

**University of Virginia
Department of Architecture**

Visiting Team Report

Master of Architecture

Track I (pre-professional degree plus 67 graduate credit hours)

Track II (undergraduate degree in architecture plus 102 graduate credit hours)

The National Architectural Accrediting Board
April 15, 2015

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. Summary of Team Findings

1. Team Comments and Visit Summary

The Department of Architecture at the University of Virginia is one of four departments within the School of Architecture. The department serves a student body of 180 graduate students and 310 undergraduate students. The program offers an accredited Master's Degree in Architecture (M. Arch.), a pre-professional undergraduate degree, and a post-professional Master's degree titled Architecture in Design Studies. Additionally, in partnership with the departments of Architectural History, Landscape Architecture, and Urban and Environmental Planning (the other departments in the school), the Department of Architecture offers an interdisciplinary Ph.D. program in the Constructed Environment.

The Department of Architecture and the School of Architecture are in a state of administrative and curricular transition, both of which are viewed positively by most stakeholders within the program. The most notable changes are the appointments of a new dean and department chair. As evidenced through conversations with program stakeholders, it is clear to the visiting team that students, faculty, and staff believe these appointments are assets to the program and its continued growth. Beginning in summer 2015, the School of Architecture will launch a planned search for a new dean. This search process, which is currently in the pre-planning stages, appears to be seeking inclusive perspective from faculty, staff, students, and alumni.

Additionally, the program has undertaken a proactive self-assessment that has led to various curricular refinements. These changes have resulted in the clarity of curricular paths and new course offerings aligned with faculty research interests. Through regular and ongoing discussions among the faculty and students, the program is seeking to be nimble and responsive to critique while fundamentally maintaining its planned trajectory. Through conversations with faculty and students, the visiting team found that many of them considered this approach to be highly effective.

During this transition, positive and notable progress has been made within the Department of Architecture; however, the visiting team notes the following:

- **Diversity:** Over the past 3 years, the department has increased its gender and cultural diversity, yet it has lost its racial diversity as a result of the recent departures of three faculty members. The department, school, and university administrations are acutely aware of this situation. Overall, the diversity of the program appears to be on par with similar programs, yet continued attention to racially diverse hires warrants consideration.
- **Departmental Funding:** The new university-driven Responsibility Centered Management (RCM) budgeting seeks to increase efficiencies while growing enrollment through a new allocation model. The new funding mechanism has the potential to drive undergraduate growth and class size. Even though the pre-professional degree program is not within the purview of this visit, university actions hold the potential for unintended impacts on departmental-level resources and should be monitored.

Overall, the visiting team found the program to be well positioned for future success, specifically in the following areas:

- **Collaboration:** Positioned within the larger School of Architecture, the Department of Architecture is afforded, and leverages, intimately collaborative relationships with peer departments. These relationships are infused into the culture of the program and are showing evidence of permeating the broader university context, thereby highlighting the School of Architecture as a premier example of inter-departmental collaboration.

- **VORTEX:** This is a mandatory all-school charrette conducted during the first week of the spring semester. It involves organizing the School of Architecture into 30 interdisciplinary teams to address current planning and urban design issues in Charlottesville. The charrette culminates in a public presentation, exhibition, and awards program, which further engage the university and the city as well as other local constituencies—including developers and neighborhood associations—in envisioning the future of Charlottesville and the University of Virginia. VORTEX is a unique and exemplary instance of collaborative work and community engagement.
- **Facilities:** The program benefits greatly from the creative facility that houses the Department of Architecture. Additions to the building, as well as landscaped terraces, passive ventilation systems, adaptive reuse of existing building componentry, and entries at multiple elevations, are all provocative learning labs for discourse between faculty and students.
- **Mutual Respect:** Consistent with the Jeffersonian ideal, on which the plan of The Lawn was based, the culture of the Department of Architecture is infused with an incredible level of mutual respect among the program's administration, faculty, staff, and students. These relationships will continue to propel the program.

2. Conditions Not Met

- A.4. Technical Documentation
- B.5. Life Safety
- B.6. Comprehensive Design
- B.7. Financial Considerations
- C.4. Project Management
- C.5. Practice Management
- C.7. Legal Responsibilities

3. Causes of Concern

A. Historical Traditions and Global Culture (SPC A.9.):

Supplemental information provided by the program during this visit states that the only History and Theory electives to be taught starting in spring 2016 will be ARCH 7122 – Contemporary Spatial Practices and ARCH 7403 – World Contemporary Architecture. These classes will replace the classes currently addressing SPC A.9. Historical Traditions and Global Culture; therefore, it is important that both of the new classes include parallel and divergent canons as well as traditions of architecture—including indigenous, vernacular, local, regional, and national settings from the Eastern, Western, Northern, and Southern hemispheres—in terms of climatic, ecological, technological, socio-economic, public health, and cultural factors.

B. Professional Practice (SPCs C.3., C.4., C.5., C.7., and C.8.):

The visiting team is concerned about the limited amount of evidence for curated student work regarding these interconnected SPCs. The evidence provided suggests, at best, a level of topical awareness by students. The capacity to classify, compare, summarize, and explain and/or interpret information was absent from the work presented.

C. Accessibility, Life Safety, and Building Service Systems Integration (SPCs B.2., B.5., and B.11.):

The visiting team found inconsistencies in the ability to implement these critical systems throughout the coursework. The evidence that these criteria had been met in student work was limited and often absent in later coursework.

4. Progress Since the Previous Site Visit (2009)

2004 Condition 2, Program Self-Assessment: *The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.*

Previous Team Report (2009): While the self-study prepared by the program includes an ambitious mission statement, the visiting team found only limited evidence of a clearly articulated strategic plan, formulated with broad internal and external input that might serve to guide the school in achieving its mission and in shaping the course of its evolution.

Members of the program faculty appear to see their role primarily as molders of the architecture curriculum. Within that arena, the team found evidence of in-progress faculty discussions respecting various aspects of the professional program. However, the team did not find indication of a documented review process designed to be employed over time with regularity and rigor. Further, the team found little evidence of regular solicitation of external input regarding the program -- from alumni, from the profession, or from representatives of the larger academic community. Similarly, a clear, consistent methodology for the collection, analysis and organization of data that can inform effective decision-making was not in evidence.

As noted under Causes of Concern, the team encourages the program to clearly articulate the fullest possible range of its aspirations. Further, the team encourages the program to put robust internal and external assessment mechanisms in place that will render it increasingly nimble, facilitating its ability to measure its accomplishments against its stated objectives, and to identify the broad range of its future opportunities.

2015 Visiting Team Assessment: This condition is **Met**. Refer to I.1.5 herein.

2004 Condition 6, Human Behavior: *The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.*

Previous Team Report (2009): As noted above under Causes of Concern, the program keenly feels the void left by the recent departure of six valued members of the full-time faculty – two of them key senior faculty colleagues. Only one of those six lines is currently being replaced. The resulting gap, and the subsequent reliance on a substantial adjunct faculty compliment, has hampered the ability of the program to deliver the full range of its required seminar coursework. Equally important, it has impeded the adequate introduction of students to important emerging areas of the academic discipline and of the professional curriculum.

For a faculty that places commendably high value on a deeply engaged teaching culture, and in a larger academic context that prizes interdisciplinary, service-based research across the university campus, the program's diminished faculty ranks place extraordinary and unsustainable demands on a gifted, energetic and entrepreneurial faculty serving in both academic and administrative roles.

2015 Visiting Team Assessment: This condition is **Met**. The cause of concern in the previous visiting team's report regarding the replacement of departing faculty has been resolved. The hiring freeze at the University of Virginia has been lifted, and merit salary increases have once again become part of the annual review of faculty and staff. The department has hired new faculty as lecturers as well as in the assistant and associate professor ranks. The current faculty appear able to offer the required coursework noted in the 2009 report, although the teaching load continues to be a concern of the faculty, department chair, and dean. Current strategic planning goals include methods to increase funding in order to hire new faculty and reduce the teaching load that is viewed by many as unsustainable.

2004 Condition 10, Financial Resources: *An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.*

Previous Team Report (2009): As noted above, under Causes of Concern, the UVA School of Architecture receives funding through state appropriations, institutional funding, and private donations. State appropriations have steadily declined over the past decade, without much advance notice -- as have institutional funds. For the moment, the recent expansion of Campbell Hall has exhausted private donation capacity. As a result the School owes a sizable debt to the university, which stepped in to fund the completion of the building projects.

The immediate impact of these budget reductions is a reduced capability to replace faculty members who have left the school, and subsequently an increased reliance on adjunct faculty to deliver required coursework. Although the school has recently lost six full-time faculty members, it is only able to replace one position this year. The result is a smaller full-time faculty with expanded individual instructional responsibilities and thus less time to allocate for research, study, leadership obligations, and participation in university-wide initiatives and committees.

Reduced funding has also directly affected financial assistance for students, causing some top student prospects to look elsewhere for higher levels of support. It has impacted institutional support for minority recruitment – in the areas of both faculty ranks and the student body. As noted above under causes of concern, the visiting team found current funding levels to be unsustainable for the School of Architecture, negatively impacting every corner of the professional program in architecture.

2015 Visiting Team Assessment: This condition is **Met**. Refer to I.2.4 herein.

2004 Criterion 13.9, Non-Western Traditions: *Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world.*

Previous Team Report (2009): As in 1998 and again in 2003, and as noted above under Causes of Concern this criterion is not met for either M. Arch track. It is only lightly covered in the introductory SARC 600. The team found insufficient evidence in the required coursework that students continue to develop an understanding of non-western traditions as they move through the program.

2015 Visiting Team Assessment: This criterion is **Met**. Limited evidence of non-western traditions was found in ARCH 7020 – History of Architecture and Urbanism, and ARCH 7030 – World Vernacular Architecture.

2004 Criterion 13.13, Human Diversity: Understanding of *the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects*

Previous Team Report (2004): This criterion is not met for either M. Arch track. The material is only lightly addressed in ARCH 823, which is offered in the final semester of the professional curriculum. The team found insufficient evidence of student work elsewhere in the program that illustrates an understanding of the varying issues of diverse people and populations.

2015 Visiting Team Assessment: This criterion is **Met** in ARCH 7120 – History of Ideas.

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

Previous Team Report (2009): This criterion is not met for either M. Arch track. Fundamentals of building cost, life-cycle costs and construction estimating are only lightly covered in ARCH 848, offered in the final semester of the program.

2015 Visiting Team Assessment: This criterion remains **Not Met** and a continued cause of concern.

Throughout the program, the team found insufficient evidence in student work that illustrates an understanding of these professional topics. The syllabus for ARCH 8480 – Professional Practice, Ethics, and Communication suggests that these topics were covered through lectures, yet limited evidence from student work was provided in the team room or through supplemental information requests. The visiting team remains concerned about the lack of noticeable progress regarding this criterion since the last visit.

2004 Criterion 13.30, Architectural Practice: Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

Previous Team Report (2009): This material was only minimally found in the coursework of ARCH 626 and ARCH 823. While ARCH 848 presents legal, ethical and professional practice issues, the team found insufficient evidence of student work that illustrates an understanding of basic principles of business operations and office practice for either M. Arch track.

2015 Visiting Team Assessment: This criterion remains **Not Met** and a continued cause of concern.

Throughout the program, the team found insufficient evidence in student work that illustrates an understanding of these professional topics. The syllabus for ARCH 8480 – Professional Practice, Ethics, and Communication suggests that these topics were covered through lectures, yet limited evidence in student work was provided in the team room or through supplemental information requests. The visiting team remains concerned about the lack of noticeable progress regarding this criterion since the last visit.

II. Compliance with the 2009 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

I.1.1 History and Mission:

[X] The program has fulfilled this requirement for narrative and evidence.

2015 Team Assessment: The APR adequately reflects the unique history and mission of the university as well as the Department of Architecture. The program has shown adequate evidence to convey how it has benefited the institution and how the institution has benefited the program (pp. 1-5).

I.1.2 Learning Culture and Social Equity:

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

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

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

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

[X] The program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.

2015 Team Assessment: The Department of Architecture provides a very positive and respectful learning environment for faculty, staff, and students. It is clear through conversations with stakeholders that each one of them views the culture and direction of the program positively. The level of mutual respect between the faculty and students is noteworthy.

The Department of Architecture provides a culturally rich environment for each person to learn, teach, and work. Procedures and policies are in place at the department, school, and university levels to support the continued success of the culturally rich environment.

While the department has increased its gender and cultural diversity since the last visit, the department has less racial diversity as a result of the recent departures of three faculty members. The department, school, and university administrations are acutely aware of this situation and are taking proactive steps to fill these positions. Overall, the diversity of the program appears to be on par with similar programs, yet continued attention to racially diverse hires warrants consideration.

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

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

[X] The program is responsive to this perspective.

2015 Team Assessment: The APR (p. 14) describes the relationship between architectural education and the academic community. Additional information on the role of the faculty and students within the academic community was found during conversations with the faculty, graduate director, department chair, dean, and university president. Evidence was found to indicate that the faculty are playing an important role within the academic community with regard to sustainability and developing healthy environments for students, staff, and faculty at the University of Virginia.

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

[X] The program is responsive to this perspective.

2015 Team Assessment: The program develops very enthusiastic, creative, and inquisitive students for the profession. These students have classified themselves not only as thinkers, but also as makers. The craft and attention to detail in their model building and drawings translates into their work habits and overall character as students. The faculty's cohesion and confidence in the students is unwavering. The faculty are as excited to have these students in their classrooms as the students are to have the faculty members as their professors.

- C. Architectural Education and the Regulatory Environment.** *That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located; and,*

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

prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The program is responsive to this perspective.

2015 Team Assessment: Professional licensure as a terminus goal appears to be well understood by the students. They are afforded readily available on-site resources and internet links for use in the advancement of their IDP process. The Fiske Kimball Fine Arts Library contains current testing guides for the Architect Registration Examination (ARE), and links on the department's website take inquirers directly to the available resources at the National Council of Architectural Registration Boards (NCARB). A faculty IDP Educator Coordinator is actively engaged, but has not been able to attend an IDP Coordinator Conference. The Student Association of Graduate Architects (SAGA) arranges for presentations by the Commonwealth Board for Architects and by practicing architects. A high number of current students are planning to become licensed, and an even higher number are already enrolled in NCARB's Intern Development Program (IDP).

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

[X] The program is responsive to this perspective.

2015 Team Assessment: The relationship between architectural education and the profession is well understood by the students. Through numerous studios and classes, they are engaged with projects on a global stage and understand the impact of world economies on architectural practice. The school is also engaged with other schools at the university, such as Engineering, Medicine, and Business, which gives the students the opportunity to collaborate with other disciplines and understand the broader influences on their work. Through VORTEX, the students are able to work on community-based design problems and interact with local community groups and leaders. There is also a strong understanding of the impact of landscape, history, and urban planning on the practice of architecture, which results from the integration of these programs into the school and the opportunities for students to work on interdisciplinary teams.

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

[X] The program is responsive to this perspective.

2015 Team Assessment: The Department of Architecture blends the role of design and citizenship eloquently in the required 1-week all-school competitive design workshop called VORTEX. Bringing together students and faculty from the departments of Architecture, Landscape Architecture, Architectural History, and Urban and Environmental Planning, VORTEX seeks to address the challenges facing the community and the environment. The workshop offers students a unique opportunity to apply design and research methodologies as members of

interdisciplinary teams to generate design proposals, raise awareness, and demonstrate the positive role that design can have on society.

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

[X] The program's processes meet the standards as set by the NAAB.

2015 Team Assessment: Long-term planning is clearly articulated in the APR (pp. 16-24), with four major goals supported by the rigor of identified actions and anticipated outcomes. Evidence of current and ongoing work in this direction was also supported by a supplemental binder, conversations with participating faculty, and the consistency of purpose and detail expressed in meetings with the school's dean and the university president.

I.1.5 Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

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

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

[X] The program's processes meet the standards as set by the NAAB.

2015 Team Assessment: The program has several self-assessment procedures in place that can be utilized to track progress and adjust planning. The visiting team found substantial evidence of a new system that provides avenues of self-assessment through the administration, faculty, and students. Students have course surveys that are submitted to faculty for review. Students also receive a rubric consisting of Argument, Resources, Process, Responsibilities, and Representation upon completion of a studio course for their own evaluation (grading), but the rubric also serves as an overall progress report at the studio and course level. The Graduate Program Director consistently meets with students from all graduate levels in coordination with SAGA to discuss and assess a variety of topics related to the program and learning environments, including studio culture, curriculum and course offerings, faculty engagement, lectures and events, and student opportunities. Faculty are also peer reviewed, as are administrative heads of the program from within the faculty. The team feels that this system will enable the program to successfully base future planning on internal assessment. Alumni are also frequently invited to serve on juries, and are invited to participate in job fairs and career forum panels.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

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

[X] Human resources (faculty and staff) are adequate for the program.

2015 Team Assessment: While the program has suffered since the last accreditation visit because of the loss of a number of valuable faculty, it has responded in the short term by hiring lecturers and has presented a longer term plan to rebuild tenured/tenure track faculty through increased funding.

- *Students:*
 - *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to, application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshmen, as well as transfers within and outside of the university.*
 - *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

[X] Human resources (students) are adequate for the program.

2015 Team Assessment: The program's human resource policies and procedures are documented in the APR (pp. 28-74). The program's admissions policies and procedures are also documented in the APR (pp. 64-65 and p. 134). The program sufficiently supports student achievement through commitments to student organizations and group research projects.

I.2.2 Administrative Structure and Governance:

- **Administrative Structure:** *An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions*

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

for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

[X] Administrative structure is adequate for the program.

2015 Team Assessment: The administrative structure is **Met** as evidenced by the information provided in the APR (pp. 75-80) and conversations with the faculty and administration. A hierarchy of administration and leadership is evident within the program. The Department of Architecture is one of four departments within the School of Architecture. Led by a department chair, the program is adequately supported by faculty and support staff.

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

[X] Governance opportunities are adequate for the program.

2015 Team Assessment: The faculty are equitably afforded the opportunity to participate in the program's governance. At the institutional level, faculty from the Department of Architecture are actively engaged in committees such as the Building and Grounds, Faculty Advisory, Faculty Senate, Library, and Provost's Promotion and Tenure committees. Similarly, students and staff are engaged in program governance through regular conversations, surveys, and participation in standing departmental committees.

I.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to, the following:*

- *Space to support and encourage studio-based learning.*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.*

[X] Physical resources are adequate for the program.

2015 Team Assessment: Studios, classrooms, faculty offices, and collaborative space support the pedagogical approach of the program. Studio space is being re-structured to allow for more team-oriented and flexible work while improving the technology infrastructure. The series of fabrication shops is a significant differentiator and a valuable part of the design process. The library holds many valuable resources including not only books, but also a materials library that keeps standard material samples sorted by CSI Category.

The visiting team notes the aging nature of the library facilities. Grandfathered into earlier building codes, the facilities are in need of significant accessibility and life-safety renovations to be on par with similar institutional facilities.

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

[X] Financial resources are adequate for the program.

2015 Team Assessment: The Department of Architecture appears to be adequately funded to support student learning and achievement through public and private means. Evidence was found in the APR (pp. 94-96) and through conversations with the school and university administrations.

Implementation of the new university-wide Resource Centered Management (RCM) budgeting began in FY 2014-2015. Most notably, the new budgetary model places an emphasis on the connectivity of enrollment, credit hours, and monetary allocation. Graduate tuition will be directly allocated to the school based on actual tuition revenue, while undergraduate tuition will be allocated based on a mix of enrolled students and student credit hours produced. As a result, the department seeks to increase undergraduate enrollment at a planned rate of 3-5% per year, while also increasing the number of students per undergraduate course. While increased enrollment and class size have the potential to generate risks to teaching loads and studio space at a departmental level, neither the department administration nor the university administration views increased undergraduate enrollment as a threat to the professional degree program. This perspective is due in large part to the stable enrollment numbers since the last accreditation visit and the recent inclusion of a school-level admissions director in the undergraduate admissions process.

In addition to the current revenue streams, the department and the school continue to actively seek alternative mechanisms to further support faculty lines, financial assistance for students, and future program growth.

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

Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.

[X] Information resources are adequate for the program.

2015 Team Assessment: The Fiske Kimball Fine Arts Library provides significant resources and collections to the faculty, students, and staff. There is also a Wiki that provides information, which is sourced and maintained by students and faculty.

PART ONE (I): SECTION 3 – INSTITUTIONAL AND PROGRAM CHARACTERISTICS

I.3.1 Statistical Reports³: *Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.*

- *Program student characteristics.*
 - *Demographics (race/ethnicity and gender) of all students enrolled in the accredited degree program(s).*
 - *Demographics compared to those recorded at the time of the previous visit.*
 - *Demographics compared to those of the student population for the institution overall.*
 - *Qualifications of students admitted in the fiscal year prior to the visit.*
 - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
 - *Time to graduation.*
 - *Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.*
 - *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*
- *Program faculty characteristics*
 - *Demographics (race/ethnicity and gender) for all full-time instructional faculty.*
 - *Demographics compared to those recorded at the time of the previous visit.*
 - *Demographics compared to those of the full-time instructional faculty at the institution overall.*
 - *Number of faculty promoted each year since last visit.*
 - *Compare to number of faculty promoted each year across the institution during the same period.*
 - *Number of faculty receiving tenure each year since last visit.*
 - *Compare to number of faculty receiving tenure at the institution during the same period.*
 - *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

[X] Statistical Reports were provided and provide the appropriate information.

2015 Team Assessment: Statistical Reports were adequately provided in the APR (pp. 101-105).

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

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

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

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda, should also be included.

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

2015 Team Assessment: Annual Reports have been provided for 2009-2014. The Focused Evaluation Report has also been provided. Certification of data provided to the NAAB is included in the APR (p. 106).

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

In addition, the program must provide evidence through a faculty exhibit⁴ that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

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

2015 Team Assessment: Faculty CVs were presented in the accreditation visit materials.

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

PART ONE (I): SECTION 4 – POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

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

2015 Team Assessment: All policy forms were provided to the team in accordance with Appendix 3.

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:

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

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

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

[X] Met

2015 Team Assessment: Evidence was found in ARCH 7120 – History of Ideas, and ARCH 8480 – Professional Practice, Ethics, and Communication.

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

2015 Team Assessment: Evidence was found in ALAR 8020 – Design Development Studio.

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

[X] Met

2015 Team Assessment: Evidence was found in ALAR 7010 – Research Studio 1, ALAR 8010 – Research Studio 2, and ALAR 8020 – Design Development Studio. This criterion is **Met with Distinction**.

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

[X] Not Met

2015 Team Assessment: Evidence of outline specifications was not found in student work in either the team room or in supplemental material provided during the visit. Technically clear drawings were found in ARCH 7230 – Design Development. Models illustrating and identifying the assembly of materials, systems, and components was found in ARCH 7010 – Research Studio 1, ALAR 8020 – Design Development Studio 1, and ARCH 8010 – Research Studio 2.

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

[X] Met

2015 Team Assessment: Evidence was found in ARCH 7020 – Foundation Studio 3, and ARCH 8230 – Building Synthesis.

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

[X] Met

2015 Team Assessment: Evidence was found in ARCH 6231 – Building Integration Workshop 1, and ARCH 7230 – Design Development.

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

[X] Met

2015 Team Assessment: Evidence was found in ARCH 6010 – Foundation Studio 1, and ARCH 7020 – Foundation Studio 3.

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

[X] Met

2015 Team Assessment: Evidence was found in ARCH 6240 – Introduction to Structural Design, and ARCH 7230 – Design Development.

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

[X] Met

2015 Team Assessment: Evidence of historical traditions and global culture was found in ARCH 7020 – History of Architecture and Urbanism, Part II, and ARCH 7030 – World Vernacular Architecture.

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

[X] Met

2015 Team Assessment: Evidence was found in ARCH 8020 – History of Ideas.

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

[X] Met

2015 Team Assessment: Evidence was found in ARCH 7010 – Research Studio 1, ARCH 8010 – Research Studio 2, and ARCH 8230 – Building Synthesis.

Realm A. General Team Commentary: Student work exemplifies the range of skills in Critical Thinking and Representation. Research and investigation are at the heart of the design process and continue through the exploration of ideas in graphic and modelling techniques. Student work demonstrates a wide range of graphic skills that include sketching and hand drafting, as well as advanced digital rendering and modelling tools. Investigations are firmly rooted in an understanding of place and context, and how people use the buildings and environments being created. A broad understanding of history and societal impacts is incorporated in the work presented.

Realm B: Integrated Building Practices, Technical Skills and Knowledge:

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

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

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

[X] Met

2015 Team Assessment: Evidence of students' ability to prepare a comprehensive program was found in ARCH 8020 – Design Development Studio.

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

[X] Met

2015 Team Assessment: Evidence was found in ARCH 8020 – Design Development Studio.

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

[X] Met

2015 Team Assessment: Evidence was found in ARCH 8020 – Design Development Studio.

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

[X] Met

2015 Team Assessment: Evidence was found in ARCH 7020 – Foundation Studio 3.

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

[X] Not Met

2015 Team Assessment: Evidence was not found in students' work to demonstrate their ability to apply the basic principles of life-safety systems.

- 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.7. Environmental Systems

A.9. Historical Traditions and
Global Culture

B.9. Structural Systems

B.5. Life Safety

[X] Not Met

2015 Team Assessment: There was evidence of this criterion in select high-pass student work, but evidence was not found consistently in all student work.

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

[X] Not Met

2015 Team Assessment: Evidence of an understanding of life-cycle cost, project financing, and financial feasibility was not found in student work. Evidence of an understanding of building cost, operational cost, and cost estimating was found.

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

[X] Met

2015 Team Assessment: Evidence was found in ARCH 7250 – Environmental Systems, ARCH 8230 – Building Synthesis, and ARCH 6261– Building Integration Workshop 2.

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

[X] Met

2015 Team Assessment: Evidence was found in ALAR 6240 – Introduction to Structural Design, and ARCH 7210 – Structural Design of Dynamic Loads.

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

[X] Met

2015 Team Assessment: Evidence was found in ARCH 6261 – Building Integration Workshop 2, ARCH 7230 – Design Development, and ARCH 8020 – Design Development Studio.

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

[X] Met

2015 Team Assessment: Evidence was found in ALAR 8020 – Design Development Studio, and ARCH 8230 – Building Synthesis.

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

[X] Met

2015 Team Assessment: Evidence was found in ARCH 7230 – Design Development, ARCH 6261 – Building Integration Workshop 2, and ARCH 8020 – Design Development Studio.

Realm B. General Team Commentary: Integrated Building Practices, Technical Skills and Knowledge were reasonably demonstrated in the student work examples provided. However, the team did not find consistency in the work presented in relation to life safety, comprehensive design, and financial considerations. Specifically, projects did not clearly demonstrate an understanding of dead-end corridors, distance to enclosed stairs, and the use of unenclosed stairs for the purposes of egress and egress not exiting directly to the exterior.

Realm C: Leadership and Practice:

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

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

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

[X] Met

2015 Team Assessment: Evidence was found in the VORTEX workshop. This criterion is **Met with Distinction**.

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

[X] Met

2015 Team Assessment: Evidence was found in ARCH 7250 – Environmental Systems, and ARCH 8230 – Building Synthesis.

- 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.***

[X] Met

2015 Team Assessment: Evidence was found in the VORTEX workshop through public documentation of the project.

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

[X] Not Met

2015 Team Assessment: Evidence was not found in the student work provided.

- 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.**

[X] Not Met

2015 Team Assessment: Evidence was not found in the student work provided.

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

[X] Met

2015 Team Assessment: Evidence was found in the VORTEX workshop.

- 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.**

[X] Not Met

2015 Team Assessment: Evidence was not found in the student work provided.

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

[X] Met

2015 Team Assessment: Evidence was found in ARCH 8480 – Professional Practice, Ethics, and Communication.

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

[X] Met

2015 Team Assessment: Evidence was found in the VORTEX workshop. This criterion is **Met with Distinction**.

Realm C. General Team Commentary: The VORTEX workshop uniquely satisfies many of the criteria in this realm. However, evidence of critical professional practice was not found in the student work provided.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

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

[X] Met

2015 Team Assessment: The University of Virginia in Charlottesville, Virginia, is accredited by the Southern Association of Colleges and Schools (SACS) as evidenced by the letter included in the APR (p. 119).

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

[X] Met

2015 Team Assessment: The program offers the M. Arch. professional degree and titles the program accordingly. No other professional architectural degrees are offered by the program.

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

2015 Team Assessment: On pages 126-134 of the APR, information was provided on the curriculum review process and development from Fall Semester 2012 to the present. The work coincides with the arrival of the new department chair. Additional information was provided by the chair, dean, graduate coordinator, and faculty. The process includes evaluating the current curricula, and its objective is to advance architecture and expose students to current issues in practice.

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

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

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

[X] Met

2015 Team Assessment: In the APR (p. 134) and during the visit, the team was provided with evidence indicating that the evaluation process is thorough, as well as seriously and objectively undertaken. Evidence showed that communications between the program and the students are clear, written articulations of students' curricular requirements.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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

[X] Met

2015 Team Assessment: The information was found at <http://www.arch.virginia.edu/academics/disciplines/architecture>

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

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2015 Team Assessment: The information was found at <http://www.arch.virginia.edu/academics/disciplines/architecture>

II.4.3 Access to Career Development Information: *In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:*

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

www.NCARB.org

www.aia.org

www.aia.org

www.acsa-arch.org

[X] Met

2015 Team Assessment: Both physical and digital copies of ARE materials can be found at the Fiske Kimball Fine Arts Library. The licensing coordinator's contact information and IDP information can be found at <http://www.arch.virginia.edu/internship-development-program>.

II.4.4 Public Access to APRs and VTRs: *In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:*

All Annual Reports, including the narrative

All NAAB responses to the Annual Report

The final decision letter from the NAAB

The most recent APR

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

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

[X] Met

2015 Team Assessment: The information was found at <http://www.arch.virginia.edu/academics/disciplines/architecture>

II.4.5 ARE Pass Rates: *Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents, either by publishing the annual results or by linking their website to the results.*

[X] Met

2015 Team Assessment: The information was found at <http://www.arch.virginia.edu/academics/disciplines/architecture>

III. Appendices:

1. Program Information

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

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

Reference University of Virginia, APR, pp. 1-4

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

Reference University of Virginia, APR, pp. 4-6

C. Long-Range Planning (I.1.4)

Reference University of Virginia, APR, pp. 16-24

D. Self-Assessment (I.1.5)

Reference University of Virginia, APR, pp. 24-27

2. Conditions Met with Distinction

- A.3. Visual Communication Skills
- C.1. Collaboration
- C.9. Community and Social Responsibility

3. The Visiting Team

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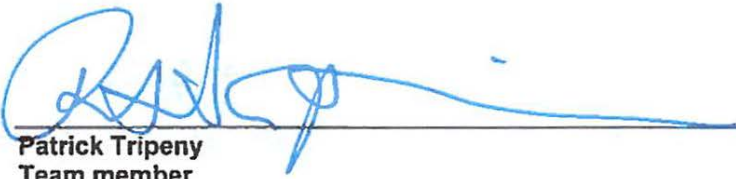
IV. Report Signatures

Respectfully Submitted,



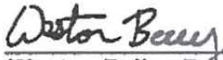
Kenneth E. Crabiel, AIA, CDT, LEED® AP
Team Chair

Representing the AIA



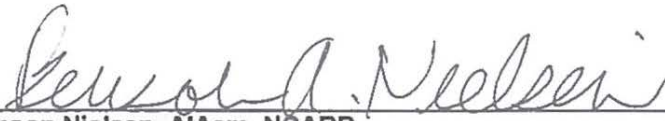
Patrick Tripeny
Team member

Representing the ACSA



Weston Bailey Berry
Team member

Representing the AIAS



Benson Nielsen, AIAem, NCARB

Representing the NCARB



Gerard F.X. "Guy" Geier II, FAIA, FIIDA, LEED

Non-voting member

Program Response to the Final Draft Visiting Team Report

Ms. Cassandra Pair
Director, Accreditation NAAB
1101 Connecticut Avenue, NW, Suite 410
Washington, DC 20036

Charlottesville, June 25, 2015

Dear Ms. Pair;

Per our last correspondence with your office in regard to the corrections of fact, we were informed: "Please note: All corrections excepted and corrected except the one pertaining to Diversity. This is more of an in-depth explanation and not a true COF. Thus, feel free to include in the final response letter, (in any)."

The 2015 VTR states:

Diversity: Over the past 3 years, the department has increased its gender and cultural diversity, yet it has lost its racial diversity as a result of the recent departures of three faculty members. The department, school, and university administrations are acutely aware of this situation. Overall, the diversity of the program appears to be on par with similar programs, yet continued attention to racially diverse hires warrants consideration.

We kindly submit the following explanation of the information pertaining to the diversity of our department faculty and student population:

It is accurate to state that the Architecture Department has increased its gender and cultural diversity, but the loss of racial diversity is an inaccurate statement. As of the last accreditation 2009 visit, the Department had four tenured or tenure track members of the faculty who were listed as racial minorities: one Native American (Ed Ford) and three African Americans (Craig Barton, Maurice Cox, and William Williams). As of the most recent 2015 visit, the Architecture Department continues to list four members of the tenure or tenure track faculty who are racial minorities. The difference is in the composition of the population: one Native American (Ed Ford), one Asian (Shiqiao Li) and two Hispanic (Iñaki Alday and Manuel Bailo). Moreover, among the faculty with term (long term lecturers, professors with term or professors in practice), the diversity has increased significantly with one African-Hispanic (Margarita Jover Biboum, recently appointed as the first Professor of Practice in the history of the School), one Hispanic (Carmen Trudell), one Middle Eastern (Ghazal Abbasy-Asbagh) and one Asian-American (Lester Yuen). The loss of our African-American faculty, who were hired as Directors and Deans at other institutions, is a cause of concern for the Architecture Department and we continue to focus our efforts to address this issue.



In terms of student body, the Department is committed to recruiting a diverse pool of students that represents both the diverse racial composition of the US population as well as multiple international perspectives. Regarding students with African origin, during the academic year 2014-15, the MArch program enrolled nine black or biracial students out of 69 total students. This equates to 13% of the MArch population. If we total the number of African-American students enrolled in the MArch program, the total is seven out of the 69 sum enrolled, resulting in a ratio of 10% compared to the national statistic of 5.3% according to an article published by *Architectural Record* titled "Why the Lack of Black Students?" ("Only 1,444, or 5.3 percent, of the 27,478 students in programs certified by the National Architectural Accrediting Board identify themselves as black or African-American.")

Sincerely,

A handwritten signature consisting of a long horizontal line with a small mark above it that resembles the number '6'.

Iñaki Alday
Quesada Professor and Chair

A handwritten signature in cursive script that reads "Anselmo Canfora".

Anselmo Canfora
Associate Professor and Architecture Graduate Program Director