The University of Arizona
College of Architecture and Landscape Architecture (CALA)

Visiting Team Report

Bachelor of Architecture (167 undergraduate credit hours)

The National Architectural Accrediting Board
30 September 2009

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
      A.   The People:

Students:

The students are enthusiastic and talented. In our meetings with students, they proved to be a caring, dedicated and passionate group. We were impressed that many of them were willing to speak up and engage in discussions with our team. The general student body demonstrated initiative. There is also a solid group of leaders. The school is doing an excellent job of mentoring students who will be leaders and advocates in the profession.

The students clearly understand the current budget crisis and the affect that it has had on the school. They respect the faculty and are supportive of the dean and the interim directors who they have had during the past few years. They are enthusiastic and hopeful that a permanent director will be in charge of the program next year.

Faculty & Staff:

The faculty is extremely dedicated to the school and the students. They respect the students and each other. Even though the faculty shares similar values and a passion for the program, there is intellectual diversity among them which the students appreciate. In addition to the core group of full-time faculty, the school has highly qualified adjunct faculty to draw from in the Tucson area. The adjunct instructors care about their students and make themselves readily available on and off campus.

The support staff was very helpful to the NAAB team. They are a hardworking group who could benefit by the addition of new members to replace those they have lost due to budget cuts over the past few years.

There are two new faculty members who have been hired this year and there will be two more in the upcoming year. It is important for the faculty and the staff to create mentoring programs for the new junior faculty. Clearly, the nature of the faculty is to be as helpful as possible, but it would still be a great benefit for the future to have a mentoring policy in place.

Administration:

The dean of the school is extremely supportive of the program. The provost is also supportive and appreciates what the program brings to the University. The School of Architecture benefits from its physical and administrative relationship to the related disciplines of landscape architecture and planning.

The dean is working with the administration on the development of future programs that could enhance the school, while at the same time strengthening the existing curricula. The administration is also working on inventive ways to help fund programs that the budget crisis has curtailed.

At present, the most pressing issue is the hiring of a new director for the program. The interim directors have been incredibly affective given the disadvantage of short terms in office. However, at this time it is imperative to bring the right person on board as quickly as possible. The new director must be capable and willing to merge their skills and ideas with the existing philosophy of the program. The current administration, faculty and student body are a strong, cohesive group with a philosophy that is appropriate and innovative for the current economic climate. The new director must be able to support this direction and to jump on board as an advocate and as a

leader among leaders. The school, under the leadership of a new director and the dean will be able to develop programs and resources.

B. The Program

The program continues to build on its rich balance of design and technology, delivered through a combination of classroom, studio and laboratory settings. It has had a growing emphasis on materials research focused on sustainable design and supported by innovative and experimental work. This focus can lead to great achievements in the areas of applied research and new materials development.

The team is concerned that current economic conditions coupled with continuing UA budget cuts, already affecting the SOA, may ultimately curtail the program's ability to maintain its current level of excellence. Signs of increased faculty loads, diminished support staff and lower numbers of graduate and teaching assistants and laboratory monitors are already affecting the curriculum as well as the operation of the computer and material labs. While all recognize that there are definite opportunities provided by our —new realities," the challenge will be to focus on —doing better with what we've got" rather than —more with less."

The research-based outreach arm of the CALA, the Drachman Institute, engages students, faculty and staff with the local community in a collaborative setting focused on making better communities. Institute programs assist communities in the areas of affordable housing, community & neighborhood planning, historic preservation and water conservation.
Among the more notable of these programs is the —Drachman Design/Build Coalition." Focused on producing prototypes of energy efficiency, low cost dwellings, the coalition provides students with a laboratory to test their designs, gain hands-on construction experience, and serve the community as they build affordable homes.

The recently completed Solar Decathlon project provided yet another laboratory opportunity and has invigorated students and faculty alike; elevating the SOA's innovative culture to higher levels. The team encourages SOA leadership to build on the positive energy and collaborations developed by this effort in expanding interdisciplinary efforts.

The prior visiting team had noted the loss of the School of Planning and the remote location of the School of Landscape Architecture as missed opportunities for enrichment by adjacent disciplines. Since that visit, changes have been made bringing planning into the CALA and making it an integral part of the college. With the expansion of CALA facilities, the landscape architecture program is now collocated with the SOA and planning in one facility. These changes enhance opportunities for collaboration and enrichment. Under the leadership of a common dean, plans for more interdisciplinary collaborations are well underway.

C. The Facilities

As a result of the addition of the new East building, the renovation of the Sundt Design Gallery and the Drachman Institute, the facilities of the School of Architecture are now state-of-the-art. Faculty, students, and administrators have the physical resources available to comfortably and appropriately accommodate the needs of the program. The students are particularly well served by the material laboratories and shops located on the ground floor of the expansion. The computer laboratories are up-to-date with current equipment. The spaces available for individual instructions and team presentations are appropriate for the need. The Sundt Design Gallery provides a good venue for exhibitions and the display of the work by students and visiting shows. The gallery allows outreach to the university and the community beyond. It is an uplifting and comfortable learning environment.

2.   Progress Since the Previous Site Visit

Condition 3, Public Information (2003): *The program must provide clear, complete and accurate information to the public by including in its catalog and promotional literature the exact language found in appendix A-2, which explains the parameters of an accredited professional degree program.*

Previous Team Report (2003): 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.

> **2009 Visiting Team Assessment:** The program has corrected shortcomings noted in previous report by listing mandatory disclosures. Care should be taken to ensure that all materials and information is presented consistently across all sources.

Condition 7, Physical Resources (2003): *The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning: office space for the exclusive use of each full-time faculty member; and related instructional support space.*

Previous Team Report (2003): The current facility is taxed beyond its practicable ability to properly house the current program. Design studio space is undersized by roughly a faculty or 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.

> **2009 Visiting Team Assessment:** The completion of the new CALA Building, the renovation of the original CALA building, the enclosing the of the T.M. Sundt Design Gallery, and the renovation of the Drachman Institute among other improvements, have all made the school an exceptional place for architectural education. The building facilitates the work of students, faculty, and administration. The planned green roof on the new CALA Building will demonstrate sustainable design principles. The building and ground-level courtyard support the school's focus on environmentally sensitive design in arid climates.

Condition 11, Professional Degrees and Curriculum (2003): *The NAAB only accredits professional programs offering the Bachelor of Architecture and the Master of Architecture degrees. The curricular requirements for awarding these degrees must include three components—general studies, professional studies, and electives—which respond to the needs of the institution, the architecture profession, and the students respectively.*

Previous Team Report (2003): 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 —NotMet" at the time of the 1998 Accreditation Visit. At that time 69.5% of the required curriculum was in architectural courses.

> **2009 Visiting Team Assessment:** The program requires a minimum of 168 credits for graduation. In response to comments received from prior accreditation teams, the school has adjusted the professional credit requirements to 105, including the foundation studios considered part of the —pre-professional" first year curriculum. Forty-two of the remaining 63 credits are electives.
>
> The adjusted balance between general and professional studies with electives, 105:168 is approximately 62.5%. The team feels that the current balance is appropriate for the continued success of the program.

Criterion 12.28, Technical Documentation (2003): Ability to *make technically precise descriptions and documentation of a proposed design for purposes of review and construction*

Previous Team Report (2003): Evidence is lacking that each student, working in teams of six, acquires the ability to produce a complete set of technical documents.

> **2009 Visiting Team Assessment:** Student work presented shows clear evidence of compliance with this criterion. Since the last visit, the school has responded to prior team concerns regarding evidence of each student acquiring the ability individually, while working in teams. Evidence of the utilization chart mentioned in the school's response and the process by which the work of individual students is clearly identified as satisfactory to this team.
>
> Further, the team compliments the comprehensive nature of student work noting that it documents their understanding of accessibility, building structural, environmental, envelope and service systems, materials and assemblies and life safety. The work also demonstrates their ability to integrate building systems.

Criterion 12.29, Comprehensive Design (2003): Ability to *produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program's design criteria*

Previous Team Report (2003): 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.

> **2009 Visiting Team Assessment:** The adjustments made in response to prior team comments now provide clear evidence that students have the ability to produce a

comprehensive architectural project. During the 2nd and 3rd years, students are introduced to all of the concepts required to execute an integrated systems design as defined by NAAB in the 4th year. Further, the integration of building technologies and requirements across the curriculum and particularly in required courses such as Construction Documents shows their comprehensive design abilities to be a strength of the program.

3.   Conditions Met With Distinction

1.1 Architectural Education and the Academic Context
8.0 Physical Resources
13.26 Technical Documentation
13.28 Comprehensive Design

4.   Conditions Not Met

6.0. Human Resourses
>   In recent years, the school has lost faculty and administrative positions due to retirements, resignations and budget costs. At present, the faculty is being overtaxed and in need of leadership by a permanent director. A national search for a new director and two faculty positions is currently underway.
>
>   Two new, junior faculty have been hired this year and are of great support to the program, the existing faculty, and the students.
>
>   The budget cuts have also resulted in the loss of administrative positions such as the assistant dean's position. This has decreased or eliminated support programs such as student advising.
>
>   The faculty and the dean are ready to undertake curriculum updates and new degree programs.
>
>   The provost and the dean are very supportive of the school, but the lack of a permanent director, empty faculty positions, and budget cuts have created a precarious situation. The existing faculty are working hard, but are worried and demoralized by the budget cuts.

13.25 Construction Cost Control
>   Insufficient evidence was found that this criterion is being properly addressed. Cost controls are noted in only one required course as one of many topics. The curriculum could address cost controls as an integral part of other design considerations.

5.   Causes of Concern

1.5 Architectural Ecucation and Society
>   The school has a strong commitment to bring its resources of the school to the community. A key program of outreach is the Roy P. Drachman Institute for Land and Regional Development Studies. The team applauds this very successful program. The Design-Build Coalition provides affordable housing for low income populations and engages students in all aspects of design and construction. The Institute also provides an urban design outreach program and is enhancing the historic preservation outreach program.
>
>   An issue of concern is the significant reduction or complete loss to certain international study abroad programs that have had a long history at the School of Architecture. While

individual study abroad programs are still possible, strong support and development of international studies programs would enhance the education of the students.

7.0 Human Resource Development

The faculty and administration need to ensure that the criteria and process for promotion and tenure are clear and that tenure-track faculty are aware of both the criteria and the process. There is also a need to establish a strong, active mentoring program.

The team is encouraged to hear that sabbatical leaves for tenured faculty are available as well as course reductions for tenure-track faculty and travel funds for professional conferences. It was noted though that due to recent faculty shortages, course release time has materialized later than promised or desired and is not as helpful for junior faculty in the development of their research/scholarship agenda.

9. Information Resources

The Architectural Library is currently located in the Fine Arts Library, a building adjacent to the School of Architecture. The location is convenient, but several faculty reported that as a result of the move, students do not use the library facilities as much as they should or would if there resources were in the same building. Concern was expressed that the library may move again, this time to the location of the Science Library, across campus from the existing facility. This move would greatly compromise the ability of the students to use it as a proper source of information and reference materials.

10.0 Financial Resources

The University of Arizona, like many institutions of higher education across the country has experienced significant reductions in the budget available to support their educational mission. The College of Architecture and Landscape Architecture has been severely impacted and has seen a reduction in the college's leadership with the elimination of a full-time assistant dean and a half-time associate dean. The School of Architecture has experienced cuts in their budget and freezes on hiring that have left it with reduced faculty. Largely due to the efforts of Dean Cervelli, authorization has now been given by the provost to hire a permanent director of architecture and two additional full-time faculty members. This will assist greatly in easing the teaching load of many faculty members who should be commended for their efforts in taking up the challenges of providing a high quality education with reduced resources. It should be noted that faculty reported that their salaries are currently below the national average.

The budget reductions have resulted in significant cutbacks in international study programs and in the ability to provide more paid student assistantships as lab attendants and other similar positions.

The per student expenditures for those in the architecture program at the university are below the expenditures for students enrolled in other professional programs. For example, per student expenditures annually for architecture students are $9,300 compared to teaching and teacher education at $12,427 per year.

Studies are underway to review the tuition and program fees as well as differential tuition. The dean of CALA has begun to address the budget issues with proposed new programs, which are designed to increase revenue sources. These will assist in easing the budgetary conditions, especially if program fees and differential fees can be reapportioned to return more of these needed dollars to the school.

The College of Architecture and Landscape Architecture and specifically the School of Architecture are to be applauded for their efforts under severe financial constraints to maintain a high quality of education. There is a great need to fill the open faculty

positions and to engage a new head of the department to lead the School into the new decade.

II.   Compliance with the Conditions for Accreditation

1.   Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. *Each school is expected to address these interests consistent with its scholastic identity and mission.*

1.1   Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

Met	Not Met
[X]	[ ]

The Drachman Institute is a nonprofit group within the college that demonstrates involvement in the local community by providing neighborhood planning as well as design/build services to the community. Students and faculty work with community groups in a collaborative effort to provide affordable housing to Tucson, other Arizona communities, and local Native American groups. The institute is also involved in historic preservation and water conservation.

In addition to its endowment, the institute pursues grant monies to fund its programs. The students participate in the program through senior capstone projects, master's thesis, and direct hiring/mentoring of students as research assistants.

Another outreach effort is the House Energy Doctor Program. This is an elective in the undergraduate curriculum and a concentration in the master's. The program provides free energy evaluations to homeowners in the Tucson area.

The University of Arizona, a Research I Institution, supports a hands-on laboratory approach to learning.

1.2   Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

Met	Not Met
[X]	[ ]

The school demonstrates a commitment to the development of the students beyond the educational realm and into the profession. Through multiple opportunities within the

studio series and lecture courses, students are encouraged to demonstrate leadership by the nature of their projects' settings and required class work. There are many opportunities for students to engage with others through cooperation to successfully complete assigned tasks.

In preparation for the profession, the studio and class work ethic creates an optimistic view for the students' perception of their future careers. Principles of sharing, innovation, engagement, and respect are ingrained within the students.

1.3   Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

Met	Not Met
[X]	[ ]

The curriculum shows that the students are provided with the education necessary for the transition from school to internship and then to licensure.

The students are aware of the IDP program and are assisted in their 3rd year to sign up for the program and begin registering for their internship hours. The school has a long standing internship program within the community. It is difficult to know how this is being affected by the current economy. Previously the school also assisted with internships in other countries such as Chile, Australia, Spain and Jordan. Recent budget cutbacks have curtailed those programs.

1.4   Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

Met	Not Met
[X]	[ ]

The program's connection with the profession is vigorous and celebrates the success of their alumni, and the effectiveness of local work. Beyond mere celebration, these strengths are used to inform, enhance and validate curriculum as well as provide strategic direction for the program. The use of adjunct faculty, drawn from the local professional community, provides excellent reinforcement for students of the roles and responsibilities they will facilitate in practice and of the need for collaborative thinking and working.

1.5   **Architecture Education and Society**

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

	Met	Not Met
	[X]	[ ]

The program has a strong commitment to bring the resources of the school to the community. A key program of outreach is the Roy P. Drachman Institute for Land and Regional Development Studies. The panel applauds this very successful program. The Design/Build Coalition provides affordable housing for low income populations and engages students in all aspects of design and construction. The institute also provides an urban design outreach program and is enhancing the historic preservation outreach program.

An issue of concern is the significant reduction or complete loss to certain international study abroad programs that have had a long history at the School of Architecture. While individual study abroad programs are still possible, a more defined program of international studies would enhance the education of the students. Budget cuts and cuts in financial assistance have had a direct impact on this program and the opportunities offered to the students.

2.   **Program Self-Assessment Procedures**

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

	Met	Not Met
	[X]	[ ]

The program has a robust self-assessment procedure in place that regularly tracks progress against their strategic plan. This process is supplemented by additional university-wide procedures.

3.   **Public Information**

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, *Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform Faculty and incoming students of how to access the* NAAB Conditions for Accreditation.

	Met	Not Met
	[X]	[ ]

The program has corrected shortcomings in listing mandatory disclosures. Care should be taken to ensure that all materials and information is presented consistently in all sources.

4.   **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 an educational environment in which each person is equitably able to learn, teach, and work. The school 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. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

	Met	Not Met
	[X]	[ ]

The university has a clear written policy on social equity and diversity. It is noted that the School of Architecture does not have written guidelines for increasing the diversity of those it hires. The school should endeavor to adopt such policies/guidelines in order to reflect the diversity of the university.

5.   **Studio Culture**

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its Faculty, student body, administration, and staff. The school should encourage students and Faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

	Met	Not Met
	[X]	[ ]

The Studio Culture Policy statement was crafted, voted on, and approved by the students and faculty in 2009. Overall the students and the faculty are very respectful of each other. Some students expressed concern about the lack of coordination among some faculty members when it comes to scheduling project deadlines. Students in some cohorts felt that there was not enough collaboration among faculty within the same level studios.

6.   Human Resources

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

	Met	Not Met
	[ ]	[X]

In recent years, the school has lost faculty and administrative positions due to retirements, resignations, and budget costs. At present, the faculty is being overtaxed and in need of leadership by a permanent director. A national search for a new director and two faculty positions is currently underway.

Two new, junior faculty have been hired this year and are of great support to the program, the existing faculty, and the students.

The budget cuts have also resulted in the loss of administrative positions such as the assistant dean's position. This has decreased or eliminated support programs such as student advising. The faculty and the dean are ready to undertake curriculum updates and new degree programs. The provost and the dean are very supportive of the school, but the lack of a permanent director, empty faculty positions, and budget cuts have created a precarious situation. The existing faculty are working hard, but are worried and demoralized by the budget cuts

7.   Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for Faculty and student growth inside and outside the program.

	Met	Not Met
	[X]	[ ]

The faculty and administration need to ensure that the criteria and process for promotion and tenure are clear, and that tenure-track faculty is aware of both the criteria and the process. There is also a need to establish a strong, active mentoring program.

The team is encouraged to hear that sabbatical leaves for tenured faculty are available as well as course reductions for tenure-track faculty and travel funds for professional conferences. It was noted though that due to recent faculty shortages, course release time has materialized later than promised or desired and is not as helpful for junior faculty in the development of their research/scholarship agenda.

8.   Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time Faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

	Met	Not Met
	[X]	[ ]

The completion of the new CALA Building, the renovation of the original CALA Building, the enclosing of the T.M. Sundt Design Gallery, and the renovation of the Drachman Institute among other improvements, have made the school an exceptional place for architectural education. The building facilitates student, faculty, and administration discourse. The planned new green roof on the new CALA Building will provide demonstration of sustainable design principles. The ground floor courtyard provides and example of landscape design appropriate for the region and a great outdoor social place.

The ground floor materials laboratories provide exceptional opportunities for materials research and investigation. Attention should be given to the mechanical systems that support the different spaces, particularly the digital fabrication laboratory, which seems to suffer from improper ventilation.

9.   **Information Resources**

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

Met	Not Met
[X]	[ ]

The Architectural Library is currently located in the Fine Arts Library, a building adjacent to the School of Architecture. The location is somewhat convenient, but some lament the loss of direct access to these resources. Concern was expressed that the Library may be again moved, this time to the location of the Science Library, across campus from the existing facility, a move that would greatly compromise the ability of the students to use it as a source of information and reference materials.

10.   **Financial Resources**

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

Met	Not Met
[X]	[ ]

The University of Arizona, like many institutions of higher education across the country, has experienced significant reductions in the budget available to support their educational mission. The College of Architecture and Landscape Architecture has been severely impacted and has seen a reduction in the college's leadership with the elimination of a full-time assistant dean and a half- time associate dean. The School of Architecture has experienced cuts in their budget and freezes on hiring that have left it with reduced faculty. Largely due to the efforts of Dean Cervelli, authorization has now been given by the provost to hire a permanent director of architecture and two additional full-time faculty members. This will assist greatly in easing the teaching load of many faculty members who should be commended for their efforts in taking up the challenges of providing a high quality education with reduced resources. It should be noted that faculty reported that their salaries are currently below the national average.

The budget reductions have resulted in significant cutbacks in international study programs and in the ability to provide more paid student assistantships as lab attendants and other similar positions.

The per student expenditures for those in the architecture program at the university are below the expenditures for students enrolled in other professional programs. For example, per student expenditures annually for architecture students are $9,300 compared to teaching and teacher education at $12,427 per year.

Studies are underway to review the tuition and program fees as well as differential tuition. The dean has begun to address the budget issues with proposed new programs which are designed to increase revenue sources. These will assist in easing the budgetary conditions, especially if program fees and differential fees can be reapportioned to return more of these needed dollars to the school.

The College of Architecture and Landscape Design and specifically the School of Architecture are to be applauded for their efforts under severe financial constraints to maintain a high quality of education. There is a great need to fill the open faculty positions and to engage a head of the department to lead the school into the new decade.

11.   Administrative Structure

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). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

	Met	Not Met
	[X]	[ ]

12.   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.

	Met	Not Met
	[X]	[ ]

The program requires a minimum of 168 credits for graduation. In response to comments received from prior accreditation teams, the school has adjusted it professional credit requirements down to 105, including the foundation studios considered part of the pre-professional" first year curriculum. Forty-two of the remaining 63 credits are electives.

The adjusted balance between general and professional studies with electives, 105:168 is approximately 62.5%. The team feels that the current balance is appropriate for the continued success of the program.

13.   **Student Performance Criteria**

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1   **Speaking and Writing Skills**

Ability to *read, write, listen, and speak effectively*

         Met   Not Met
         [X]   [ ]

13.2   **Critical 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 them against relevant criteria and standards*

         Met   Not Met
         [X]   [ ]

13.3   **Graphic Skills**

Ability to *use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process*

         Met   Not Met
         [X]   [ ]

13.4   **Research Skills**

Ability to *gather, assess, record, and apply relevant information in architectural coursework*

         Met   Not Met
         [X]   [ ]

13.5   **Formal Ordering Skills**

Understanding of *the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design*

         Met   Not Met
         [X]   [ ]

13.6   **Fundamental Skills**

Ability to *use basic architectural principles in the design of buildings, interior spaces, and sites*

         Met   Not Met
         [X]   [ ]

13.7   Collaborative Skills

Ability to *recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team*

                                             Met   Not Met
                                             [X]   [ ]

13.8   Western Traditions

Understanding of *the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them*

                                             Met   Not Met
                                             [X]   [ ]

13.9   Non-Western Traditions

Understanding of *parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

                                             Met   Not Met
                                             [X]   [ ]

There is evidence that non-western traditions are well met. However, the NAAB SPC matrix provided by the school to this NAAB team indicates that non- western traditions are only being taught in ARC 231 and ARC 332. The team has found that non-western traditions are also being taught in other classes. The program is encouraged to include these course on subsequent matrices.

13.10   National and Regional Traditions

Understanding of *national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition*

                                             Met   Not Met
                                             [X]   [ ]

13.11   Use of Precedents

Ability to *incorporate relevant precedents into architecture and urban design projects*

                                             Met   Not Met
                                             [X]   [ ]

13.12   Human Behavior

Understanding of *the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment*

                                             Met   Not Met
                                             [X]   [ ]

13.13   Human Diversity

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

	Met	Not Met
	[X]	[ ]

13.14   Accessibility

Ability to *design both site and building to accommodate individuals with varying physical abilities*

	Met	Not Met
	[X]	[ ]

13.15   Sustainable Design

Understanding of *the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities*

	Met	Not Met
	[X]	[ ]

13.16   Program Preparation

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

	Met	Not Met
	[X]	[ ]

13.17   Site Conditions

Ability to *respond to natural and built site characteristics in the development of a program and the design of a project*

	Met	Not Met
	[X]	[ ]

13.18   Structural Systems

Understanding of *principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems*

	Met	Not Met
	[X]	[ ]

13.19   Environmental Systems

Understanding of *the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope*

	Met	Not Met
	[X]	[ ]

13.20   Life-Safety

Understanding of *the basic principles of life-safety systems with an emphasis on egress*

| Met   Not Met |
| [X]   [ ] |

13.21   Building Envelope Systems

Understanding of *the basic principles and appropriate application and performance of building envelope materials and assemblies*

Met   Not Met
[X]   [ ]

13.22   Building Service Systems

Understanding of *the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

Met   Not Met
[X]   [ ]

13.23   Building Systems Integration

Ability to *assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design*

Met   Not Met
[X]   [ ]

13.24   Building Materials and Assemblies

Understanding of *the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse*

Met   Not Met
[X]   [ ]

13.25   Construction Cost Control

Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*

Met   Not Met
[ ]   [X]

ARC 459 & 559 Ethics and Practice covers the scope of professional practice in one year. There is no evidence of construction cost controls in the course outline or the coursework presented.

Cost controls are noted in only one course and then only superficially. The team encourages the program to develop a more thorough discussion of cost controls and integrate those considerations with other design considerations.

13.26   Technical Documentation

Ability to *make technically precise drawings and write outline specifications for a proposed design*

	Met	Not Met
	[X]	[ ]

Student work presented shows clear evidence of compliance with this criterion. Since the last visit, the school has responded to prior team concerns regarding evidence of each student acquiring the ability individually, while working in teams. Evidence of the utilization chart mentioned in the school's response and the process by which the work of individual students is clearly identified.

Further, the team compliments the comprehensive nature of student work noting that the Construction Documents course documents their understanding of accessibility, building structural, environmental, envelope and service systems, materials and assemblies and life safety. The work also demonstrates the ability to integrate building systems.

13.27   Client Role in Architecture

Understanding of *the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user*

	Met	Not Met
	[X]	[ ]

13.28   Comprehensive Design

Ability to *produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability*

	Met	Not Met
	[X]	[ ]

The adjustments made in response to prior team comments now provide clear evidence that students have the ability to produce a comprehensive architectural project. Through the 2nd and 3rd years, students are introduced to all of the concepts required to execute an integrated systems design as defined by NAAB in the 4th year. Further, the integration of building technologies and requirements across the curriculum and particularly in required courses such as Construction Documents shows their comprehensive design abilities to be a strength of the program.

13.29   Architect's Administrative Roles

Understanding of *obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts*

	Met	Not Met
	[X]	[ ]

13.30   Architectural Practice

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

	Met	Not Met
	[X]	[ ]

The ARC 459 & 559 Ethics and Practice class covers all the requirements of 13.30. The team is concerned that this information is covered in one course. The team found some evidence that these principles are addressed in other classes, but they were not indicated on the NAAB Student Performance Criteria Matrix. It would be useful for future NAAB teams and for the school to identify classes where Architectural Practice is included in the coursework.

13.31   Professional Development

Understanding of *the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers*

	Met	Not Met
	[X]	[ ]

13.32   Leadership

Understanding of *the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities*

	Met	Not Met
	[X]	[ ]

13.33   Legal Responsibilties

Understanding of *the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws*

	Met	Not Met
	[X]	[ ]

Evidence indicates that the school has successfully adapted coursework to elevate student's achievement to the level of understanding.

13.34   Ethics and Professional Judgment

Understanding of *the ethical issues involved in the formation of professional judgment in architectural design and practice*

	Met	Not Met
	[X]	[ ]

Evidence indicates that the school has successfully adapted coursework to elevate student's achievement to the level of understanding.

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III.   Appendices

Appendix A: Program Information

1.   History and Description of the Institution

The following text is taken from the 2009 University of Arizona Architecture Program Report.

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 masters', 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 33 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.

1.1.1   The School at a Glance

- 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)

CURRICULUM GRID

PRE-PROFESSIONAL PHASE

Fall 1st Year	# units	Spring 1st year	# units
ENGL 101 Freshman English	3	ᵒENGL 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	ᵒ+ARC 102 Foundation Studio 2	4
ᵒ+ARC 101 Foundation Studio 1	4	*Elective – Tier 1 TRAD or INDV*	*3*
Elective – Tier 1 INDV or TRAD	*3*		
OR (Foreign Language Deficiency)	(4)		
	15, 16, or 17		14

ᵒ These courses have prerequisites which must be completed prior to enrollment
       (Fall – Admission to School of Architecture)
       (Spring - Eng 101 before 102; ARC 101 before 102)
+ These courses must be passed with a grade of "C" or better, before advancing to the next level.
* This course may be substituted for MATH 110, depending on Math Readiness Test score. Student must consult with Math advisor prior to registration.

PROFESSIONAL PHASE

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

ᵒ These courses have prerequisites which must be completed prior to enrollment
       (Fall - admission to professional phase)
       (Spring - ARC 201 before 202 & 227; 221 before 222; 231 before 232)
* These courses should be taken concurrently this semester - they are interrelated and share assignments.

Fall 3rd Year	# units	Spring 3rd Year	# units
□ *ARC 301 Design Studio 3-*Land Ethics*	6	□ *ARC 302 Design Studio 4-*Tectonics*	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

□ These courses have prerequisites which must be completed prior to enrollment
   (Fall - ARC 202 before 301; 222 before 321; 241 before 341)
   (Spring - ARC 301 before 302; 321 before 322; 232 before 332)
* These courses should be taken concurrently this semester - they are interrelated and share assignments.

Fall 4th Year	# units	Spring 4th Year	# units
□ *ARC 401 Design Studio 5-*Techniques*	6	□ *ARC 402 Design Studio 6-*Culture*	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

□ These courses have prerequisites which must be completed prior to enrollment
   (Fall - ARC 302 before 401; 322 before 421; 341 before 441)
   (Spring - ARC 401 before 402; 421 before 422; 441 before 459)
* These courses should be taken concurrently this semester - they are interrelated and share assignments.

Fall 5th Year	# units	Spring 5th Year	# units
□ *ARC 451 Design Studio 7-*Research*	6	□ *ARC 452 Design Studio 8-*Synthesis*	6
□ ARC 4xx Capstone Research	3	*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		
	18		15
		TOTAL UNITS TO GRADUATE	**167**

□ These courses have prerequisites that must be completed prior to enrollment
   (Fall - ARC 402 before 451 and 4xx)
   (Spring - ARC 451 before 452; 4xx before 452)
* These courses should be taken concurrently this semester - they are interrelated and share assignments.

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 divisions

2.   **Institutional Mission**

The following text is taken from the 2009 University of Arizona Architecture Program Report*.*

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 faulting* 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.

1.2.2 The College of Architecture and Landscape Architecture (CALA)

1.2.2.1 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 also produces scholars 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 and present 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 in its challenge. Teaching, research, and outreach are fully integrated in the life of the College. The education we provide considers the worth of traditional values and simultaneously assesses new realities through a continuing visionary exploration of the ethical, technical, and social responsibilities of reflective professional practice.

1.2.2.2 CALA Vision

CALA is recognized as the new model for education of next-generation design professionals and scholars building solutions *to major* environmental challenges. CALA alumni are at *the* forefront of sustainability and skilled in research and inquiry; in the synthesis of theory, technology, materials, and context; and in communication and consensus building. CALA alums are major contributors to the design of solutions to the major challenges faulting humankind and the globe -- designing for energy and water conservation, planning for urban infrastructure, health care, and the preservation of cultural heritage.

1.2.2.3 CALA Core Values and Operating Principles

The College of Architecture and Landscape Architecture represents two central environmental planning and design professions. As an academic institution, we are at the crossroads of the design professions that serve society and the disciplines that search for new knowledge through our teaching and scholarship.

We define ourselves by our success in 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 experience and in interdisciplinary laboratories, both natural and controlled.

- To Apply: educating students to be professionals in a global context through knowledge.

- To Engage: reaching out and interacting beyond the university, thus having a signature on the entire region.

- To Inform: communicating our findings as widely as possible.

- To Partner: seeking relationships with alumni, the professions, and the 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.

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 the five pillars. By learner-centeredness, we mean educational approaches that focus on the development of the students who will develop into leaders in a time that we, as Faculty and staff, will never see. By the skillful and deliberate intertwining of the Five Pillars, we will assist our students in their development as productive and positive forces in succeeding generations.

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. Development of Self Reliance and Love of Learning form the cornerstone of developing any graduate who is to become a leader of tomorrow. Guiding self-reliance and love of learning is the student as "active learner," not as a passive vessel waiting to be filled with content.

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 the teaching programs at both the graduate and undergraduate level. "Problem-base learning" is to be differentiated from "project-based learning" (the more typical form of professional education).

3. The Affective Domain deals with the development of values and morals that are consistent with a professional that, in the first instance, serves society.

4. Experiential Learning in a professional program ranges from "learn-by-doing" to professional situations which, in a design-based college, go beyond critical thinking to "responsible creation."

5. Preparation for Professional Practice is the foundation of any professional education. At the conclusion of an educational experience, a student must have learned the history, theory, and practical realms of the profession and their place within the context of allied professions and the greater world in which we live.

1.2.2.4 CALA Academic Structure

The College is comprised of three professional programs focused on the development and application of the theoretical and practical knowledge necessary for the effective evolution of human settlements. The College offers an accredited five-year program leading to the professional degree, Bachelor of Architecture (B.Arch). A post-professional master's program (March) is also offered by the School of Architecture and an accredited graduate programs are offered in Landscape Architecture (MLA) and Planning (MS in Planning) are offered by the School of Landscape Architecture and Planning.

The College also offers an interdisciplinary "umbrella" graduate curricular program in Preservation Studies (http:l/capla.arizona.edu/preservation) that resides at the College level, drawing students from both schools of Architecture and Landscape Architecture, as well as other units on campus – Planning, Art History, Geography, History, Materials Sciences, Anthropology, and Archaeology. The purpose of the program is to educate students in the preservation of the built environment as part of a comprehensive, interdisciplinary conservation ethic that integrates natural and cultural resources. It promotes collaborative engagement between public and private institutions with a curriculum that incorporates community service as a method of learning as a means to develop practical expertise in the professional standards of the discipline. The Preservation Studies curricular program is a 21-unit content concentration within each of the graduate degree programs of' Architecture and Landscape Architecture (as well as a "value-added" certificate in other departments' curricula) with admission and graduation requirements based on the school or department. The courses are taught by an interdisciplinary group of University of Arizona Faculty with access to a variety of materials conservation laboratories and research units with parallel missions. The program has received a number of funded contract and research grants from the National Park Service through an inter-agency Cooperative Ecosystem Studies Unit (CESU) agreement that integrates the cultural resource needs of the parks with the technical expertise of Faculty and students. 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 program 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 Roy P. Drachman Institute of Land and Regional Development Studies is the 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, is intended to bring the skills and knowledge of the students, Faculty, and staff of CALA 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 of Arizona by making its resources available to meet the needs of neighborhoods, community groups, non-profit corporations, cities, towns, and rural areas. Contained within the Drachman Institute are two other entities: the *Drachman Design-Build Coalition, Inc., a* 501(c)(3) (pending), non-profit corporation, design-build licensed general contractor associated with the College of Architecture and Landscape Architecture and established for the purpose of service-learning development and

construction; and *Water CASA,* a water conservation research center formerly part of the Water Resources Center and the College of Agriculture and Life Sciences.

1.2.2.5 CALA Strategic Plan

The following plan covers the five-year period from 2008 to 2013. The full Strategic Plan, complete with strategies and benchmark results enumerated, is available upon request.

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.**

3.   **Program History**

The following text is taken from the 2009 University of Arizona Architecture Program Report.

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 (SACIAIA) 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, accepted the position of 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 to staff the program. Classes opened in a former Safeway store on Park Avenue, one block from the present Architecture building. Growth of the student body and Faculty 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 UA was known as a "design" school.

In May 1963, in the minimum time possible, provisional accreditation was granted. In September 1963, only five months after accreditation, the Department was authorized to become a separate College of Architecture effective July 1, 1964. Sidney Little was named Dean. The Faculty now numbered fourteen. The Architecture building was completed in 1965. It underwent two major additions in 1970 and 1979. In 2001, another major addition was approved. The contract for the new addition has been awarded to the Jones Studio and the programming phase is nearing completion.

A graduate program in Urban Planning was inaugurated in 1963. It focused on public policy rather than physical planning, however, 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 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 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 3 00 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. The results of that plan are now evident.

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. The Architecture Librarian is responsible to both units.

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 comprised of the School of Architecture, the School of Planning, and the School of Landscape 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 review of all of its programs under the title of "Focused Excellence." As a result, the School of Planning was identified for elimination. On July I, 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).

Álvaro Malo was appointed as the Director of the School of Architecture in 1998 and began an extensive re-evaluation of its mission, goals, and curriculum. A number of changes were instituted, most notably in the Foundation year, in the Technology sequence, in the nature of the Architecture elective offerings, and in the Capstone or final year of the major. The resulting program was presented in the last APR. After one full five-year term as Director and three years of a second term, Professor Malo was removed as Director and Professor R. Larry Medlin appointed in his stead. Professor Medlin served as Director for two years and was succeeded by Associate Professor Laura H. Hollengreen as Interim Director. At the same time she was appointed, the University gained a new Provost, Meredith Hay, and the College gained a new Dean, Janice Cervelli. Their mission has been to stabilize funding and Faculty in the School and to position it for renewed growth after the current national recession and state budget crisis have receded

4.   **Program Mission**

The following text is taken from the 2009 University of Arizona Architecture Program Report*.*

While there has been some discussion among Faculty about review and modification of the program mission statement, we have deemed it unwise to proceed formally until a new permanent Director of the School of Architecture is in place, an event expected at the beginning of AY 2010-11. The program mission below, therefore, is that developed and approved by the Faculty before the last accreditation scrutiny.

Following the mission of the university, the School of Architecture bases its practice on an *elastic triad: teaching, research,* and *service.* It is specifically grounded in the following propositions:

- That the making of architecture is a sensible technical and aesthetic activity that serves the needs of human shelter.

- That the construction of shelter is an imaginative cultural research that seeks to establish dwelling as a proper human aspiration to a graceful life.

- That this educational and professional pursuit must be inflected by the identity of the Sonoran Desert, the geography of Arizona, and the culture of the Southwest — promoting an intertwined *land ethic – aesthetic research* binary.

- That in a modem age of increased cultural exchange, this education must become a portable global sensibility; however, its practice must be observant of local traditions, tempered by material circumstances, and expressive of the ethos of *time* and *place.*

Approved by the Faculty of the School of Architecture
March 21, 2002

1.4.1 Bachelor of Architecture – 5 Year Curriculum
To accomplish that mission the five-year course of studies leading to the professionally accredited Bachelor of Architecture degree is organized in the following sequence: *foundation, professional phase, and capstone.*

- The first year, *or foundation,* is meant to provide an introduction to elementary principles and basic technical skills that give students an opportunity to test the field and prepare a portfolio for admission into the professional phase.

- Years two through four, or *professional phase,* are aimed at developing the required core of humanistic knowledge, creative ingenuity, and technical craftsmanship that prepares students for professional internship.

- The *capstone* year is focused on experimentation on specific topics leading to the development and synthesis of autonomous or directed work in preparation for professional practice and registration.

The architecture curriculum at Arizona is an ensemble of four subject matters: *technology, history and theory, design communication,* and *critical practice,* all of which must be articulated and integrated as appropriate to each level of the *architectural studio* sequence.

- *Technology* focuses on the realities of site, climate, and material resources. Familiarity with the local geography, traditional materials, and conservation practices, as well as inventive experimentation with and testing of new materials and methods of energy conservation are critical factors in the design of a well-tempered architecture.

- *History and theory* examine architecture as a sensual and intelligent expression of culture. A liberal but well-focused survey analyzing functional and aesthetic continuities in buildings, cities, and landscapes as well as revisions over time and space is necessary for the preservation of and innovation in architecture.

- *Design communication* developed through drawing, modeling, detailing, and oral or written descriptions are critical tools in the creative process. They are also means of effective interaction with clients, material fabricators, members of the construction trades, and ultimately the users of architecture.

- The *critical practice* of architecture is an ethical act in service of human needs, in compliance with and reform of technical protocols and building codes, and in interaction with the construction trades. In addition to required instruction in these topics, hands-on experience in design/build collaborative projects is an effective introduction to this practice.

- The *architectural studios are* organized in a progressive thematic sequence that serves as a scaffold for the whole curriculum: foundation, ergonomics, programming, land ethic, tectonics, systems, urban form, research options, and capstone.

The delivery of the curriculum is made effective and distributed in three consistent pedagogical settings: *classrooms, laboratories,* and *studios.*

- The *classroom* is the forum of presentation and discussion of theoretical and factual knowledge in support of sensible design.

- The *laboratory* is the playhouse of empirical experimentation with materials, structures, and environmental performance, and a place to test physical and virtual design hypotheses.

- The architectural *studio* is the theater of imaginative design propositions that synthesize empirical facts and heuristic theories.

1.4.2 Joint Bachelor/Master's Program
In order to accommodate graduates from four-year programs, a small number of carefully selected applicants are admitted each year into the Undergraduate and Graduate programs concurrently. These students typically spend two to two-and-a-half years completing the requirements for both degrees. Undergraduate requirements are determined by a careful evaluation of each student's transcript. Students must complete all courses required for the five-year B.Arch. degree for which credit has not been transferred from their prior school. The Master's requirements are identical to those in the one-year Master's curriculum.

1.4.3 Master of Architecture Post-Professional Degree Program – 1.5 Year Curriculum
The Master's Degree is a post-professional graduate program designed for students interested in gaining sophisticated knowledge in specific areas of architecture. It

advances further the proposition that the Sonoran Desert is an incomparable natural and cultural laboratory. Its intention is to provide increased opportunities for architectural research and experimentation intertwining with greater precision the notions *of land ethic and aesthetic research. To* accomplish this mission, the graduate program is currently focused on four distinct but thematically integrated areas of study: Design and Energy Conservation, Emerging Material Technologies, Urban Design and Infrastructure, and Preservation Studies. Applicants for admission indicating interest in other areas of research will be carefully evaluated to determine the possibility of appropriate Faculty and institutional support.

- The concentration in Design and Energy Conservation is aimed at experimentation with energy conservation strategies and passive solar systems and their implementation in sustainable and climate responsive architecture appropriate for arid lands. The program is focused on research on environmental indoor and outdoor comfort, material and construction technologies, and theory and computer-aided design methods.

- The Graduate Program in Emerging Material Technologies is aimed at advanced analysis, testing and modeling of the properties of traditional and new materials. Participants are expected to seek quantitative measures of physical efficiency-- mechanical, structural, thermal, optical, etc., and qualitative criteria of sensorial performance--auditory, haptic, kinetic, visual, etc. A final purpose is to establish a dual protocol of precise observation and imaginative experimentation, where the material becomes plastic in the laboratory space, available to the free and ordered play of invention, where a conservation of force as well as a conservation of material is realized, obtaining a true economy of production—conceptual, ethical and aesthetical.

- The concentration in Urban Design and Infrastructure is aimed at research on and refinement of methods of understanding, designing, and building the city, methods that often must integrate the disciplines of architecture, landscape architecture, and city planning. The program is focused on developing design strategies that are technically and aesthetically fitting for urban settlements located in arid zones.

- The concentration in Preservation Studies is aimed at research on traditional and experimental practices of preservation as part of a holistic conservation ethic embodying comprehensive multi-disciplinary and inter-institutional stewardship of the natural and cultural resources of the greater Southwest.

1.4.4 Program Strategic Plan — Measurable Goals
While a new strategic plan for the School has not been separately formulated in recent years, the comprehensive CALA Strategic Plan included above includes many specific program goals. These were defined in a process undertaken at the request of the provost in Summer 2008 and led by our new Dean, Janice Cervelli.

The program strategic goals that appear below are those from the last APR and still 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 bases its strategic plan on the 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 latter was the focus of the University
of Arizona Annual Retreat for Department Heads held in August *1999* with the theme, "A
Student-Centered Research University."

The Strategic Plan, outlined below, is an effort to integrate the mission of the
School of Architecture and the mission of the University with the appropriate goals
of 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 2 years.

5.   **Program Self Assessment**

The following text is taken from the 2009 University of Arizona Architecture Program Report.

Under the leadership of a new Dean and with a new Strategic Plan in place, the College and School have reinvigorated their commitment to interdisciplinary collaboration in all aspects of environmental design education and to preparation of students for critical,

reflective professional practice. In the School of Architecture, a strong emphasis on research and experimentation has been facilitated by significant changes in the composition of the Faculty, substantial capital investment, and curricular reform and refinement. Finally, we remain committed to a sensibility that is respectful of place while solicitous of dialogue across regional and national lines.

New hires anticipated for next year will allow the school to re-grow after significant losses due to retirements and departures since the last accreditation. The major challenges for the program lie in declining university funding, with the School of Architecture having suffered significant rescissions and/or cuts in every year since 2004. We are faulting a painful 10% cut in 2009-10, on top of a 9.5% cut in 2008-09. The reduction of administrative and support staff, the increase in teaching loads, the temporary suspension of many electives in order to deliver our required courses ... these necessary changes have a negative effect on quality of life for both Faculty members and students in the School of Architecture.

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Appendix B: The Visiting Team

Team Chair, Representing the ACSA
Georgia Bizios, FAIA
Professor of Architecture
North Carolina State University
College of Design
Brooks Hall 310D/Campus Box 7701
Raleigh, NC 27695
(919) 515-8339
(919) 515-7330 fax
georgia_bizios@ncsu.edu

Representing the AIA
Miguel A. (Mike) Rodriguez, AIA
Principal
Rodriguez Architects, Inc.
2121 Ponce de Leon Blvd., Suite 1010
Coral Gables, FL 33134
(305) 448-3373
(305) 448-3374 fax
miker@rodriguezarchitects.com

Representing the AIAS
JW Blanchard
801 S. Main Street
Apt. #8
Blacksburg, VA 24060
(678) 549-3376
johnw.blanchard@gmail.com

Representing the NCARB
Christine M. Lampert, AIA, NCARB
Lampert - Dias Architects, Inc.
PO Box 4565
155 1/2 Avenida Del Mar
San Clemente, CA 92674
(949) 492-7301
(949) 402-0829 fax
(949) 285-4405 mobile
lampertaia@aol.com

Observer
George H. Miller, FAIA
Managing Partner
Pei Cobb Freed & Partners
88 Pine Street
New York, NY 10005
(212) 751-3122
gmiller@pcf-p.com

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Appendix C: The Visit Agenda

Saturday 09.26.09

Team arrives
Georgia Bizios reviews team room (Marty Hardin host)
5:00pm Team introductions and orientation with team members and observers at La Posada
6:30pm Team dinner with team members and observers at Café Poca Cosa (downtown Tucson)
     Determine transportation logistics

Sunday 09.27.09

8:00am Breakfast / APR review and assembly of issues and questions by team members and observers
     at La Posada
9:00am Deliver team to college with faculty members
9:15am Overview of team room by program head, Mary Hardin, at Dinsmore conference room (team
     room)
9:30am Initial review of exhibits and records with team members and observers at arc204c/sundt
     gallery/corridors
12:00am Team lunch with program administrators, Jan Cervelli [CALA dean] & Mary Hardin [Architecture
     director], at Sinbad's (university campus/within walking distance)
1:30pm Tour of facilities: Part 1 Meet in sundt gallery / west entrance (time included as general reference)
     Architecture library with Paula Wolfe + guides / TBD at fine arts library: music building rm 233 (10
          minutes)
     Student affairs / administration offices with guides TBD at architecture main: first floor central (5
          minutes)
     Drachman Institute with guides TBD at architecture main: first floor south (5 minutes)
     Sundt gallery & faculty exhibits with guides TBD at architecture main: first floor central (5 minutes)
     Foundation studio with guides TBD at architecture main: first floor north (5 minutes)
     Material laboratories with guides TBD at architecture addition: first floor (15 minutes)
     Energy laboratory with guides TBD at architecture addition: first floor (5 minutes)
2:20pm Tour of facilities: Part 2
     2nd year studio with guides at architecture main: second floor north (5 minutes)
     Computer laboratory with guides at architecture main: second floor south (5 minutes)
     Visualization lab and archive with guides at architecture main: second floor southeast (5 minutes)
     4th and 5th year studios with guides at architecture addition: second floor (5 minutes)
2:40pm Tour of facilities: Part 3
     3rd year studios with guides at architecture main: third floor north (5 minutes)
     Graduate / integrated studios with guides at architecture addition: third floor (5 minutes)
     Roof garden with guides at architecture addition: fourth floor (10 minutes)
3:00pm Continued review of exhibits and records with team members and observers at
     arc204c/sundtgallery/corridors
4:30pm Entrance meeting with entire faculty, team members, observers at architecture rm 103
5:30pm Review in team room with team members and observers at Dinsmore conference room (team
     room)
7:00pm Dinner with team members and observers
          Debriefing session with team members and observers

Monday 09.28.09

7:00am Team breakfast with program head (Mary Hardin), team members, and observers and at La
     Posada
7:45am Deliver team to university administration with Mary Hardin via transit (walking distance)
8:00am Entrance meeting with chief academic officers of the university with Meredith Hay [executive vice
     president and provost] at administration building: rm. 512

8:30am Deliver team to college with Mary Hardin

8:45am Entrance meeting with school and college administrators with Jan Cervelli [CALA dean] & Mary Hardin [Architecture director] at architecture addition: archon conference room

9:15pm Continued review of exhibits and records with team members and observers at arc204c/sundt gallery/corridors

12:00pm Lunch with select faculty members: Mike Koethke [found/adj], Christopher Domin [com], Anne Nequette [hist/thry], Chris Trumble [bldg tech], Bob Joyce [practice], TBD [faculty chair] at architecture addition: archon conference room

1:00pm School-wide entrance meeting with students, team members, and observers (only) at CCP (AME 202 alt)

2:00pm Continued review of exhibits and records with team members and observers at arc204c/sundt gallery/corridors

5:30pm Reception with faculty, administrators, alumni/ae, local practitioners and team at Landscape garden

7:00pm Dinner with team members and observers
    Debriefing session with team members and observers

Tuesday 09.29.09

7:30am Team breakfast with program head (Mary Hardin), team members, and observers at La Posada

8:30am Deliver team to college with Mary Hardin

8:45am Continued review of exhibits and records with team members and observers at arc204c/sundt gallery/corridors

12:00pm Team lunch with student representatives, team members, and observers at student union

1:30pm Complete review of exhibits and records with team members and observers at arc204c/sundt gallery/corridors

7:00pm Dinner with team members and observers
    Accreditation, deliberations and drafting the VTR with team members and observers

Wednesday 09.30.09

7:00am Check-out from hotel with team members at La Posada

7:30am Team breakfast with program head (Mary Hardin), team members, and observers

8:30am Deliver team to college with Mary Hardin

8:45am Exit meeting with school and college administrators with Jan Cervelli [CALA dean] & Mary Hardin [Architecture director] at architecture addition: archon conference room

9:45am Deliver team to university administration with Jan Cervelli [CALA dean]

10:00am Exit meeting with chief academic officers of the university with Meredith Hay [executive vice president and provost] at administration building: rm. 512

10:30am Deliver team to college

11:00am School-wide exit meeting with team, faculty and students at CCP (AME 202 alt)

12:00pm End of formal visit / Team departs

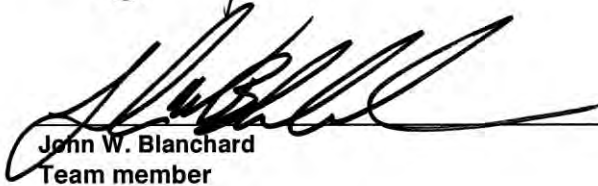**IV.   Report Signatures**

Respectfully submitted,

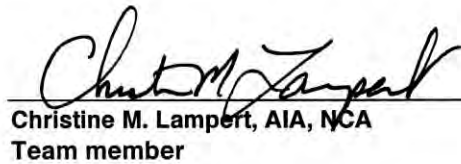Georgia Bizios, FAIA   Representing the ACSA
Team Chair

Miguel A. Rodriguez, AIA   Representing the AIA
Team member

John W. Blanchard   Representing the AIAS
Team member

Christine M. Lampert, AIA, NCA   Representing the NCARB
Team member

George H. Miller, FAIA
Observer