The University of Texas at Arlington
School of Architecture

2016 Visiting Team Report

Master of Architecture
Path A (degree plus 104 credit hours)
Path B (preprofessional degree plus 57 hours)

The National Architectural Accrediting Board
October 12, 2016

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.

Table of Contents

I. Summary of Visit

a. Acknowledgements and Observations

The team thanks the College of Architecture, Planning, and Public Affairs (CAPPA) and the University of Texas at Arlington (UTA) School of Architecture for their hospitality and the time they spent preparing for this continuing accreditation visit for the M. Arch degree.

During this visit, the team found the UTA School of Architecture to be a deeply rooted, rigorous, design-focused program offering the only accredited architecture degree in the Dallas-Fort Worth metroplex, which is one of the fastest growing urban regions in the United States. The team compliments the program for its emphasis on the following areas: an understanding of building envelope systems, the integration of programming throughout the design curriculum, analog representation techniques, and model-making. The team also compliments the diverse, respectful, energetic student body; the specialization of talent within a dedicated, professional faculty; and the professionalism of the staff.

Since the previous visit, institutional changes to the mission and strategic vision at the university level have triggered co-location of the School of Architecture with the Department of Planning and Landscape Architecture and the Department of Public Affairs to create a new college within the university known as CAPPA. Ongoing uncertainties regarding long-term academic leadership in the architecture program and recent administrative restructuring associated with the formation of CAPPA present challenges to the advancement of the academic mission and to maintaining the morale of the faculty and staff.

b. Conditions Not Achieved

B.6 Environmental Systems

C.3 Integrative Design

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

II. Progress Since the Previous Site Visit (2010)

2004 Criterion 13.16, Program Preparation: Ability to *prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria.*

Previous Team Report (2010): Evidence was not found that all students were required to complete a comprehensive program based on client and user needs, with analysis of site conditions and assessment of relevant laws and standards.

2016 Visiting Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 5336 - Programming and Site Design II.

2004 Criterion 13.31, Professional Development: Understanding of *the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers*

Previous Team Report (2010): While there is evidence that the topic may be presented in ARCH 5331 Professional Practice though a lecture and some student presentations, students are receiving this information in the final year of their curriculum and not in a consistent manner. When surveyed in the entrance meeting, a majority of students indicated that they are unfamiliar with the licensure process and the Intern Development Program.

> **2016 Visiting Team Assessment:** This SPC has been eliminated since the program was last visited. Nevertheless, the program fulfills the objectives of this SPC in its approach to Defining Perspective C. Professional Opportunity (see pages 12-14, APR) and in the work of the Architect Licensing Advisor (see pages 12 and 13, APR).

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 and 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. This includes 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. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

2016 Analysis/Review: From its inception in 1895 as a military and vocational school, UTA has adapted to meet the needs of its region and beyond. Today, it continues to position itself to be a major influence in the Dallas-Fort Worth region as the region transitions to a megacity. As a comprehensive research, teaching, and public service institution, UTA is committed to the promotion of lifelong learning and to the development of good citizenship through its community service learning programs. The architecture program has evolved from its inception in the early 1940s as a 2-year non-degree program in the School of Engineering to a department in the College of Liberal Arts in 1968 to the School of Architecture in 1973, where Architecture, Landscape Architecture, and Interior Design have remained the three dominant programs. In the 1980s, international visiting critic and study abroad programs were added to the School of Architecture to enhance the diversity of knowledge and experience.

In 2009, consistent with the institutional principles and to meet the needs of the region, the Arlington Urban Design Center (downtown and neighborhood development) was founded, followed by the David Dillon Center for Texas Architecture (advancing the public dialogue on architecture and urbanism) in 2011, the Center for Metropolitan Density (financial feasibility and real estate market forces) in 2012, and the Digital Architecture Research Consortium (research on computational fabrication). Most recently, the School of Architecture and the School of Urban and Public Affairs have merged into CAPPA, thereby interweaving talents and professions to co-create urban, ecological, and social fabrics that unleash the inherent potential of places and communities in the Dallas-Fort Worth region and beyond. This evolution and broadening of programs has brought collaboration with other disciplines, public access and engagement by the community, and built projects in the community as part of UTA's commitment to outreach and service. Faculty and staff from the School of Architecture are actively involved with the university, CAPPA, and the School of Architecture committees. Students also participate in the School of Architecture committees.

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 non-traditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, 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, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

2016 Analysis/Review: This condition is **Met with Distinction**. The program has a clear Studio Culture Policy on display throughout the facilities, and it is available on the CAPPA website. The policy addresses all of the criteria required. Additionally, the Studio Culture Policy provides contact information for a wide variety of resources that provide assistance for academic performance, personal health, and financial well-being.

The policy is maintained and updated by a committee composed of faculty, administration personnel, and students. It was originally drafted in 2009, and the most recent update occurred in December 2015. The studio culture is positive, respectful, and engaging for both students and faculty.

Students and faculty are afforded a wide range of opportunities for expansive learning, both individually and collaboratively on campus and in the community in a broad range of organizations and activities. Evidence for this was found in the APR, on the school website, and in discussions with the faculty. The opportunities include participation in student-led organizations and faculty-led field study trips domestically and internationally.

The M. Arch program has a unique student body, given its location in north Texas. Many students are first-generation college students. Faculty, administration personnel, staff, and students are very supportive of the uniqueness of this student body and continue to create new ways to maintain a positive learning culture within the context of the program.

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 as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.
- 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.

2016 Analysis/Review: The APR illustrates the current diversity breakdown within the student body and notes that the learning environment is inclusive and promotes diversity. On the CAPPA page of the UTA website, the team found a statement from the current dean of CAPPA regarding diversity and inclusion, which outlines the program's celebration of individuality and its intent to maximize the diversity of the student body in the years to come. The dean recognizes the lack of diversity in the faculty, and the Hiring Committee plans to focus primarily on diversity when searching for future staff, faculty, and administrative candidates.

In accordance with the policies of the university, the APR includes a link to the "Principles of Community" through the Office of Human Resources section of the UTA website. It highlights the university's 2020 Strategic Plan, including the focus on mutual respect and the requirement for all hiring pools within the university to be significantly diverse. The team's understanding is that, per the university administration, new hires may be acquired through a process describing the needs of the school and reflecting the priorities of the university. Requests for new faculty lines have been submitted to the administration by CAPPA and were acknowledged in the team's conversations with the provost. If approved, they will abide by the process requiring diverse applicant pools. The team found documentation of Equal Employment Opportunity and Affirmative Action policies on the CAPPA page of the UTA website under "Open Positions."

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

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

the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.

B. Design. The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.

C. Professional Opportunity. The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.

D. Stewardship of the Environment. The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.

E. Community and Social Responsibility. The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment

2016 Analysis/Review: The APR articulates student exposure to a wide range of activities, including team activities involving design/build, digital fabrication, real estate, healthcare design, and study abroad in Mexico (Perspective A). Documents and exhibits clearly show a coordinated trajectory for developing students' capacities to engage in ever more complex design problems while affording them opportunities to be inventive in expanding the role of design to address spatial, urban, and social conditions (Perspective B).

Reference is made to activities of the AIAS, including their own lectures and mentorship program. The School of Architecture has a designated AXP coordinator and a professional liaison. It maintains a regular schedule of visits by the Texas Board of Architects and Engineers and NCARB. In addition, a local architecture critic serves as a faculty member. The school takes advantage of its metropolitan location to conduct a robust lecture series and organize exhibits. A number of non-traditional, expansive roles for architecture are presented through required coursework, a roundtable series, and elective offerings. The school utilizes annual super reviews by employing local and national critics to assess the studio work and curriculum. Many faculty members, including full- and part-time appointments, are engaged in practice. An annual career fair allows direct interaction between students and professionals (Perspective C).

Per the APR, stewardship of the environment (Perspective D) is addressed through coursework, including courses focused on technology, site design, and programming. Building performance and sustainable practices are acknowledged through work in the advanced and comprehensive design studios. Knowledge of LEED and other rating systems, as well as environmental performance software, is gained through required courses covering programming, site design, and professional practice. Additionally, regular lectures by guest professional consultants and representatives of a U.S. Green Building Council (USGBC) student chapter promote sustainable practices and metrics.

The School of Architecture promotes community involvement and social responsibility by developing an understanding of the global community through the history curriculum and through regular design studio exercises focused on projects in international locations. Students also have the opportunity to engage in design/build activities, the Arlington Urban Design Center, research assistantships in the Institute of Urban Studies operated by CAPPA, and studios focused on real estate development. As a whole, the school focuses on the urban environment and the role that design plays in advancing society (Perspective E).

I.1.5 Long-Range Planning: The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

2016 Analysis/Review: The APR states that UTA has had a Strategic Plan in place since 2015, with the guiding themes of Health and the Human Condition, Sustainable Urban Communities, Global Environmental Impact, and Data-Driven Discovery. Additionally, CAPPA provided a copy of its Mission, Vision, and Goals. However, the most recent long-range planning for the School of Architecture began in 2012 and was suspended in 2013 while the college was searching for a new school director in 2014-2015. According to site visit interviews, no further work has been done on school-focused, long-range planning since 2013 due to a school director search in 2014-2015. Based on interviews during the site visit with the administration and faculty, it is anticipated that the School of Architecture will begin development of its long-range plans in the near future. Through the APR, the school does demonstrate that its programs reflect the five defining perspectives that cover elements of the university's Strategic Plan and that the pedagogy is continually evaluated to align with and fulfill the Student Performance Criteria for accreditation under the Unit Effectiveness Process (UEP).

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 multi-year 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.

2016 Analysis/Review: According to the program's Curricular Assessment Process chart, curricular changes and new course requests from program faculty, students, and administrators are to be channeled through the Graduate Studies Committee and the Curriculum Committee for the graduate and the undergraduate studies, respectively. The committee recommendations are brought to the faculty for approval prior to submission to the respective University Graduate and Undergraduate Assemblies for review and approval.

In addition, the university has a mandatory biennial evaluation process called the UEP, which is required of all degree programs. The School of Architecture uses the NAAB Student Performance Criteria to biennially score, on a four-level scale, the studio projects from the comprehensive graduate studio and the senior undergraduate studio at the final jury. However, according to the Self-Assessment Policies and Objectives Document, "no student or professor feedback will be given." The scores are tabulated, and the averages are entered into the required university system. Neither the APR nor the Self-Assessment Policies and Objectives Document specifies if and how the collected scores are used in the program curricular assessment and development. Also, the UEP evaluation is limited to the final studio of the graduate curriculum. When and how the other studios in the sequence and the core curricular courses are evaluated and assessed as part of a holistic curricular assessment and development is not specified. The following activities with assessment potential are

also identified in the APR: course evaluations, the dean's annual solicitation of student views in meetings with students, the program Curriculum Committee, and the UEP. However, there is no identified process of self-assessment to incorporate the information that could be collected from these diverse venues.

Given the recent major administrative changes, the incorporation of the School of Architecture into CAPPA, and the pending selection of a new director for the School of Architecture, addressing the program's self-assessment procedures and curricular assessment and development remains a high priority for the new college and the program's faculty and administrators. This will include a planning process for continuous improvement that identifies multi-year objectives within the context of the institutional and program mission and culture, as well as a robust self-assessment process, specifically with regard to ongoing evaluation of the program's mission and multi-year planning objectives.

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. This includes 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 Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of IDP, 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

2016 Team Assessment: The team found evidence of this condition throughout the APR narrative and through interviews with faculty, staff, and students during the visit.

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, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

[X] Described

2016 Team Assessment: Through a description in the APR, information provided in the team room, and a tour of the architecture program's facilities, the school indicated that its facilities are appropriate and adequate for the program's pedagogy. In addition, the school described its plans for further renovation to keep pace with changing pedagogy and technologies.

During the site visit, the team noted the following with regard to the facilities: a digital fabrication laboratory appeared to lack fire extinguishers, and some students that the team talked to seemed unaware of any training for use of the extinguishers in the laboratories. The woodshop has an outdated sawdust-exhaust system and apparently lacks an equipment replacement schedule for end-of-service life.

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

[X] Demonstrated

2016 Team Assessment: The team was given budget documents illustrating the budget structure of CAPPA and the allocations to the School of Architecture. Meetings with the college business officer further clarified the budgeting process in the Dean's Office and the resources allocated to the school. Based on this evidence, the team believes that the available resources are appropriate to support student learning and achievement.

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 the field of architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architectural 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

2016 Team Assessment: The team found that sufficient and convenient information resources and facilities were provided to the students, faculty, and staff. The APR effectively describes the institutional context for library and information resources, including university-wide library resources and the Architecture and Fine Arts Library. The Architecture and Fine Arts Library contains specialized literature and information for the fields of architecture, fine arts, and music. The APR describes the content, extent, and format of the resources in the current library collection. It also provides an outline of the accessibility and security of the information resources and a description of the staff employed to maintain and manage the facilities.

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 the 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

2016 Team Assessment: The team found evidence of these descriptions in Section I.2.5 of the APR (see page 35) and in documents provided by the dean of CAPPA. In the team's meeting with the faculty, the faculty expressed concerns regarding the ability to maintain tenured and tenure-track faculty representation and leadership on committees, given faculty departures coupled with hiring interruptions since the last accreditation visit. The faculty also expressed concern regarding transparency and due process in administrative appointments at the school and college levels. The incorporation of the School of Architecture into CAPPA has necessitated restructuring of administrative reports and likely will result in expanded and/or restructured committee assignments. Advocacy of the program needs relative to the NAAB accreditation metrics in the larger context of the college will be important moving forward within the new college structure.

.

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 individual criteria.

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 research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

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 appropriate representational media both with peers and with the general public.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5591 - Design Studio I, ARCH 5670 - Advanced Design Studio, ARCH 5331 - Professional Practice I.

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.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5670 - Advanced Design 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.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5670 - Advanced Design Studio.

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.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5591 - Design Studio I and ARCH 5592 - Design Studio II.

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.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5591 - Design Studio I and ARCH 5592 - Design Studio II.

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

[X] Met

2016 Team Assessment: This criterion is **Met with Distinction.** The use of precedents was found in much of the required curriculum, including the required design studios and the required non-studio coursework. It was especially prevalent in student work prepared for ARCH 5670 - Advanced Design Studio.

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, and technological factors.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5303 - History of Architecture I and ARCH 5304 - History of Architecture II.

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 buildings and structures.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5303 - History of Architecture I.

Realm A. General Team Commentary: The student projects reviewed by the team indicated that students were able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Students could use a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, drawing, and model-making. Students' projects indicated that their educational experience was sufficiently broad, with an emphasis on valuing lifelong inquisitiveness. Students appeared to have sufficient comprehension of people, place, and context, and they were adequately prepared to recognize the disparate needs of client, community, and society.

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. Additionally, 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, which must include 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.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5336 - Programming and Site Design II.

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.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5672 - Advanced Design Studio (Comprehensive).

B.3 **Codes and Regulations:** *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5672 - Advanced Design Studio (Comprehensive) and ARCH 5336 - Programming and Site Design II.

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.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5672 - Advanced Design Studio (Comprehensive).

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5328 - Architectural Structures III and ARCH 5672 - Advanced Design Studio (Comprehensive).

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

[X] Not Met

2016 Team Assessment: The team did not find evidence of student achievement at the prescribed level in the areas of passive heating and cooling, solar systems, and how environmental systems can vary by geographic region.

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.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5323 - Construction Materials and Methods and ARCH 5670 - Advanced Design Studio.

B.8 **Building Materials and Assemblies:** *Understanding* of the basic principles utilized 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.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5323 - Construction Materials and Methods.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5357 – B.I.M. and Visualization and ARCH 5670 - Advanced Design Studio.

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.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in ARCH 5331 - Professional Practice I, as well as ARCH 5336 - Programming and Site Design II, with the exception of project financing methods and feasibility. Project financing methods and feasibility was found in ARCH 5670 - Advance Design Studio's "Real Estate Focused Studio."

Realm B. General Team Commentary: Projects and assignments reviewed by the team showed evidence of students' comprehension of, and ability to apply, technical aspects of design in formulating architectural solutions and to present the technical aspects of the design with clarity. Evidence also showed students' attention to issues of constructability, as well as their comprehension of building systems and the ability to integrate them into the design of buildings. SPC B.6 was not met because there was no evidence of passive heating and cooling, solar systems, or geographically specific environmental strategies in projects and assignments.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Evaluating options and reconciling the implications of design decisions across systems and scales.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5670 - Advanced Design Studio.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5672 - Advanced Design Studio (Comprehensive).

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.

[X] Not Met

2016 Team Assessment: The team did not find evidence of students' ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, and life safety at the required level.

Realm C. General Team Commentary: The team reviewed evidence from ARCH 5670 - Advanced Design Studio and ARCH 5672 - Advanced Design Studio (Comprehensive). Student work in these courses showed consistent evidence at the required level of achievement for SPC C.1 and C.2, but the team did not observe consistent evidence at the required level of achievement for C.3 Integrative Design. Regarding C.3, the documentation for student projects presented did not consistently demonstrate a synthesizing integration of three areas of this SPC, though the project types were interesting and very diverse, and covered complex and large-scale building program and site considerations (such as public libraries and courthouses). The team found evidence in ARCH 5336 - Programming and Site Design II that contained documented components of weak and/or missing elements of C.3, but this course was not identified as being taught in association with representative design studios, nor did the project types/design problems in ARCH 5336 match ARCH 5670 or ARCH 5672 studio projects.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting 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 relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5331 - Professional Practice I.

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.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5331 - Professional Practice and ARCH 5336 - Programming and Site Design II.

D.3 **Business Practices:** *Understanding* of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5331 - 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.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5331 - 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 AIA Code of Ethics in defining professional conduct.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5331 - Professional Practice.

Realm D. General Team Commentary: The student work reviewed by the team demonstrated that the students had an understanding of business principles for the practice of architecture, including management, advocacy, and acting legally, ethically, and critically for the good of the client, society, and the public. The student work indicated that students' educational experience was sufficiently extensive, especially with regard to the ability to comprehend the business of architecture and construction. The students appeared to be able to discern the key players and their valuable roles in related disciplines, and demonstrated an understanding of the professional code of ethics, legal responsibilities, and professional responsibilities.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

In order 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); and the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[X] Met

2016 Team Assessment: According to the UTA website, UTA is accredited by the Southern Association of Colleges and Schools (SACS). The SACS website lists UTA as one of its accredited institutions. The APR provided a hyperlink to the required letter from the regional accrediting commission/agency regarding the institution's term of accreditation (see page 38, APR).

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.

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

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

[X] Met

2016 Team Assessment: The program offers two paths to an M. Arch degree: Path A (3 1/2 years) and Path B (2 years). The differences between these two paths and the curricular requirements for each are clearly articulated on the program website and in the APR. The curricular requirements for both paths include professional studies, general studies, and optional studies. Both paths conform to the NAAB minimum credit-hour requirements.

The program also offers Path C (1 year), which leads to a post-professional M. Arch degree. The program indicated that it has initiated the appropriate institutional processes for changing the title of this non-accredited degree program to a Master of Science in Architecture.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

The program must demonstrate that it has a thorough and equitable process to evaluate 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 coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that 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 prior to accepting the offer of admission. See also, Condition II.4.6.

[X] Not Met

2016 Team Assessment: Given that the program relies on the preparatory educational experience to ensure that students who are admitted to the Path B program (2 years), rather than the Path A program (3 1/2 years), have met certain Student Performance Criteria, the program is required to demonstrate that "it has established standards for ensuring the SPC are met and for determining whether any gaps exist." These standards are not found in the APR, nor are the processes for "evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria" found in the APR.

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 general 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

2016 Team Assessment: The exact required public information is provided in the University Catalogue on the page dedicated to the Master of Architecture program.

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

2016 Team Assessment: The required public information is provided on the school website at the bottom of the page articulating the degree offerings.

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

2016 Team Assessment: The Architect Licensing Advisor is tasked with providing information to architecture students, licensure candidates, and architects about licensure and reciprocity, earning AXP hours, passing the ARE, acquiring NCARB certification, and meeting jurisdictions' licensure requirements. The program website provides a link to the UTA Career Development Center website, which includes the university-wide resource links dedicated to career development.

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

2016 Team Assessment: The required public information is provided on the school website at the bottom of the page articulating the degree offerings.

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

2016 Team Assessment: The team found a link to the ARE pass rates on the CAPPA page of the UTA website under the School of Architecture Academic Program tab.

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

2016 Team Assessment: Application forms and instructions are provided on the program website. Admissions requirements are specified, and admissions decisions are deferred to the Graduate Admissions Committee, including decisions regarding remediation and advanced standing. The program website indicates that credits accepted by the Office of Graduate Studies (OGS) will be further evaluated by the architecture graduate advisor, program director, and Graduate Admissions Committee to determine admission to the professional degree program.

Applicants from preprofessional architecture programs are evaluated on the basis of GPA and GRE scores, letters of recommendation, letters of intent, and a portfolio review. Applicants who demonstrate a deficiency in any of the required areas are granted provisional admission and must satisfactorily complete a fourth-year transitional studio. All graduate degree students are required to consult with the graduate advisor for approval of their final semester's program of study. All deadlines are referenced on the website. All requirements and forms for financial aid and scholarship applications are listed on the program website. As indicated in the APR, the dean of the

[1] This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

college has placed emphasis on a culture of diversity in her vision and mission for CAPPA. No specific initiatives are otherwise referenced.

During the site visit, many students attending the all-student interview indicated a strong desire for more formalized contact and career-focused conversations with faculty and staff who have architecture backgrounds and/or who are trained to understand the many career paths to choose from with an accredited architecture degree.

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

2016 Team Assessment: All relevant costs of attendance and financial aid opportunities are available on the CAPPA website and its links to the UTA website regarding tuition, costs, and financial aid.

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

2016 Team Assessment: The team found evidence of this certification in the APR.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 11, *NAAB Procedures for Accreditation,* 2012 Edition, Amended)

.

[X] Met

2016 Team Assessment: The team found evidence that Interim Progress Reports are posted on the CAPPA website and hyperlinked in the APR.

V. Appendices:

Appendix 1. Conditions Met with Distinction

I.1.2 Learning Culture

A.6 Use of Precedents

Appendix 2. Team SPC Matrix

MASTER OF ARCHITECTURE	C.H.	L.H.	S.H.	REALM A: CRITICAL THINKING + REPRESENTATION								REALM B: BUILDING PRACTICES, TECHNICAL SKILLS + KNOWLEDGE										REALM C: INTEGRATED ARCHITECTURAL SOLUTIONS			REALM D: PROFESSIONAL PRACTICE				
				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
				PROFESSIONAL COMMUNICATION SKILLS	DESIGN THINKING SKILLS	INVESTIGATIVE SKILLS	ARCHITECTURAL DESIGN SKILLS	CODING SYSTEMS	USE OF PRECEDENTS	HISTORY + GLOBAL CONTEXT	CULTURAL DIVERSITY + EQUITY	PRE-DESIGN	SITE DESIGN	CODES + REGULATIONS	TECHNICAL DOCUMENTATION	STRUCTURAL SYSTEMS	ENVIRONMENTAL SYSTEMS	BUILDING ENVELOPE SYSTEMS + ASSEMBLIES	BUILDING MATERIALS + ASSEMBLIES	BUILDING SERVICE SYSTEMS	FINANCIAL CONSIDERATIONS	RESEARCH	INTEGRATED EVALUATIONS + DECISION-MAKING DESIGN PROCESS	INTEGRATIVE DESIGN	STAKEHOLDER ROLES IN ARCHITECTURE	PROJECT MANAGEMENT	BUSINESS PRACTICES	LEGAL RESPONSIBILITIES	PROFESSIONAL CONDUCT
Foundation Curriculum | Semester 1 [Fall]																													
ARCH 5301 - DESIGN STUDIO I	6	3	6	X			X	X																					
ARCH 5303 - DESIGN COMMUNICATIONS	3	2	4																										
ARCH 5311 - INTRO. TO ARCHITECTURE AND INTERIOR DESIGN	3	3																											
ARCH 5313 - HISTORY OF ARCHITECTURE I	3	3								X	X																		
Total Hours	16																												
Foundation Curriculum | Semester 2 [Spring]																													
ARCH 5302 - DESIGN STUDIO II	6	3	6				X	X																					
ARCH 5303 - ARCHITECTURAL GRAPHICS II	3	2	4																										
ARCH 5304 - SITE DESIGN	3	3																											
ARCH 5314 - HISTORY OF ARCHITECTURE II	3	3								X																			
Total Hours	16																												
Foundation Curriculum | Semester 3 [Summer]																													
ARCH 5303 - DESIGN STUDIO III	6	3	6																										
ARCH 5313 - CONSTRUCTION MATERIALS AND METHODS	3	3																X	X										
Total Hours	9																												
Foundation Curriculum | Semester 4 [Fall]																													
ARCH 5304 - DESIGN STUDIO IV	6	3	6																										
ARCH 5317 - B.I.M. AND VISUALIZATION	3	3																		X									
TECHNICAL OR PRACTICE ELECTIVE	3																												
ELECTIVE	3																												
Total Hours	15																												
Graduate | Semester 5 [Spring]																													
ARCH 5470 - ADVANCED DESIGN STUDIO	6	3	9	X	X	X			X									X		X		X							
ARCH 5324 - ARCHITECTURAL STRUCTURES I	3	3																											
ARCH 5334 - ENVIRONMENTAL CONTROLS SYSTEMS II	3	3																											
HISTORY / THEORY ELECTIVE	3																												
Total Hours	15																												
Graduate | Semester 6 [Summer]																													
ARCH 5470 - ADVANCED DESIGN STUDIO	6	3	9																										
ELECTIVE	3																												
Total Hours	9																												
Graduate | Semester 7 [Fall]																													
ARCH 5470 - ADVANCED DESIGN STUDIO	6	3	9																										
ARCH 5327 - ARCHITECTURAL STRUCTURES II	3	3																											
ARCH 5335 - ENVIRONMENTAL CONTROL SYSTEMS I	3	3																											
ARCH 5354 - PROGRAMMING AND SITE DESIGN II	3	3										X		X												X			
Total Hours	15																												
Graduate | Semester 8 [Spring]																													
ARCH 5470 - ADVANCED DESIGN STUDIO (COMPREHENSIVE)	6	3	9										X	X	X	X													
ARCH 5326 - ARCHITECTURAL STRUCTURES III	3	3														X													
ARCH 5351 - PROFESSIONAL PRACTICE I	3	3		X																					X	X	X	X	X
ARCH 5353 - CONSTRUCTION II	3	3																											
Total Hours	15																												
Total Required Hours	106																												

C.H. = CREDIT HOURS L.H. = LECTURE HOURS S.H. = STUDIO HOURS

Appendix 3. The Visiting Team

Team Chair, representing the AIA
Krista Phillips, AIA NCARB
8321 Longhorn Street
Anchorage, AK 99507
(907) 360-1236
kristarphillips@hotmail.com

Representing the ACSA
Amir Ameri
Professor of Architecture
College of Architecture and Planning
University of Colorado Denver
Campus Box 126, POB 173364
UCD Bldg. 320DD
Denver, CO 80207
(303) 570-7217
amir.ameri@ucdenver.edu

Representing the AIAS
Amelia Rosen
327 South Carmelina Avenue
Los Angeles, CA 90049
(310) 497-2921
amr@andrew.cmu.edu; amy.rosen11@yahoo.com

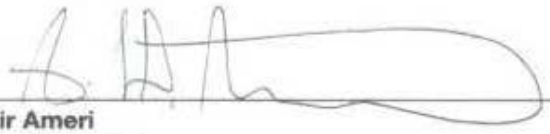
Representing the NCARB
Rick L. Benner, FAIA
Director and University Architect
Office of Facilities Development and Capital Budget
Western Washington University
Physical Plant 112A, Mailstop 9122
Bellingham, WA 98225
(360) 650-3550
rick.benner@wwu.edu

Nonvoting Member
Tim de Noble, AIA, Dean
The College of Architecture, Planning & Design
Kansas State University
920 N. 17th Street
115 Seaton Hall
Manhattan, KS 66506-2902
(785) 532-5950 direct
tdenoble@k-state.edu

V. Report Signatures

Respectfully Submitted,

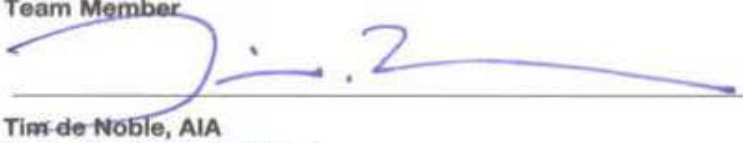
Krista Phillips, AIA NCARB — Representing the AIA
Team Chair



Amir Ameri — Representing the ACSA
Team Member

Amelia Rosen — Representing the AIAS
Team Member

Rick L. Benner, FAIA — Representing the NCARB
Team Member



Tim de Noble, AIA
Nonvoting Team Member