

# NAAB – Annual Report -- Part I – Statistical Report

## SECTION A. INSTITUTIONAL CHARACTERISTICS

### 1. Program Contact Information:

Name	University of Arizona
Title	School of Architecture
Office Phone Number	520.621.6752
Fax Number	520.621.8700
Email	

### 2. Institution Type:

Public

### 3. Carnegie Classification:

<b>a. Basic Classification:</b> research activity)	RU/VH: Research Universities (very high
<b>b. Undergraduate Instructional Program:</b> high graduate coexistence	Bal/HGC: Balanced arts & sciences/professions,
<b>c. Graduate Instructional Program:</b> with medical/veterinary	CompDoc/MedVet: Comprehensive doctoral
<b>d. Size and Setting:</b>	L4/NR: Large four-year, primarily nonresidential

### 4. Which regional accreditation agency accredits your institution?

North Central Association of Colleges and Schools (NCACS)

### 5. In which ACSA region is the institution located?

West

### 6. Who has direct administrative responsibility for the architecture program?

Name	Robert Miller
Title	Director
Office Phone Number	520.621.6752
Fax Number	520.621.8700
Email	millerR@u.arizona.edu

### 7. To whom should inquiries regarding this questionnaire to be addressed?

Name	Sheila Blackburn
Title	Administrative Assistant School of Arch
Office Phone Number	520.621.6752
Fax Number	520.621.8700
Email	blackbur@u.arizona.edu

### 8. Who is the university administrator responsible for verifying data (and completing IPEDS reports) at your institution?

Name	Rick Sears
Title	Associate Director, Enrollment Research
Office Phone Number	520-621-5101
Fax Number	520-626-1234
Email	rsears@email.arizona.edu

### 9. Institutional Test Scores

#### a. SAT

##### *Critical Reading*

25th percentile SAT score: 480

75th percentile SAT score: 600

##### *Mathematics*

25th percentile SAT score: 490

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75th percentile SAT score: 620  
*Writing*  
25th percentile SAT score:  
75th percentile SAT score:

**b. ACT**

25th percentile ACT score: 21  
75th percentile ACT score: 27

**c. Graduate Record Examination (GRE)**

Verbal: 590 (200-800)  
Quantitative: 420 (200-800)  
Analytical: 3.5 (0.0 – 6.0)

**SECTION B – NAAB-ACCREDITED ARCHITECTURE PROGRAMS**

**1. DEGREE PROGRAMS**

**a. Which NAAB accredited / candidate degree programs were offered during the last fiscal year?** (B. Arch, M. Arch, D. Arch)

**Accredited**

B. Architecture

**Candidate**

M. Architecture Cand

**b. Did your institution offer any pre-professional architecture degree programs during the last fiscal year?** No

Degree Type	Available?	Full Degree Title
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**c. Did your institution offer any post-professional architecture degree programs during the last fiscal year?**

Full Degree Title
Master of Science in Architecture

**2. Does your institution have plans to initiate any new NAAB-accredited degree programs?**

No

**3. Does your institution have plans to discontinue any of its NAAB-accredited degree programs?**

No

**4. What academic year calendar type does your institution have?**

2 Semesters or Trimester

**5. Credit Hours for Completion for each program:**

- a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited/candidate degree program offered by your institution:
  - a. B. Architecture: 174
  - b. M. Architecture undergraduate (five years, no baccalaureate degree awarded prior): 0
  - c. M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture): 81
  - d. M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture): 116
  - e.

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- b. By degree, what is the distribution of credit hours in the following: General Education, Professional, and Electives?
  - a. B. Architecture:
    - b. General Education: 16
    - c. Professional: 105
    - d. Electives: 54
  - e. M. Architecture undergraduate:
    - f. General Education: 0
    - g. Professional: 0
    - h. Electives: 0
  - i. M. Architecture Pre-Professional:
    - j. General Education: 0
    - k. Professional: 81
    - l. Electives: 0
  - m. M. Architecture Non-Pre-Professional:
    - n. General Education: 0
    - o. Professional: 116
    - p. Electives: 0
    - q.

### 6. Average credit hours per student per term by degree program?

B. Architecture: 18

M. Architecture undergraduate: 0

M. Architecture Pre-Professional: 15

M. Architecture Non-Pre-Professional: 16

### 7. Is your degree program(s) offered in whole, or in part, at more than one campus or location? [no response needed in ARS print out]

## SECTION C – TUITION, FEES AND FINANCIAL SUPPORT FOR STUDENTS IN NAAB-ACCREDITED PROGRAMS

### 1. Tuition is defined as “the amount of tuition and required fees covering a full academic year most frequently charged to students for instructional services.”

#### a. What were the tuition and fees for the institution for the last fiscal year?

B. Architecture: Full-Time Student (In-State) \$9864.00 (Tuition), \$935.00 (Fees); Full-Time Student (Out-of-State) \$26074.00 (Tuition), \$935.00 (Fees); Part-Time Student (In-State) \$0.00 (Tuition), \$0.00 (Fees); Part-Time Student (Out-of-State) \$0.00 (Tuition), \$0.00 (Fees)

M. Architecture: Full-Time Student (In-State) \$12904.00 (Tuition), \$935.00 (Fees); Full-Time Student (Out-of-State) \$27866.00 (Tuition), \$935.00 (Fees); Part-Time Student (In-State) \$0.00 (Tuition), \$0.00 (Fees); Part-Time Student (Out-of-State) \$0.00 (Tuition), \$0.00 (Fees)

#### b. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program? Yes

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- c. Is a summer session required for any portion of your accredited degree program(s)? If yes, what is the additional tuition and fees for the summer program? Yes, the rates are as follows: Full-Time Student (In-State) \$9864.00 (Tuition), \$935.00 (Fees); Full-Time Student (Out-of-State) \$26074.00 (Tuition), \$935.00 (Fees); Part-Time Student (In-State) \$0.00 (Tuition), \$0.00 (Fees); Part-Time Student (Out-of-State) \$0.00 (Tuition), \$0.00 (Fees)
- d. Does the institution offer discounted or differential tuition for summer courses for a NAAB accredited degree program? No

**2. Financial Aid:** What was the percent of students financial aid at both the institutional and architecture program levels (grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran’s benefits, employer aid [tuition reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses? *This includes Title IV subsidized and unsubsidized loans provided directly to student) provided by the institution to students enrolled in each program(s) leading to a NAAB accredited degree during the last fiscal year.*

<b>Grant Type</b>	<b>% Students Receiving Aid</b>	<b>Average Amount by Types of Aid</b>
a. Institution Federal Grants	25%	4413
a. Institution State/Local Grants	3%	3582
a. Institution Institutional Grants	59%	5962
a. Institution Student Loans	38%	10671
b. Architecture Program Federal Grants	30%	4933
b. Architecture Program State/Local Grants	5%	4086
b. Architecture Program Institutional Grants	66%	5858
b. Architecture Program Student Loans	49%	10903

**3. Graduate Assistantships** (What was the total number of graduate-level students employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research during the last fiscal year (Jul 1 – Jun 30) within the NAAB-accredited programs offered by your institution? *Please include: graduate assistant, teaching assistant, teaching associate, teaching fellow or research assistant in your calculation.* **20**

**SECTION D – STUDENT CHARACTERISTICS FOR NAAB-ACCREDITED DEGREE PROGRAMS**

**1. APPLICANT CYCLE**

**a. Applicants:**

B. Architecture: 539

<b>Race</b>	<b>Male</b>	<b>Female</b>	<b>TOTAL</b>
American Indian or Alaska Native	6	6	12
Asian	15	14	29
Native Hawaiian or other Pacific Islander	4	2	6
Black or African American	18	16	34
Hispanic/Latino	51	50	101
White	151	107	258
Two or more races	1	2	3

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Nonresident alien	56	35	91
Race and ethnicity unknown	2	3	5
<b>TOTAL</b>	<b>304</b>	<b>235</b>	<b>539</b>

M. Architecture: 41

<b>Race</b>	<b>Male</b>	<b>Female</b>	<b>TOTAL</b>
American Indian or Alaska Native	0	1	1
Asian	1	0	1
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	0	0
Hispanic/Latino	1	1	2
White	10	4	14
Two or more races	0	2	2
Nonresident alien	0	2	2
Race and ethnicity unknown	10	9	19
<b>TOTAL</b>	<b>22</b>	<b>19</b>	<b>41</b>

**b. Admissions (students admitted):**

B. Architecture: 380

<b>Race</b>	<b>Male</b>	<b>Female</b>	<b>TOTAL</b>
American Indian or Alaska Native	1	5	6
Asian	10	13	23
Native Hawaiian or other Pacific Islander	2	1	3
Black or African American	9	8	17
Hispanic/Latino	9	8	17
White	117	86	203
Two or more races	1	2	3
Nonresident alien	30	20	50
Race and ethnicity unknown	1	3	4
<b>TOTAL</b>	<b>180</b>	<b>146</b>	<b>326</b>

M. Architecture: 34

<b>Race</b>	<b>Male</b>	<b>Female</b>	<b>TOTAL</b>
American Indian or Alaska Native	0	1	1
Asian	1	0	1
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	0	0
Hispanic/Latino	1	1	2
White	10	4	14
Two or more races	1	2	3
Nonresident alien	0	2	2
Race and ethnicity unknown	6	5	11
<b>TOTAL</b>	<b>19</b>	<b>15</b>	<b>34</b>

**c. Entering Students:**

B. Architecture: 172

<b>Race</b>	<b>Male Full Time</b>	<b>Male Part Time</b>	<b>Female Full Time</b>	<b>Female Part Time</b>	<b>TOTAL Full Time</b>	<b>TOTAL Part Time</b>	<b>GRAND TOTAL</b>
American Indian or Alaska Native	3	2	0	0	3	2	5
Asian	1	3	1	1	2	4	6

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Native Hawaiian or other Pacific Islander	1	0	1	0	2	0	2
Black or African American	5	4	2	0	7	4	11
Hispanic/Latino	18	15	0	1	18	16	34
White	61	28	5	2	66	30	96
Two or more races	1	3	0	0	1	3	4
Nonresident alien	7	5	0	0	7	5	12
Race and ethnicity unknown	0	1	0	1	0	2	2
<b>TOTAL</b>	<b>97</b>	<b>61</b>	<b>9</b>	<b>5</b>	<b>106</b>	<b>66</b>	<b>172</b>

M. Architecture: 20

<b>Race</b>	<b>Male Full Time</b>	<b>Male Part Time</b>	<b>Female Full Time</b>	<b>Female Part Time</b>	<b>TOTAL Full Time</b>	<b>TOTAL Part Time</b>	<b>GRAND TOTAL</b>
American Indian or Alaska Native	0	1	0	0	0	1	1
Asian	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Hispanic/Latino	0	1	0	0	0	1	1
White	10	1	0	0	10	1	11
Two or more races	1	2	0	0	1	2	3
Nonresident alien	0	2	0	0	0	2	2
Race and ethnicity unknown	0	2	0	0	0	2	2
<b>TOTAL</b>	<b>11</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>9</b>	<b>20</b>

**2. Total undergraduate/graduate architecture enrollment in NAAB accredited program by race/ethnicity.**

B. Architecture 665

<b>Race</b>	<b>Male Full Time</b>	<b>Male Part Time</b>	<b>Female Full Time</b>	<b>Female Part Time</b>	<b>TOTAL Full Time</b>	<b>TOTAL Part Time</b>	<b>GRAND TOTAL</b>
American Indian or Alaska Native	10	3	0	0	10	3	13
Asian	17	8	1	1	18	9	27
Native Hawaiian or other Pacific Islander	3	0	1	0	4	0	4
Black or African American	11	8	2	0	13	8	21
Hispanic/Latino	71	54	4	6	75	60	135
White	216	116	16	12	232	128	360
Two or more races	12	7	1	0	13	7	20
Nonresident alien	33	31	3	1	36	32	68
Race and ethnicity unknown	9	6	1	1	10	7	17
<b>TOTAL</b>	<b>382</b>	<b>233</b>	<b>29</b>	<b>21</b>	<b>411</b>	<b>254</b>	<b>665</b>

M. Architecture 32

<b>Race</b>	<b>Male Full Time</b>	<b>Male Part Time</b>	<b>Female Full Time</b>	<b>Female Part Time</b>	<b>TOTAL Full Time</b>	<b>TOTAL Part Time</b>	<b>GRAND TOTAL</b>
American Indian or Alaska Native	1	1	0	0	1	1	2
Asian	0	0	0	0	0	0	0

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Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	2	0	0	0	2	0	2
Hispanic/Latino	1	2	0	0	1	2	3
White	14	4	0	0	14	4	18
Two or more races	2	3	0	0	2	3	5
Nonresident alien	0	2	0	0	0	2	2
Race and ethnicity unknown	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>20</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>12</b>	<b>32</b>

### SECTION E -- DEGREES AWARDED

#### 1. What is the total number of NAAB-accredited degrees that were awarded in the last fiscal year?

##### B. Architecture:

<b>Race</b>	<b>Male</b>	<b>Female</b>	<b>TOTAL</b>
American Indian or Alaska Native	0	0	0
Asian	0	3	3
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	1	1
Hispanic/Latino	9	3	12
White	21	14	35
Two or more races	0	0	0
Nonresident alien	2	2	4
Race and ethnicity unknown	2	2	4
<b>TOTAL</b>	<b>34</b>	<b>25</b>	<b>59</b>

##### M. Architecture:

<b>Race</b>	<b>Male</b>	<b>Female</b>	<b>TOTAL</b>
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	0	0
Hispanic/Latino	0	0	0
White	0	0	0
Two or more races	0	0	0
Nonresident alien	0	0	0
Race and ethnicity unknown	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>

#### 2. Time to Completion/Graduation

a. Time to completion equals the total number of semesters/quarters to complete the degree:

b. Percentage of students that graduate in “normal time to completion”:

3. Graduation rate for B. Arch programs: 79

### SECTION F -- RESOURCES FOR NAAB-ACCREDITED PROGRAMS

1. Total number of catalogued titles in the architecture library collection within the institutional library system (Main Campus; Other locations – links from B8). 19000

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**2. Total number of catalogued titles that have Library of Congress NA or Dewey 720-729 (Main Campus; Other locations – links from B8).** 19000

**3. What is the total number of permanent workstations (studio desks) that can be assigned to students enrolled in design studios?** 480

**4. Please indicate which of the following: labs, shop, and other learning resources available to all students enrolled in NAAB-accredited degree program(s).** Yes

**5. Please indicate which of the following learning resources are available to all students enrolled in NAAB-accredited degree programs(s).** [no response needed in ARS print out]

**6. Financial Resources**

**a. Total Revenue from all sources** \$2176803

**b. Expenditures**

- i. Instruction \$1786737
- ii. Capital \$83465
- iii. Overhead \$306602

**c. Per Student Expenditure:** What is the average per student expenditure for students enrolled in a NAAB accredited degree program. *This is the total amount of goods and services, per student, used to produce the educational services provided by the NAAB-accredited program.*  
**Instruction + Overhead / FTE Enrollment:** 2403

**SECTION G - HUMAN RESOURCE SUMMARY (Architecture Program)**

**1. Credit Hours Taught** (needs definition and perhaps example)

- a. Total credit hours taught by full time faculty: 89
- b. Total credit hours taught by part time faculty: 87
- c. Total credit hours taught by adjunct faculty: 0

**2. Instructional Faculty**

**a. Full-time Instructional Faculty (Professor, Associate Professor, Assistant Professor, Instructor):**

Full Time Professor

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	1	0	0	0	0	0	1	0	1
White	3	1	0	0	0	0	3	1	4
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	1	0	0	0	0	0	1	0	1
<b>TOTAL</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>6</b>

Full Time Associate Professor

Race	Tenured Male	Tenured Female	Tenure-Track	Tenure-Track	Non-Tenure-	Non-Tenure-	TOTAL Male	TOTAL Female	GRAND TOTAL
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			Male	Female	Track Male	Track Female			
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	1	0	0	0	1	0	1
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	1	0	0	0	1	0	1
TOTAL	0	0	2	0	0	0	2	0	2

**Full Time Assistant Professor**

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	1	2	0	0	1	2	3
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	1	2	0	0	1	2	3

**Full Time Instructor**

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

**b. Part-Time Instructional Faculty (Professor, Associate Professor, Assistant Professor, Instructor).**

**Part Time Professor**

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track	Non-Tenure-Track	TOTAL Male	TOTAL Female	GRAND TOTAL
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Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	1	0	0	1	1
White	0	0	0	0	5	13	13	5	18
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	1	1	1	1	2
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>14</b>	<b>14</b>	<b>7</b>	<b>21</b>

**c. Adjunct Faculty Professor, Associate Professor, Assistant Professor, Instructor):**

Race	Professor Male	Professor Female	Associate Professor Male	Associate Professor Female	Assistant Professor Male	Assistant Professor Female	Instructor Male	Instructor Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**3. Faculty Credentials:**

Highest Degree Achieved	Professor Male	Professor Female	Associate Professor Male	Associate Professor Female	Assistant Professor Male	Assistant Professor Female	TOTAL Male	TOTAL Female	GRAND TOTAL
D. Arch. (accredited)	1	0	0	0	0	0	1	0	1
M. Arch. (accredited)	2	1	1	0	1	2	4	3	7
B. Arch. (accredited)	0	0	0	0	0	0	0	0	0
Ph.D. in architecture	1	0	0	0	0	0	1	0	1
Ph.D. in other discipline	0	0	0	0	0	0	0	0	0
Post-professional graduate degree in architecture	0	0	0	0	0	0	0	0	0
Other degrees	1	0	1	0	0	0	2	0	2
Registered in U.S. Jurisdiction	0	0	0	0	0	0	0	0	0

**4. Salaries**

Instructional Faculty Type	Number	Minimum	Average	Maximum	University Average
Professor	6	74903	94745	117420	117263
Assoc. Prof.	2	57925	69213	80500	79645
Assist. Prof.	3	53001	57000	60000	67954
Instructor	0	0	0	0	0

University of Arizona  
 School of Architecture  
 Robert Miller, Director  
 Date of last accreditation/candidacy visit
 

- B.ARCH: September 2009
- M.ARCH: March 2011

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## **B.ARCH**

### **1.4. Conditions/Criteria Not Met**

#### *6.0. Human Resources*

*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.*

- 2009-2010: The search for two faculty tenure-track positions resulted in the hire of one Associate Professor, who was hired with tenure. Martin Despang started Fall 2010.
- 2010-2011:
 

DIRECTOR: An international search for a School Director was held and a hire was made. Robert Miller started on 1 June 2010. Miller brings a commitment to reinventing practice education; creating effective mentoring; building a culture where students work in greater partnership with the faculty; addressing the complex and often conflicting faculty obligations of teaching, funded research, and service; and building the School's relationship with the community and profession.

FACULTY: A search for one faculty tenure-track position resulted in no offers and no hire. Three tenure-track faculty retired in response to the University's retirement incentive program.

STAFF: Two part-time administrative hires were made. A ¾ FTE undergraduate advisor was hired and Sasha Wilson started October 2010. A ½ FTE administrative assistant was hired and Patti Van Leer started November 2010.
- 2011-2012: A 5% budget cut was made with a forecast of an additional 5% cut for 2012-2013.
 

FACULTY: At this point, there were 8.6 FTE permanent faculty, but 2 FTE of these were assigned to non-teaching duties. 35 adjunct faculty (part-time Instructors) were employed from around the region and trained in summer teaching workshops. A search is underway for one tenure-track position in history/theory.

STAFF: Both the undergraduate advisor and administrative assistant were increased to 1 FTE.

*Two new, junior faculty have been hired this year and are of great support to the program, the existing faculty, and the students.*
- 2009-2010: One of these two tenure track assistant professors left for personal reasons at the end of the year.

*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.*

- 2010-2011: Although the School's budget was cut every year since 2003, except for 2010-2011, the University raised tuition and Dean Cervelli raised Differential Tuition, effective 2010-2011.

In order to increase revenue through the University's new Responsibility Centered Management (RCM) system, three waves of growth over three years were designed into simultaneous curriculum improvements. This involve increases in enrollment, majors, and courses.

*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.*

- 2010-2011: Morale improved due to increased Differential Tuition and the start of a permanent Director.
- 2011-2012: The School focused on implementing its 3-wave RCM plan and improving its core pedagogy.

#### *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.*

- 2010-2011: The Curriculum Committee put responsibility for the learning objective in its professional practice stream. Beyond Cost Control, BIM, Integrated Delivery, and other aspects of professional practice education were planned for improved implementation in the curriculum.

## 1.5. Causes of Concern

### 1.5 Architectural Education 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.

- 2010-2011: Seven B. Arch. students studied in Madrid, Spain.

Interim opportunities were investigated in China, but abandoned due to cost and the questionable educational quality of the partner.

The School decided to focus on Central and South America for exchange building.

### 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.

- 2010-2011: As an on-going policy, all tenure-track faculty were assigned Mentors; given travel-funding priority for tenure-related work; and assigned options studios and/or electives to facilitate their tenure work. They met regularly with the Director and annually with the Dean.

One tenure-track faculty member, in her fifth year, was assigned no service duties and a regular teaching load so that she could concentrate on her research and tenure package.

- 2011-2012: All adjunct faculty were assigned Mentors and given teaching workshops during the summer.

### 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.

- 2009-: The Architecture Library has, in fact, been moved and consolidated into the main library, away from the School. There is a long range plan to build a new Fine Arts library adjacent to Architecture, where our resources would be housed; there is no short-term funding to provide an interim solution.

### 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.*

- **2010-2011:** Dean Cervelli increased Differential Tuition (for undergraduate students) and Program Fees (for graduate students), effective 2010-2011, which rescued the School from accumulated multi-year budget cuts. See RCM strategies outlined above. The University raised tuition.

*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.*

- **2010-2011:** The School of Architecture's tenure and tenure-track faculty averaged in aggregate\* 8-9% below the national and regional salary averages for architecture faculty. Averages for Associate Professor were 12-13% lower while Assistant Professors were a full 19-20% below their peers in Architecture. Although our average scale and top-earning Full Professors were ahead of their peers at other architecture schools, Associate Professors were a full 25% behind the top earners of comparable rank. This below-average pay level in the Associate Professor ranks correlates to a weakness in this rank on our faculty, which made up only 3% of the faculty and 5% of all salaries in the School in 2009-2010. The large proportion of adjunct and visiting faculty, almost 70% by number (as compared to 44% nationally) but consuming only 32% of total salaries, is a clear reflection of the School's large teaching load relative to available funding. As indicated above, this situation was addressed during 2009-2010 by an increase in Differential Tuition and Program Fees, effective 2010-2011.

PERMANENT FACULTY: Architecture faculty fared significantly worse than their peers across the University of Arizona, ranging from 22-35% lower depending on rank. Our faculty averaged 34% behind their counterparts at ABOR's peer institutions. However, two new hires at Assistant Professor raised the average for this category by 5%.

	average salary, by rank			
2010-2011	Professor	Associate Professor	Assistant Professor	average of averages
SoA:Arch southwest <sup>3</sup>	110%	87%	106%	101%
SoA:Arch national <sup>3</sup>	104%	88%	109%	100%
SoA:UofA <sup>4</sup>	78%	73%	86%	79%
	\$91,038	\$57,925	\$58,510	

\* Data is not available to compare the relative number of people holding each rank; consequently, the "average of averages" column average the percentages in this matrix, without weight for how many are in each rank.

<sup>3</sup> National Architectural Accrediting Board (NAAB) "2009 Report on Accreditation," [http://www.naab.org/documents/home\\_origin.aspx?path=Public+Documents\Accreditation\NAAB+Report+on+Accreditation](http://www.naab.org/documents/home_origin.aspx?path=Public+Documents\Accreditation\NAAB+Report+on+Accreditation)

<sup>4</sup> University of Arizona, Office of Institutional Research and Planning Support, April 30, 2010, [http://oirps.arizona.edu/files/Employee\\_Demo/Aau\\_salary\\_comp\\_abor\\_aaude\\_10yr\\_trend\\_FY2010.pdf](http://oirps.arizona.edu/files/Employee_Demo/Aau_salary_comp_abor_aaude_10yr_trend_FY2010.pdf)

ADJUNCT FACULTY: Adjunct faculty were paid approximately half the rate of tenured/tenure track faculty per teaching unit:<sup>1</sup>

credit cost, by faculty type						
2010-2011	Professor	Associate Professor	Assistant Professor	tenure track, average	Adjunct	Adjunct:TT
cost per TU, total salary	\$4,676	\$3,437	\$3,230	\$3,781	\$1,549	41%
cost per TU, teaching salary	\$3,095	\$2,240	\$1,900	\$2,412	\$1,308	54%

The School paid Adjuncts from \$1,000-2,000 per credit for studio teaching.

● 2011-2012:

PERMANENT FACULTY: Although the retirement of three senior faculty reduced the high and average pay rates of full Professors, raises were given to 78% of permanent faculty. This raised the School's average salaries above those of schools of architecture, both nationally and in the region and significantly improved their standing relative to their peers at this university:

average salary, by rank				
2011-2012	Professor	Associate Professor	Assistant Professor	average of averages
SoA:Arch southwest <sup>3</sup>	121%	107%	112%	113%
SoA:Arch national <sup>3</sup>	114%	109%	115%	113%
SoA:UofA <sup>4</sup>	85%	88%	90%	88%
	\$99,965	\$71,250	\$61,700	

ADJUNCT FACULTY: Pay rates were increased for Adjuncts, commensurate with their expanded roles and recognized status on the Faculty. Overall, pay per teaching unit was increased by 3% from the previous year, to \$1593/TU. However, relative to tenure track faculty, their pay declined: in 2010-2011, adjuncts made 41% of what permanent faculty were paid per credit; in 2011-2012 that fell to 31%.

credit cost, by faculty type						
2011-2012	Professor	Associate Professor	Assistant Professor	tenure track, average	Adjunct	Adjunct : TT
cost per teaching unit, total salary	\$7,981	\$3,746	\$3,486	\$5,071	\$1,593	31%

<sup>1</sup> A Teaching Unit (TU) is a measure of faculty teaching effort. In most courses, a faculty member's Teaching Units equal the students' Credit Units (CU); in some cases, such as when studio coordinators not only teach but plan and coordinate for a group of faculty, an additional unit is added to the Teaching Units of that coordinator.



*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.*

- See 1.5 Architectural Education and Society, above.

*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.*

- See above.

*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.*

- See above.

## *Changes in Program since last NAAB visit*

*For example: curricular changes, new / change in leadership, finances, faculty.*

- The School is re-building its research-based non-professional M.S. degree.
- RCM: In response to economic adversity, the University is changing to an accounting system called Responsibility Centered Management (RCM). In principle, every unit in the University will be calibrated to its current use; then held accountable in the future by receiving incentive funds for relative increases in student credits and degrees offered while being charged for costs (personnel, programs, space, and perhaps maintenance and operating). Academic programs were calibrated during 2009-2010; space during 2010-2011. The complex rules of RCM are different for undergraduate vs. graduate programs and are still subject to adjustment.
- STUDENT CITIZENSHIP: Our AIAS chapter has been changed from primarily a social to a service organization. The UofA chapter joins the other two chapters in the State in hosting a national AIAS forum in the Phoenix, December 2011. In this mode, the AIAS has become a partner to the faculty and staff in running the School.

Student service on Architecture's standing and ad hoc committees has been expanded. Every committee has student representation from all degree programs.

A student Citizenship program has changed student attitudes engendered by Differential Tuition and Program Fees. Seeing this surcharge as a kind of luxury tax, rather than an increase to basic tuition needed to offset falling State support, there emerged in 2009-2010 an attitude of resentment plus entitlement regarding these fees. In short, a culture developed that prompted students to behave like consumers, with the attendant expectations for customer support, rather than emerging scholars and professionals.

Giving students greater and genuine responsibility in the operation and culture of the School, while focusing the AIAS on service, has refocused attention on the collective good and restored a culture of professionalism and academic integrity. The Differential Tuition and Program Fees budget is reviewed with students twice a year, through the Dean's Advisory Council, in a context of overall spending strategies that will advance the strategic goals of the School.

2010-2011: The SUSTAINABILITY COMMITTEE won an \$18,000 grant from the University to install occupancy sensors to control lighting in all the studios of CALA East.

2011-2012: The SUSTAINABILITY COMMITTEE worked with Facilities and Maintenance to design and implement the light sensors.

## M.ARCH

### 1.4. Conditions/Criteria Not Met

#### I.2.4 Financial Resources

*[X] Financial Resources are inadequate for the program*

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

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

See B.ARCH, above, as both programs are run from one budget.

- 2011-2012: 95% of M.Arch students received institutional grants, averaging \$6,362.91 per student.

#### I.2.5 Information Resources

*[X] Information Resources are inadequate for the program*

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

- 2010-2011: Imagine system is taken off-line and staff member released who was managing it, to save money.
- 2011-2012: Director met with library staff. No funding is available for moving part of the collection and housing it closer to CALA.

#### A.2 Design Thinking Skills

*[X] Not Yet Met*

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

No response required.

#### A.3 Visual Communication Skills

*[X] Not Yet Met*

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

No response required.

#### A.4 Technical Documentation

*[X] Not Yet Met*

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

No response required.

#### A. 6 Fundamental Design Skills

*[X] Not Yet Met*

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

No response required.

A.7 Use of Precedents

[X] Not Yet Met

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

No response required.

A.8 Ordering Systems Skills

[X] Not Yet Met

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

No response required.

A.9 Historical Traditions and Global Culture

[X] Not Yet Met

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

- **2011-2012:** With a visiting Adjunct covering the first three history courses, refinements in scope and delivery are being postponed in anticipation of a tenure-track hire at the end of this year.

A.10 Cultural Diversity

[X] Not Yet Met

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

No response required.

A.11 Applied Research

[X] Not Yet Met

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

No response required.

B.1 Pre-Design

[X] Not Yet Met

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

No response required.

B.2 Accessibility

[X] Not Yet Met

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

No response required.

B.3 Sustainability

[X] Not Yet Met

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

No response required.

B.4 Site Design

[X] Not Yet Met

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

No response required.

B.5 Life Safety

[X] Not Yet Met

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

No response required.

*B.6 Comprehensive Design**[X] Not Yet Met*

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

**No response required.**

*B.7 Financial Considerations**[X] Not Yet Met*

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

**No response required.**

*B.8 Environmental Systems**[X] Not Yet Met*

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

**No response required.**

*B.9 Structural Systems**[X] Not Yet Met*

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

**No response required.**

*B.10 Building Envelope Systems**[X] Not Yet Met*

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

**No response required.**

*B.11 Building Service Systems integration**[X] Not Yet Met*

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

**No response required.**

*B.12 Building Materials and Assemblies Integration**[X] Not Yet Met*

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

**No response required.**

*C.1 Collaboration**[X] Not Yet Met*

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

**No response required.**

*C.2 Human Behavior**[X] Not Yet Met*

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

**No response required.**

*C.3 Client Role in Architecture**[X] Not Yet Met*

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

**No response required.**

*C.4 Project Management**[X] Not Yet Met***2011 Team Assessment** *The program has not yet reached the point in the curriculum when this course work is offered.***No response required.***C.5 Practice Management**[X] Not Yet Met***2011 Team Assessment** *The program has not yet reached the point in the curriculum when this course work is offered.***No response required.***C.6 Leadership**[X] Not Yet Met***2011 Team Assessment** *The program has not yet reached the point in the curriculum when this course work is offered.***No response required.***C.7 Legal Responsibilities**[X] Not Yet Met***2011 Team Assessment** *The program has not yet reached the point in the curriculum when this course work is offered.***No response required.***C.8 Ethics and Professional Judgment**[X] Not Yet Met***2011 Team Assessment** *The program has not yet reached the point in the curriculum when this course work is offered.***No response required.***C.9 Community and Social Responsibility**[X] Not Yet Met***2011 Team Assessment** *The program has not yet reached the point in the curriculum when this course work is offered.***No response required.***II.4.5 ARE Pass Rates**[X] Not Yet Met***2011 Team Assessment:** *There is no evidence that the program has made this information available.*

- **2011-2012:** ARE data is added to School's website.

## 1.5. Causes of Concern

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

- 2011-2012: The role and conception of Adjunct is changed. Prior to the arrival of the new Director, most Adjuncts were only expected to perform assigned teaching. With the School increasingly dependent of Adjunct faculty, their pay, role, and status were elevated. Adjuncts are now paid additional salary for Service and are assigned important pedagogical and service functions in the School.

Funded Research is expanded, with all Assistant Professors bring in grants.