

National Architectural Accrediting Board, Inc.

July 25, 2011

Robert N. Shelton
President
Administration Building, Room 712
University of Arizona
1401 East University Boulevard
P.O. Box 210066
Tucson, Arizona 85721-0066



Dear President Shelton:

At the July 2011 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report (VTR)* for the University of Arizona, School of Architecture.

As a result, the professional architecture program:

Master of Architecture

was formally granted candidacy for a period of not less than two years. The candidacy term is effective January 1, 2011. Initial accreditation must be achieved by 2017 or the program will be required to submit a new candidacy application. For information on the process for initial accreditation, please see Section 5 of the *NAAB Procedures for Accreditation*, 2010 Edition.

Continuing candidacy is subject to the submission of *Annual Reports* and any subsequent visits that may be required until initial accreditation is achieved. *Annual Reports* are submitted online through the NAAB's Annual Report Submission system and are due by November 30 of each year. These reports have two parts:

Part I (Annual Statistical Report) captures statistical information on the institution in which a candidate program is located and the degree program.

Part II (Narrative Report) is the narrative report in which a program responds to the most recent *VTR*. The narrative must address Section 1.3 Conditions Not Met and Section 1.4 Causes of Concern of the *VTR*. Part II must also include a description of changes to the program that may be of interest to subsequent visiting teams or to the NAAB.

A complete description of the *Annual Report* process can be found in Section 10 of the *NAAB Procedures for Accreditation*, 2010 Edition.

The NAAB encourages public dissemination of the information contained in both the 2010 *Architecture Program Report* and the 2010 *VTR*. If the *VTR* is made public, then it is to be published in its entirety.

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

Very truly yours,

Cornelius "Kin" DuBois, FAIA
President

cc: Robert Miller, AIA, Director ✓
Donna V. Robertson FAIA, Team Chair
Visiting Team Members

Enc.

**University of Arizona
School of Architecture: CALA**

Initial Candidacy Visiting Team Report

M. Arch (professional degree + 59 graduate credit hours)

The National Architectural Accrediting Board
22 March 2011

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

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I. Summary of Team Findings

1. Team Comments & Visit Summary

- The team would like to thank Dean Janice Cervelli, Architecture Director Rob Miller, Prof. Christopher Domin and the faculty and staff of CALA for their hard work in preparing for the visit. The team room was especially well-organized and easy to follow. The hospitality afforded to us by all was very much appreciated.
- It was apparent that the entire university community is energized and in full support of the establishment of a graduate level, accredited program in architecture. Based on a review of the *2009 Conditions for Accreditation* we found the school well positioned for the candidacy process.
- The faculty is very engaged and enthusiastic. The team was impressed by their dedication to the needs of the students. The mutual respect between the students and faculty was obvious and brought to our attention in many ways.
- The college's commitment to achieving the long-desired addition to the original CALA building should be commended. As quite an undertaking, it will provide the physical resources necessary for all the programs to thrive. It is an excellent addition to the University of Arizona campus.
- The team's review of the program is based on the standards established for an accredited degree program as specified in the *2009 Conditions for Accreditation*. The team was impressed with the initial work displayed in the team room and fully expects that subsequent teams will see the continued progression of the work product.

2. Conditions Not-Yet Met

- I.2.4 Financial Resources
- I.2.5 Information Resources
- A.2 Design Thinking Skills
- A.3 Visual Communication Skills
- A.4 Technical Documentation
- A.6 Fundamental Design Skills
- A.7 Use of Precedents
- A.8 Ordering Systems Skills
- A.9 Historical Traditions and Global Culture
- A.10 Cultural Diversity
- A.11 Applied Research
- B.1 Pre-Design
- B.2 Accessibility
- B.3 Sustainability
- B.4 Site Design
- B.5 Life Safety
- B.6 Comprehensive Design
- B.7 Financial Considerations
- B.8 Environmental Systems
- B.9 Structural Systems
- B.10 Building Envelope Systems
- B.11 Building Service Systems integration
- B.12 Building Materials and Assemblies Integration
- C.1 Collaboration
- C.2 Human Behavior

- C.3 Client Role in Architecture
- C.4 Project Management
- C.5 Practice Management
- C.6 Leadership
- C.7 Legal Responsibilities
- C.8 Ethics and Professional Judgment
- C.9 Community and Social Responsibility

3. Cause of Concern

I.2.1 Human Resources and Human Resources Development: the financial situation has direct impact on the faculty loads and student/teacher ratios. The development of research activity will also compete with time needed for teaching and service, and represents a big shift in focus for this school.

4. Progress Since the Previous Site Visit

This category is not applicable to the Master of Architecture program.

II. Compliance with the Conditions for Accreditation

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

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

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

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

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

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

2011 Team Assessment: As evidenced in the APR, CALA leverages its unique geographic, cultural and historic position -- rooted in the Sonoran landscape-- as a learning laboratory. The new degree program furthers the College's goal of attracting top students and faculty, advancing scholarship and innovation at all levels: the College, the institution, the state, and for arid climates around the world. Advancing the mission of a land grant university, CALA has realized immediate benefits for the University of Arizona through the work of the Drachman Institute and other community programs. These may be further extended through additional initiatives currently under development, many of which were described during meetings with program administrators and in the APR.

The program has identified, however, a need for enhanced funded grants activity to fulfill the research mission of the larger institution and capitalize on revenue incentives in the RCM (Responsibility Centered Management) financial model now used by the university. While increased research activity will benefit the financial and pedagogical position of the School, there is significant concern about this mandate's impact on faculty capacity and curricular structure. Resolving this issue with respect to the degree program's identity, culture and finances is a primary concern.

1.1.2 Learning Culture and Social Equity:

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

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

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives

and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

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

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

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

2011 Team Assessment: The Team found ample evidence of a positive and respectful learning environment, through articulated policies (for advanced standing, independent study, studio reviews, etc.), interviews with program administrators and students, and feedback from faculty about the teaching dynamics. This is a very open community encouraging dialogue and exchange. There is much enthusiasm from all involved to produce a highly crafted, engaging learning experience that meets the diverse needs and backgrounds of these particular students, and that is suited to the special location and history of southern Arizona and its cultural conditions.

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

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

[X] The program is responsive to this perspective.

2011 Team Assessment: The students capitalize on their diverse backgrounds and knowledge/skill sets for peer-based learning exchange that creates a cross disciplinary environment within the controlled focus of professional studies. As well, the faculty bring diverse backgrounds, cultural exposures and perspectives to the teaching project. There is a general ethos of serious attention to scholarship amongst the faculty, with mutual respect for the various, diverse modes of execution employed. While the School prides itself on its practitioner-based studio faculty, there is also great respect for other types of architectural production, creating a rich mix for students’ stimulation.

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

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

[X] The program is responsive to this perspective.

2011 Team Assessment: The program provides a learning context where diversity of intellectual thought and life experience is valued. Opportunities to integrate this diversity with the process of learning are explored by students and faculty, enriching the discourse and life of the school. The program has recently encouraged a rejuvenation of student leadership and feedback with administration, enabling robust student voice. M.Arch students are fully integrated into the student population.

It is of note, however, that budget conditions have cost the program many of its ties to educational institutions in other countries and cultures. No formalized study abroad or exchange programs are sponsored by the School. A desire to return to these partnerships has been noted by program administrators and is encouraged.

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

[X] The program is responsive to this perspective.

2011 Team Assessment: The faculty has a very high percentage of licensed professionals, as well as of adjuncts who are practicing architects. They have a token person who talks with students when asked about the registration process. They are starting the process to determine a full time faculty person to take over the process of advising students about licensure and IDP in a more complete way.

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

[X] The program is responsive to this perspective.

2011 Team Assessment: The school has projects for the BArch students that are collaborations with the Landscape Architecture program. It is intended that such programs be implemented in the MArch program but the details have not been worked out at this point. This should occur through Course 601 Studio: Outreach, but the details have not been finalized at this point, and so will need to be reviewed in subsequent assessments.

That the adjunct faculty is so heavily licensed as practicing architects lends a lot of depth to the School's ability to instruct and demonstrate the basics of major parts of this topic.

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

[X] The program is responsive to this perspective.

2011 Team Assessment: The school has great pride for the Drachman Institute, which by all accounts is a model organization for architectural outreach in the state of Arizona. In many cases, knowledge of the organization's efforts has promoted a civically-aware ethos for students of the program. Additionally, an understanding of architects' ethical responsibilities as environmental stewards is clearly articulated by students and faculty, and it is in this capacity that the team finds the program responsive to this perspective.

However, the team notes that the program has not yet demonstrated how MArch students engage the Drachman Institute, nor if alternative outreach opportunities have been identified. While the curriculum plan includes ARC 601 Advanced Studio 3: Outreach (Fall 2012), the program lacks a unified or articulated vision for the relationship of outreach to the graduate program.

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

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

2011 Team Assessment: There was ample evidence of long range planning supported by solid data and other facts that inform the decisions for the School's future. That the new building was achieved is an example of the patience and commitment of the institution to long-range planning and change. This new degree program has been carefully analyzed, with a detailed business plan, much consultation with the central administration over its financial implications, and the full and enthusiastic support of the Dean. The School shows routine consultation with local professionals on how it is organizing the education it delivers, and how they might help support this new degree program. There is a growing national, if not international reputation for the School's outreach programs (Solar Decathlon, design/build in Tucson, etc.) that greatly enhances the School's value to the university. This is being carefully extended through planning for a downtown extension campus, a first for U. of A.

To be addressed soon, by the School's own admission, is the question of international exchange and outreach. Continued address to enhancing diversity in the programs is also a long-range project for the School.

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

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*

- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
 - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
 - *Individual course evaluations.*
 - *Review and assessment of the focus and pedagogy of the program.*
 - *Institutional self-assessment, as determined by the institution.**The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.*

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

2011 Team Assessment: Faculty agreed amongst themselves that the program is progressing towards its mission, as does the dean and the central administration. Students are aware of this mission and believe in it; it is a reason they chose this School. The strengths for the School are its links to its location, the spirit of the overall population involved (in the widest sense) and the caring community consciousness. The greatest challenge is its location, in that the situation for a public institution of higher education in this state, in this economy, is quite shaky and unsure. Constant attention and diligence is being paid to this situation, and much entrepreneurial thinking is being applied to alternative strategies and solutions. However, this remains a large issue for this new program.

Students affirm that they have an active, operative voice in shaping the program's direction (formally, on the Curriculum Committee, and informally through the Program Advisor and regular feedback to the Director and their faculty). As courses develop, content is being modified to eliminate redundancies, and to further integrate across simultaneous courses. End of semester final review exhibitions allow all members to review the work produced and confer over quality and direction.

The new program Director brings a lot of energy and clear thinking to these processes, and has organized all involved to provide focus to make this degree program work. It enjoys the support of all architecture faculty, and has been welcomed by the other CALA students.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

- **Faculty & Staff:**
 - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions².*
 - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
 - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
 - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
 - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
 - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

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

2011 Team Assessment: It is evident that some of the best talent from the School's faculty and staff are being devoted to making this new degree work; it is evident how important this program is to the future of CALA's self-definition. Students feel well supported, on the whole, in acclimating to a new discipline and intensity of studies. The faculty are available outside the classroom or studio for mentoring and exchange, and within a month the formal faculty advising system will be operative, for the program of studies process. The staff member who orients and acclimates students does an excellent job.

Faculty report there are limited opportunities for professional development--more available, naturally, for junior faculty. The School has made new policies to promote more equitable support, and this should be more productive from here on out. In general the faculty teaching and service loads are heavier than anyone desires, and must be addressed in the next few years if the programs are to be sustainable in the long term. Two of the three open faculty searches have been suspended this year, pending financial developments under the new, evolving RCM model, and this situation should be closely monitored so the School does not perpetuate this strained staffing situation.

A comprehensive set of policies was made available to the Team in the Team Room, including extensive descriptions of Promotion and Tenure standards.

- **Students:**
 - *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*

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

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

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

2011 Team Assessment: Student admission policies and procedures are well documented through online and printed means. Students understand paths to enrichment through School resources.

However, the Team is concerned that the 15:1 student:teacher ratio (of the initial student cohort) is not sustainable for a viable graduate program in architecture. Average ratios are more in neighborhood of 12:1 for studio, and the school should find ways for entering classes to have a balance more appropriate to graduate studies.

I.2.2 Administrative Structure & Governance:

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

[X] Administrative Structure is adequate for the program

2011 Team Assessment: There is a clear chart in the APR 3/14/11.(pp. 48 & 49)(58 -59 on Acrobat file)

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

[X] Governance opportunities are adequate for the program

2011 Team Assessment: The meeting with the students and the subsequent meeting with the faculty clearly showed that there was input opportunity by both the students and the faculty

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

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

[X] Physical Resources are adequate for the program

2011 Team Assessment: A tour through the school spaces shows that there is adequate accommodation for the program given all of the activities listed above. In general space was well used and had adequate equipment. The program is also in the process of reorganizing some of the areas to locate the 5th year and Masters students closer together. They seem very cognizant of space needs and appear to be well supported by the university.

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

[X] Financial Resources are inadequate for the program

2011 Team Assessment Final Budgets are not yet completed. There is a lot of stress due to financial considerations of the State of Arizona and its funding that places major impact on the budget. Some substantial increase in tuition has been made already and it may mean that more may have to occur.

The School needs to develop scholarship and fellowship funding to support the M.Arch. program's recruitment and enrichment efforts.

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

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

[X] Information Resources are inadequate for the program

2011 Team Assessment: The Architecture Library is housed amidst the Science and Engineering Library some ways across campus, thus not easily accessible from the CALA buildings (though it is a pleasant place to study). The collection is adequate, however the university library system has been dealing with budget cuts and reorganization. This has meant that CALA has only one-fifth of a devoted library staff person to oversee and manage their collection, or to engage the School population to develop the students' research skills, or help faculty with their teaching materials. Whereas the central library is utilizing some ingenious acquisition strategies that may overcome this lack of user-need attention, the Team is still concerned that there seems to be less of a library culture than one might want in a school hoping to provide a deep and broad education. (Perhaps of concern too is the lack of access to an image collection for teaching support and student research. However, this is possibly less and less of a problem in the age of Flickr and the like. And the School has some self-generated alternative solutions that help, such as its Imagine system.)

PART I: SECTION 3 –REPORTS

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

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

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

2011 Team Assessment The program has provided as much statistical reporting as possible at this stage of initial candidacy. Relevant reports from the list above were provided and assessed. Two items of concern were raised: Attention should be paid to creating a faculty compliment for the program that mirrors the faculty diversity of the college at large; and the female enrollment ratio in the M.Arch is approximately half that of the larger university.

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

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

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

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

[X] Annual Reports and NAAB Responses were not provided

2011 Team Assessment This being a proposed, new degree program, it is not possible for it to have any Annual Reports to provide.

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

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

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

2011 Team Assessment Faculty *curriculum vitae* in the APR, along with the longer ones on the CALA web site, show a diverse and variously educated set of faculty members, who bring a range of knowledge and experience to the teaching project. So too, the faculty work exhibit, both through wall panels and published articles, monographs and books, shows a range of practices and scholarship, ensuring that students will have a broad exposure to diverse perspectives and modes of production, and faculty members will have interesting colleagues to stimulate their thinking.

The faculty provides an engaging mix of local practitioners, more academic thinkers and researchers. Common themes of sustainability and environmental consciousness, material investigations, relationship to the land and nature, etc. provide threads that bind and show students how that which is learned in the classroom is activated in a career.

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

PART ONE (I): SECTION 4 – POLICY REVIEW

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

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

2011 Team Assessment The Team Room provided a notebook of supplementary policy statements, and others were supplied during the Visit such that all those asked for in Appendix 3 were found.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

Realm A: Critical Thinking and Representation:

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

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

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

[X] Met

2011 Team Assessment Evidence of this ability was found through student interviews and the texts in studio documents and other course work.

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

[X] Not Yet Met

2011 Team Assessment The program has not yet reached the point in the curriculum when this course work is offered.

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

[X] Not Yet Met

2011 Team Assessment The program has not yet reached the point in the curriculum when this course work is offered.

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

[X] Not Yet Met

2011 Team Assessment: The program has not yet reached the point in the curriculum when this course work is offered.

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

[X] Met

2011 Team Assessment Coursework in ARC 526 Site Planning and Analysis demonstrates a level of ability in investigative skills.

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

[X] Not Yet Met

2011 Team Assessment The program has not yet reached the point in the curriculum when this course work is offered.

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

[X] Not Yet Met

2011 Team Assessment The program has not yet reached the point in the curriculum when this course work is offered.

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

[X] Not Yet Met

2011 Team Assessment The program has not yet reached the point in the curriculum when this course work is offered.

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

[X] Not Yet Met

2011 Team Assessment ARC 530 is a robust and well conceived course, exposing students to a wide breath of world architecture. Yet, while it provides an initial foundation for achievement of this SPC, it does not fulfill all of the required aspects. Future teams will be able to assess this criterion once the remaining three courses in this sequence have been offered.

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

[X] Not Yet Met

2011 Team Assessment The program has not yet reached the point in the curriculum when this course work is offered.

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

[X] Not Yet Met

2011 Team Assessment The program has not yet reached the point in the curriculum when this course work is offered.

<p>Realm A. General Team Commentary: The program has not yet reached the point in the curriculum when most of this course work is offered. There is sound thinking behind the course descriptions and the overall coordination of when and where these topics will be delivered, and the right personnel available to teach them, so the Team has every faith that this will be achieved in time.</p>
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Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

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

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

[X] Not Yet Met

2011 Team Assessment The program has not yet reached the point in the curriculum when this course work is offered.

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

[X] Not Yet Met

2011 Team Assessment The program has not yet reached the point in the curriculum when this course work is offered.

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

[X] Not Yet Met

2011 Team Assessment The program has not yet reached the point in the curriculum when this course work is offered.

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

[X] Not Yet Met

2011 Team Assessment The program has not yet reached the point in the curriculum when this course work is offered.

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

[X] Not Yet Met

2011 Team Assessment The program has not yet reached the point in the curriculum when this course work is offered.

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

A.2. Design Thinking Skills

B.2. Accessibility

A.4. Technical Documentation

B.3. Sustainability

A.5. Investigative Skills

B.4. Site Design

A.8. Ordering Systems

B.5. Life Safety

**A.9. Historical Traditions and
Global Culture**

B.7. Environmental Systems

B.9. Structural Systems

[X] Not Yet Met

2011 Team Assessment The program has not yet reached the point in the curriculum when this course work is offered.

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

[X] Not Yet Met

2011 Team Assessment The program has not yet reached the point in the curriculum when this course work is offered.

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

[X] Not Yet Met

2011 Team Assessment The program has not yet reached the point in the curriculum when this course work is offered.

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

[X] Not Yet Met

2011 Team Assessment The program has not yet reached the point in the curriculum when this course work is offered.

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

[X] Not Yet Met

2011 Team Assessment The program has not yet reached the point in the curriculum when this course work is offered.

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

[X] Not Yet Met

2011 Team Assessment The program has not yet reached the point in the curriculum when this course work is offered.

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

[X] Not Yet Met

2011 Team Assessment The program has not yet reached the point in the curriculum when this course work is offered.

<p>Realm B. General Team Commentary: The program has not yet reached the point in the curriculum when most of this course work is offered. There is sound thinking behind the course descriptions and the overall coordination of when and where these topics will be delivered, and the right personnel available to teach them, so the Team has every faith that this will be achieved in time.</p>
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Realm C: Leadership and Practice:

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

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

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

[X] Not Yet Met

2011 Team Assessment The program has not yet reached the point in the curriculum when this course work is offered.

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

[X] Not Yet Met

2011 Team Assessment The program has not yet reached the point in the curriculum when this course work is offered.

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

[X] Not Yet Met

2011 Team Assessment The program has not yet reached the point in the curriculum when this course work is offered.

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

[X] Not Yet Met

2011 Team Assessment The program has not yet reached the point in the curriculum when this course work is offered.

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

[X] Not Yet Met

2011 Team Assessment The program has not yet reached the point in the curriculum when this course work is offered.

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

[X] Not Yet Met

2011 Team Assessment The program has not yet reached the point in the curriculum when this course work is offered.

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

[X] Not Yet Met

2011 Team Assessment The program has not yet reached the point in the curriculum when this course work is offered.

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

[X] Not Yet Met

2011 Team Assessment The program has not yet reached the point in the curriculum when this course work is offered.

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

[X] Not Yet Met

2011 Team Assessment The program has not yet reached the point in the curriculum when this course work is offered.

<p>Realm C. General Team Commentary: The program has not yet reached the point in the curriculum when most of this course work is offered. There is sound thinking behind the course descriptions and the overall coordination of when and where these topics will be delivered, and the right personnel available to teach them, so the Team has every faith that this will be achieved in time.</p>
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PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

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

[X] Met

2011 Team Assessment University of Arizona is accredited by the North Central Association of Colleges and Schools.

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

[X] Met

2011 Team Assessment CALA is using the appropriate degree title and credit hours for degree requirements.

II.2.3 Curriculum Review and Development

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

[X] Met

2011 Team Assessment The program has demonstrated this process successfully through the APR text, through conversations with the director, students, staff and licensed faculty, and with local professionals involved in providing input.

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

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

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

[X] Met

2011 Team Assessment The program has a very-well developed description of qualifications for advanced standing and the process for approval of previous course work.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

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

[X] Met

2011 Team Assessment The required text is included on the CALA website.

II.4.2 Access to NAAB Conditions and Procedures

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

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2011 Team Assessment These documents are provided on the CALA website.

II.4.3 Access to Career Development Information

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

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

www.NCARB.org

www.aia.org

www.aia.org

www.acsa-arch.org

[X] Met

2011 Team Assessment These links are provided on the CALA website.

II.4.4 Public Access to APRs and VTRs

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:

All Annual Reports, including the narrative

All NAAB responses to the Annual Report

The final decision letter from the NAAB

The most recent APR

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

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

[X] Met

2011 Team Assessment Applicable documents for a school seeking candidacy are provided on the CALA website.

II.4.5 ARE Pass Rates

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

[X] Not Yet Met

2011 Team Assessment: There is no evidence that the program has made this information available.

III. Appendices:

1. Program Information

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

A. History and Mission of the Institution

Founded in 1885 by an act of the thirteenth Territorial Legislature, the University was created with an appropriation of \$25,000 but no land. Two gamblers and a saloonkeeper donated forty acres of desert as a site. The first building was erected in 1891 and provided classrooms and living quarters for thirty-two students and six faculty members. Now known as Old Main, that original building and the older portion of the Campus immediately to the west of Old Main have been listed in The National Register of Historic Places.

The University of Arizona is designated as the Land Grant University for the State of Arizona. The first Baccalaureate degrees were conferred in 1895, the first Masters degrees in 1903, and the first Doctorates in 1922. At that time, Agriculture and Mines were the only colleges. In 1915, the University reorganized into 3 Colleges: Letters, Arts and Sciences; Mines and Engineering; and Agriculture. Subsequent additions were Education (1922); Law (1928); Fine Arts (1934); Business and Public Administration (1944); Pharmacy (1949); Medicine (1961); Nursing (1964); ARCHITECTURE (1964); Earth Sciences, later incorporated into Engineering (1971); Renewable Natural Resources (1974); Health (Related) Professions (1977); Arizona International College (1994); Honors College (1999); Public Health (2000); and Optical Sciences (2005). Since 1980 there has been significant reorganization of Schools and Colleges. Currently, the University offers 130 undergraduate, 117 master's, 88 doctoral, 5 specialist, and 3 first-professional degree programs through seventeen Colleges and eight schools. In FY 2007, 5568 Baccalaureate, 1399 Master's, 461 Ph.D.s, and 354 first-professional degrees were awarded.

Today, the University of Arizona is internationally recognized as a center of academic excellence and research, ranking as one of the top 20 research universities in the nation (13th among public universities and 20th among all institutions in the amount of research and development funding available – \$535,847,000 in FY2006). It is one of about 60 select institutions recognized by membership in the Association of American Universities. In 2005 the University Library was ranked 33rd in the nation among major research libraries.

Enrollment in fall 2007 was 37,217 (34,751 FTE students) including 29,070 undergraduates, 6,870 Graduate, 793 First-Professional, and 484 Medicine students from every state and 119 foreign countries. The University currently employs 14,576 faculty and staff members.

Geographically, the University includes the Tucson campus, grown from the original 40 acres of the 1890's to 387 acres and 184 buildings, including the Arizona Health Sciences Center, which includes the University Medical Center and University Physicians. It also reaches people throughout the state by encompassing the Science and Technology Park; the Cooperative Extension Service with locations throughout Arizona; the Phoenix campuses; and UA South, a branch campus in Sierra Vista.

The University is maintained by funds appropriated by the State of Arizona and the United States government, and by fees and collections including private grants from many sources.

School Program Outline: Degrees Offered

- Five-year undergraduate program leading to the Bachelor of Architecture degree.
- First year is pre-professional with competitive admission to Professional Phase (second year).
- Offers a post-professional Master of Architecture and joint Bachelor/Master degree programs for graduates of four-year Architecture programs.
- **For 2007-08:**
 - ± 400 applicants to School of Architecture/324 accepted
 - 170 new students enrolled
 - 348 undergraduate students (31 part-time)
 - 178 students in the Professional Phase
 - 25 graduate students
 - 19 full-time and 17 part-time faculty (24 FTE faculty)
- **For Fall 2008:**
 - 69 UA applicants to the Professional Phase (+ 5 transfer students)
 - 46 UA accepted (+ 2 transfer students)
 - Avg. GPA: 3.234 (admitted); 2.982 (applicants)
- **Professional Master of Architecture program leading to the M. Arch degree.**
(candidacy application: September 2009)

M. Arch III CURRICULUM GRID

PRE-PROFESSIONAL PHASE

Summer 1st Year	# units	
☐+*ARC/LAR/PLN 500A <i>Immersion Studio</i>	4	
°+*ARC/LAR/PLN 540A <i>Design Communication I</i>	3	
	7	

- ☐ *These courses have prerequisites which must be completed prior to enrollment:*
Admission to College of Architecture and Landscape Architecture graduate program.
- + *These courses must be passed with a grade of "C" or better, before advancing to the next level.*
- * *These courses must be taken concurrently, as they are interrelated.*

Fall 1st Year	# units	Spring 1st Year	# units
+*ARC 500B Studio 1	6	°+*ARC 500C Studio 2	6
°*ARC 520A Technology 1	3	°*ARC 520B Technology 2	3
ARC 526 Site Analysis	2	ARC 520C Technology 3	3
ARC 530 History 1	3	*ARC 527 Programming	2
*ARC 540B Design Comm II	3	°ARC 531 History 2	3
	17		17

- ° *These courses have prerequisites which must be completed prior to enrollment*
(Fall – Admission to School of Architecture; College Physics + Lab; College Algebra & Trig)
(Spring ARC 500B before 500C; 520A before 520B; 530 before 531)
- + *These courses must be passed with a grade of "C" or better, before advancing to the next level.*
- * *These courses should be taken concurrently this semester they are interrelated and share assignments.*

PROFESSIONAL PHASE

Fall 2nd Year	# units	Spring 2nd Year	# units
<input type="checkbox"/> +*ARC 501 <i>Advanced Studio 1</i>	6	<input type="checkbox"/> +*ARC 502 <i>Advanced Studio 2</i>	6
<input type="checkbox"/> *ARC 521 <i>Technology 4</i>	3	<input type="checkbox"/> *ARC 520E <i>Technology 5</i>	3
<input type="checkbox"/> ARC 532 <i>History 3 OR Advanced History/Theory Elec</i>	3	<input type="checkbox"/> ARC 533 <i>History 4: Urban Form</i>	3
ARC 559 <i>Ethics & Practice</i>	2	ARC 5xx <i>Advanced Elective</i>	3
	14		15

These courses have prerequisites which must be completed prior to enrollment (Spring ARC 501 before 502; 521 before 522; 531 before 532)

+ *These courses must be passed with a grade of "C" or better, before advancing to the next level.*

* *These courses should be taken concurrently this semester they are interrelated and share assignments.*

Fall 3rd Year	# units	Spring 3rd Year	# units
<input type="checkbox"/> +*ARC 601 <i>Advanced Studio 3</i>	6	<input type="checkbox"/> +*ARC 602 <i>Master's Project</i>	6
<input type="checkbox"/> *ARC 520F <i>Technology 5</i>	3	<input type="checkbox"/> *ARC 520G <i>Technology 7</i>	3
ARC 5xx <i>Advanced Elective</i>	3	ARC 541 <i>Contract Documents</i>	3
ARC 5xx <i>Advanced Elective</i>	3	ARC 5xx <i>Advanced Elective</i>	3
	15		15

These courses have prerequisites which must be completed prior to enrollment (Fall ARC 502 before 601; 522 before 621) (Spring ARC 601& 698 before 602; 621 before 622)

+ *These courses must be passed with a grade of "C" or better, before advancing to the next level.*

* *These courses should be taken concurrently this semester they are interrelated and share assignments.*

B. History and Mission of the Program

CALA Mission

The College of Architecture and Landscape Architecture (CALA) at The University of Arizona develops design professionals with a sensibility honed in the edge conditions of an Extreme climate on a major international border. The college produces scholars and professionals focused on the environmental and cultural conditions of place. In the practice of appropriate design and scholarly methodologies, CALA students and faculty respond to the local context of the Sonoran Desert and its communities while developing a process of analysis and creation that is portable to other locales. Our Sonoran setting thus offers inspiration and guidance in the study of delicate and unique ecologies worldwide. Located in the oldest continuously inhabited city in the United States, CALA combines knowledge from a culturally rich past with cutting-edge environmental research and new technologies to envision global arid communities of the future.

The programs of the College foster leadership in a world that is increasingly complex and interdisciplinary. Teaching, research, and outreach are fully integrated in the life of the College. Our educational system values traditional and indigenous forms of design and, simultaneously, new technological and sustainable systems through a visionary exploration of the ethical, technical, and social responsibilities of reflective professional practice.

CALA Vision

CALA offers a new model for the education of next-generation design professionals and scholars building of sustainability and skilled in research and inquiry; in the synthesis of theory, technology, materials, and context; and in communication and consensus building. CALA alumni are design contributors to the major challenges facing humanity and the global environment – designing for energy and water conservation, planning for urban infrastructure, health care, and the preservation of cultural heritage.

CALA Core Values and Operating Principles

The College of Architecture and Landscape Architecture represents three environmental design professions: architecture, landscape architecture, and planning. Our academic institution is at the crossroads of the design professions that serve society and search for new knowledge through teaching, scholarship, and public service.

We are defined by leadership in sustainable environmental design and planning, and the communication of our findings to our professions and the larger community.

CALA embodies an ethic of self-reliance, integrity, stewardship, and community engagement.

We strive:

- To Integrate: establishing strategic partnerships among disciplines, communities, professions, and institutions.
- To Experiment: fostering an environment of discovery through interdisciplinary laboratories, both natural and controlled.
- To Apply: educating students to be professionals in a global context.
- To Engage: reaching out and interacting beyond the university, thus contributing to the region on which we draw.
- To Inform: communicating our findings through academic, professional, and community venues.
- To Partner: building relationships with alumni and the professions, as well as public and private sectors, including non-governmental organizations.
- To Seek: transforming ourselves, our daily habits of mind and practice, and those of the people around us, in our search for disciplinary excellence.

CALA operates with a design emphasis built upon five pillars of scholarship, as defined by Boyer and others: the scholarships of *Discovery*, *Application*, *Integration*, *Teaching*, and *Engagement*. CALA is a learner-centered, scholarship intensive, academic/professional unit that strives to advance society and its students through these five pillars. By learner-centeredness, we mean educational approaches that teach students how to teach themselves, preparing them to be leaders in a future the faculty will never see. By the skillful and deliberate intertwining of the Five Pillars, we assist our students in becoming productive and positive forces in succeeding generations.

At CALA, Boyer's five pillars sustain five principles of teaching/learning, which, itself, we consider part of a single continuum.

1. Development of Self-Reliance and Love of Learning
 2. Teaching-Scholarship Link
 3. Affective Domain Development
 4. Experiential Learning
 5. Preparation for Professional Practice
-
1. Self-Reliance and Love of Learning form the cornerstone of any leader. Self-reliance and love of learning typifies the “active learner,” not the passive vessel waiting to be filled.
 2. To have an effective Teaching-Scholarship link, faculty and graduate scholarship must contribute, not only to the professional body of knowledge, but also to teaching itself. Our “problem-base learning” is differentiated from “project-based learning,” the more typical approach to professional education.
 3. The Affective Domain develops values and morals that are consistent with a professional who, historically, arose in service to society. Sustainability, life-safety, responsible design, community citizenship—all are ethical concerns.
 4. Long a hallmark of the design studio, we apply Experiential Learning to other parts of our curriculum. Beyond “learn-by-doing,” empirical instruction in subjects like structures and materials-and-methods develops in students an intuitive sense of building.
 5. Preparation for Professional Practice, ostensibly the purpose of the design education, is often given only cursory treatment in university education. We regard professional practices, not as a necessary check-box on the accreditation form, but a more foundational culture for the School. At the conclusion of a professional education, a student must certainly have learned the history, theory, and practical realms pertaining to a profession, but more importantly the very culture of professionalism that informs the discipline.

CALA Academic Structure

The College is comprised of three professional programs, in two Schools, that focus on human settlement.

Two accredited degrees are housed in the School of Architecture:

1. Five-year undergraduate program leading to a professional degree, Bachelor of Architecture (B.Arch).
2. Professional Master of Architecture (M.Arch II) program.
Candidacy application: September 2009

We also offer a post-professional Master of Science program (M.S.).

Accredited graduate programs are offered in Landscape Architecture (MLA) and Planning (MS in Planning) by the School of Landscape Architecture and Planning.

The College also offers an interdisciplinary “umbrella” graduate curricular program in Preservation Studies (<http://capla.arizona.edu/preservation>), drawing students from both Schools as well as from other units on campus: Planning, Art History, Geography, History, Materials Sciences, Anthropology, and Archaeology. The purpose of this program is to educate students in the preservation of the built environment. Part of a comprehensive, interdisciplinary conservation ethic, it integrates natural and cultural

resources and promotes collaboration between public and private institutions through a curriculum of community service.

The Preservation Studies program is a 21-credit concentration within each graduate degree (as well as a "value-added" certificate in other curricula), with admission and graduation requirements based in each school or department. The courses are taught by an interdisciplinary group of faculty with access to a variety of materials conservation laboratories and research units with parallel missions.

The program has received funded grants from the National Park Service through an inter-agency Cooperative Ecosystem Studies Unit (CESU) agreement that matches the cultural resource needs of the parks with the technical expertise of faculty. Preservation students are also eligible for financial support from the Integrative Graduate Education and Research Traineeship (IGERT) program of the National Science Foundation through the University's Department of Anthropology.

The Preservation Studies certificate is accredited by the National Council of Preservation Education (www.ncpe.us) that defines curricular standards for graduate preservation programs. In Fall 2005, Preservation Studies joined with faculty and resources in Archaeology and Materials Science to offer inter-disciplinary Masters and Ph.D. programs in Heritage Conservation Science (<http://www.engr.arizona.edu/heritage/>).

The Drachman Institute is a research and public service unit of the College and conducts projects of relevance to Arizona communities. The *Technical Assistance Program*, formerly the Community Planning and Design Workshop, brings CALA skills and knowledge to communities in need throughout Tucson, Pima County, and the State of Arizona. The *Program* helps to fulfill the Land Grant Mission of the University by making its resources available to neighborhoods, community groups, non-profit corporations, cities, towns, and rural areas. Within the Drachman Institute are two other entities: the *Drachman Design-Build Coalition, Inc.*, a 501(c)(3) design build licensed general contractor that was established for service-learning and public service; and *Water CASA*, a water conservation research center (formerly part of the Water Resources Center and the College of Agriculture and Life Sciences).

Program History

ORIGINS: A modest program in architectural engineering at the University of Arizona was offered by the Department of Civil Engineering from 1915 to 1918. In 1956 the Southern Arizona Chapter of the American Institute of Architects (SAC/AIA) began a campaign to start a program in Architecture. In 1958, Sidney W. Little, Dean of Architecture and Allied Arts at the University of Oregon, became Dean of the College of Fine Arts and Head of the newly created Department of Architecture. Gordon Heck was appointed Associate Professor and became the first faculty member.

Classes began in the fall of 1958. Thirty students were anticipated but eighty actually enrolled. Several local practitioners were hastily employed. Classes opened in a former Safeway store on Park Avenue, one block from the present Architecture building. Growth was rapid. In 1960, the faculty numbered seven. The first B.Arch. degree was conferred in June 1961 to a student who had entered the program with advanced standing. The program's emphasis was on design and the University of Arizona was known as a "design" school.

In the minimum time possible, provisional accreditation was granted in May 1963. The following September, only five months after accreditation, the Department became a separate College of Architecture (July 1, 1964) with Sidney Little as Dean. The faculty

now numbered fourteen. A new Architecture building was completed in 1965. It underwent two major additions in 1970 and 1979. In 2001, another major addition was approved and was designed by the Jones Studio, a principal of which is an alumnus of this program. This structure was dedicated in November, 2007.

A graduate program in Urban Planning was inaugurated in 1963. It focused on public policy rather than physical planning, and was transferred into the College of Business and Public Administration in 1970. In 1991, Architecture professor Kenneth Clark was appointed Chair of Planning and the program was placed within the Interdisciplinary Programs unit of the Graduate College. In 1997, the Planning Program was transferred administratively to the College of Architecture. In the spring of 2003, the University entered into a campus-wide "Focused Excellence" review of all of its programs during which the School of Planning was identified for elimination. On July 1, 2003, Planning was moved to the Graduate College for final disputation; it was ultimately returned to CALA at the instigation of Dean Cervelli upon hire in 2008.

In 1971, Robert E. McConnell was appointed Dean. The faculty now numbered twenty and enrollment was about 400. A graduate program was established in 1973, and the first nonprofessional M.Arch Degree was conferred in 1976. Ronald Gourley became Dean in 1978. The faculty then numbered twenty-three and enrollment was about 500. During the McConnell and Gourley years, the College developed an emphasis on the environmental concerns of arid regions and on historic preservation. The Architecture Laboratory was incorporated in 1984 as the research unit of the College. Robert Hershberger followed as Dean in January 1988. At that time, there were approximately 600 undergraduates (about 300 in the professional phase), 20 graduate students, 20 full-time faculty, and 15 part-time faculty. To reduce overcrowding and increase the size of the graduate program, the College adopted an enrollment management and resource allocation plan in 1989.

During Dean Hershberger's tenure, the Roy P. Drachman Institute for Land and Regional Studies became a center within the College. Its focus on research and community service augmented the College's own activities in these areas. The Architecture Laboratory concentrated its efforts in supporting the emphasis areas of design communication and desert architecture and in implementing international conferences and publications. In addition, the budget for the Architecture Library was transferred to the University Library to eliminate duplication of publications and other materials.

RECENT HISTORY: In January 1997, Richard A. Eribes was appointed Dean. At that time, there were approximately 400 undergraduates (about 190 in the professional phase), 29 graduate students, 22 full-time faculty, and 13 part-time faculty. In July 1997, the 33-year old Architecture program was joined by the Planning and Landscape Architecture programs to become a multi-unit college, with Architecture continuing its five-year B.Arch curriculum. On Oct. 31, 1997, the College, comprising the School of Architecture, the School of Planning, and the School of Landscape Architecture, officially changed its name to the College of Architecture, Planning, and Landscape Architecture (CAPLA).

In the spring of 2003, the University entered into a campus-wide "Focused Excellence" review of all of its programs during which the School of Planning was identified for elimination. On July 1, 2003, the Planning Program was moved to the Graduate College for final disputation. As a consequence, the College, comprised of the School of Architecture and the School of Landscape Architecture, changed its name to the College of Architecture and Landscape Architecture (CALA). XXXX

Álvaro Malo was recruited as the Director of the School of Architecture in 1998 under a mandate to extensively redesign the School's mission, goals, and curriculum. He brought new values and methods to the curriculum and instituted fundamental changes in the

Foundation year, Technology sequence, in the nature and scope of Architecture's elective offerings, and to the Capstone (culminating project) of the B.Arch. degree. A deeply philosophical and poetical teacher, Malo infused the School with visiting scholars from around the world in many disciplines. He recruited young and passionate teachers. He changed the nature of student projects in the School. Professor Malo's commitment to materials research directly led to the scale and sophistication of the Materials Lab, added with the 2007 facility expansion/renovation, one of the largest and best equipped shop facilities of any architecture school in the country.

In the process of reform, Professor Malo alienated many faculty, alumni, and practitioners. After eight years as Director, he returned to teaching and Professor R. Larry Medlin stepped in as the first of three Interim Directors. Professor Medlin served for two years; was succeeded by Associate Professor Laura H. Hollengreen who, in turn, passed responsibilities after one year to Professor Mary Hardin. These Interim Directors kept the School together and functioning during years of back-to-back budget cuts and the impact of global financial collapse, attended by the difficult limitations of interim office. During Spring 2008 the University gained a new Provost, Meredith Hay, and the College hired a new Dean, Janice Cervelli. Dean Cervelli's mission has been to stabilize funding and find new ways to make up for falling revenue, integrate the College's three disciplines, focus the mission of the College on an integrated, and to position it for renewed growth even as the current global recession and state budget crisis presents an uncertain future.

THE SCHOOL IN 2010-2011: Thanks to a new line funded by Provost Hey with a nationally competitive salary, an international search for a new director was held during the 2009/2010 Academic Year. Professor Robert Miller was unanimously selected by the Search Committee, appointed by the Dean, and accepted the position as Director of Architecture effective June 1, 2010. Miller brings a commitment to reinventing practice education; creating effective mentoring; building a culture where students work in greater partnership with the faculty; addressing the complex and often conflicting faculty obligations of teaching, funded research, and service; and building the School's relationship with the community and profession.

A new professional M. Arch II degree entered candidacy status (fall 2009), with the first preprofessional M. Arch III class entering the School of Architecture during summer session 2010. The School is re-building its research-based non-professional M.S. degree.

Now receiving less than 25% of its budget from the State of Arizona, the University is now a state-assisted, rather than a state-supported, institution. Historically, state appropriation for higher education is decreasing; consequently, student tuition has been increasing in a futile attempt to compensate.

The College's University funding has been cut by 20% over the past two years. Thanks to Dean Cervelli's foresight and initiative, an increase in Differential Tuition (for undergraduate students) in Program Fees (for graduate students), effective 2010-2011, rescued the School from accumulated multi-year budget cuts coinciding with the start-up of the M.Arch program (which brings no new regular tuition to the School from the University, in spite of the significant increase in student numbers). In 2010-2011, this new revenue source will make up 13% of the School's \$2.2M budget, allowing the percentage of the School's resources tied up in salaries and wages to drop from 93% to 79%.

These funds are making possible the partial rebuilding of the tenure track Architecture faculty, which had shrunk due to attrition and declining budgets. Tenured Professor Martin Despang, Professor of Professional Practice and result of an international search in 2009-2011, joined the faculty this year; a search is in progress for 2010-2011 to add

two additional tenure-track positions at the rank of Assistant or Associate Professor, one each in History and Environmental Control Systems. To better support our students, the School has hired a 0.75 FTE undergraduate advisor, and, in cooperation with the School of Landscape Architecture and Planning, a 1.0 FTE graduate advisor, both entirely devoted to recruiting, monitoring, supporting, and advising our students.

Nevertheless, the increase number of graduate students and the corresponding course load of the M.Arch degree, with only an offset from graduate Program Fees, has had an impact. Program Fees from M.Arch III students will bring in approximately \$32,850 in new revenue to the School;¹ the cost of delivering the M.Arch curriculum *in faculty costs attributed to teaching, only*, for this year will be approximately \$90,000. Program fees for the year thus cover less than a third of the program cost, when considering the administration, equipment, and space costs.

This has had two primary impacts. First, some electives have been cancelled or offered by faculty as overload (without remuneration) in order to teach all required courses with acceptable faculty-student ratios. Secondly, and in a parallel effort to bolster support for tenure track faculty, senior faculty have been asked to shoulder a greater share of core teaching so that junior faculty can use the remaining electives and options studios to advance their tenure work.

RCM: In response to economic adversity, the University is changing to an accounting system called Responsibility Centered Management (RCM). In principle, every unit in the University will be calibrated to its current use; then held accountable in future by receiving incentive funds for relative increases in student credits and degrees offered*** while being charged for costs (personnel, programs, space, and perhaps maintenance and operating). Academic programs were calibrated during 2009-2010; space during 2010-2011. Although the complex rules of RCM are still being developed, and will then be subject to adjustment, it is thought that Architecture will benefit during this transition: The M.Arch degree has come on line immediately *after* the academic calibration, which should result in an increase in revenue (after the lag-time of one year) as the new degree and associated credits are registered by the system.

Institutional Mission

The University of Arizona

As a public land-grant institution, the mission of the University of Arizona is *"To improve life for the people of Arizona and beyond through education, research, creative expression and community engagement."* The University prepares students for a diverse and technological world while improving the quality of life for the people of Arizona, the nation, and the world. The University of Arizona is among America's top research universities (based on NSF total research expenditure data). Compared to other top research universities, the University of Arizona is unusually accessible to students of modest means and wide-ranging backgrounds. This is a place where every student is given the opportunity to reach high goals, and many students and faculty reach the very highest levels of excellence.

In its current five-year Strategic Plan, the University of Arizona asserts that as a premiere *land-grant* university, it plays a vital role in building a thriving state. The University offers the *highest quality education*, excels in creating *new knowledge* that has worldwide impact, and provides leadership and *collaboration* to address the *challenging issues* facing Arizona, the nation and the world.

In quest of its mission, the University pursues the vision of a preeminent student-centered research university. A student-centered research university is a place of learning and discovery where students:

- Have access to world-class faculty and research facilities.
- Will be exposed to leading-edge scholarship integrated into the curriculum throughout their educational experience.
- Can expect individual and small-group educational experiences.
- Have opportunities for learning beyond the classroom.
- Can expect to be challenged to advance, grow, and achieve.
- Will find instructional technology used to support different learning styles.
- Will engage in and be members of a diverse community.
- Will find an atmosphere of mutual respect and responsibility.

A student-centered research university is also a place of research, creative activity, and collaborative relationships where:

- Researchers are valued for the important contributions they make to the advancement of learning, creative expression, scientific knowledge, and quality of life.
- Collaborative relationships across campus disciplines, institutions, economic entities, and community boundaries are the rule rather than the exception.
- Researchers (scientists, artists, and scholars) can expect the equipment, facilities, and resources needed to advance premier work.
- Learning through research, teaching, and collaborative relationships is so well integrated that it is impossible to advance one element without advancing all the rest.
- Research is important to the University's ability to attract, retain, and educate students at all levels.

C. Long-Range Planning

The following plan covers the five-year period from 2008 to 2013. The full CALA Strategic Plan, complete with strategies and benchmark results enumerated, is available upon request. The School of Architecture will be developing its own strategic plan in 2010-2011.

Executive Summary

The goals and objectives of the CALA Plan address Provost Hay's four directives and are color coded below:

Provost Hay Directives

- 1. Demonstrate increased student success, including how your unit will advance the University's diversity goals and the University's commitment to embedding the outcomes of student assessment into continual improvement of our programmatic activities.**
- 2. Advance faculty success, including how your unit will contribute to the University's diversity goals, and how your unit will increase extramural funding, and/or national recognition of our faculty's creative and research endeavors.**
- 3. Expand philanthropic success**
- 4. Extend community engagement and outreach**

CALA Goals and Objectives

CALA Goal 1. **Guarantee the delivery of core knowledge and competencies for professional practice to all students, while encouraging adaptability in a context of contemporary change.**

- Objective**
- 1. Be informed about and engaged in national discussions about educational trends including content areas for professional school accreditation and registration exams.**
 - 2. Strive for excellence through the enrichment of existing degree programs in areas of disciplinary core competencies and the college's areas of emphasis.**
 - 3. Initiate new academic degree and certificate programs that advance students in core knowledge and competency areas.**
 - 4. Strengthen and promote the Drachman Design Build Coalition (DDBC) as a hands-on curricular experience for design students.**
 - 5. Improve the quality of career advising and mentoring.**
 - 6. Develop optimal facilities for proposed program growth.**
 - 7. Partner with professions to define the next generation professional and future trends.**

CALA Goal 2. **Establish CALA as a leader in interdisciplinary environmental design and planning studies (teaching, research, and outreach) for arid lands.**

- Objective**
- 1. Advance CALA as a sustainability leader in environmental design on campus and in the community.**
 - 2. Advance research and scholarship in sustainable design and planning studies within CALA areas of emphasis.**
 - 3. Initiate new graduate programs that advance CALA in interdisciplinary areas of emphasis.**
 - 4. Assemble a CALA faculty balanced between practice and research and comprised of award winning academic practitioners and internationally recognized scholar-teachers working collaboratively in Tucson, University of Arizona campuses throughout the state, as well as at institutions throughout the world.**
 - 5. Initiate collaborative interdisciplinary learning experiences across CALA programs, specifically the School of Architecture and the School of Landscape Architecture.**
 - 6. Create teaching, research, and outreach partnerships with other university programs focusing on sustainability.**

7. Create a fluid learning environment that blends the classroom, design studio, research laboratory, professional office, and community.
 8. Establish a faculty and staff reward system that recognizes and rewards interdisciplinary efforts and the establishment of interdisciplinary partnerships.
- CALA Goal 3. Advance CALA as a leader in international studies both on The University of Arizona campus and nationally.**
- Objective 1. Position international studies at the center of CALA.**
- CALA Goal 4. Champion diversity of gender, race, class, age, nationality, and sexual orientation within the professions.**
- Objective 1. Promote a diverse student population that encourages enrollment from previously under-represented populations.**
2. Continue to promote gender equity within faculty, staff, and students.
 3. Develop financial support for underrepresented groups.
 4. Coordinate efforts in minority recruitment with international study through creation of exchange programs. (See goal 3)
 5. Develop strong minority student mentorship program including student-to-student and faculty-to-student mentorship.
 6. Recruit faculty to reflect the ethnic diversity of a complex student body.
 7. Coordinate Drachman Institute projects with student recruitment of minority populations.
- CALA Goal 5. Invigorate CALA as a collegial, accountable, and intellectually dynamic learning community within the context of the professions.**
- Objective 1. Establish a collegial and collaborative working environment in the college where academic freedom and diversity are valued and respected.**
2. Reinvigorate the intellectual climate of the college.
 3. Promote shared-governance as defined by The University of Arizona.
 4. Improve regular communications throughout the college and community.
 5. Establish clear, fair, regular, and confidential processes and criteria for personnel evaluation that are applied uniformly across the college.
 6. Clarify and publicize college decision-making and processes including faculty, staff, and student roles and responsibilities
- CALA Goal 6. Increase the visibility and connectedness of CALA as a leader on the university campus, in Tucson, and nationally and internationally.**

- Objective**
1. **Connect the strengths and reputation of CALA with prospective students.**
 2. **Expand the College's base of influence and affluence locally and nationally.**
 3. **Reconnect with alumni and leaders in the local professions.**
 4. **Create a periodic publication of CALA scholarly and outreach achievement by faculty, staff, and students in a compact digital format.**
 5. **Increase CALA leadership and/or presentation at conferences and Symposia, both internationally and nationally, with an emphasis on our areas of strength and achievement.**
 6. **Establish the Drachman Institute as the preeminent program in community outreach in the US.**
 7. **Promote CALA East as an outstanding example of sustainable architecture.**
 8. **Promote CALA areas of strength as preeminent programs including preservation studies and interdisciplinary, sustainable arid region, and international programs.**

CALA Goal 7. Maximize CALA resources in support of the College vision and goals.

- Objective**
1. **Align CALA resources with the college strategic plan.**
 2. **Develop a college culture of entrepreneurship and self sufficiency.**
 3. **Develop new revenue streams in support of college goals.**
 4. **Conduct aggressive college fundraising as part of the overall university capital campaign.**

Program Strategic Plan – Measurable Goals

While a new strategic plan for the School will be formulated in 2010-2011, the comprehensive CALA Strategic Plan includes many specific program goals that have been guiding the School. These were defined in a process undertaken at the request of the provost in Summer 2008 and led by the newly arrived Dean, Janice Cervelli.

The program strategic goals below were in the last B.Arch APR and remain in effect. Responding to the mission of the University of Arizona as a public land-grant institution, as well as its own program mission, the School of Architecture operates on a functional triad of teaching, research, and service.

Responding in addition to a disciplinary mission, the School of Architecture adopted the most appropriate goals and objectives outlined by the two Boyer Commission Reports of the Carnegie Foundation for the Advancement of Teaching: 1) *BUILDING COMMUNITY: A New Future for Architecture Education and Practice*, and 2) *REINVENTING UNDERGRADUATE EDUCATION: A Blueprint for America's Research Universities*.

The following goals integrate the mission of the School of Architecture with that of the University with appended goals from the two Boyer reports.

A. TEACHING AND LEARNING GOALS

1. *Make Research-based Learning the Standard*

OBJECTIVES:

- Beginning with freshmen, engage students in research in as many courses as possible.
- In the freshman and sophomore years, expose students to diverse fields, revealing the relationships among sciences, humanities, and arts.

MEASURES:

- Number of required 100, 200 and 300 level courses with research/laboratory components.
- Number of architecture SCH in 100 and 200 level courses (including general education classes) in which interdisciplinary relationships are experienced and explored.

2. *Establish Precise, Flexible, and Integrative Curricula*

OBJECTIVES:

- Create a curricular structure that responds to the pedagogical missions of each program.
- Identify clearly the logic of each curricular sequence and its integration with the whole.
- Support the development of critical thinking, appropriate technologies, effective communication methods, and humanistic practices.
- Allow students and faculty to experiment with new and innovative teaching and learning processes.

MEASURES:

- Ongoing evaluation by curriculum committee via discussion with students and faculty.
- Student/faculty satisfaction surveys.
- School-wide faculty evaluation of individual course outcomes, student portfolios, and exhibits.
- University administered course evaluations.

3. *Construct an Inquiry-based Freshman Foundation*

OBJECTIVE:

- Construct the freshman program as an integrated, interdisciplinary, inquiry-based experience.

MEASURES:

- Evaluation by curriculum committee via discussion with students and faculty.
- Student/faculty satisfaction surveys.
- School-wide faculty evaluation of ARC 101 and 102 student portfolios and exhibit.
- University administered course evaluations.

4. *Remove Barriers to Interdisciplinary Education*

OBJECTIVES:

- Introduce students to interdisciplinary studies in lower-division courses.
- Refine interdisciplinary studies in upper-division courses.

MEASURES:

- Evaluation by curriculum committee via syllabus review, discussion with students and faculty.

5. *Culminate with a Capstone or Thesis Experience*

OBJECTIVES:

- Use the capstone to prepare seniors for the expectations and standards of graduate work and the professional workplace.
- Make the courses a culmination of the inquiry-based learning of earlier coursework, broadening, deepening, and integrating the total experience of the major.
- Allow the major project to develop from earlier research or an internship experience, if possible.
- Promote, whenever possible, collaborative efforts among students in capstone experiences.

MEASURES:

- Evaluation and discussion of Capstone projects by a jury composed of educators and practitioners.
- Evaluation and discussion of Capstone projects relative to the curricular sequences: (Technology; History/Theory; Design Communication; Responsible Practice; Experimentation).

B. RESEARCH AND SCHOLARSHIP GOALS

1. Promote Creativity

OBJECTIVES:

- Adopt comprehensive pedagogical methods that include heuristic learning.
- Promote faculty and student interest in research and experimentation.
- Organize events that promote and recognize high standards of production by faculty, students, and supporting staff.

MEASURES:

- Number of Grants and amount of Research funding generated annually by faculty and students.
- Number of student and faculty exhibits, lectures, etc., organized annually within the College.
- Number of awards, laudatory articles, generated by above.
- Number of publications, guest lectures and outside exhibits by, or that feature, our faculty and students.

2. Integrate Laboratories with Pedagogy

OBJECTIVES:

- Integrate existing and future shop facilities as pedagogical laboratories supporting studio and classroom activities.
- Provide opportunities for design/build, experimental construction assembly, and demonstration projects.

MEASURES:

- Number of courses that provide opportunities for design/build, experimental construction assembly, and demonstration projects.
- Number of SCH dedicated to design/build, experimental construction assembly, and demonstration projects.

3. Engage in Interdisciplinary Work

OBJECTIVE:

- Engage in interdisciplinary collaboration with other programs in the College and the University.

MEASURES:

- Number of interdisciplinary research projects, service projects or courses annually.
- Number of faculty and students involved in interdisciplinary research projects, service projects, studios or courses annually.

- Number of students presenting interdisciplinary Capstone projects annually.

4. Collaborate with Local Government, Professional Associations and Industry

OBJECTIVES:

- Engage in collaborative work with local governments in projects that have research potential.
- Collaborate with professional associations and industry in projects that have technical and practical potential.

MEASURES:

- Number and kind of collaborative projects in which the College is involved.
- Number of publications, amount of grants and number of built projects that result from these collaborative projects annually.

5. Promote International Exchange

OBJECTIVES:

- Maintain collaborative exchange with international institutions that have similar cultural and historic backgrounds
- Seek exchange and collaboration with international institutions that have similar ecological determinants and shared research interests.

MEASURES:

- Number and type of official collaborative international exchange program contracts.
- Number of students and faculty participating in each of the exchange programs.

C. SERVICE AND OUTREACH GOALS

1. Support Community Service

OBJECTIVES:

- Provide effective support to the Community Planning and Design Workshop (CPDW) through dedicated interdisciplinary studios and Capstone projects.
- Effectively support education and research opportunities that involve faculty, students, and staff in projects serving the needs of local and state communities.

MEASURES:

- Number of CPDW projects realized through studio or capstone involvement annually.
- Number of students or faculty involved in CPDW projects annually.
- Number of agencies/clients benefiting from CPDW projects.
- Number of students, faculty or staff involved in non-CPDW service-learning opportunities.
- Number of clients/agencies benefiting from non-CPDW service-learning opportunities.

2. Collaborate with Professional and Governmental Organizations

OBJECTIVES:

- Collaborate with governmental and public agencies in public interest projects.
- Maintain effective exchange with the professional communities through faculty research and consultation, student internships, and technological cooperation.

MEASURES:

- Number of public interest projects realized through collaboration with government or public agencies.
- Number of students completing Internships annually.
- Number of projects involving faculty/professional cooperation.
- Number of projects involving *pro bono* faculty consultation.

3. Promote Preservation of Natural and Cultural Resources

OBJECTIVES:

- Establish interdisciplinary research and learning opportunities by working on projects focused on preservation of the natural and cultural patrimony.

MEASURES:

- Number and nature of architectural or interdisciplinary preservation projects.
- Number of faculty and students involved in preservation research efforts.

4. Support International Outreach

OBJECTIVES:

- Promote international exchange with countries that have cultural and geographical similarities.
- Develop well-structured international programs, particularly with institutions that have shared research and design interests.

MEASURES:

- Number of faculty and students involved in international exchange/service/outreach.
- Number and type of official international service exchange programs.
- Number of students and faculty participating in each of these official exchange programs.

5. Engage in Continuing Education

OBJECTIVES:

- Deploy the educational resources of the school by means of publications, events, and continuing education programs that serve the needs of the professional communities and the public at large.

MEASURES:

- Number, type and distribution of publications.
- Number and type of educational events sponsored by the College.
- Attendance and demographics of attendees at these events.
- Number of continuing education programs offered.
- Attendance and demographics of attendees at continuing education programs.

D. OPERATIONAL GOALS

1. Abide by Clear Governance

OBJECTIVES:

- Write and implement clear governance bylaws that are in accordance with College and University policies.
- Conduct fair and equitable annual evaluations of faculty and supporting staff in collaboration with the pertinent committees.

MEASURES:

- Ratification of bylaws by College faculty and University administration.
- Number of evaluations appealed by faculty or staff.

2. Change Faculty Reward Systems

OBJECTIVES:

- Recognize the correlation between good undergraduate teaching and good research in promotion and tenure.
- Cultivate a "culture of teaching" ...to heighten its prestige and emphasize the linkages between teaching and research.
- Recognize and reward any teacher capable of inspiring performance in large classes.

MEASURES:

- Once the definition and norms of "good teaching" and "good research" and the

correlation between them have been established, compare the performance of faculty to these correlated norms.

3. Promote Operational Economy

OBJECTIVES:

- Simplify the operation of standing and ad-hoc committees.
- Invest operational and discretionary funds in expenditures that promote the pedagogical growth of the school.

MEASURES:

- Compare the efficacy and efficiency of old and new committee systems by self evaluation by committee members.
- Review outcomes of courses and studios by faculty and administration for signs of improvement in analytic and synthetic abilities, skill levels and creative output of students

4. Cultivate a Sense of Community

OBJECTIVES:

- Use collaborative study groups and project teams as a means of building community.
- Support multicultural [arts] programming, major issues forums, and other events to promote the sharing of ideas and experiences.
- Design campus programming such as lectures and the performing arts to touch the interests of as many audiences as possible.

MEASURES:

- Attendance at each of the events
- Satisfaction surveys of faculty and students
- Retention rates of faculty and students

5. Maintain Good Housekeeping

OBJECTIVES:

- Expand facilities to match space standards of peer institutions.
- Renovate existing facilities to improve pedagogical and operational efficiency

MEASURES:

- Compare standards of new facilities to norms and ideals.
- Post-occupancy evaluation of new and renovated facilities after 5 years.

D. Self-Assessment

Under the leadership of a new Dean and with the direction of a new College Strategic Plan, the College and School have reinvigorated their commitment to interdisciplinary collaboration in all aspects of environmental design education in the preparation of students for critical, reflective professional practice. In the School of Architecture, a strong emphasis on research and experimentation was instilled from 1998-2006 under Director Malo by significant changes in the composition of the faculty, substantial capital investment in the Materials Lab, a major building addition, and curricular reform and refinement. This revolution in the development of the School was, nevertheless, essentially rooted in the School's life-long commitment to environment and place; specifically to sustainable design for the desert with an emphasis on passive environmental response and indigenous materials.

Clearly, the post-Malo phase of interim directorships and plummeting budgets were difficult. The School's budget was cut every year from 2004-2009, including a 9.5% cut in 2008-09 followed by a 10% cut in 2009-10. The reduction of administrative and support staff, increases in teaching loads, the suspension of many electives, stressed students,

lack of raises, and pressure on faculty to find funded research, all had a negative effect on the learning environment and the quality of life for both faculty and students.

If the program was without a strong hand at the rudder through these rough waters, it remained on a trajectory given by the momentum of its commitment to place and environment. Meanwhile, the School of Architecture is healthy for 2010-2011, thanks to Differential Tuition and Program Fees; it will create its first Strategic Plan and move forward with an eye to these uncertainties.

Self-Assessment Process

The process for self-assessment is both continual and well developed within the School of Architecture and the College and occurs at many levels.

University Self-Assessment Process

The University began a process of Academic Program Reviews over twenty years ago. The then College of Architecture, later CAPLA, and now CALA, was last reviewed in 2006. Academic Program Reviews include an internal assessment, review by a campus committee, and an external review. In addition, the University requires from all academic units the preparation of an Annual Report with up-dated mission statement, documentation of progress relative to the same, and a description of strengths and weaknesses of each unit. The Annual Reports are submitted to the Provost in January of each year.

CALA Self-Assessment Process

CALA participates in a University-wide program of "Strategic Planning" requiring the periodic submission of a Strategic Plan for the College and an updated Mission and Scope Statement. The 2008-13 Strategic Plan was developed by a committee of faculty members and administrators in Summer 2008 and was presented to the entire faculty and students for comment in Fall 2008. Each year the Dean submits an annual report outlining the strengths and weaknesses of the College. In preparing this report, the Dean takes input from each unit within the College, submitted by the Directors of the respective Schools. CALA assesses its progress at annual planning retreats.

Due to the multidisciplinary structure of CALA, College committees have responsibilities for College-wide issues and have representation from both Schools.

School of Architecture Self-Assessment Process

The Director of the School of Architecture contributes to the College's Annual Report, describing its progress relative to the College and University Strategic Plans, including a comprehensive review on the status of the curriculum, faculty, finances, physical plant and overall description of its accomplishments, strengths and weaknesses. This information is built into CALA's report by the Dean, who then forwards the document to the Provost as a unified CALA Annual Report, as noted above.

The Director of the School meets biweekly with the Dean, once in a Dean+Directors meeting and again for a one-on-one session devoted to School business. The purpose of these regular sessions, in addition to ad hoc meetings called by the Dean to address specific issues, is to keep the Dean abreast of School developments, to plan, and to solve problems.

The Architecture faculty join their colleagues in Landscape Architecture and Planning for biennial College retreats. The Director holds three regularly scheduled faculty meetings per semester: one before classes start for planning purposes; one at mid-term to address student and pedagogical issues; and one after final juries to de-brief the term.

The Director meets at least three times a semester with the student body: once at the beginning of term and twice at AIAS-sponsored Director-Student forums. At these latter events, the students select an issue or topic to be addressed by the Director.

The School's strengths, weaknesses, opportunities, needs, and priorities are generally raised in the above gatherings but worked out in the appropriate committees. Architecture faculty members participate fully and regularly in committees that continuously assist in the governance and self-assessment process. Standing committees are either elected or appointed. There are six standing committees (SoA Bylaws, Article X). Composition and responsibilities of these committees are provided in Supplemental Information 7 – Miscellaneous. Current School of Architecture committees follow.

For 2010-2011, there are an additional fourteen Ad Hoc committees and special assignments. This plethora of limited scope assignments was set up by Director Miller to equitably and transparently spread the business of running and informing the School across the faculty and students—significant student responsibility occurs everywhere it is allowed under University policy.

2. Conditions Met with Distinction

I.2.3 Physical Resources: the new building, the renovated original building, and the excellent Materials Lab.

This program is being visited with only two semesters of work completed, and only 15 students enrolled. Given the fledgling nature of all that is in place, although the team was impressed with the quality of planning, values and ambitions for the program, it seems too early to find Conditions so fully defined as to be Met With Distinction.

However, there is much to be commended in how the school is undertaking this degree program. The thinking is clear and compelling, the energy is infectious, and all involved have intelligence and wit to achieve quite a lot.

3. The Visiting Team

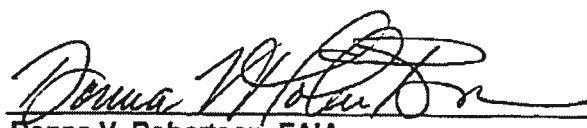
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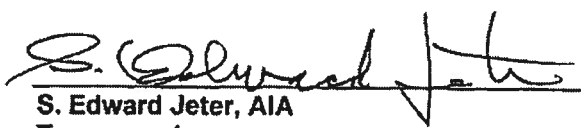
IV. Report Signatures

Respectfully Submitted,



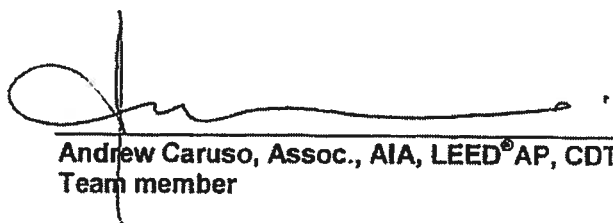
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