

2005 NAAB STATISTICAL REPORT

SCHOOL: University of Arizona Completed by: Susan K. E. Moody

ACSA REGION: EC NE SE SW WC W (circle one)

PUBLIC or PRIVATE (circle one)

STUDENT DATA **For Accredited Programs Only**

	<u>4 Year</u> **PreProf	<u>B.Arch</u> Five-year	<u>B.Arch</u> **PostPreProf	<u>B.Arch</u> *PostNonProf	<u>M.Arch</u> Five-year	<u>M.Arch</u> **PostPreProf	<u>M.Arch</u> ***PostNonProf
Full-Time Students	_____	<u>368</u>	_____	_____	_____	_____	_____
Part-Time Students	_____	<u>46</u>	_____	_____	_____	_____	_____
FTE Students	_____	<u>396</u>	_____	_____	_____	_____	_____
Arch Design Studio Students	_____	<u>187</u>	_____	_____	_____	_____	_____
Students Working Part-Time	_____	<u>150</u>	_____	_____	_____	_____	_____
Outside Stud. Serv. by Dept.	_____	<u>62</u>	_____	_____	_____	_____	_____
African-American Students	_____	<u>7</u>	_____	_____	_____	_____	_____
Native American Students*	_____	<u>4</u>	_____	_____	_____	_____	_____
Asian/Pacific Isle Students	_____	<u>22</u>	_____	_____	_____	_____	_____
Hispanic Origin Students	_____	<u>79</u>	_____	_____	_____	_____	_____
Women Students	_____	<u>172</u>	_____	_____	_____	_____	_____
Foreign Students	_____	<u>15</u>	_____	_____	_____	_____	_____
Total Degrees Awarded	_____	<u>41</u>	_____	_____	_____	_____	_____
Grads. Fin. Estab. No. Yrs.	_____	<u>32</u>	_____	_____	_____	_____	_____
Degrees Awarded Women	_____	<u>14</u>	_____	_____	_____	_____	_____
Degrees Awarded Afr-Am	_____	<u>1</u>	_____	_____	_____	_____	_____
Degrees Awarded Amer. Ind.	_____	<u>0</u>	_____	_____	_____	_____	_____
Degrees Awarded Asi/Pac. Isl.	_____	<u>3</u>	_____	_____	_____	_____	_____
Degrees Awarded Hispanics	_____	<u>4</u>	_____	_____	_____	_____	_____
Min Req. SAT/ACT/GRE Score	_____	<u>1110</u>	_____	_____	_____	_____	_____
Number of Applicants	_____	<u>445</u>	_____	_____	_____	_____	_____
Number Accepted	_____	<u>175</u>	_____	_____	_____	_____	_____
Enrollment Target/Goal	_____	<u>175</u>	_____	_____	_____	_____	_____
Student Studio/Faculty Ratio	_____	<u>12:1</u>	_____	_____	_____	_____	_____

*Include Eskimos and Aleuts

**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.

***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	<u>0</u>
Total Architecture Collection in Departmental Library	<u>0</u>
University Library LCNA or 720-729 Collection	<u>47,800</u>
Total Architecture Collection in University Library	<u>100,200</u>
Departmental Library Architecture Slides	<u>0</u>
University Library Architecture Slides	<u>0</u>
Departmental Library Architecture Videos	<u>400</u>
Staff in Dept. Library	staffed by students
Number of Computer Stations	<u>45</u>
Amount Spent on Information Technology	<u>100,000</u>
Annual Budget for Library Resources	<u>37,200</u>
Per-Capita Financial Support Received from University	<u>98,300</u>
Private Outside Monies Received by Source	<u>333,000</u>
Studio Area (Net Sq. ft.)	<u>12,225</u>
Total Area (Gross Sq. ft.)	<u>43,307</u>

FULL-TIME FACULTY SALARIES	Number	Minimum	Average	Maximum	Univ. Avg.
Professor	4	77,700	78,900	79,100	91,400
Associate Professor	2	57,264	60,275	63,285	65,000
Assistant Professor	5	46,500	50,400	60,800	56,500
Instructor	2	41,940	45,324	48,707	??

FACULTY DATA

Department Total

Full-Time Faculty	14
Part-Time Faculty	14
Full-time Equivalent (FTE) Faculty	21
Tenured Faculty	9
Tenure-Track Positions	7
FTE Administrative Positions	3
Faculty Engaged in Service to Comm.	15
Faculty Engaged in Service to Univ.	9
FT Faculty who are U.S. Licensed Registered Architects	13
PT Faculty who are U.S. Licensed Registered Architects	10
Practicing Architects	17
FTE Graduate TAs	2
FT Faculty Avg. Contact Hrs/Wk	15
PT Faculty Avg. Contact Hrs/Wk	9

NO. FULL-TIME FACULTY CREDENTIALS

Ph.D.	3
D. Arch	1
M.A. or S.	
Prof. M. Arch	
B. Arch	
Post Prof. Masters	9
Other	1

	<u>FT</u>	<u>PT</u>	<u>Tenured</u>	<u>Prof.</u>	<u>Assoc.</u>	<u>Assist.</u>
African-American Faculty	0	0	0	0	0	0
Native American Faculty*	0	0	0	0	0	0
Asian/Pacific Island Faculty	0	0	0	0	0	0
Hispanic Origin Faculty	3	0	3	3	0	0
Women Faculty	3	5	1	1	0	1

*Include Eskimos and Aleuts

Section Two (A):

Response to Deficiencies

Condition 3. Public Information

The program has generally moved from printed promotional and catalog material to on-line electronic sources. The last printed copies of such material (Undergraduate Catalog 1998-99 and Graduate Catalog 2001-02) do not contain the NAAB required information. Current electronic documents do contain the NAAB information, but in a version that is several years old and not consistent with the statement as contained in NAAB 1998 Conditions and Procedures. Evidence is not compelling that all faculty and incoming students are furnished with a copy of the 1998 Guide to Student Performance Criteria.

**To complete reporting on this condition, provide in the next annual report copies of the publication information regarding accredited programs with the correct language from both print and electronic formats.*

The most recent version of the promotional literature and the website have been updated with NAAB required information, using the exact language found in appendix A of the 2004 Conditions. Both website and print materials are included.

All faculty members receive a copy of the 2004 Conditions for Accreditation – Section 3.13 Student Performance Criteria annually.

All students, including incoming Freshmen, will be furnished with a copy of the Conditions for Accreditation – Section 3.13 Student Performance Criteria, on the first day of studio in the Fall semester.

Condition 7. Physical Resources

The current facility is taxed beyond its practicable ability to properly house the current program. Design studio space is undersized by roughly a factor of two, lecture and seminar space is minimal and must be shared with other disciplines, and faculty offices originally designed to house one person now typically house two. There is inadequate studio layout and pin-up space and laboratories are remotely located several blocks away from the main facility. Model building activities frequently occur in an outdoor area adjacent to the building and student project reviews are typically held in corridor space.

In short, the success of the UA SOA program is occurring not because of the facilities, but virtually in spite of them.

**Continue reporting on progress with the new building expansion and future renovation.*

The building expansion, which is an officially approved and funded project, is moving ahead according to the following schedule: Construction Documents & Pricing, August 2005; Construction, September

2005 – October 2006; University Fit-up, November-December.2006; Move-in, January 2007— prior to start of spring '07 semester.

The space program of the expansion is allocated as follows: Material Laboratories: 7,000 sq.ft. (additional exterior covered labs: 5,200 sq.ft.); Design Studios: 15,600 sq.ft.; Faculty & Administrative Offices: 4,150 sq.ft.; Class/ Review Rooms: 3,600 sq.ft.; Roof - 13,000 sq.ft. (exterior space, live load compatible for additional Energy and Environmental Testing Labs.) The total conditioned interior space is 30,350 — virtually doubling the capacity of the current physical resources. An abridged copy of the new building plans is attached.

The existing building is also scheduled for renovation, design documents are now in process. Construction is estimated to start in spring 2007 for spring 2008 occupancy.

Condition 11. Professional Degrees and Curriculum

The program requires a minimum of 168 credits for graduation. Of these, 122 credits are in architecture courses, which include the Foundation Studios ARC 101 and 102, in the first year of the program. The remaining 46 credits are in general studies and non-architecture electives.

The required minimum architecture credits in the program are 72.6% of the total credits required. NAAB criteria require that no more than 60% of a student's required post-secondary education be devoted to professional studies. The 72.6 actual percentage means that students have little flexibility to pursue special interests or develop academic concentrations beyond the required architectural courses.

This condition was also "Not Met" at the time of the 1998 Accreditation Visit. At that time 69.5% of the required curriculum was in architectural courses.

**Continue reporting on the implementation of the proposed curriculum revision to allow greater elective choices and to meet the NAAB percentage of professional credits.*

The School of Architecture Curriculum Committee finalized a curricular revision reducing the number of required credit hours in Architecture courses in the B.Arch. program from 122 hours to 102 — in response to the condition not met identified above. The ratio of required Architecture credits to total credits is now 102:168=0.607 — almost exactly the 60% required by NAAB criteria. The implementation of the revised curriculum became effective in the Fall 2004.

PRE-PROFESSIONAL PHASE

Fall 1st Year	# units	Spring 1 st year	# units
ENGL 101 Freshman English	3	_ENGL 102 Freshman English	3
MATH 110 College Algebra	4	PHYS 102 College Physics	3
* OR MATH 112 College Algebra	(3)	PHYS 181 Physics Lab	1
MATH 111 Trigonometry	2	_+ARC 102 Foundation Studio 2	4
_+ARC 101 Foundation Studio 1	4	Elective – Tier 1 TRAD or INDV	3
Elective – Tier 1 INDV or TRAD	3	(Foreign Language Deficiency)	(4)
(Foreign Language Deficiency)	(4)		
	15 or 16		14

PROFESSIONAL PHASE

Fall 2 nd Year	# units	Spring 2 nd Year	# units
– *ARC 201 Design Studio 1- <i>Composition</i>	6	– *ARC 202 Design Studio 2- <i>Performance</i>	6
– *ARC 221 Building Technology 1	3	– *ARC 222 Building Technology 2	3
– ARC 231 History 1	3	– ARC 232 History 2	3
– *ARC 241 Design Communications 1	3	*ARC 227 Architectural Programming	2
Elective – Tier 1 Gender/Ethnicity (INDV or TRAD)	3	Elective - Tier 1 NATS	3
	18		17

Fall 3 rd Year	# units	Spring 3 rd Year	# units
– *ARC 301 Design Studio 3- <i>Land Ethics</i>	6	– *ARC 302 Design Studio 4- <i>Tectonics</i>	6
– *ARC 321 Building Technology 3	3	– *ARC 322 Building Technology 4	3
– *ARC 341 Design Communications 2	3	– ARC 332 History 3	3
*ARC 326 Site Planning	2	Elective – Tier 2 INDV	3
Elective – Tier 1 INDV or TRAD (whichever remains)	3	OPEN Elective – (level A)	3
	17		18

Fall 4 th Year	# units	Spring 4 th Year	# units
– *ARC 401 Design Studio 5- <i>Techniques</i>	6	– *ARC 402 Design Studio 6- <i>Culture</i>	6
– *ARC 421 Building Technology 5	3	– *ARC 422 Building Technology 6	3
– *ARC 441 Construction Documents	3	– ARC 459 Ethics and Practice	2
– ARC 471s Urban Form	3	OPEN elective (level A)	3
Elective – Tier 2 NATS	3	OPEN elective (level A)	3
	18		17

Fall 5 th Year	# units	Spring 5 th Year	# units
– ARC 451 Design Studio 7- <i>Research</i>	6	– ARC 452 Design Studio 8- <i>(Committee)</i>	6
– ARC 498 Capstone Research (452 prep)	2	OR	
OR		– ARC 452 Design Studio 8- <i>(Structured)</i>	(6)
–ARC 498 Capstone Research (Ind. Study) (2)	(2)	OPEN elective (level B)	3
Elective – Tier 2 HUM	3	OPEN elective (level B)	3
OPEN elective (level A)	3	OPEN elective (level B)	3
OPEN elective (level B)	3		
	17		15
		TOTAL UNITS TO GRADUATE	
		166 (min) or 167	

OPEN elective (level A) 100 & 200 level courses (lower division)
 OPEN elective (level B) 300 & 400 level courses (upper division)

A University Minor consists of a minimum of 18 units, 9 of which must be upper division

This action allows the development of a minor focus within each student's program of study, but does not require it. Students may continue to choose electives offered by the School of Architecture. While this action may have the result of slimming down the number of offerings of Architectural electives, it would simultaneously allow the School Director more freedom in granting releases from teaching for development of research agenda, tenure and promotion activities, and sabbatical leaves.

Criterion 12.28 Technical Documentation

Evidence is lacking that each student, working in teams of six, acquires the ability to produce a complete set of technical documents.

**Continue reporting on how individual students are evaluated in their ability to effectively produce a set of technical documents while working in a group setting. If this process is deemed adequate, provide the next accreditation team visit with evidence of individual ability for this condition.*

The faculty member that teaches ARC 441 – Construction Documents is well aware of this observation, and discussed the matter with the Visiting Team during the Site Visit. The number of students working in a group has been cited incorrectly. The students have traditionally worked in groups of four. Due to the numeric breakdown of the class, there are occasionally two groups of five — never groups of six. There are a series of checks and balances in place that ensure that the students gain exposure to production of the full set. The students are required to update a Planning and Utilization Chart at each of the project deadline benchmarks. The benchmarks are consistent with a traditional Design, Bid, Build Owner-Architect Agreement, occurring at 10%, 35%, 60%, 99%, and 100%. The Utilization chart specifies which students have engaged in specific tasks. The sets are graded at 10%, 35%, 60%, 99%, and 100% via formal submission. The title block, which every drawing is required to have, indicates the individuals who have worked on specific sheets. The instructor, to assess whether or not students are gaining the required knowledge base and skill set at each increment, checks information contained on individual sheets against the Utilization Charts. The students receive a grade for the submission as a whole, and they receive an individual grade at each submission. In addition, at each submission the students fill out a form, which requires them to evaluate their performance as well as the performance of each student in the group. These two elements are utilized as indices in the course exercise to determine whether or not students are performing to requisite levels.

Criterion 12.29 Comprehensive Design

Because of the variable scope and scale of individual studio projects, evidence is lacking that every student meets this criterion. The Capstone Studio, cited as playing a major role in meeting this criterion, allows a student to select a highly theoretical or philosophical problem with no assurance that they have, or will, complete a comprehensive architecture design problem within the 5 year program's duration.

**Continue reporting on the adoption and effectiveness of the three studios(ARC301, 302, 401) to meet the condition of comprehensive design through simple to increasingly complex projects.*

The Capstone Studio, ARC 452, is no longer the course required to satisfy this criterion. Beginning in the 2004-2005 academic year, the following studios were revised and adjusted to meet Criterion 12.29 Comprehensive Design: ARC 301 – Land Ethic, ARC 302 – Tectonics, and ARC 401 – Technical Systems — this allows a gradual development of the criterion in the evolution of projects from simple to complex. In ARC 301, it is done through the complete design of a dwelling that satisfies site and environmental, programmatic and material/constructive requirements. In ARC 302 - Tectonics, it is done through the design of a small public building that satisfies programmatic, material, structural and enclosure/environmental requirements. In ARC 401- Technical Systems, it is done through a more complex public building through integration of programmatic requirements with technical, constructive and environmental controls/life safety systems. (Copies of the respective syllabi are appended for verification.)

Causes of Concern

Condition 5 Human Resources

Each full-time faculty member is required to teach two courses per semester, requiring approximately 60% of their time. The balance of faculty time is spent on research and service. The split between these two activities is not equal for all faculty members, which may hinder opportunities for faculty tenure and promotion.

**Continue reporting on the equitable adjustment of teaching loads for faculty research and promotion and tenure activities.*

As reported in the response to Condition 11. Professional Degrees and Curriculum, the conversion of required electives to free electives has had the effect of a lesser density in the curriculum, giving more freedom to students, but also giving greater latitude to the faculty to seek teaching releases to pursue research and promotion and tenure development activities. The School Director, with the support of the Faculty Status Committee, and in agreement with the Visiting Team Report observation that the curriculum was too dense, has revised the teaching load schedules. Faculty seeking tenure and promotion are given one course release every two years, to allow preparation in those activities.

Condition 8 Information Resources

Although the budget of the Architecture Library is increasing annually, there is a serious concern that physical and fiscal constraints have led to inadequate library hours that limit access to this resource. In addition, new multiple locations of the holdings of the Architecture Library have significantly reduced convenience of this access.

**Continue reporting on progress toward creation of a new library facility for which adequate hours can be maintained and provide space to hold the collections in a single location.*

This is still a cause of concern that will remain effective until the question of the library is properly resolved. The Dean has been actively working on a committee selected by the Provost's office to further develop the feasibility of a university project designated as "The North Campus Library", which will integrate the College of Architecture and Landscape Architecture, the College of Fine Arts, and the Center for Creative Photography separate libraries in a unified single facility to be built adjacent to the Architecture building — the mechanisms for development and funding of this project are still in the exploratory phase. Interim operational strategies have included the relocation of the Architecture Library into the Fine Arts Library. This facility is located in the Fine arts Complex, which is adjacent to the Architecture Building. This new arrangement offers more space, combined arts and architecture collections, increased staffing, and increased operating hours over the previous arrangement within the Architecture Building. Within the last month the Library has hired a new librarian to supervise the Architecture collection. Her name is Paula Wolfe.

Campus Facilities and Planning contracted for a Feasibility Study for the North Campus Library during the last academic year. This study demonstrated that the site was appropriate for this use and this facility. Current efforts are focused on the inclusion of this library in the University's Capital Improvement Plan. As of this time, the North Campus Library has not been authorized by the Provost for inclusion on the Capital Improvement Plan.

Criterion 12.26 Building Economics and Cost Control

There is coverage of this criterion in several course offerings and each correctly designates the performance level of "Awareness." Evidence is lacking regarding how the new performance level of "Understanding" will be incorporated, and future Annual Reports should reference such progress.

**To complete reporting on this concern, in the next annual report provide syllabi for the courses identified (Construction Documents and Ethics and Practice) highlighted to show where and how the performance level will be raised from "awareness" to "understanding" of building economics and cost control.*

The discussion of the upgrading of level of this criterion from "Awareness" to "Understanding" began even before the recent Site Visit. The courses designated to meet this upgraded criterion are ARC 441 – Construction Documents and ARC 459 – Ethics and Practice. The faculty member teaching these courses has revised the pedagogical objectives, methodology, and requirements accordingly.

More specifically, ARC 441 addresses cost control through in class fee structuring exercises and independent quantity exercises developed to understand unit pricing indices. The quantities exercises are linked to the submission benchmarks to demonstrate escalation potential as level of detail increases. Control measures are discussed and implemented in two forums; one, the resolution of the project and documents, two as a primary focus in the lecture content. Lectures establish an understanding of cost control in the context of varying delivery methods, specifically utilizing AIA documents AIA A201, AIA A191, AIA B901, and AIA B801/CMA. ARC 459 utilizes a semester long project requiring students to commission the fabrication of a finite constructive element to a specific budget. The element is selected from the project completed in ARC 441. The quantity/unit cost increment developed in ARC 441 is used to establish a budget for the element. Interface with the fabricators and limitations set on the fabrication by restricted budgets establish a clear understanding of the relationship between economic constraint and design intent. (Copies of the respective syllabi are appended for verification.)

Criterion 12.27 Detailed Design Development

There are solid courses in materials and components. Proficiency in communicating configurations and assemblies to satisfy building programs is not fully evident for all students in the single course cited as meeting this criterion. Contributing to this condition is the fact that students are permitted choices in the focus of their investigation which might not include building programs.

**Continue reporting on the three revised courses (Land Ethics, Tectonics and Technical Systems) insofar as they meet the condition of detailed design development. Reporting could be completed by included the syllabi with relevant portions highlighted in the next annual report.*

As already stated in the response to a criterion not met, 12.29 Comprehensive Design, this condition is satisfied progressively in three required studios: in ARC 301, it is done through the complete design of a dwelling that satisfies site/environmental, programmatic and material/constructive requirements; in ARC 302 - Tectonics, it is done through the design of a small public building that satisfies programmatic, material, structural and enclosure/environmental requirements; and, in ARC 401- Technical Systems, it is done through a more complex public building through integra-

tion of programmatic requirements with technical, constructive and environmental controls/life safety systems. (Copies of the respective syllabi are appended for verification.)

Criterion 12.31 The Legal Context of Architectural Practice

There is coverage of this criterion in several course offerings and each correctly designates the performance level of "Awareness." Evidence is lacking regarding how the new performance level of "Understanding" will be incorporated, and future Annual Reports should reference such progress.

**Continue reporting on how the two identified courses (Construction Documents and Ethics and Practice) will meet the increased performance level of "understanding" regarding legal context.*

The courses designated to meet this upgraded criterion are ARC 441 – Construction Documents and ARC 459 – Ethics and Practice. In both courses the Legal context of Architecture is addressed through the analysis of specific AIA Contracts and Documents. Case studies are utilized to demonstrate salient aspects of all agreements inherently stated and implied. As stated in the response to Criterion 12.26 specific contracts utilized to underscore the legal context in varying scenarios are AIA A201, AIA A191, AIA B901, and AIA B801/CMA. The other AIA documents are identified and their implications in critical practice outlined. Understanding is demonstrated in testing and in completion of Thorough Code Analysis and Instructive notation included with the Construction Documents completed in ARC 441. (As per response to Criterion 12.26, copies of the respective syllabi are appended for verification.)

Criterion 12.37 Ethics and Professional Judgment

There is coverage of this criterion in several course offerings and each correctly designates the performance level of "Awareness." Evidence is lacking regarding how the new performance level of "Understanding" will be incorporated, and future Annual Reports should reference such progress.

**Continue reporting on how the identified course (Ethics and Practice) will meet the new performance level of "understanding" regarding ethics and professional judgment in its course content.*

The course designated to meet this upgraded criterion is ARC 459 – Ethics and Practice. Understanding is achieved through evaluation of case studies in critical practice and individual work being fabricated. Utilizing four ethical tenets as a governing index (*teleology, deontology, virtue, and contract theory*), students evaluate the work and methodologies of four different practice typologies - Canonical, Critical Regionalist, Universalist, and Applied Technical Research. Each form of practice and the work generated by the architects representing the typologies provide different complex relationships internally and socially. Each has a divergent economic foundation. By evaluating the practices and work in the context of the four prescribed ethical tenets, the students develop their own ethical indices and professional judgment value scales. The case study evaluation is accomplished in lecture and discussion with testing being utilized as the indicator of understanding. Understanding is comprehensively demonstrated through the critical evaluation of the commissioned fabrication element mentioned in response to criterion 12.31. The students make sequential submissions over the course of the semester, each time evaluating the work, process and social interaction in the context of the ethical tenets. At the completion of the course the students produce a document that indicates the development of critical ethical value and professional judgment.