides sustainable design and development support to low-income individuals and neighborhoods.

I.1.5 Long-Range Planning: The program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institutional mission and culture.

> **[X] Demonstrated**

2018 Analysis/Review: The implementation of long-range planning at UTSOA falls primarily to administrative committees (notably the Coordinating Committee) and to faculty groups (the Architecture Undergraduate Curriculum Committee, and the Architecture Graduate Studies Committee). In 2017, the Dean, in concert with the Administrative and Executive Committees of the school, developed a thoughtful long-range plan that identified four "Big Ideas," which would articulate the long-range plan for the school:

1. Designing Resilient Environments at Every Scale. The UTSOA has extensive resources for furthering sustainability programs and policy at many levels. The long-range plan lists six campus colleges, schools, centers and research institutes with which it hopes to further this work.

2. Health in the Built Environment. With its long history of post-occupancy evaluations and concern for health effects of the built environment, the UTSOA proposes to affiliate with four campus colleges and institutions that have an interest in this work.

3. A Regional Focus on Latin America. Over 80 years of inquiry and exchange, the UTSOA has developed a special expertise in architectural traditions of the Americas. This experience will enable a proposed Graduate Certificate in Latin American Architecture beginning in fall 2017.

4. Redesigning Design Education. The UTSOA recognizes the need for the form of the education it provides to adapt to the changing nature of the professions. To this end it proposes to pursue insights from "the maker movement," "design thinking," "digital technology,' and "small-scale fabrication."

I.1.6 Assessment:

A.   Program Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

● How well the program is progressing toward its mission and stated objectives.

● Progress against its defined multiyear objectives.

- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.

- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

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

B.   **Curricular Assessment and Development:** The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify 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.

     [X] Demonstrated

2018 Analysis/Review:

A. Program Self-Assessment Procedures: The program has not identified multiyear objectives, but has provided overarching objectives that include the design of a resilient environment, health considerations in the built environment, a regional focus on Latin America, and redesigning design education. Because these objectives have just recently been established under the guidance of Dean Addington, who has been at UT SOA just under a year, progress is just beginning. Delineating the current status for these objectives, the means with which to achieve them, as well as timelines and benchmarks will help to establish this work over the next several years.

    The program utilized the NAAB accreditation process as part of its program assessment and responds to deficiencies through appropriate revisions/enhancements to the program as well as through the annual reporting process.

    The strengths of the program reside in its ability to graduate students able to enter the profession with a high level of competency and achievement. This is complemented by a faculty engaged in the profession and research at a high level. Students graduate with a strong design sensibility, graphic ability and knowledge of building materials, assemblies and systems. In addition, the faculty is committed, through its self-assessment processes, to continuously improving the learning opportunities for their students.

B. The assessment process of the school is primarily driven by the faculty, with some input from other sources including students and administrators. This process is done both formally and informally. The process appears to generate from the all-faculty end-of-semester studio reviews and faculty retreats. Both the Undergraduate Curriculum Committee (UCC) and the Graduate Studies Committee (GSC), the primary committees responsible for the direction of the curriculum, are open to all interested faculty, students, and staff, who volunteer for working groups to address particular topics. Meetings are held during a time when classes are not in session and a Coordinating Committee consisting of both the UCC and GSC are reported to, allowing all faculty to be informed of program development discussions. Feedback loops inform the decision-making process through the use of evaluative measures, including faculty performance evaluations, all-school review of student work, studio course coordination meetings, and graduate student exit surveys, to evaluate curricular changes. While these decisions are not well documented, the process is an effective tool for the program and is to be applauded for its democratic nature.

Part One (I): Section 2 – Resources

I.2.1 Human Resources and Human Resource Development:

The program must demonstrate that it has appropriate 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 demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architecture Licensing Advisor (ALA) has been appointed, is trained in the issues of the Architect Experience Program (AXP), has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including but not limited to academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2018 Team Assessment: The program is supported by 35 full-time and 41 part-time dedicated faculty members. This cohort is able to support the student body with the typical course load of one studio and one support course per semester and achieves a student-teacher ratio of 14:1 in studio, with upper limits of 16 (except in team studios for the undergraduate Comprehensive Advanced studios and the graduate Integrative Advanced studios, where 22 are allowed).

The program has an ALA advisor who has been trained, attending the recent annual meetings for information and coordination of the program. An AXP student representative has not been selected. AXP information is not available on the career services website, although AXP information was presented to students in lectures and orientation sessions.

Faculty Research Assignments and Summer Research Assignments enable faculty to reduce teaching loads to pursue research through clear and equitable means without disrupting the student-teacher balance. Professional development funds for attending conferences are available and used.

Student support services begin at the time of a student's application to the program with strong academic advising for the B. Arch and M. Arch degree programs. The sequence of courses for students is clear, and transfer students have individualized programs combined with advising sessions and documentation. There are few transfer students in the B. Arch program, and those meet with the Associate Dean of the Undergraduate Program to obtain advice about placement and progress. Students in the M. Arch program are informed at admission on a close estimate of hours needed to complete the degree, with the waiver process clearly delineated. Students are required to meet with advisors prior to registration for the upcoming semester. The Career Services is an excellent resource for students who wish to pursue work experience during school as well as securing a job after graduation. The school also has an in-house mental health counselor for student support.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include but are not limited to the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.

- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information 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, on-site, or hybrid formats have on digital and physical resources.

[X] Described

2018 Team Assessment: Since the previous accreditation visit, the School of Architecture and University of Texas together have developed plans to acquire two additional floors of the West Mall Building, and the funding to support the renovation of these spaces has been approved. The renovation is scheduled to take place during the summer/fall 2018. The renovation of these spaces will provide the SoA additional research, lab, office, and exhibit space. With the exception of the ground floor, which remains a United States Postal Service facility, the building is now a dedicated UTSOA facility.

Similarly, collaborative workshop and lab spaces with appropriate equipment have been provided and are utilized by students of the UTSOA. Studio space, faculty office, support space, and information resources to support all learning formats and pedagogies in use by the program have been provided.

With that said, the School of Architecture administration and faculty has identified a number of deferred maintenance projects throughout the facilities in the School of Architecture. No plan has been provided on addressing the continued operations of the facilities.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Demonstrated

2018 Team Assessment: The overall fiscal operation of the School of Architecture relies on three funding types which, in combination, are clearly sufficient to support student learning and achievement in the B. Arch. and M. Arch. programs: core funds, academic enhancement funds, and self-supporting funds

> **Core funds:** University resources are allocated through a historical budgeting model as well as an annual planning process between the school and the provost. The vast majority of the overall operating budget at the School of Architecture is from core funding.

> **Academic Enhancement funds:** The School of Architecture has a moderately robust externally-funded research program. In addition, the current endowment is valued at approximately $23M, which generates annual operating income in the approximate amount of $1.04M.

> **Self-supporting funds:** Several small self-supporting enterprises exist within the school. These are primarily meant to enhance UTSOA's reputation as well as provide added opportunities for student learning and career placement.

Since the previous visit, there are changes in funding models for faculty compensation, instruction, overhead, and facilities. UTSOA is in the process of shifting a percentage of faculty salaries from core funding sources to endowments and will be fully participating in university programs that aim to increase on-time graduation rates, allowing students to control their total education costs while enhancing the efficacy of the physical facilities and teaching faculty. UTSOA also has received funds from the university and from a private donor to remodel the fifth and sixth floors of the West Mall Building, which will create state-of-the-art teaching and research space for their programs.

Furthermore, planned or in-progress institutional development campaigns at UTSOA are an ongoing operation, and fundraising is an increasingly important part of the Dean's portfolio. In 2014, UT Austin completed a 7-year, $3.1 billion capital campaign, and the School of Architecture raised $29.7 million in gifts and pledges. With new leadership across all levels of the university—including President, Provost, Vice President for Development, and Dean of the School of Architecture—UT is preparing for another comprehensive capital campaign. The Office of Vice President for Development is currently adding new frontline officer positions. The upcoming capital campaign is currently in the "silent" (I.e. major donor) phase but is expected to launch publicly in the next two-three years, and the School of Architecture's goal will likely be at least $30 million, with a strong emphasis on creating new endowments.

Scholarship, fellowship, and grant funds available for student and faculty use. The School of Architecture has a scholarship and fellowship budget funded by endowments and available for student and faculty use. The income produced by these endowments provides more than $500,000 in scholarships/fellowships for students. Of this total, approximately $400,000 is dedicated to B. Arch and M Arch students. However, funding is often quickly diminished with the large faculty and study body. A program is in place to assist disadvantaged students to facilitate required technology purchases through one-time adjustments to financial aid packages. Travel costs can be partially offset through a supplemental scholarship application (although this program apparently does not ensure every student can afford the opportunity to take part in a travel studio). Finally, the new Dean has a specific focus on addressing hardships and "leveling the playing field" for disadvantaged students, including relatively small and often overlooked expenses for materials and plotting as well as larger expenses such as travel studios.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to 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 information services that teach and develop the research, evaluative, and critical-thinking skills necessary for professional practice and lifelong learning.

[X] Demonstrated

2018 Team Assessment: The students, faculty, and staff at UTSOA have equitable and convenient access to literature and information through the university library system and particularly the Architecture and Planning Library, Materials Libraries (both modern and historic), and the Visual Resources Collection. A remarkable wealth of resources is available, including local and school publications/articles, books, periodicals, drawings, models, material samples, furniture collections, etc. Print, digital, and physical resources are accessible on-site, and access to physical inter-library loan pieces and online databases is also available. Their extensive archive collection is utilized frequently by students and faculty and new acquisitions are continuously made. Orientation with the library resources happens in designated courses and the architecture librarians often coordinate exhibits, events, and information sessions for the students. The visual resource professional also addresses their information resources and aids students in digital documentation. Digital data management is evolving and being addressed with the students and faculty as well.

I.2.5 Administrative Structure and Governance:

• **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and school, college, and institution.

• **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2018 Team Assessment: The School of Architecture is one of 15 units in the University of Texas Austin. Its chief administrative officer is the Dean, who reports to the Provost and the President. The school includes a number of related "programs" (as opposed to "departments") including architecture, landscape architecture, preservation, community and regional planning, and interior design. The architecture program benefits from this flexible arrangement, which allows both faculty and students to study and interact across related disciplines in environmental design. The school is governed by an elected Executive Committee and served by five administrative positions and a series of standing committees. Two curriculum committees, one for graduate and one for undergraduate programs, make decisions on curriculum changes after study by ad hoc working groups open to all interested participants.

CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

Part Two (II): Section 1 – Student Performance – Educational Realms and Student Performance Criteria

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

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

Student learning aspirations for this realm include:

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

A.1   **Professional Communication Skills:** *Ability* to write and speak effectively and use representational media appropriate for both within the profession and with the public.

        B. Arch
        [X] Met

        2018 Team Assessment: Evidence of B. Arch student achievement at the prescribed level was found in student work prepared for ARC 318 World Architecture: Industrial Revolution to the Present and ARC 561 Advanced Design Studio: Comprehensive.

        M. Arch
        [X] Met

        2018 Team Assessment: Evidence of M. Arch student achievement at the prescribed level was found in student work prepared for ARC 386 Theory of Architecture II and ARC 695 Advanced Design Studio: Integrative.

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

        2018 Team Assessment: Evidence of B. Arch student achievement at the prescribed level was found in student work prepared for Intermediate Studio I-IV sequence; ARC 320K, ARC 520L, ARC 520M, ARC 530T. Evidence was also found in the Arch 310 Foundations I & II courses.

M. Arch
[X] Met

2018 Team Assessment: Evidence of M. Arch student achievement at the prescribed level was found in student work prepared for the Vertical Studio I-IV sequence; ARC 694 Vertical Studio.

A.3   **Investigative Skills:** *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

B. Arch
[X] Met

2018 Team Assessment: Evidence of B. Arch student achievement at the prescribed level was found in student work prepared for ARC 320, 520, and 530, the Intermediate Studio Sequence.

M. Arch
[X] Met

2018 Team Assessment: Evidence of M. Arch student achievement at the prescribed level was found in student work in ARC 694, the Vertical Studio Sequence.

A.4   **Architectural Design Skills:** *Ability* to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.

B. Arch
[X] Met

2018 Team Assessment: Evidence of B. Arch student achievement at the prescribed level was found in student work prepared for ARC 320 and 520, the Intermediate Studio Sequence, which demonstrated formal and organizational work in three-dimensional design projects.

M. Arch
[X] Met

2018 Team Assessment: Evidence of M. Arch student achievement at the prescribed level was met in ARC 694, the Vertical Studio Sequence.

A.5   **Ordering Systems:** *Ability* to apply 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

2018 Team Assessment: Evidence of B. Arch student achievement at the prescribed level was found in student work prepared for the ARC 310 Foundation I & II sequence.

M. Arch
[X] Met

2018 Team Assessment: Evidence of M. Arch student achievement at the prescribed level was found in student work prepared for the ARC 694 Vertical Studio sequence.

A.6 **Use of Precedents:** *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

B. Arch
[X] Met

2018 Team Assessment: Evidence of B. Arch student achievement at the prescribed level was found in student work prepared for Intermediate Studio I-IV sequence; ARC 320K, ARC 520L, ARC 520M, ARC 530T.

M. Arch
[X] Met

2018 Team Assessment: Evidence of M. Arch student achievement at the prescribed level was found in student work prepared for ARC 386 Theory of Architecture II and the ARC 694 Vertical Studio sequence.

A.7 **History and Culture:** *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

B. Arch
[X] Met

2018 Team Assessment: Evidence of B. Arch student achievement at the prescribed level was found in student work prepared for ARC 318K World Architecture: Origins to 1750, and ARC 318L World Architecture: Industrial Revolution to the Present.

M. Arch
[X] Met

2018 Team Assessment: Evidence of M. Arch student achievement at the prescribed level was found in student work prepared for ARC 387F World Architecture: Origins to 1750, and ARC 387G World Architecture: Industrial Revolution to the Present.

A.8 **Cultural Diversity and Social Equity:** *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

B. Arch
[X] Met

2018 Team Assessment: Evidence of B. Arch student achievement at the prescribed level was found in student work prepared for ARC 318L World Architecture: Industrial Revolution to the Present, and ARC 308 Architecture and Society.

M. Arch
[X] Met

2018 Team Assessment: Evidence of M. Arch student achievement at the prescribed level was found in student work prepared for ARC 387G World Architecture: Industrial Revolution to the Present, and ARC 386K Theory of Architecture 1.

> **Realm A. General Team Commentary:** Overall, the requirements of Realm A were apparent in the work reviewed by the team. The studio courses include a range of analog and digital media. Communication skills are a strong focus of the program, and the work builds from foundation studios through comprehensive and integrative studios. Construction courses contribute significantly to this communication development.
>
> While precedent studies and basic design exercises and diagramming are a part of the studio work, the inclusion of what was understood regarding the comprehension of people, place and context and recognizing the diverse needs of clients, community and society was less evident in the work presented in the Team Room.

Realm B: Building Practices, Technical Skills, and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

B.1   **Pre-Design:** *Ability* to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

B. Arch
[X] Met

2018 Team Assessment: Evidence of B. Arch student achievement at the prescribed level was found in student work prepared for ARC 561C Advanced Design Studio: Comprehensive.

M. Arch
[X] Met

2018 Team Assessment: Evidence of M. Arch student achievement at the prescribed level was found in student work prepared for ARC 695S Advanced Design Studio: Integrative.

B.2   **Site Design:** *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

B. Arch
[X] Met

2018 Team Assessment: Evidence of B. Arch student achievement at the prescribed level was found in student work prepared for ARC 333 Site Design and ARC 520L Intermediate Studio II.

M. Arch
[X] Met

2018 Team Assessment: Evidence of M. Arch student achievement at the prescribed level was found in student work prepared for ARC 383 Site Design and the Advanced Design Studio sequence; ARC 695.

B.3   **Codes and Regulations:** *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.

B. Arch
[X] Not Met

2018 Team Assessment: Evidence of B. Arch student achievement at the prescribed level was not found in student work. Some evidence of understanding applicable codes and regulations was found in the construction and advanced studio sequences; however, clarity of student ability at the prescribed level, particularly in regard to accessibility and life-safety, was not consistently evident throughout student work displayed in the team room.

M. Arch
[X] Not Met

2018 Team Assessment: Evidence of M. Arch student achievement at the prescribed level was not found in student work. Some evidence of understanding applicable codes and regulations was found in the construction, environmental controls, and advanced studio sequences; however, clarity of student ability at the prescribed level, particularly in regard to accessibility and life-safety, was not consistently evident throughout student work displayed in the team room.

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

B. Arch
[X] Met

2018 Team Assessment: Evidence of B. Arch student achievement at the prescribed level was found in student work prepared for ARC561C Advanced Design Studio: Comprehensive, and ARC361T Technical Communication.

M. Arch
[X] Met

2018 Team Assessment: Evidence of M. Arch student achievement at the prescribed level was found in student work prepared for ARC695S Advanced Design Studio: Integrative, and ARC381T Technical Communication.

B.5 **Structural Systems:** *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

B. Arch
[X] Met

2018 Team Assessment: Evidence of B. Arch student achievement at the prescribed level was found in student work prepared for ARC 435K Construction III, 435L Construction IV, and throughout the intermediate and advanced studio sequences.

M. Arch
[X] Met

2018 Team Assessment: Evidence of M. Arch student achievement at the prescribed level was found in student work prepared for ARC 385M Construction III, 385N Construction IV, and throughout the vertical and advanced studio sequences.

B.6 **Environmental Systems:** *Ability* to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

B. Arch
[X] Met

2018 Team Assessment: Evidence of B. Arch student achievement at the prescribed level was found in student work prepared for ARC 334 Environmental Controls I & II.

M. Arch
[X] Met

2018 Team Assessment: Evidence of M. Arch student achievement at the prescribed level was found in student work prepared for ARC 384 Environmental Controls I & II.

B.7 **Building Envelope Systems and Assemblies:** *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

B. Arch
[X] Met

2018 Team Assessment: Evidence of B. Arch student achievement at the prescribed level was found in student work prepared for ARC435K Construction III, and ARC335M Construction V.

M. Arch
[X] Met

2018 Team Assessment: Evidence of M. Arch student achievement at the prescribed level was found in student work prepared for ARC385M Construction III, and ARC385L Construction II.

B.8 **Building Materials and Assemblies:** *Understanding* of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

B. Arch
[X] Met

2018 Team Assessment: Evidence of B. Arch student achievement at the prescribed level was found in student work prepared for Arch 415 Construction II.

M. Arch
[X] Met

2018 Team Assessment: Evidence of M. Arch student achievement at the prescribed level was found in student work prepared for Arch 385 Construction II.

B.9 **Building Service Systems:** *Understanding* of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

B. Arch
[X] Met

2018 Team Assessment: Evidence of B. Arch student achievement at the prescribed level was found in student work prepared for the ARC 334 Environmental Controls I & II sequence and ARC 561C Advanced Design Studio: Comprehensive.

M. Arch
[X] Met

2018 Team Assessment: Evidence of M. Arch student achievement at the prescribed level was found in student work prepared for the ARC 384 Environmental Controls I & II sequence and the ARC 694 Vertical Studio sequence.

B.10 **Financial Considerations:** *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

B. Arch
[X] Not Met

2018 Team Assessment: Although the program's SPC Matrix indicates that this material is covered in 561C Comprehensive, the material was not found in the course syllabus or in student work prepared for this course. Faculty confirmed that Financial Considerations are not covered in this course.

M. Arch
[X] Not Met

2018 Team Assessment: Although the program's SPC Matrix indicates that this material is covered in 695S Integrative, the material was not found in the course syllabus or in student work prepared for this course. Faculty confirmed that Financial Considerations are not covered in this course.

> **Realm B. General Team Commentary:** Aspects of design work that includes pre-design, site, technical documentation, structures, and systems such as environmental, envelope, materials and services are broadly covered in studios and support courses. Students receive a well-rounded understanding of the interplay between building design and integrated systems. This work is evident in information included in the technical courses as well as graphic information in both the comprehensive (B. Arch) and integrative (M. Arch) studios, as building sections, wall sections and construction details demonstrate that students comprehend constructability at a variety of scales ranging from building details to the urban context and are able to accurately communicate this information.
>
> While the technical aspects were well integrated into the final design presentations, a demonstration of building codes, with respect to exiting and occupant loads, was not evident in the final project presentations. Financial considerations are also not covered within the curriculum.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations in this realm include:

- Comprehending the importance of research pursuits to inform the design process.

- Evaluating options and reconciling the implications of design decisions across systems and scales.

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.

- Responding to environmental stewardship goals across multiple systems for an integrated solution.

C.1   Research: *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

> **B. Arch**
> **[X] Met**
>
> **2018 Team Assessment:** Evidence of B. Arch student achievement at the prescribed level was found in student work in ARC 561.

> **M. Arch**
> **[X] Met**
>
> **2018 Team Assessment:** Evidence of M. Arch student achievement at the prescribed level was found in student work in ARC 385.

C.2   Integrated Evaluations and Decision-Making Design Process: *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

> **B. Arch**
> **[X] Met**
>
> **2018 Team Assessment:** Evidence of B. Arch student achievement at the prescribed level was found in student work prepared for ARC 561C Advanced Design Studio: Comprehensive.

M. Arch
[X] Met

2018 Team Assessment: Evidence of M. Arch student achievement at the prescribed level was found in student work prepared for ARC 695S Advanced Design Studio: Integrative.

C.3   **Integrative Design:** *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

B. Arch
[X] Met

2018 Team Assessment: Evidence of B. Arch student achievement at the prescribed level was found in student work prepared for ARC 561C Advanced Design Studio: Comprehensive.

M. Arch
[X] Met

2018 Team Assessment: Evidence of M. Arch student achievement at the prescribed level was found in student work prepared for ARC 695S Advanced Design Studio: Integrative.

Realm C. General Team Commentary: Overall, the requirements of Realm C were apparent in the work reviewed by the team. In particular, the team saw evidence of students evaluating options and reconciling the implications of design decisions across systems and scales. Student work also demonstrated the ability to synthesize variables from diverse and complex systems into an integrated architectural solution.

However, comprehension of the importance of research pursuits to inform the design process was not as clearly displayed. Also, the team believes the students respond to environmental stewardship goals across multiple systems for an integrated solution, although this ability was not always well demonstrated.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.

- Discerning the valuable roles and key players in related disciplines.

- Understanding a professional code of ethics, as well as legal and professional responsibilities.

D.1   **Stakeholder Roles in Architecture:** *Understanding* of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—the architect's role to reconcile stakeholders needs.

B. Arch
[X] Met

018 Team Assessment: Evidence of B. Arch student achievement at the prescribed level was found in student work prepared for ARC 362, Professional Practice.

M. Arch
[X] Met

2018 Team Assessment: Evidence of M. Arch student achievement at the prescribed level was found in student work prepared for ARC 382, Professional Practice.

D.2 **Project Management:** *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

B. Arch
[X] Not Met

2018 Team Assessment: The course description, goals, and objectives for ARC 362 Professional Practice make only some mention of topics regarding project management, and the school did not provide student work showing evidence of learning and understanding the above criteria. The faculty member in charge of Professional Practice stated that he is not qualified to, and therefore does not, teach about project management.

M. Arch
[X] Not Met

2018 Team Assessment: The course description, goals, and objectives for ARC 382 Professional Practice make only some mention of topics regarding project management, and the school did not provide student work showing evidence of learning and understanding the above criteria. The faculty member in charge of Professional Practice stated that he is not qualified to, and therefore does not, teach about project management.

D.3 **Business Practices:** *Understanding* of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

B. Arch
[X] Met

2018 Team Assessment: Evidence of B. Arch student achievement at the prescribed level was found in student work prepared for ARC 362, Professional Practice.

M. Arch
[X] Met

2018 Team Assessment: Evidence of M. Arch student achievement at the prescribed level was found in student work prepared for ARC 382, Professional Practice.

D.4 **Legal Responsibilities:** *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

B. Arch
[X] Met

2018 Team Assessment: Evidence of B. Arch student achievement at the prescribed level was found in student work prepared for ARC 362, Professional Practice.

M. Arch
[X] Met

2018 Team Assessment: Evidence of M. Arch student achievement at the prescribed level was found in student work prepared for ARC 382, Professional Practice.

D.5   **Professional Ethics:** *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.
B. Arch
[X] Met

2018 Team Assessment: Evidence of B. Arch student achievement at the prescribed level was found in student work prepared for ARC 362, Professional Practice.

M. Arch
[X] Met

2018 Team Assessment: Evidence of M. Arch student achievement at the prescribed level was found in student work prepared for ARC 382, Professional Practice.

Realm D. General Team Commentary: Topics in Realm D, with the exception of Project Management, are extensively covered in the Professional Practice course, giving students a well-rounded understanding of the business, regulatory, and legal forces that shape the profession. The course work displays a range of assignments that go beyond understanding, allowing the students to apply the principles learned in class to real, local situations. Students who choose to participate in the Professional Residency Program get an opportunity to see some of these topics as they come up in practice, a strength that both students and faculty pride the program on. Overall student achievement in this realm is strong, a statement reinforced by graduates' above average pass rates on the ARE's.

Part Two (II): Section 2 – Curricular Framework

II.2.1 Institutional Accreditation
For a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be or be part of an institution accredited by one of the following U.S. 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); or the Western Association of Schools and Colleges (WASC).

2. Institutions located outside the United States and not accredited by a U.S. regional accrediting agency may pursue candidacy and accreditation of a professional degree program in architecture under the following circumstances:
   a. The institution has explicit written permission from all applicable national education authorities in that program's country or region.
   b. At least one of the agencies granting permission has a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation.

[X] Met

2018 Team Assessment: The University of Texas at Austin in Austin, Texas, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS-COC) to award Bachelor's, Master's, and Doctoral degrees. The institution was initially accredited in 1901 and was last reviewed and reaffirmed in 2008. The institution is scheduled to receive its next reaffirmation of accreditation review in 2018.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following 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.

The B. Arch., M. Arch., and/or D. Arch. are titles used exclusively with NAAB-accredited professional degree programs. The B. Arch., M. Arch., and/or D. Arch. are recognized by the public as accredited degrees ind therefore should not be used by nonaccredited programs.

Therefore, any institution that uses the degree title B. Arch., M. Arch., or D. Arch. for a nonaccredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these nonaccredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *2014 NAAB Conditions for Accreditation*. All accredited program must conform to the minimum credit hour requirements:

[X] Met

2018 Team Assessment: Since the previous team visit, the B. Arch program has reduced its overall requirement from 167 credits to 161 credits. Through the curriculum and course directory provided, minimum general education, elective, and professional degree credits are observed for both the B. Arch and M. Arch degree programs.

Part Two (II): Section 3 – Evaluation of Preparatory Education

The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.

- In the event a program relies on the preparatory educational experience to ensure that admitted 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.

- The program must demonstrate that the evaluation of baccalaureate-degree or associate-degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate before accepting the offer of admission. See also Condition II.4.6.

[X] Met

2018 Team Assessment: Internal transfer admission within the B. Arch program: Students within the University of Texas at Austin must apply for internal transfer and must have a minimum of 24 UT semester hours (excluding credit-by-exam) and a minimum grade point average of 3.25. Emphasis is given to strong performance in university courses, especially courses relevant to the degree program to which the applicant is applying. Meeting these requirements is no guarantee for admission. Internal transfers will begin with a summer studio sequence (Fundamental Design) and are on-track to graduate with the same freshman cohort. A handful of students are accepted into the program each year through the internal transfer process.

External transfer admission within the B. Arch and M. Arch program allows transfer applicants from architecture and interior design programs in other universities to be evaluated, with an evaluation rubric, with emphasis given to excellence in design (portfolio required), academic preparation, essays, and other achievements. Course credit and placement in studio sequence are determined upon acceptance. External transfer admission is not common, but possible for a few candidates each year within the B. Arch program. M. Arch students that have an undergraduate degree in design (architecture, environmental design, interior, etc.) are typically provided with advanced placement and are waived from up to 2 of the 7 design studios. Once accepted, students may request waivers for lectures/lab courses that are not waived by the admissions staff through standard transfer procedures, with proper reviews and documentation. The SOA carefully evaluates courses for transfer credit and keeps records for each student on an individual basis.

Part Two (II): Section 4 – Public Information

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

II.4.1 Statement on NAAB-Accredited Degrees:

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

[X] Met

2018 Team Assessment: Documentation to support this condition was provided on the University of Texas at Austin, School of Architecture website at: http://soa.utexas.edu/programs/architecture/naab-accreditation

II.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

The 2014 NAAB Conditions for Accreditation

The Conditions for Accreditation in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2018 Team Assessment: Documentation to support this condition was provided on the University of Texas at Austin, School of Architecture website at: http://soa.utexas.edu/programs/architecture/naab-accreditation

II.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

[X] Met

2018 Team Assessment: Documentation to support this condition was provided on the University of Texas at Austin, School of Architecture website at: http://soa.utexas.edu/resources/career-services/student-resources

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 electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).

- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).

- The most recent decision letter from the NAAB.

- The most recent APR.[1]

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

[X] Met

2018 Team Assessment: Documentation to support this condition was provided on the University of Texas at Austin, School of Architecture website at: http://soa.utexas.edu/programs/architecture/naab-accreditation

II.4.5 ARE Pass Rates:

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

[X] Met

2018 Team Assessment: Documentation to support this condition was provided on the University of Texas at Austin, School of Architecture website at: http://soa.utexas.edu/programs/architecture/naab-accreditation

II.4.6 Admissions and Advising:

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
- Forms and process for the evaluation of preprofessional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

2018 Team Assessment: Documentation to support this condition was provided on the University of Texas at Austin, School of Architecture website at: http://soa.utexas.edu/apply/undergraduate-admissions & http://soa.utexas.edu/apply/graduate-admissions

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.

● 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.

[X] Met

2018 Team Assessment: Documentation to support this condition was provided on the University of Texas at Austin, School of Architecture website at: http://soa.utexas.edu/life-work/student-life/soa-funding-opportunities

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation.*

The program must certify that all statistical data it submits to the 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.

[X] Met

2018 Team Assessment: The program provided Annual Statistical Reports to NAAB.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 10, *NAAB Procedures for Accreditation,* 2015 Edition)*.*

[X] Met

2018 Team Assessment: The program provided Interim Progress Reports to NAAB.

IV.   Appendices:

Appendix 1. Conditions Met with Distinction

I.1.4.C Professional Opportunities
The Professional Residency Program (PRP) offers students the opportunity to experience practice in exceptional architecture firms across the country and throughout the world. This program is recognized as a significant attractor to the school. The program has developed a rich set of well-respected firms with which students are matched by the program administrators, helping to ensure that the student and the profession both benefit. A faculty member supports bachelor's and master's students in the residency program by evaluating their experience through discussions and writing assignments.

I.2.4 - Information Resources
Students, faculty, and staff at UTSOA have access to a remarkable array of information resources in the Architecture & Planning Library, the Visual Resources Collection, and the Materials Library. In particular, the use and continued growth of the Alexander Architectural Archive supports student learning and research opportunities. The contributions of the UTSOA librarians, visual resource professionals, and materials lab staff provide a great benefit to the School of Architecture.

A.4 - Architectural Design Skills
Students are accomplished in their abilities to execute formal and organizational design skills. The work in the early studios demonstrates a strong foundation for students to build upon in developing approaches to how spaces relate to one another, are configured, and are constructed. This foundation enables exceptional work in later comprehensive and integrative design studios.

B.4 - Technical Documentation
The work observed demonstrates a strong ability to make technically clear drawings and construct high-quality digital and physical models illustrating and identifying the assembly of materials, systems, and components appropriate for building design.

B.7 - Building Envelope Systems and Assemblies
Student work demonstrates a solid understanding of the basic principles involved in selection and application of appropriate building systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

B.8 - Building Materials and Assemblies
Student work demonstrates an in depth understanding of materials in both interior and exterior applications. Reviewed studio work shows care in the selection of materials and finishes, with conscious attention paid to design intent, aesthetics, structural performance, and environmental impact.

Appendix 2. Team SPC Matrix

The team is required to complete an SPC matrix that identifies the course(s) in which student work was found that demonstrated the program's compliance with Part II, Section 1.

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.

BArch Matrix

X: Primary SPC coverage | ●: Secondary SPC coverage

Realm A: Critical Thinking and Representation | Realm B: Building Practices, Technical Skills, and Knowledge | Realm C: Integrated Architectural Solutions | Realm D: Professional Practice

Course	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
	Ability	Ability	Ability	Ability	Ability	Ability	Und.	Und.	Ability	Ability	Ability	Ability	Ability	Ability	Und.	Und.	Und.	Und.	Und.	Ability	Ability	Und.	Und.	Und.	Und.	Und.
FIRST YEAR — Fall																										
ARC 310K Foundation Studio I																										
ARC 311K Visual Communication I																										
ARC 308 Architecture and Society																										
FIRST YEAR — Spring																										
ARC 310L Foundation Studio II					X																					
ARC 311L Visual Communication II																										
ARC 318K World Arch: Origins to 1750	X						X																			
SECOND YEAR — Fall																										
ARC 320K Intermediate Studio I (Operational: 1 of 4)		X		X																						
ARC 221K Visual Communication III																										
ARC 415K Construction I																										
ARC 318L World Arch: Indust Rev to Present								X																		
SECOND YEAR — Spring																										
ARC 520L Intermediate Studio II/IV (Environmental/Speculative: 2 of 4)																										
ARC 415L Construction II																X										
ARC 333 Site Design										X																
THIRD YEAR — Fall																										
ARC 520M Intermediate Studio III (Integration: 3 of 4)																										
ARC 435K Construction III													X		X											
ARC 334K Environmental Controls I														X												
THIRD YEAR — Spring																										
ARC 530T Intermediate Studio IV/II (Environmental/Speculative: 4 of 4)			X																							
ARC 435L Construction IV																										
ARC 334L Environmental Controls II																	X									
FOURTH/FIFTH YEAR																										
ARC 561R Advanced Design Studio (total of 3)																										
ARC 561C Advanced Design Studio: Comprehensive						X			X			X							X	X	X					
ARC 361T Technical Communication																										
ARC 335M Construction V																										
ARC 362 Professional Practice																						X		X	X	X
ARC 342( ) or 368R Advanced Architectural History Topics (Total of 3)																										
CRP 369K Principles of Planning																										

Column headers:
- A.1 Professional Communication Skills
- A.2 Design Thinking Skills
- A.3 Investigative Skills
- A.4 Architectural Design Skills
- A.5 Ordering Systems
- A.6 Use of Precedents
- A.7 History and Global Culture
- A.8 Cultural Diversity and Social Equity
- B.1 Pre-Design
- B.2 Site Design
- B.3 Codes and Regulations
- B.4 Technical Documentation
- B.5 Structural Systems
- B.6 Environmental Systems
- B.7 Building Envelope Systems and Assemblies
- B.8 Building Materials and Assemblies
- B.9 Building Service Systems
- B.10 Financial Considerations
- C.1 Research
- C.2 Integrated Evaluations and Decision Making Design Process
- C.3 Integrative Design
- D.1 Stakeholder Roles in Architecture
- D.2 Project Management
- D.3 Business Practices
- D.4 Legal Responsibilites
- D.5 Professional Conduct

MArch Matrix

X: Primary SPC coverage | ●: Secondary SPC coverage

SPC met in NAAB-accredited program

Realm A: Critical Thinking and Representation — Realm B: Building Practices, Technical Skills, and Knowledge — Realm C: Integrated Architectural Solutions — Realm D: Professional Practice

Year	Sem	Course	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
			Ability	Ability	Ability	Ability	Ability	Ability	Und.	Und.	Ability	Ability	Ability	Ability	Ability	Ability	Und.	Und.	Und.	Und.	Und.	Ability	Ability	Und.	Und.	Und.	Und.	Und.
FIRST YEAR	Fall	ARC 694 Vertical Studio (two in first year)																										
		ARC 381D Architectural Drawing																										
		ARC 385K Construction I																										
		ARC 386K Theory of Architecture I																										
	Spring	ARC 381F Digital Drawing & Fabrication																										
		ARC 385L Construction II																X				X						
		ARC 387F World Arch: Origins to 1750							X																			
SECOND YEAR	Fall	ARC 694 Vertical Studio (additional two in second year)		X	X	X	X	X																				
		ARC 385M Construction III													X		X											
		ARC 387G World Arch: Industrial Rev to the Present								X																		
		ARC 386L Theory of Architecture II	X																									
	Spring	ARC 385N Construction IV																										
		ARC 384K Environmental Controls I														X												
		ARC 383S Site Design										X																
THIRD/FOURTH YEAR		ARC 696 Advanced Design Studio (total of 3)		`																								
		ARC 695S Advanced Design Studio: Integrative									X			X								X	X					
		ARC 381T Technical Communications																										
		ARC 384L Environmental Controls II																	X									
		ARC 382 Professional Practice																						X		X	X	X
		ARC 388R Advanced Arch History Topics (minimum of two)																										

Column headers:
- A.1 Professional Communication Skills
- A.2 Design Thinking Skills
- A.3 Investigative Skills
- A.4 Architectural Design Skills
- A.5 Ordering Systems
- A.6 Use of Precedents
- A.7 History and Global Culture
- A.8 Cultural Diversity and Social Equity
- B.1 Pre-Design
- B.2 Site Design
- B.3 Codes and Regulations
- B.4 Technical Documentation
- B.5 Structural Systems
- B.6 Environmental Systems
- B.7 Building Envelope Systems and Assemblies
- B.8 Building Materials and Assemblies
- B.9 Building Service Systems
- B.10 Financial Considerations
- C.1 Research
- C.2 Integrated Evaluations and Decision Making Design Process
- C.3 Integrative Design
- D.1 Stakeholder Roles in Architecture
- D.2 Project Management
- D.3 Business Practices
- D.4 Legal Responsibilites
- D.5 Professional Conduct

Appendix 3. The Visiting Team

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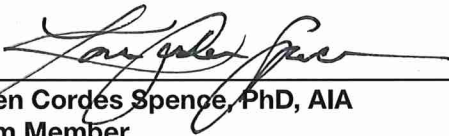
V.   Report Signatures

Respectfully Submitted,

(signature)

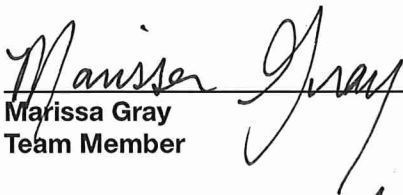**Ryan McEnroe, AIA, ASLA**
Team Chair

(signature)

Stuart Coppedge, FAIA
Team Member

(signature)

Curt Lamb, PhD, MArch
Team Member

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Karen Cordes Spence, PhD, AIA
Team Member

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Marissa Gray
Team Member

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Christopher Livingston, AIA
Non-Voting Team Member