2023 Visiting Team Report

University of Virginia
School of Architecture

M.Arch.

Continuing Accreditation Visit
March 15-17, 2023

NAAB

National
Architectural
Accrediting
Board, Inc.

Contents

I. Summary of Visit

a. Acknowledgments and Observations

The NAAB visiting team wishes to extend sincere gratitude to leadership, faculty, staff, and students of the University of Virginia (UVA) School of Architecture for all their work in preparing for the visit and for their gracious participation during the team's three day virtual visit with them.

The Chairperson of the Department, Jeana Ripple, and Graduate Program Director Seth McDowell were most gracious during the entire duration of the team's interactions, beginning well in advance of the actual visit, as preparation of the program's exhibits began and continued through the culmination of the visit time. The team found the exhibits to be well organized and complete; when there were questions, program leadership was always available to provide additional information or simply have a meeting to work through them. Their time and effort cannot be overlooked in considering the success of the visiting team's time with the university. Their engagement, on a continuous basis, is evidence of their commitment to the school, program, and the work they are performing on behalf of the university and its students. In similar fashion, the team must also acknowledge the commitment, passion, and engagement of faculty and staff to deliver the quality education necessary to provide the foundation for their students' success.

The team found all the faculty, staff, and students to be open and responsive to the team's questions; they freely shared their views. The time spent in meetings with each group benefited the team's understanding of the program. It is clear that all involved share a mutual respect and admiration for the roles and accomplishments of each other.

The program's commitment to excellence in social equity and diversity initiatives is noted. These are rooted in the university's administration and extend to the school, through its dean, the program through its chair and director, and to the faculty and student body. The culture of the entire program exudes their beliefs, their actions exhibit their commitment, and the results they are achieving prove they are succeeding. The team was particularly impressed with the progress achieved to date and decided to elevate the two relevant Conditions, PC.8: Social Equity and Inclusion, and 5.5: Social, Equity, Diversity and Inclusion, as being Met with Distinction.

The team found student work that is well organized, thorough, and rich in content. The expression of that work is of the highest quality and clearly conveys that they are prepared to meet the needs of modern practice and those of the environmental, social, political, and cultural challenges that face society.

The team commends the entire Institution for their excellent work in preparing their students to join the profession and be successful in society.

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

5.4 Human Resources and Human Resource Development
5.6 Physical Resources

II. Progress Since the Previous Site Visit

2014 Conditions Not Met

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.

Previous Team Report (2015): 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.

2023 Team Analysis: This SPC is now evaluated as part of SC.4 Technical Knowledge, which was found to be met.

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

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

2023 Team Analysis: This SPC is now evaluated as part of SC.1 Health, Safety, and Welfare in the Built Environment, SC.3 Regulatory Context, SC.5 Design Synthesis and SC.6 Building Integration, all of which were found to be met.

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

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

2023 Team Analysis: This SPC is now evaluated as part of PC.3 Ecological Knowledge and Responsibility, SC.5 Design Synthesis, and SC.6 Building Integration, both of which were found to be met.

B.7. Financial Considerations: 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.

Previous Team Report (2015): 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.

2023 Team Analysis: This SPC is now evaluated as part of SC.2 Professional Practice, SC.4 Technical Knowledge and SC.5 Design Synthesis, all of which were found to be met.

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

Previous Team Report (2015): Evidence was not found in the student work provided.

2023 Team Analysis: This SPC is now evaluated as part of SC.2 Professional Practice, which was found to be met.

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

Previous Team Report (2015): Evidence was not found in the student work provided.

2023 Team Analysis: This SPC is now evaluated as part of SC.2 Professional Practice, which was found to be met.

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

Previous Team Report (2015): Evidence was not found in the student work provided.

2023 Team Analysis: This SPC is now evaluated as part of SC.2 Professional Practice, which was found to be met.

2021 IPR Board Review:
After reviewing the 5-year Interim Progress Report (IPR) submitted by University of Virginia, the National Architectural Accrediting Board (NAAB) has rejected the IPR as not having demonstrated sufficient progress toward addressing deficiencies identified in the most recent visiting team report. Specifically, the program did not provide sufficient evidence for the following SPC: B.5 Life Safety, B.6 Comprehensive Design, B.7 Financial Considerations, and C.7 Legal Responsibilities.

Consistent with the 2015 *Procedures*, Section 10.1.d.ii Interim Progress Reports, pages 81-82, the next accreditation visit is advanced by one calendar year and is now scheduled for spring 2023. The Architecture Program Report (APR) is due September 7, 2022.

2023 Team Analysis: As noted in the sections immediately prior to this, the SPC's underlying the NAAB concerns with the 2021 IPR Review have now been addressed successfully.

III. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program because of changes in the Conditions is required.

2023 Team Analysis:

The Program has successfully adjusted the curriculum and offerings to the new 2020 Conditions, and provided evidence of their current assessment procedures, results, and outcomes. The school regularly assesses its programs on a more 'ad hoc,' as needed basis and expressed to the team that they are exploring more structured methods, while still working to adjust to and "operationalize" the more enhanced assessment strategies of the new Conditions. More information on the team's findings related to this can be found in the report below.

IV. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission (*Guidelines*, p. 5)
To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its

development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.

- The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

☒ **Described**

2023 Team Analysis:
The mission of the UVA School of Architecture today is to educate the next generation of innovative designers who will envision courageous new futures and build a world that is more compelling, resilient, sustainable, and equitable. The School draws upon its rich and complex cultural history and collaborative research environment to train students as excellent designers and collaborators with a strong understanding of architecture and its social, ecological, cultural, and spatial potential.

The program has provided an accurate description of its context and mission in the APR, supporting materials and linked information. Founded in 1819 by Thomas Jefferson and conceived as a public university designed to advance human knowledge, educate leaders, and cultivate an informed citizenry. Articulated as Jefferson's iconic model for the "Academical Village"-- two continuous rows of buildings flank opposite sides of the terraced Lawn. Its Central Virginia location places it at the intersections urban/rural, mountainous/pastoral, the American South/Northeast. In a broader social and cultural context, the dichotomy between the democratic ideals of its founding and the century-long history of socio-economic, racial, white male elitism excluded the very individuals who built and served the institution. UVA self-describes it's on campus context as a laboratory to analyze and critique design through a social, cultural, environmental, and spatial lens.

Mission-
The APR states that UVA is a public institution of higher learning guided by a founding vision of discovery, innovation, and development of the full potential of talented students from all walks of life. Links are provided to the University's Mission Statement & Code of Ethics. The university's 2030 Strategic plan aligned its goals and initiatives with the Inclusive Excellence framework. At the same time as the university was reviewing and initiating its plans of inclusion and equity, the program was formulating its initiative of Justice, Equity, Diversity, and Inclusion (JEDI). The school aims to be a nexus of thought leadership on Justice, Democracy, and Design— cultivating and disseminating knowledge on architectural empathy, on climate justice, on cultural landscapes, and on community-driven design that help transform our professions and disciplines. JEDI has five strategic goals that are periodically assessed and benchmarked. The program seeks "to cultivate shared humanity through difference — within and beyond the University."

The School of Architecture Supports numerous supplemental opportunities such as a lecture series, the Thomas Jefferson Medalist lecture, student organizations like AIAS, NOMAS, conference travel support, community engaged research, field trips and travel studios. Evidence was found in the APR and students discussed their participation in these activities.

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

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

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

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

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

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

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

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

☒ **Described**

2023 Team Analysis:
Design: The program's response describes a culture of design excellence whose objective is to provide students with comprehensive training that prepares them to address the most pressing challenges; they are devoted to equity with a commitment to economic, social, and environmental responsibility. At its core is a pedagogical approach that encourages independent thought, rigorous research, and inventiveness. At UVA, the school states that design is approached as an inherently collaborative endeavor. In the upper-level research studios, the integration of extra-disciplinary knowledge and theories is intended to challenge professional boundaries through collaboration with faculty and students from Landscape Architecture and Urban Design. The program is acutely aware that maintaining a culture of design excellence requires constant reassessment at every tier. The APR lists numerous areas under consideration for the long-range plan. Semester reviews by faculty and visiting critics are documented and assessed.

Environmental Stewardship and Professional Responsibility: The program describes a broad view of environmental stewardship and civic responsibility that is a core pedagogical goal of the school influencing curriculum design, public events, and faculty-led research and scholarship.

The program has identified two priorities in long range planning: the first focuses on faculty recruitment in areas where the school has identified a desire to expand expertise (environmental systems, low-carbon design, and passive building strategies and has outlined a multi-year hiring plan to address these areas of specialization.) Additionally, this priority directs resources to the development of symposia and public events engaging faculty, students and alumni in events centered on professional responsibility of designers with respect to the impacts of climate uncertainty. The second identified priority involves measures taken and planned to improve student performance in relation to ecological knowledge and responsibility. The program has initiated a curriculum assessment with a focus on technical course streams and the assessment of ecological and socio-technological learning outcomes and plans a continued assessment of courses where

these outcomes occur with the aim of increasing the overall student performance in this area. The team was able to confirm these through discussions with program leadership.

Equity Diversity and Inclusion: UVA actively aims to continue their focus on EDI through diversification of staff, faculty, students, allied organizations and communities, program, and financial support. Currently, 1/3 of tenure-track faculty describe themselves as something other than "white" with a roughly 50% male to female ratio overall. UVA is committed to becoming a leader in JEDI TOPS hires in both tenured and non-tenured positions while exploring options for research funding. The appointment of their new dean in 2021, Malo Andre Hutson, an internationally recognized expert and author in community development and urban equity practices and the first African American Dean of the School of Architecture, and the appointment of CL Bohannon in 2022 as its first Associate Dean of Justice, Equity, Diversity and Inclusion, show UVA's commitment to diverse perspectives.

JEDI focused recruitment programming introduced in 2019 has increased the BIPOC student population by 24.8% in 2020 and helped establish two new JEDI focused scholarships with $540,000 raised in support. Student organizations like NOMAS, ASIA, and manifestA have helped create programming focused on EDI with a new organization called FG/LI (First Generation/Low Income), which launched in Spring 2022. Support for this has been garnered from the Student Council, AIAS, and others with net proceeds from the 2022 Beaux Arts Ball as financial support. Additionally, student organizations worked in tandem with the Department on a new "Teaching and Learning Culture Policy" that will be presented and voted on by the student body in the upcoming year.

Understanding the 'hidden' costs of architecture school and the unique financial situations students may face, UVA has launched a Course Material Support, through COVID, to help students focus on their work.

Knowledge and Innovation: The program describes an approach to knowledge creation and innovation that embraces the soft disciplinary boundaries of design research. They have identified four long range priorities, to address this value, that focus on supporting student and faculty experimentation and innovation, improving facilities dedicated to research and experimentation, and providing opportunities for student mentorship and research development. Design Research Methods and Thesis Studios are required courses for all students in the MArch program, and the program is currently studying expansion of the research perspectives covered in these courses. The program's public events programming (lectures and symposia) exposes students to a range of perspectives on design innovation and research. They also strive to maintain a student to faculty ratio of 12:1 in design studios as a measure to support experimentation and innovation in the classroom.

The school describes and recognizes two areas of scholarly activity amongst its faculty, a more traditional form of research leading to scholarship and practice-based research with creative work as the scholarly product. The program houses five research centers where the above areas of scholarly activity are deployed and supports faculty research activity through internal grant programs. The team was able to confirm the descriptions provided in the APR through discussions with program faculty and staff.

Leadership, Collaboration and Community Engagement: The program sees student leadership and self-governance as fundamental to UVA's founding ideal of creating citizen-leaders. The university's model of student self-governance is part of everyday life for students and forms the basis for School of Architecture student's participation in various organizations with active roles in the co-creation of the values and goals of the School of Architecture.

Foundational disciplinary knowledge and collaborative exchange are built into the curriculum and accomplished through the interrelationship of studios with courses, particularly in the first two years of the M.Arch. Students further develop their collaborative skills through team-taught courses, open electives, research studios, and are encouraged to engage students and faculty across the university, in partnership with non-profits and other collaborators.

The curriculum is designed to allow faculty and students to establish meaningful relationships with communities through courses that make multi-year commitments to a location and/or population. They learn the background research necessary to be a good collaborator, before ever engaging communities directly, acknowledging the challenge and potential to do more harm than good if that engagement is not careful to avoid extractive engagement practices. The UVA Equity Center works to establish authentic

partnerships and ethical engagement between UVA and its local community. The school's involvement in the Equity Center has not only transformed the university but also improved the school's community engagement ethics and practices. Both faculty and student groups confirmed that they value the interrelationships of courses and with communities as integral to their educational experience.

Lifelong Learning: The APR notes that lifelong learning is woven into the culture of the UVA School of Architecture and goes on to describe various initiatives which demonstrate how this is accomplished. All are centered around the school as a node within a larger network supported by faculty research and the work of student organizations. Knowledge is shared through publications, events, symposia, and a public lecture series, which are recently recorded and then made openly available via the School's YouTube channel.

Other programs which support lifelong learning include engaged alumni participation both as a source of content as well as consumers of that content, an alumni mentorship program sponsored by the School's Young Alumni Council, and the Practice-to-Practice Roundtable. The school, as well as its AIAS Chapter, have developed and maintain a close relationship with the American Institute of Architecture Virginia Chapter (AIA Virginia) and often hosts meetings, tours, and events for AIA Virginia chapters and board members as additional opportunities for engagement by faculty and students. These connections serve to foster engagement with Virginia practitioners, particularly through the AIA VA Mentorship program.

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

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

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

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

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

☒ **Met**

2023 Team Analysis:

UVA has met the criteria for PC.1 Career Paths. Evidence is found in their required ARCH 8480 Professional Practice class, Supplemental Exercises, Career Advising and Development Office, Winter Externship Program, and multiple mentorship programs.

ARCH 8480Professional Practice compliments the diverse staff of registered architects and landscape architects by showcasing the profession through multiple scales (Dual professors - one professor from a large firm, one professor from a small firm) and a specific required lecture titled "Pathway to Licensure."

Supplemental exercises, in the form of a visiting lecture series as one-credit hour electives, are offered to students to discuss diverse career paths in cultural, social, and environmental contexts. Examples of this can be seen in Lecture Series Reading Group I & II (ARCH 6262 + ARCH 6263, respectively) where students are required to attend at least six of these lectures with 30 students participating in its first year (2021-2022).

UVA Career Advising and Development office, led by Lindsay Schiller, offers weekly advising appointments with jobs and internship positions shared with students through Handshake. Additionally, the office offers multiple events including a spring job fair, resume/cover letter/ interviewing workshops, a public speaking workshop, interview practice, alumni roundtable discussions, and more.

UVA has many mentorship opportunities for students including the A-School Alumni Mentorship Program and the AIA VA Mentorship program. UVA's ARE Pass rates have been above the national average since 2017 and ranking No. 2 in the nation on Design Intelligences list of "Most Hired from Architecture Schools" with graduating class sizes between 50-69 students.

Assessment of progress related to this criterion occurs through the assessment of related courses, noted above, together continued tracking of ARE Pass Rates and other external surveys of alumni progress in the workplace. As noted, later in Section 5.2, the program continues to develop its assessment process for better alignment with new NAAB requirements. Description of these were provided in the APR and confirmed through interviews with program faculty and administration.

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

☒ **Met**

2023 Team Analysis:
UVA demonstrates evidence of this criterion through a cross-disciplinary studio model at varying scales (Small - ARCH 6010, Medium - ARCH 6020, and Large - ARCH 7010/ ARCH 7020) to address social, spatial, and environmental concerns through readings, discussions, site visits, and lectures. These foundation studios ensure a consistency of students' readiness for two option studios their final year.

Through site and contextual analysis by engagement, precedent, data analysis, cultural critique, and aesthetic contexts, students are encouraged to be experimental in their designs and test ideas through physical models, sketches, prototypes, maps, digital drawings, and digital modeling.

Option studios mainly revolve around faculty's and visiting faculty's, research interests mixing architecture and landscape architecture. Fall 2021 offered twelve options, and spring 2022 offered four and an individual option. As evidenced from the APR, through syllabi and student work assignments, UVAs studio sequence is designed to continually build students' knowledge and expand upon it in preparation for these option studios.

Design based elective courses like Elements of Design, Biomaterial Building, and Autonomous Vehicles: Imagining Urban Futures in conjunction with their public lecture series offer additional ways for students to be involved with a wide variety of more niche focused design outside of studio.

Assessment of progress related to this criterion occurs through the assessment of related courses, noted above. As noted, later in Section 5.2, the program continues to develop its assessment process for better alignment with new NAAB requirements. Description of these were provided in the APR and confirmed through interviews with program faculty and administration.

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

☒ **Met**

2023 Team Analysis:
Ecological Knowledge and Responsibility is integrated through a series of co-requisite content streams introducing these themes in ARCH 5010 Summer Design Institute, ARCH 6010 Foundation Studio I, and ARCH 6261 Building Integration Workshop II, following this sequence students join the path 2 cohort in the Foundation Studios (ARCH 7010 & 7020, respectively). The first foundation studio (7010) has a co-requisite course (ARCH 7250 Environmental Systems) designed to integrate ecological knowledge into the design studio project through a series of parallel assignments and activities.

In addition, the program supports many non-curricular activities that have focus areas addressing the architect's role/responsibility in the design of built environments with respect to challenges of climate uncertainty.

The relevant program assessment of student learning outcomes related to this criterion occur in ARCH 7010, 7250, and 7250. The assessments are sound, and the benchmarks have been met. Evidence was found in the APR and supporting materials.

Assessment data for these courses has been collected, aggregated, and mapped. In 2018 the program completed a review of the environmental systems curriculum and determined a need to make a strategic hire in this content area. Also, in 2018 the program adjusted its curriculum to provide a stronger foundation in building technology and aligned the courses with the foundation studio sequence.

As noted, later in Section 5.2, the program continues to develop its assessment process for better alignment with new NAAB requirements. Description of these were provided in the APR and confirmed through interviews with program faculty and administration.

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

☒ **Met**

2023 Team Analysis:
History and theory is included in the learning experience through courses SARC 6101 (Buildings, Cities, Narratives), ARCH 6120 (Architectural Theory and Analysis) and ARCH 7120 (20th-21st Century of Ideas). Additionally, the program supports a robust lecture series of H&T topics including numerous elective course offerings derived from the lectures. The assessments are sound, and the benchmarks are met. The evidence was found in the APR and the supporting materials.

Assessment of progress related to this criterion occurs through the assessment of related courses, noted above. As noted, later in Section 5.2, the program continues to develop its assessment process for better alignment with new NAAB requirements. Description of these were provided in the APR and confirmed through interviews with program faculty and administration.

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

☒ **Met**

2023 Team Analysis:
The program's response to research and innovation is centered around the position that "research is critical to 21st century practice…. and UVA prepares students to connect design to other fields and understand the value of knowledge production and exchange in architecture." Students acquire research skills in Research Methods (ARCH 7100) and refine those skills in subsequent research/topic driven design studios. In addition, the program provides opportunities for students to engage in research assistantships, traveling fellowships, specialized short courses, as well as experience in communications through participation in school publications. Evidence of this was found in APR and supporting materials.

The relevant program assessment of learning outcomes (expected of students in all paths) related to this criterion occur in ARCH 7100, ARCH 7230, and ALAR 8010. The assessments are sound, and benchmarks have been met. Evidence was provided in the APR and supporting materials.

The program identified multiple reviews that have occurred over the past 6 years that have addressed research and innovation within the program. Document 5.2_Outline of Program Assessments, provided in the digital team room, detailed descriptions of these internal (program and school level) reviews. As noted, later in Section 5.2, the program continues to develop its assessment process for better alignment with new NAAB requirements. Description of these were provided in the APR and confirmed through interviews with program faculty and administration.

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

☒ **Met**

2023 Team Analysis:
The program's response to leadership and collaborative learning operates as an intentional multidisciplinary exercise across the entire studio learning sequence, beginning with ARCH 6010 (Foundation Studio 1) and concluding with a vertical multidisciplinary collaboration in the research studios (ARCH 8010 and 8020). Practice, as a collaborative enterprise, is reinforced in ARCH 8480 (Professional Practice). Other supplemental opportunities include student instructional and research assistants, DEI activities and workshops and student organizations. Recently, the integration of visiting practitioners and other experts has become an increasingly valuable resource as communication between students, alumni and other professionals, aided by virtual platforms. Evidence was found throughout the APR and supporting materials (5.2_Outline of Program assessments), as well as conversations with the program community. End of semester reviews with visiting critics are recorded and annual peer reviews are held for tenure and tenure-track faculty.

Assessment of progress related to this criterion occurs through the assessment of related courses, noted above. As noted, later in Section 5.2, the program continues to develop its assessment process for better alignment with new NAAB requirements. Description of these were provided in the APR and confirmed through interviews with program faculty and administration.

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

☒ **Met**

2023 Team Analysis:
The program's response identifies shared expectations between faculty and students regarding program expectations for school culture. These expectations are outlined in the *UVA Architecture Department Teaching and Learning Culture Policy.*

The relevant program assessment of learning outcomes (expected of students in all paths) related to this criterion occur in ARCH 7100, ARCH 7230, and ALAR 8010. The assessments are sound, and the benchmarks have been met. Evidence was found in the APR and supporting materials.

There are numerous non-curricular activities that support learning and teaching culture outlined in the APR including, studio reviews, student wellbeing measures, self-governance, structured faculty retreats, and school meetings as well as involvement of alumni in symposia, reviews and other public events held by the school.

The program has a clear process for faculty annual performance review, evaluation of teaching load and peer teaching evaluation and is in the process of creating new A-School bylaws to be shared by all programs. In addition, the program identified multiple internal reviews that have occurred over the past six years that have addressed learning and teaching culture within the program. Document 5.2_Outline of Program Assessments provides detailed descriptions of these internal programs and school level reviews.

Assessment of progress related to this criterion occurs through the assessment of related courses, noted above. As noted, later in Section 5.2, the program continues to develop its assessment process for better alignment with new NAAB requirements. Description of these were provided in the APR and confirmed through interviews with program faculty and administration.

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

☒ **Met**

2023 Team Analysis:
The VTR and supplemental materials demonstrate that curricular content for equity and inclusion is a part of design and design research in the initial five studio sequences. In the latter three studios, students are introduced to diverse sites in Chicago, New York, and East Los Angeles. These sites serve to frame topics of structural racism, underserved urban neighborhoods and gentrification and inequality. The three-part history/theory sequence plays a critical role in the understanding of the issues surrounding equity and inclusion. Satisfactory assessment and benchmarking evidence was found in the APR and supporting materials, as well as through discussion with multiple groups. In addition, the elective offerings, lecture series, student organizations such as International Students, ManifestA and NOMAS provide Supplemental Activities. Perhaps of greater significance are the efforts and initiatives designed to imbed these values into the program culture, the student culture, and the greater institutional culture. The JEDI initiatives, pursuing multiple E&I goals and strategies, are directly confronting issues including program diversity hiring, minority student recruitment and retention, RPT diversity and equity, minority student support and scholarships and regular assessment for the effectiveness and outcomes.

The depth and breadth of Social Equity and Inclusion programming, the manner in which it is embedded throughout the curriculum and, in fact, throughout the university, together with the buy-in demonstrated by all members of the school, from students through faculty, and administration of both the school and university are notable and commendable. The level of improvement accomplished in the short period of time since inception, together with the university-wide commitment exhibited in documents presented and by the people interviewed during the team's visit, leads the team to note that this criterion is MET WITH DISTINCTION.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes (*Guidelines*, p. 10)
A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

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

☒ **Met**

2023 Team Analysis:
The program addresses the impact of the built environment on human health, safety, and welfare at multiple scales through a combination of seminars all of which are paired with design studio sequences so that the theoretical learning can be applied to real world experiences through the studio project work. As such, numerous courses are identified by the program as building to the student's understanding, including: ARCH 6010 Foundation Studio I, ARCH 6231 Building Integration Workshop I, SARC 6101 Buildings, Cities, Narratives, ARCH 7010 Foundation Studio III, ARCH 7250 Environmental Systems, ARCH 7240 Introduction to Structural Design, ARCH 7220 Foundation Studio IV, ARCH 7230 Building Integration Workshop III, and ARCH 7210 Structural Design for Dynamic Loads.

Progress through all courses is assessed through a series of assignments, tests, and, in the case of studio courses, a final project review. All have established grading rubrics, and benchmarks, the results of which have been provided in the team room.

In the case of design studios, the final reviews include numerous visiting critics whose commentary is recorded and compiled by faculty for review at completion of the semester. Faculty then use these comments, in addition to other assessment metrics, to inform decisions as to adjustments to course. As noted, later in Section 5.2, the program continues to develop its assessment process for better alignment with new NAAB requirements. Description of these were provided in the APR and confirmed through interviews with program faculty and administration.

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

☒ **Met**

2023 Team Analysis:
The program understands that architecture is inherently a social, service-oriented field and, as such, students must gain a solid understanding of the professional ethics, regulatory requirements, the fundamental business processes relevant to architecture practice, and the forces influencing change in these subjects. ARCH 8480 Professional Practice is the course which addresses these topics, as well as the need for clear communication amongst colleagues, across disciplines and between the architect and their client/end-users. Course learning is augmented by a variety of additional learning opportunities such as site visits, field trips, and visits to local firms and the school's alumni mentorship program.

The course is co-taught by two faculty members, both of whom are actively practicing, and each class session includes opportunities for discussion and conversations with experts from the field of practice as a way to convey a deeper understanding of ethics, and regulatory requirements, as well as roles and responsibilities relevant to contemporary practice.

Assessment of student progress is achieved through the use of various course assignments, measured using standardized rubrics. Learning objectives are defined and assessments occur on regular cycles, as defined in the course syllabus. In addition to ongoing assessment, curriculum content was last significantly assessed in the 2016 Professional Practice Assessment, a copy of which, including outcomes, was provided in the Team Room.

The program reports that they continue to seek ways to further engage their alumni network to help in assessing graduates' readiness for professional practice, although they were ranked No. 2 in the nation for "Most Hired From Architecture Schools" in 2019-2020 by Design Intelligence and, over the last five years, program graduates' ARE 5.0 Pass Rates have consistently scored above the National Average in all six categories, including Practice Management and Project Management.

As noted, later in Section 5.2, the program continues to develop its assessment process for better alignment with new NAAB requirements. Description of these were provided in the APR and confirmed through interviews with program faculty and administration.

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

☒ **Met**

2023 Team Analysis:
Introduction and development of the land use and code regulatory processes occurs through the Foundation Design studio sequences, which include the following courses, listed in the APR: ARCH 6020 Foundation Studio II: Urban and Programmatic Integration, ARCH 7010 Foundation Studio III: Urban Systems and

Typologies, ARCH 7020 Foundation Studio IV: Innovation Tectonics, and ARCH 7230 Building Integration Workshop III.

Studios work on projects within various climates, population densities and land use organizations to provide diverse settings from studio to studio within the sequence and ensure that students experience various regulatory contexts. The sequence of studios is used to provide a basic understanding and then build upon that as students engage progressively more complex projects in different contexts. Faculty from the School's Department of Urban and Environmental Planning are engaged in seminars to help students better understand the regulatory context during studios and then participate in architecture reviews and discussions, together with external planning professionals.

The Professional Practice course, ARCH 8480, conveys aspects of the regulatory requirements of practicing architecture within the United States and illustrates the legal responsibilities, risks, and professional liability within the profession.

As described above, progress through all studio courses is assessed through a series of assignments, and a final project review. All have established grading rubrics, and benchmarks, the results of which have been provided in the team room. Planning faculty participate in project reviews and provide input on student's understanding of regulatory requirements related to land use and planning regulations.

Delivery of regulatory context topics within the curriculum has been evaluated in the 2016 Professional Practice Assessment and Redesign, the 2018 Grad Curriculum Discussion/Adjustments, and the 2018 Building Technology Assessment, all of which were provided in Team Room supplemental materials.

In preparation for this visit, the program director and department chair evaluated the curriculum and found several areas for future improvement in relation to this criterion. The 2021-22 AY assessment results noted that only 72% of students achieved a B- or higher in the Codes + Systems assignment for ARCH 7020. This is below their stated benchmark (70% at or above B+) and warrants a closer look at how content is being delivered, particularly within the ARCH 7020 / ARCH 7230 integration sequence.

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

☒ **Met**

2023 Team Analysis:
Technical knowledge is delivered through four course sequences: Building Technology sequence, Building Integration Workshops, Building Structures sequence, and Design Computation. These are paired with foundation studios that reinforce the technical understanding of building construction within design projects. The newly renovated Fabrication Lab provides support for student learning.

The practice of integrating technology seminars with design studios provides opportunities for hands-on building and many seminars are reported to include full scale experiments with materials and methods.

Student performance is assessed through assignments, tests and project work, using standard rubrics, during the course of each semester. Delivery of technology curriculum has been assessed as part of the 2016 Digital Practices Assessment, the 2018 Building Technology Assessment, the 2018 Grad Curriculum Discussions/Adjustments, and the SACS Accreditation Assessment, all of which were provided as supplemental material in the Team Room.

In preparation for this visit, the curriculum was assessed by the Program Director and Department Chair, which found areas for future development. Specifically, they note that the Structures sequence is in need of updates in content and pedagogy. Opportunities for improvement will be explored with a recently hired new faculty member, Mohammed Ismail. The number of credit hours associated with these courses will also be explored.

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

☒ **Met**

2023 Team Analysis:
Evidence of student learning outcomes was provided in two courses for which student work was also presented in the digital team room, ARCH 7010 Foundation Studio III: Urban Systems and Typologies and ARCH 7250 Environmental Systems both of which are required for student on all paths (2, 2.5 and 3). Assignments are used to explore Urban Anatomy, Finance, Structure, Egress, Solar Access and Daylight and Design Performance, all of which are ultimately incorporated into the final project.

Assessment methods are implemented throughout the length of the course and include student presentations with internal and external feedback and measured following assignment grading rubrics. As noted earlier, feedback from presentation reviews is recorded, collated and then used by studio faculty to assess student progress and identify areas which may need improvement.

The team was able to confirm this, using materials provided in the Team Room and through conversations with faculty and students during the various meetings of the visit.

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

☒ **Met**

2023 Team Analysis:
Evidence of student learning outcomes was provided in three courses for which student work was also presented in the digital team room, ARCH 7020 Foundation Studio IV: Innovation Tectonics, Urban Systems and Typologies and ARCH 7230 Building Integration Workshop III ARCH 7250 Environmental Systems, required for students on all tracks. Assignments across the three courses include: Urban Neighborhoods, Codes + Systems, and Structural systems, developing structural and construction axonometric, Sections and Details, Environmental, Systems, Design, and Integration, all culminating in the ARCH 7020 Studio Final Project.

Assessment methods are conducted for graded assignments, with review of project progress conducted at Mid-semester, and Final reviews, all following defined grading rubrics. As noted earlier, feedback from presentation reviews is recorded, collated, and then used by studio faculty to assess student progress and identify areas which may need improvement.

The team was able to confirm this, using materials provided in the Team Room and through conversations with faculty and students during the various meetings of the visit.

4—Curricular Framework (*Guidelines*, p. 13)

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

4.1 Institutional Accreditation (*Guidelines*, p. 13)

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

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

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

☒ **Met**

2023 Team Analysis:
The University of Virginia is accredited by the Southern Association of Colleges and Schools Commission on Colleges. Its accreditation was last affirmed on December 3, 2017, and is next scheduled for re-affirmation in 2027. The program provided a copy of the letter regarding the above within the Supplemental Documents portion of the team room, with a link to the document within the APR at page 68.

4.2 Professional Degrees and Curriculum (*Guidelines*, p. 13)
The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B.Arch.), the Master of Architecture (M.Arch.), and the Doctor of Architecture (D.Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

4.2.1 **Professional Studies**. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students. (p.13)

4.2.2 **General Studies**. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.
In most cases**,** the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution. (p.14)

4.2.3 **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors. (p.14)

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

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

4.2.4 **Bachelor of Architecture.** The B.Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

4.2.5 **Master of Architecture**. The M.Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

4.2.6 **Doctor of Architecture**. The D.Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D.Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

☒ **Met**

2023 Team Analysis:
Descriptions of the program's required professional, general and optional studies courses for the Master of Architecture degree are provided in the APR (pg. 71-76) and were confirmed on UVA's website at: http://records.ureg.virginia.edu/preview_program.php?catoid=55&poid=7301

4.3 Evaluation of Preparatory Education (*Guidelines*, p. 16)
The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

☒ **Met**

2023 Team Analysis:

The Master of Architecture Program evaluation of students with 120 credits from an accredited U.S. baccalaureate degree granting program uses a well-documented thorough and equitable process to evaluate an applicant's prior academic coursework which satisfies NAAB accreditation criteria. Equivalent international degrees are certified by the National Association of Credential Evaluation Services (NACES) member evaluations. The advanced placement policies in the 2.0- & 2.5-year programs are clearly outlined and are measured by standard metrics and include evaluation of transcripts, essays, and portfolio.

Evaluations are performed by two administrators and a minimum of two faculty members. The team was given access to one advanced placement review demonstrating the application process, essay reviews and faculty portfolio scoring.

Applicants for the 2.5 and 2.0 submit their transcript and are evaluated for advanced placement according to prerequisite requirements identified and maintained in the University Graduate Record, which can be found at: http://records.ureg.virginia.edu/preview_program.php?catoid=38&poid=4080

In addition, Transfer credit is evaluated according to the program's academic rules, found at: http://records.ureg.virginia.edu/content.php?catoid=50&navoid=3769

The program provides detailed links with information on the admissions process, on paths offered for the M.Arch. degree, and the admission requirements for each degree path.

The UVA School of Architecture website provides detailed information on the admissions process, at the following links: https://www.arch.virginia.edu/apply/graduate-admissions and https://www.arch.virginia.edu/apply/graduate-admissions/faqs. The various M.Arch. degree paths offered, are described at: https://www.arch.virginia.edu/programs/architecture/graduate

Admission requirements for each degree path can also be found in the Graduate Record, published annually by the Office of the University Registrar: http://records.ureg.virginia.edu/preview_program.php?catoid=55&poid=7301

5 —Resources

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

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

5.1.1 **Administrative Structure**: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

5.1.2 **Governance**: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

☒ Met

2023 Team Analysis:

At university-level, the Board of Visitors, composed of 17 voting members chosen by the Governor of the Commonwealth of Virginia, and two non-voting student and faculty representatives, serves as the highest oversight body for the university, followed by the President (James E. Ryan), Executive Leadership (Academic Deans and Executive Cabinet), the Executive Vice President and Provost (Ian B. Baucom), and then university-level faculty, staff, and student leadership.

The administration of the School of Architecture consists of the Dean, office of the dean's executive team, department chairs, department directors, faculty council, and staff.

Two key personnel driving the focus in JEDI and collaboration for the school are the dean and provost. As one of the eight of twelve newly hired deans, Malo Hudson is actively working to expand architectural research into other colleges.

During group sessions, the team heard overwhelming reinforcement by students, staff, and faculty that all needs were addressed. Student leaders and organizations take an active role in discussions with faculty and continually receive support for student led initiatives.

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

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

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

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

☒ **Demonstrated**

2023 Team Analysis:

5.2.1: The program's multi-year strategic plan draws from the university President's 2030 Plan. In 2021, and with student, faculty and staff input, Dean Hutson built on these goals to author five priority areas:

1) The Climate Resilience/Climate Justice Initiative,
2)The Justice, Equity, Diversity, and Inclusion (JEDI) Initiative,
3) Making the School of Architecture Accessible and Affordable,
4) Supporting Faculty and Staff Excellence, and
5) Developing a Public-Facing Building/Campbell Hall Renovations.

Department Chair Jeana Ripple developed three areas of emphasis: a.) design excellence and architectural experimentation, b.) discourse and innovation, and c.) inclusivity and accessibility.

5.2.2: Each of the school-wide and departmental priority areas plan to use NAAB's guidelines for self-assessment. A series of performance measures are being used to indicate learning outcomes and ongoing progress. Since the on-going self-assessment process was originally driven by the Conditions for Accreditation, the Program is working to adjust their current assessment procedures in response to the new 2020 Conditions. In their words, they are working to "operationalize" the new requirements. As adjustments are made, it is likely that a new, more formal schedule of assessment frequencies will develop.

5.2.3: The team found evidence in the APR, in supporting materials, and in discussions with the faculty that each of these school-wide and departmental priority areas are assessed. Individual performance results indicate progress in nearly all areas.

5.2.4: As demonstrated, the program continues to be recognized for design excellence and attracting increasingly diverse students and faculty. Admittedly, their current challenges are space and staffing constraints. Increases in enrollment have outpaced the hiring of faculty and staff and the addition of greater facility space.

5.2.5: The program routinely invites practitioners and members of several advisory boards to student reviews and student/faculty/practitioner meetings. The program is "all in" listing 32 major assessment areas since 2016 involving the school, the program (faculty, staff and students) and outside review, input and evaluation. The program reports that it has a number of faculty members that are firm practitioners, and the professional practice course utilizes practitioners for discussion topics and content.

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

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

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

☒ **Demonstrated**

2023 Team Analysis:

5.3.1: The program has initiated an assessment program for all required courses in the curriculum and has collected data for courses. The team found evidence of the relationship between curricular review as an outcome of course assessment (relative NAAB program and student criteria) in the APR, supplemental information (specifically in document 5.2 Outline of Program Assessments) and in meetings with the department chair and graduate program director. The program utilizes faculty retreats and program meetings to discuss assessment and use that information to prioritize curricular reviews.

5.3.2: The team found evidence of a clear structure of responsibility with respect to setting curricular agendas in the APR and in meetings with faculty and program leadership.

The department chair appoints studio coordinators who are responsible for ensuring studio themes fit into the curricular framework. The coordinators consult with the chair and director on direction of the courses. The department chair and directors of programs that cross departmental boundaries serve on the curriculum committee, which operates at the level of the school and was initiated in 2021.

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

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

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

☒ **Not Demonstrated**

2023 Team Analysis:

5.4.1: The program describes two teaching load pathways in the APR that correspond to teaching areas. Faculty teaching assignments are determined by the program chair with approval of the dean, which sets a pathway. The APR describes the two paths. Path One is studio teaching centered, it includes teaching two studios and a seminar or lecture in an academic year (this would equate to a 14-16 credit hour teaching load). Path Two is comprised of four courses, typically a studio, a required lecture course, a required seminar, and an elective seminar. The APR describes a recognition of the differences in preparation time between different types of courses (class size, level) and allows for flexibility when non typical assignments emerge.

Tenured and tenure-track faculty are eligible for professional improvement leave once every ten semesters of teaching. Tenure-track faculty are granted a research leave following a successful mid-track reappointment (description of annual review vs tenure and promotion found in: Annual Performance Review Process Revisions_2016-2022.pdf)

The faculty did note that research expectations can be challenging, particularly for junior faculty who are involved in committee work for the program, but also noted that there was very strong support for research funding through the school and university (see 5.4.3).

The team found this sub-condition to be adequately demonstrated through review of the APR and discussion with the faculty and staff.

5.4.2: Evidence showing an active Architect Licensing Advisor (ALA) has not been demonstrated. During the faculty meeting, the team was informed that the advisor listed on the APR (Schaeffer Somers) was no longer in the position and that it was now seated by Phoebe Crisman - neither were in attendance, at meetings, to confirm. During the student meetings, students were able to identify the ALA, or NCARB Liaison, or confirm they were receiving adequate resources and the "annual licensing meetings" as indicated in the APR.

The team found that this sub-criterion was not adequately demonstrated.

5.4.3: The program provides annual funding for faculty to participate in conferences and continuing education as described in the APR and UVAs HR educational benefits webpage (link). The program informs faculty of scholarship and grant opportunities internal to the institution.

The team found this sub-condition to be adequately demonstrated through review of the APR and discussion with the faculty and staff.

5.4.4: Support available to students includes various forms of services delivered by the Counseling and Psychological Services office, with which the School has partnered to have their own embedded counselor as a staff member, available to students. The Student Health Center serves as a central hub for the school and also provides information and access to services at: https://www.arch.virginia.edu/resourses/student-health-and-wellbeing-resources.

Academic advising is provided through the Office of Student Services located within the School, including the School's Office of Student Records and Registration. Tashana Starks, Asst. Director of Advising meets with every student during the semester to ensure they are progressing towards their degree. Additional support is provided through the School's own Career Development Team which makes available professional mentorships, externships, portfolio workshops and various other career path services.

The team found this sub-condition to be adequately demonstrated through review of the APR and discussion with the faculty and staff.

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

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

- 5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.
- 5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.
- 5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

☒ **Demonstrated**

2023 Team Analysis:

The School's commitment to Social Equity, Diversity, and Inclusion is evident throughout the program, well documented within the APR and, more importantly, clearly visible in the curriculum and across every program.

The program reports that, as of Fall 2021, the student population was 679, comprised of 287 graduate students and 392 undergraduate students. School faculty consisted of 66 full-time tenure/tenure-track or academic general faculty and 30 staff members.

Since then, various new initiatives to increase the number of underrepresented students have come about, including two named scholarships focused on diversity, equity, and inclusion. The school has expanded its goal to establish competitive scholarships at the graduate level to recruit and retain future JEDI scholars, and is now seeking financial resources to cover five full-tuition and five half-tuition scholarships for in and out-of-state graduate candidates. Also, in 2019, the Inclusion and Equity Committee launched an open house designed for students interested in JEDI design research and initiatives. The event has helped to increase the school's BIPOC student cohort (24.8% increase in 2020 as mentioned in section 2 here). These types of panels will continue to evolve with the goal of becoming embedded in the fabric of the schools' recruitment culture.

Increasing student, faculty, and staff diversity is the first of five strategic goals of the school's JEDI Initiative. In the 2021-22 academic year, the faculty was 71% White and 29% African American, Asian, Hispanic, International, or Multi-Race, and staff was 80% White and 20% Asian or African American. This compares to the student population, both undergraduate and graduate, which is 54% White, 46% Asian, African American, Hispanic, International, or Multi-Race.

The School has a stated goal to double the number of underrepresented faculty by 2030. New and ongoing work towards achieving those goals include: the hiring of an Associate Dean for Justice, Equity, Diversity and Inclusion (AD JEDI), in March 2022; the Hiring of Dean Malo Hutson, in 2021; and the hiring of 4-under-represented faculty in tenured or tenure-track positions in 2022. The school will also soon launch a search for 2 Post-Doctoral Fellows in Race, Place, & Equity.

The School is simultaneously reviewing policies regarding faculty and staff hiring, with a focus of increasing staff diversity to better reflect the demographics of the State of Virginia and increasing staff career advancement resources.

As noted above, increasing student diversity through recruitment and retention is the first of 5 strategic goals of the School's JEDI Initiative. In support of this goal, various programs have been launched, including: the NOMA Project Pipeline, a pre-recruitment program to provide an educational experience for low-income youth in the local community; a recently established an MOU and partnerships with external groups to enhance recruitment; work to continue building relationships with HBCUs, TCUs and HSIs; the creation of application fee waivers and travel stipends for prospective low-income students to increase access to the School.

Finally, the university's policies regarding EEO and Affirmative Action are available on the university's website, as are policies and procedures regarding the maintenance of an equitable and positive work environment. The university's broader efforts to recruit and retain faculty, staff and students from historically underrepresented groups are led by the Division for Diversity, Equity, and Inclusion. The university's ADA Office ensures equal access to educational and employment opportunities and works to resolve disability-related issues as well s conducting related training and is the university's resource for concerns about services and accommodations for individuals with disabilities.

The depth and breadth of Social Equity, Diversity and Inclusion programming, the manner in which it is embedded throughout the curriculum and, in fact, throughout the university, together with the buy-in demonstrated by all members of the school, from students through faculty, and administration of both the school and university are notable and commendable. The level of improvement accomplished in the short period of time since inception, together with the university-wide commitment exhibited in documents presented and by the people interviewed during the visit, leads the team to note that this criterion is MET WITH DISTINCTION.

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

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

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

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

☒ **Not Demonstrated**

2023 Team Analysis:

5.6.1: The architecture program shares a portion of Campbell Hall with the five other programs in the school (Landscape architecture, Planning, Architectural History, PhD, and Master of Urban Design). Recent history indicates that enrollment in most programs has, and will continue to, increase.

The school is mostly housed in Campbell Hall, with the architectural program occupying 57,500 sq. ft or about 63% of the space. According to the APR, currently all the studio-based learning space is adequately housed in Campbell Hall.

5.6.2: In addition to studio space, Campbell Hall offers indoor and outdoor classrooms, seminar rooms, lecture halls, review spaces, exhibition spaces, faculty and administrative offices, and houses maker and incubator spaces that support a range of design practices. With the evolving pedagogy at the school and curricular responses supporting a "hands-on" learning approach using digital computational design and fabrication, this increasingly demands full-scale prototyping and fabricating. Students commented on the increasing difficulty of finding space for large-scale site and working models, as well as working studio space when other courses or cohorts were working on such large-scale projects.

Adding to the demands for additional space, a new emphasis on research demands additional space for meeting, making, and storing materials. Additionally, the school's research centers and institutes have grown, bringing in additional research grants to the school.

In 2020, the university hired ARO SARC to study Campbell Hall expansion. In 2021, ARO published a programming study report that assessed the anticipated space needs, renovation and addition, building site options, and construction budgeting. The study outlined the following expansion needs to support didactic and interactive learning:

Classrooms: 3,260 NASF
Class Labs and Research: 4,440 NASF
Study Spaces: 1,215 NASF
General Use: 700 NASF
Shop Facilities: 2,150 NASF

School and university administration acknowledged this need and are working to address it, but solutions remain in the distant future and the current problems are very real. For this reason, the team found that this sub-criterion was not adequately demonstrated.

5.6.3: With increased enrollment and the appropriate faculty hiring to meet that growing need, coupled with the limitations of available part-time faculty within the region, the hiring of additional full-time faculty to meet the demand has resulted in a lack of junior faculty office space in the school. Aside from the inequity created by locating new faculty in another building(s), an important faculty role is student mentoring. In the faculty meeting, the team learned that there is a student advising staff. Faculty advisors are referred to as mentors and that is a more casual or spontaneous interaction. Locating offices in other buildings does not appear to foster this encounter without direct intent.

The team found that this sub-criterion was not adequately demonstrated.

5.6.4: In meeting discussions with program staff, administration and faculty, it was generally agreed that current human resources and support facilities (Fab Lab, library, print shop, computer lab) are adequate to support current learning formats and pedagogies. As discussed above, the program is very aware that evolving learning formats and research grants will strain the facility and resources.

5.7 Financial Resources (*Guidelines*, p. 21)
The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

☒ **Demonstrated**

2023 Team Analysis:
The school has demonstrated to the team it receives the necessary funding to support its environment and continue providing opportunities, in addition to funding those in need with a commitment to meet 100% of that need. While undergraduate revenue is bounced back for the university to allocate, graduate tuition is solely for the college of architecture. The school does recognize however that its reliance on graduate tuition, while enrolment has been of no concern, could pose a potential weakness in their funding strategy, but they are working to correct this.

5.8 Information Resources (*Guidelines*, p. 22)
The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

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

☒ **Demonstrated**

2023 Team Analysis:
Through the APR and meetings, UVA demonstrated their convenient and equitable access to architectural literature, information, appropriate digital and visual resources, and their personal architecture librarian.

The librarian co-teaches the required M.Arch. course, “evidence and archives” to further students' knowledge and understanding of the school library's resources. Conveniently located as a connecting building, the architecture library invested over $500,000 in additional digital materials to expand the university’s full collection that is comprised of over 6,000,000 digital and analog materials. Specifically, the adjoining building houses 151,531 digital resources on site.

Digital resources include numerous online resources, including Avery Index, Art & Architecture Source, Oxford Art Online, and others. The library also provides access to Linked-in Learning, which allows students and faculty to access on-demand instruction on both skills (presenting, digital photography, interviewing) and technologies (CAD, GIS, Rhino, Illustrator, BIM, etc.) that are central to the School of Architecture curriculum. During the meeting with the librarian, she explained the process by which students and faculty can request personal research help.

6—Public Information

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

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

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

☒ **Demonstrated**

2023 Team Analysis:

The required Statement is published on the School of Architecture webpage as well as on the UVA Registrar's office webpage. Links to both locations were provided in the APR for the team's ease of access; www.arch.virginia.edu/programs/architecture/graduate/naab-accreditation and records.ureg.virginia.edu/preview_program.php?catoid=55&poid=7301, respectively.

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

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

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

☒ **Met**

2023 Team Analysis:

The required links are provided on the School of Architecture webpage. A link to the page was provided on the APR; https://www.arch.virginia.edu/programs/architecture/graduate/naab-accreditation

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

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

☒ **Met**

2023 Team Analysis:

Career Advising and Development Information is available through programs provided by the School of Architecture, including externship and internship program at the School's Career Services webpage**:** https://www.arch.virginia.edu/resources/student-career-services

Additional programs and services are available through the university level Career Center: https://career.virginia.edu/ and the Scholars Lab: https://scholarslab.lib.virginia.edu/. Links to all the above were included in the APR.

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

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

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

☒ **Met**

2023 Team Analysis:

All required information is located on the School of Architecture website: www.arch.virginia.edu/programs/architecture/graduate/naab-accreditation..

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

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

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

☒ **Met**

2023 Team Analysis:

Policies and procedures regarding the evaluation of applicants for admission, including forms and instructions, requirements, requirements and forms for applying for financial aid and scholarships and how diversity goals affect admission procedures are found at various web pages, including the graduate admissions page: https://www.arch.virginia.edu/apply/graduate-admissions, the university's application portal: https://applycentral.virginia.edu/apply/, and the university's Student Financial Services page: https://www.arch.virginia.edu/apply/graduate-admissions/tuition-funding. Links for all the various pages were provided in the APR.

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

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.
The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

☒ **Met**

2023 Team Analysis:
As noted above, student financial information can be found at various locations and web pages. Departmental Aid is overseen by the school's Administrative Coordinator of Admissions and Financial Aid which promotes upcoming opportunities and is available to help students with the financial aid process. An initial estimate for tuition, fees, books and general supplies can be accessed through the "Funding your Graduate Degree" page found at: https://www.arch.virginia.edu/apply/graduate-admissions/tuition-funding

V. Appendices

Appendix 1. Conditions Met with Distinction

PC.8 Social Equity and Inclusion
5.5 Social Equity, Diversity, and Inclusion

Appendix 2. Team SPC Matrix

Path 3

AY2021-22 UVa SARC M.Arch Degree Program
NAAB Accreditation Matrix

	SDI			Year 1								Year 2								Year 3					
	Summer			Fall				Spring				Fall				Spring				Fall		Spring			
Primary Faculty	*D. Dobrowolski*	*D. Dobrowolski*	*D. Dobrowolski*	*I. Martin-Robles*	*K. Stranix*	*M. Aranguren*	*S. Li*	*S. McDowell*	*K. Stranix*	*K. MacDonald*	*R. Dripps*	*K. MacDonald*	*E. Field*	*K. Martini*	*N. Last*	*L. Pancorbo*	*I. Martin-Robles*	*B. Hays*	*M. Jull*	*Varies*	*G. Jafari*	*Varies*	*E. Lorenz*	*Varies*	*Bachman / Cavenagh*
Course Title	*Intro.to Architecture*	*Intro. to Design Visualization*	*Intro Design Theory + Analysis*	*Foundation Studio 1*	*Design Computation 1*	*Building Workshop 1*	*Buildings, Cities, Narratives*	*Foundation Studio 2*	*Design Computation 2*	*Building Workshop 2*	*Architectural Theory and Analysis*	*Foundation Studio 3*	*Environmental Systems*	*Intro to Structural Design*	*20th-21stc History of Ideas*	*Foundation Studio 4*	*Building Workshop 3*	*Struct. Design for Dynamic Loads*	*Design Research Methods*	*Research Studio 1*	*Thesis 1*	*Research Studio 2*	*Thesis 2*	*History / Theory Elective*	*Professional Practices*
Course #	***ARCH 5010***	***ARCH 5020***	***ARCH 5030***	***ARCH 6010***	***SARC 6710***	***ARCH 6231***	***SARC 6101***	***ARCH 6020***	***SARC 6720***	***ARCH 6261***	***ARCH 6120***	***ARCH 7010***	***ARCH 7250***	***ARCH 7240***	***ARCH 7120***	***ARCH 7020***	***ARCH 7230***	***ARCH 7210***	***ARCH 7100***	***ALAR 8010***	***ALAR 8100***	***ALAR 8020***	***ALAR 8995***	***VARIES***	***ARCH 8480***
Program Criteria																									
PC.1 Career Paths																									■
PC.2 Design	■			■				■				■				■				■		■	■		
PC.3 Ecological Know. & Respon.	■			■			■			■		■	■			■									
PC.4 History & Theory			■				■				■				■									■	
PC.5 Research & Innovation					■				■	■							■		■	■	■	■	■		
PC.6 Leadership & Collaboration	■			■				■				■				■				■		■			■
PC.7 Learning & Teaching Culture				■				■				■				■				■					
PC.8 Social Equity & Inclusion	■			■			■	■			■	■			■	■									
Student Criteria																									
SC.1 HSW in the Built Environ.				■		■	■					■	■	■		■	■	■							
SC.2 Professional Practice																									■
SC.3 Regulatory Context								■				■				■	■								■
SC.4 Technical Knowledge		■		■	■	■		■	■	■		■	■	■		■	■	■							
SC.5 Design Synthesis												■	■												
SC.6 Building Integration													■			■	■								

	Non-Curricular Activities																																						
	School Lecture Series	School Exhibition Series	Thomas Jefferson Medalist Events	Summer Study Abroad	Externship Program	Student Instructional Assistants	Student Research Assistants	Career Services	Lunch Journal	Student Organizations	International Student Assoc.	JEDI Faculty Hires	Manifesta Student Org.	Memorial to Enslaved Laborers	NOMAS Student Org.	PHD in Constructed Environment	Student Traveling Fellowships	Studio Reviews	DEI Discussion and Workshops	Racial bias training 2018	DEI Scholarships	Alumni Mentorship Program	AIAS	Next Cities Institute	A-School Research Publications	Collaborative Practices	Climate Transformations Symposium	Project Pipeline	Dean's Forum I+E Lecture Series	JEDI Open Houses	FGLI Initiatives	Teaching and Learning Culture Workshops	Self Governance	Dept. Meetings + Retreats	A-School Meetings	Faculty Research Dialogues	Wellbeing Events	FABLAB Short Courses	Elective Courses / Seminars
Program Criteria																																							
PC.1 Career Paths					■			■														■																	
PC.2 Design	■	■	■																																				■
PC.3 Ecological Know. & Respon.	■	■																																					■
PC.4 History & Theory																																							■
PC.5 Research & Innovation	■						■		■																														
PC.6 Leadership & Collaboration							■			■									■																				
PC.7 Learning & Teaching Culture	■					■												■	■			■																	
PC.8 Social Equity & Inclusion	■																											■	■	■									■

Path 2.5
Advanced Placement

AY2021-22 UVa SARC
M.Arch Degree Program
NAAB Accreditation Matrix

	Year 1								Year 2									Year 3	
	Fall				Spring				Fall				Spring					Fall	
Primary Faculty	*I. Martin-Robles*	*K. Stranix*	*M. Aranguren*	*S. Li*	*S. McDowell*	*K. Stranix*	*K. MacDonald*	*R. Dripps*	*K. MacDonald*	*E. Field*	*K. Martini*	*N. Last*	*L. Pancorbo*	*I. Martin-Robles*	*B. Hays*	*Bachman / Cavenagh*	*M. Jull*	*Varies*	*Varies*
Course Title	*Foundation Studio 1*	*Design Computation 1*	*Building Workshop 1*	*Buildings, Cities, Narratives*	*Foundation Studio 2*	*Design Computation 2*	*Building Workshop 2*	*Architectural Theory and Analysis*	*Foundation Studio 3*	*Environmental Systems*	*Intro to Structural Design**	*20th-21stc History of Ideas*	*Foundation Studio 4*	*Building Workshop 3*	*Struct. Design for Dynamic Loads*	*Professional Practices*	*Design Research Methods*	*Research Studio 1*	*History / Theory Elective*
Course #	***ARCH 6010***	***SARC 6710***	***ARCH 6231***	***SARC 6101***	***ARCH 6020***	***SARC 6720***	***ARCH 6261***	***ARCH 6120***	***ARCH 7010***	***ARCH 7250***	***ARCH 7240***	***ARCH 7120***	***ARCH 7020***	***ARCH 7230***	***ARCH 7210***	***ARCH 8480***	***ARCH 7100***	***ALAR 8010***	***VARIES***
Program Criteria																			
PC.1 Career Paths																🟥			
PC.2 Design	🟥				🟥				🟥				🟥					🟥	
PC.3 Ecological Know. & Respon.	🟥			🟥			🟥		🟥	🟥			🟥						
PC.4 History & Theory				🟥				🟥											🟥
PC.5 Research & Innovation		🟥				🟥	🟥							🟥			🟥	🟥	
PC.6 Leadership & Collaboration	🟥				🟥				🟥				🟥			🟥		🟥	
PC.7 Learning & Teaching Culture	🟥				🟥				🟥				🟥					🟥	
PC.8 Social Equity & Inclusion	🟥			🟥	🟥			🟥	🟥			🟥	🟥						
Student Criteria																			
SC.1 HSW in the Built Environ.	🟥		🟥	🟥					🟥	🟥	🟥		🟥	🟥	🟥				
SC.2 Professional Practice																🟥			
SC.3 Regulatory Context					🟥				🟥				🟥	🟥		🟥			
SC.4 Technical Knowledge	🟥	🟥	🟥		🟥	🟥	🟥		🟥	🟥	🟥		🟥	🟥	🟥				
SC.5 Design Synthesis									🟥	🟥									
SC.6 Building Integration										🟥			🟥	🟥					

	Non-Curricular Activities																																						
	School Lecture Series	*School Exhibition Series*	*Thomas Jefferson Medalist Events*	*Summer Study Abroad*	*Externship Program*	*Student Instructional Assistants*	*Student Research Assistants*	*Career Services*	*Lunch Journal*	*Student Organizations*	*International Student Assoc.*	*JEDI Faculty Hires*	*Manifesta Student Org.*	*Memorial to Enslaved Laborers*	*NOMAS Student Org.*	*PHD in Constructed Environment*	*Student Traveling Fellowships*	*Studio Reviews*	*DEI Discussion and Workshops*	*Racial bias training 2018*	*DEI Scholarships*	*Alumni Mentorship Program*	*AIAS*	*Next Cities Institute*	*A-School Research Publications*	*Collaborative Practices*	*Climate Transformations Symposium*	*Project Pipeline*	*Dean's Forum I+E Lecture Series*	*JEDI Open Houses*	*FGLI Initiatives*	*Teaching and Learning Culture Workshops*	*Self Governance*	*Dept. Meetings + Retreats*	*A-School Meetings*	*Faculty Research Dialogues*	*Wellbeing Events*	*FABLAB Short Courses*	*Elective Courses / Seminars*
Program Criteria																																							
PC.1 Career Paths					🟥			🟥														🟥																	
PC.2 Design	🟥	🟥	🟥															🟥																					🟥
PC.3 Ecological Know. & Respon.	🟥	🟥																																					🟥
PC.4 History & Theory																																							🟥
PC.5 Research & Innovation	🟥																																						
PC.6 Leadership & Collaboration																																							
PC.7 Learning & Teaching Culture	🟥						🟥											🟥	🟥			🟥																	
PC.8 Social Equity & Inclusion	🟥																		🟥	🟥	🟥							🟥	🟥	🟥									🟥

*Each student entering Path 2 and 2.5 takes a placement exam to determine whether the student starts the sequence of structural design courses in the fall with ARCH 7240 - Introduction to Structural Design or in the Spring with ARCH 7210 - Structural Design for Dynamic Loads.

Path 2
Advanced Placement

AY2021-22 UVa SARC
M.Arch Degree Program
NAAB Accreditation Matrix

Program Criteria
PC.1 Career Paths
PC.2 Design
PC.3 Ecological Know. & Respon.
PC.4 History & Theory
PC.5 Research & Innovation
PC.6 Leadership & Collaboration
PC.7 Learning & Teaching Culture
PC.8 Social Equity & Inclusion

Student Criteria
SC.1 HSW in the Built Environ.
SC.2 Professional Practice
SC.3 Regulatory Context
SC.4 Technical Knowledge
SC.5 Design Synthesis
SC.6 Building Integration

Year 1								Year 2							
Fall				Spring				Fall		Spring					
Course #	Course Title	Primary Faculty		Course #	Course Title	Primary Faculty		Course #	Course Title	Primary Faculty		Course #	Course Title	Primary Faculty	
ARCH 7010	Foundation Studio 3	K. MacDonald		ARCH 7020	Foundation Studio 4	L. Pancorbo		ALAR 8010	Research Studio 1	Varies		ALAR 8020	Research Studio 2	Varies	
ARCH 7250	Environmental Systems	E. Field		ARCH 7230	Building Workshop 3	I. Martin-Robles		ALAR 8100	Thesis 1	G. Jafari		ALAR 8995	Thesis 2	E. Lorenz	
ARCH 7240	Intro to Structural Design*	K. Martini		ARCH 7210	Struct. Design for Dynamic Loads	B. Hays						VARIES	History / Theory Elective	Varies	
ARCH 7120	20th-21stc History of Ideas	N. Last		ARCH 7100	Design Research Methods	M. Jull						ARCH 8480	Professional Practices	Bachman / Cavenagh	

Non-Curricular Activities
School Lecture Series
School Exhibition Series
Thomas Jefferson Medalist Events
Summer Study Abroad
Externship Program
Student Instructional Assistants
Student Research Assistants
Career Services
Lunch Journal
Student Organizations
International Student Assoc.
JEDI Faculty Hires
Manifesta Student Org.
Memorial to Enslaved Laborers
NOMAS Student Org.
PHD in Constructed Environment
Student Traveling Fellowships
Studio Reviews
DEI Discussion and Workshops
Racial bias training 2018
DEI Scholarships
Alumni Mentorship Program
AIAS
Next Cities Institute
A-School Research Publications
Collaborative Practices
Climate Transformations Symposium
Project Pipeline
Dean's Forum I+E Lecture Series
JEDI Open Houses
FGLI Initiatives
Teaching and Learning Culture Workshops
Self Governance
Dept. Meetings + Retreats
A-School Meetings
Faculty Research Dialogues
Wellbeing Events
FABLAB Short Courses
Elective Courses / Seminars

*Each student entering Path 2 and 2.5 takes a placement exam to determine whether the student starts the sequence of structural design courses in the fall with ARCH 7240 - Introduction to Structural Design or in the Spring with ARCH 7210 - Structural Design for Dynamic Loads.

Appendix 3. The Visiting Team

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VI. Report Signatures

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Team Member

John Senhauser, FAIA
Team Member

Jack Collins, Assoc. AIA
Team Member

Judith Kinnard, FAIA
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