

**University of Washington
Department of Architecture**

Visiting Team Report

Master of Architecture

Track I: (180 undergraduate quarter-hours credits in Architectural Studies plus 91 graduate quarter hour credits)

Track II: (180 undergraduate quarter-hours credits plus 145 graduate quarter hour credits)

The National Architectural Accrediting Board
26 February 2014

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

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I. Summary of Team Findings

1. Team Comments & Visit Summary

The team extends hearty appreciation to all who made our visit productive and enjoyable. The Architecture Program Report was very well prepared. The team room was a wealth of information, and additional requested resources were provided in a timely manner. Meetings with students and faculty were engaging and informative, and all participants honored the schedule that was set. We were even able to enjoy a brisk walking tour of the beautiful campus on an unseasonably warm and sunny winter day.

The Department of Architecture unquestionably embodies the vision and hard work of many individuals who have worked since the last visit in 2008 to ensure that financial resources are secure and managed; that a diverse faculty who are experts in their fields are empowered to share their gifts and cultivate it in others; and that facilities and technology suitably support learning and research activities.

The team specifically recognizes Chair David Miller for leading the vision. In an era of ever-changing demands and uncertain budget conditions, he is simply “making it happen”.

The Department’s vision over the past seven years has been a commitment to educating responsible professionals through a curriculum of craft and making. History and theory, as well as building systems, are integrated throughout the studio sequence. This focuses students on one basic question: “how do you make things?” The Department has reinforced this commitment through a specific curriculum; the selection of promising students; the retention and recruitment of expert and engaged faculty; and an investment in supporting technology.

Administration, faculty, and students alike share a mutual respect and enjoy the skill, thoughtfulness, and commitment of the other. All voiced desire to create more inter-disciplinary opportunities between departments within the College. Some already exist. Given the Department’s past record of turning desires into concrete actions, the Team is confident that this will be accomplished in the very near future.

The Department maximizes its deep roots in the Seattle community. These roots capture not only the physical place of the city, in which many studio project sites are located, but also the professional community within it, many of whom are Department alumni. Students benefit from an engaged network of local professionals through internships, mix & mingles, donor support, and adjunct faculty. This network may prove increasingly important as full time faculty are drawn away from practice into research activities.

Since most graduates stay in the Seattle area, the values and skills taught in the Department ultimately make their way back into the professional community. Also, since several Seattle firms have international practices, University of Washington graduates may be ideally suited to contribute.

2. Conditions Not Met

- B.2 Accessibility
- B.6 Comprehensive Design

3. Causes of Concern

A. Student diversity

According to recent statistical reports, the ethnic and racial diversity of the graduate architecture student body is much less than the diversity reported for the university's graduate programs as a whole.

B. Studio documentation and graphics

While Technical Documentation and Visual Communication skills are definitely demonstrated, studio documentation and graphics tend to be inconsistent and skills don't appear to improve over the course of the curriculum. The lack of presentation uniformity and rigor suggest that these important professional skills are not consistently reinforced by studio instructors.

C. Diversity of project sites

Most studio sites are of the same type: dense urban sites in the urban core of Seattle. A broader range of sites would provide students with the opportunity to assess and address different topographies and climates.

D. Conceptual design development

There may be a mismatch between the pedagogical strategy of trying to integrate so many issues in each studio and the reality of time available within a quarter system. Students need more time to fully explore and resolve various aspects of design.

E. Diversity of design approaches

Studio work exhibits a surprising level of homogeneity given the exceptionally wide range of faculty who regularly teach studio sections. Whether the proliferation of a specific design approach is intentional or accidental, it is the faculty's responsibility to expose students to diverse design approaches.

4. Progress Since the Previous Site Visit (2008)

2004 Criterion 13.14, Accessibility: *Ability to design both site and building to accommodate individuals with varying physical abilities*

Previous Team Report (2008): Design studios are noted as the primary source in the curriculum pertaining to accessibility. The program document for Arch 500 Architecture Design Studio notes, "code requirements relative to exiting and accessibility must be fully addressed." A life safety and accessibility summary page is included in the Arch 500 student materials, which provides very condensed criteria for accessibility. The studio projects on display for the team indicate varying levels of attention to accommodating individuals with varying physical abilities, but all indicate some effort to address the issue.

A workshop regarding accessibility is scheduled for spring quarter 2008. A workshop covering accessibility was given in autumn quarter 2006.

2014 Visiting Team Assessment: An intensive review of the accessibility criterion was particularly important in this visit since it had been found "not met" in several previous visits. It was clear that the series of accessibility workshops have improved the students'

understanding of accessibility, but the ability to make buildings and sites accessible as an integral part of building design was not evident in all projects. The 2014 Team is confident that the Department has made the commitment and enacted the resources to improve performance in this area.

2004 Criterion 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*

Previous Team Report (2008): Student projects exhibited were not complete in demonstrating evidence of the ability to assess, select and conceptually integrate kinds of building systems into building design. Student work exhibited from studio workshop courses 501 & 502 only partially met the criteria with regards to integrating building systems. More specifically, the student work did not demonstrate the abilities with regards to life-safety systems. The committee felt that the ability to conceptually integrate life safety systems is critically important. Other course work reviewed addressed life safety systems, however, did not address the integration and selection of the systems.

2014 Visiting Team Assessment: This criterion is now B.11, Building Service Systems Integration and is now met in ARCH 500 (Architecture Design Studio I (Urban Context)). The team credits improvement in this area to the Department's curricular strategy of emphasizing systems integration in all design studios.

II. Compliance with the Conditions for Accreditation

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

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

I.1.1 History and Mission: *The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.*

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

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

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

2014 Team Assessment: The history and mission of the institution and the program are well-articulated in the APR. That the program takes the University of Washington's Standard of Excellence as seriously as it does its own mission and values is evident in the program's recruitment and retention of expert and engaged faculty and in its commitment to educating responsible professionals. The Department's core value of an architecture that is ethical, cultural, and ecological informs all aspects of the curriculum.

I.1.2 Learning Culture and Social Equity:

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

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

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

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

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

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

2014 Team Assessment: The program adopted a comprehensive policy on Studio Culture in September 2008. The program also implemented a formal grading policy in September 2009, and thoroughly revised its Master of Architecture Program Procedures and Requirements in October 2011. The adopted policies are intended to foster a positive and respectful learning environment and appear to be effective. All policies are readily accessible online and regularly updated. Students, faculty, and staff appear well informed and supportive of these policies.

The program adopted a comprehensive and detailed diversity plan in May 2013 that is annually reviewed and updated. The policy specifically addresses faculty hiring, retention and development, student recruitment and support, and curricular diversity.

Other factors contributing to a positive and respectful learning environment are low student to faculty ratios in studio, and extensive participation of guest critics in studio reviews that enrich the studio learning experience and the student's connection to the professional community. Various venues for student and faculty engagement with the community also enrich the learning experience. Regularly scheduled public lectures and colloquia, as well as student and faculty led publications provide an effective venue for exchange of ideas outside the classroom.

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

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

[X] The program is responsive to this perspective.

2014 Team Assessment: The program is a contributing partner to the university's stated "vision and value" of environmental stewardship and sustainable building practices articulated on the university web site. The program has partnerships with programs outside the college, with cross-listed course offerings and joint faculty appointments; faculty and staff have voiced a desire to strengthen these even further. The program's various research centers serve as potential conduits for engagement with other academic disciplines in the university, as well the community at large. The program contributes to the university's intellectual life through the sharing of courses and sponsorship of regular public lectures and exhibits. Faculty participates in university governance through faculty senate and the students through the Associated Students organization. The faculty and students also have a strong voice in the governance of the college.

- B. **Architectural Education and Students.** That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-

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

worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

[X] The program is responsive to this perspective.

2014 Team Assessment: Students demonstrated a clear self-worth that is the result of the healthy studio environment, provided by the open and collaborative nature in which the students work. Almost all students reported having studied, or plans to study, abroad, and that their study abroad experience broadened their outlook on the profession and study of architecture. Students are encouraged to pursue classes that relate to their interest, and are given flexibility through electives, “selectives”, and studio projects to do so. Through exposure to the profession through both classes and social gathering opportunities, students are prepared to enter the profession with basic knowledge of its framework.

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

[X] The program is responsive to this perspective.

2014 Team Assessment: The hallmark of the university’s M. Arch. program is to prepare its students for the profession or architecture. This has been, and remains, the case today.

The clear majority of students decide on attending the program for the sole purpose of becoming a licensed architect. The students are very aware of the process of architectural registration that is required both within the state of Washington (where many intend on practicing) as well as throughout the United States. The department’s faculty Internship Development Program coordinator helps students plan for internship and licensure after they graduate. The IDP coordinator holds regular information sessions and consults individually with students. Additionally, the Professional Advisory Committee (PAC) recently began an internship program for all of the students following their Preparatory Year. This provides these students with valuable insight into the profession prior to joining the 2+year cohort. All M. Arch. students are not only aware of IDP, but many of them are enrolled within IDP prior to their first internship.

Much of this material regarding IDP and licensure is presented through the required Professional Practice course, where the students gain an understanding of how the regulation of architecture operates. This is further enhanced through the “selective” Professional Practice courses where students can further their understanding of a particular area of interest regarding the professional and regulatory environment.

The department does not formally track their graduates who take the Architecture Registration Exam. Through on-site conversations, the graduates of the program feel prepared and have good success rates at passing the exam in a timely manner.

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

needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

[X] The program is responsive to this perspective.

2014 Team Assessment: The Arch 571 Professional Practice course challenges students to understand the diverse and collaborative roles that architects are required to assume in practice. Many faculty members maintain practices in addition to their academic work, giving students active relationships with working professionals. The Professional Advisory Council (PAC) continues a strong relationship with the program by managing the internship program that is offered to all students in the 3+ degree track after their first year and by maintaining an active presence in various program activities. Overall, coursework and studio projects on sustainability, technology, and collaboration prepare students well for the profession.

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

[X] The program is responsive to this perspective.

2014 Team Assessment: The department creates a strong connection to the public good through design studios, coursework, and international programs. A number of design studios present the complexity of community and environmental issues in which architects engage including ARCH 500 (Public Buildings in Urban Context), the Design-Build Studio, and the Storefront Studio. In these contexts, students gain firsthand experience with active and engaged citizens within their local community.

Courses such as ARCH 571 (Professional Practice), ARCH 591 (Architecture and Landscape), ARCH 531 (Active Control Systems), and ARCH 590 (Urban and Preservation Issues) provide students an understanding of pressing environmental, social, and economic challenges through design. Further engagement in these topics is demonstrated throughout the design studio sequence.

Furthermore, the department has a significant foreign studies program that is highly valued by both the faculty and the students as a means of gaining new cultural perspectives. International travel opportunities of two weeks to an entire quarter in length are provided for students to Japan, India, Mexico, Australia, Scandinavia, and Rome.

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

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

2014 Team Assessment: The program has had a long-range planning process in effect since spring 2007, documented in the program APR. The long-range planning document was updated in spring 2013. The document identifies six multi-year objectives that are annually assessed and updated by the program's standing Strategic Planning Committee based on extensive input from all constituents in the

college. The long-range planning document is meant to reflect the collective values of the program seen in the context of the college, university and larger regional, national and international professional and academic communities.

I.1.5 Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
 - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
 - *Individual course evaluations.*
 - *Review and assessment of the focus and pedagogy of the program.*
 - *Institutional self-assessment, as determined by the institution.*

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.

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

2014 Team Assessment: The program has had a self-assessment process in place since spring 2007, documented in the program APR. The program uses four different means of self-assessment. These are program retreats, Professionals Advisory Council review and input, student input, and College-wide interdisciplinary strategic planning efforts. The program has conducted four faculty and staff retreats since 2008. Each retreat has led to adjustments and changes that also incorporate input from the other three modes of self-assessment used. In addition, the University of Washington has a mandatory ten-year cycle program review policy. The program successfully underwent its most recent Academic Program Review in 2011-2012.

PART ONE (I): SECTION 2 - RESOURCES

I.2.1 Human Resources & Human Resource Development:

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

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

2014 Team Assessment: The program has over 28 ladder-ranked faculty, over 40 part-time faculty, and a number of affiliate faculty at various ranks. The program has managed to maintain a low student to faculty ratio in its studio classes (11 to 1 or below on average). The faculty actively pursues research and/or professional practice.

The University of Washington's Academic Human Resources office provides policies and procedural guidelines for faculty and academic staff regarding search and hire, reappointment, promotion and tenure, leaves, retirement, and complaint resolution. The university also provides support to the faculty and staff through the Office of Research, Equal Opportunity and Affirmative Action, Disability Services, and the Center for Teaching and Learning Technologies that provides instructional development support to faculty and teaching assistants. All policies and procedural guidelines are available online.

The program provides financial assistance to the faculty for presentation at academic conferences and professional meetings. There are a few and modest internal grants available for faculty development from the university and the program. Other faculty support venues include: annual faculty development course releases for tenured and tenure-track faculty, permanent appointments below 1.0 FTE for faculty with professional practices, regular sabbatical leaves, and the potential to apply for release time to pursue research projects. Faculty course load is consistent with comparable academic institutions.

The program has a mentoring structure in place for tenure-track faculty. The program has a clear student advising structure in place for its degree programs. The program has a qualified faculty IDP Coordinator who attends the annual IDP coordinator conferences. Budget cuts since 2008 have

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

been addressed by reducing program staff instead of faculty lines or student amenities. This has increased the workload of the current staff, which is potentially not sustainable in the long term.

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

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

2014 Team Assessment: The program's admissions policies and procedures for all degree programs are documented in the APR and available online. The program offers various scholarships to the incoming students. The program has an effective advising structure in place to help students with admission and academic progress through the various degree programs. The university provides additional student support through the UW Counseling Center, the Career Center, as well as Minority Affairs, Special Services and Disabled Student Services. In addition to studio and classroom instruction on campus, the program offers a number of study abroad programs that are well attended by the students.

I.2.2 Administrative Structure & Governance:

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

[X] Administrative Structure is adequate for the program

2014 Team Assessment: The program has a clear administrative structure consisting of a Chair, Associate Chair/Graduate Program Coordinator, and Director of Student Services/Undergraduate Program Coordinator. Four professional staff and 3 classified staff provide support to the students, the faculty and the program administration. The program appears to have a strong voice in the college through the College Executive Council, the College Council, and various college committees. In addition to the chair, the various administrative officers of the program have clearly defined responsibilities as outlined in the APR.

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

[X] Governance opportunities are adequate for the program

2014 Team Assessment: The program faculty appears to have a strong voice in the academic affairs of the program, specially curriculum, tenure-track appointments, and tenure/promotion decisions. The chair has autonomy in temporary faculty appointments, faculty teaching assignments, and budgetary allocations. The department's Executive Committee advises the chair in these matters. Staff is represented on the Executive Committee. The department has 8 standing committees, as well as temporary ad hoc committees. Student participation and input is channeled through the Student Advisory Council. Faculty, staff and students have a strong voice in program long-range planning and

self-assessment processes. The various constituents verified their participation and input in interviews with the visiting team.

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

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

[X] Physical Resources are adequate for the program

2014 Team Assessment: The program physical resources extend over two buildings, Gould Hall and Architecture Hall (renovated in 2006-2007). Architecture studio spaces are located in Architecture Hall, along with faculty offices, the Design Machine Group and design computing facilities, review/exhibition spaces, university general-purpose classrooms, a lecture hall, and a coffee shop.

The studio spaces appear to be sufficient, properly equipped, and well-used. All tenure and tenure-track faculty are assigned a private office. The program's administrative offices are located in Gould Hall and appear to be adequate. The program's Wood and Metal Shops, along with the Visual Resources Collection, Built Environments Library and other support spaces are also located in Gould Hall.

Although the program's physical resources extend over two buildings, this does not appear to be a hindrance to students, faculty, or staff. In addition, the program's Integrated Design Lab facilities are at the Bullitt Center, located outside the university campus.

The program's exhibit space will be enhanced with the construction of Gould Pavilion beginning summer 2014. This repurposed space in Gould Hall will provide 1,000 square feet of instructional space and 1,300 square feet of secure gallery space that fronts a public walk.

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

[X] Financial Resources are adequate for the program

2014 Team Assessment: Based on the information included in the APR and onsite interviews with university, college and program administrators, the program's financial resources are adequate at this time. The program's salaries budget has seen a modest annual increase since the last accreditation visit (approximately 4% a year). The annual increase has not kept pace with rising costs. The program's allocated operations budget has seen a sharp decline since academic year 2010-2011 (approximately 71%). Although the program's allocated operations budget has been and is now extremely low, the program supplements its operations budget shortfall with revenues from fee-based courses, research, cost recovery, endowment revenue, and gifts. Overall, the program's expenditure per student, per year is adequate (\$11,622 in academic year 2012-2013).

The university implemented a new activity-based budgeting system in 2013. The impact of the new system on the program is uncertain at this point. Comparative data on expenditures per enrolled student from other units in the university is not collected by the university and therefore, could not be provided. Capital improvements are budgeted and coordinated by the dean's office.

I.2.5 Information Resources: *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

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

[X] Information Resources are adequate for the program

2014 Team Assessment: The College has a dedicated branch library in Gould Hall serving all the students and faculty in the college. The Built Environments Library (BEL) is a branch of the University of Washington Libraries. It is staffed and budgeted by the university library system. The BEL has a total collection of approximately 51,232 volumes. The collection as well as the facilities is adequate to the needs of the program. The BEL is open 65 hours per week during the regular academic year, 40 hours per week during the summer quarter, and 20 hours during interim periods.

The BEL staff is made up of 1 full-time librarian, 1.5 full-time library technicians and 4-5 student assistants each quarter during the regular academic year. Reductions to the library budget since 2008 have led to cuts in BEL staff. This has increased the workload of the current staff, which is potentially not sustainable in the long term.

The College also has a dedicated Visual Resources Collection (VRC), located in proximity to the BEL in Gould Hall. The VRC has approximately 119,000 digital images and approximately 130,000 35mm items. In addition, students and faculty have access to different online digital image collections. The VRC staff is made up of 1 full-time librarian, a half-time library technician and one or more student assistants each quarter during the regular academic year.

PART I: SECTION 3 -REPORTS

I.3.1 Statistical Reports³. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

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

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

2014 Team Assessment: The Statistical Reports and NAAB Responses are available for the public to view and are easily obtainable on the department website. The department of architecture has provided these reports on an annual basis since the previous visit.

I.3.2. Annual Reports: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

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

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

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

[X] Annual Reports and NAAB Responses were provided and provide the appropriate information

2014 Team Assessment: The Annual Reports and NAAB Responses are available for the public to view and are easily obtainable on the department website. The department of architecture responded to each of the conditions not met and causes of concern during the previous NAAB visit and has provided an annual response for each.

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

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

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

2014 Team Assessment: This condition is met with Distinction. The faculty's resumes as well as their professional and academic achievements since the last accreditation visit, showcased in the faculty exhibit, indicate an exceptionally wide range of academic backgrounds and expertise. All faculty have a terminal degree in their area of expertise, and fourteen T/TT faculty have a doctorate degree. The faculty continue to be very productive and actively engaged in research and/or professional practice. Most part-time and adjunct faculty are members of the professional community in Seattle and are well integrated into the curriculum.

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

PART ONE (I): SECTION 4 - POLICY REVIEW

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

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

2014 Team Assessment: All required policy documents were either provided within the APR, or made available for the team's reference within the team room.

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PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

Realm A: Critical Thinking and Representation:

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

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

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

[X] Met

2014 Team Assessment: This condition is met in ARCH 595/599 (Thesis Research and Preparation), ARCH 571 (Professional Practice), and the entire design studio sequence.

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

[X] Met

2014 Team Assessment: Design thinking skills are met in ARCH 700 (Master's Thesis). The students pose questions, research diverse points of view, and use diagrams and analysis to interpret information. Students reach well-reasoned conclusions in the thesis process.

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

[X] Met

2014 Team Assessment: The condition is met in ARCH 500 (Architectural Design Studio I (urban context)) and Arch 590 (Urban & Preservation Issues in Design), as documented in the wide range of projects reviewed.

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

[X] Met

2014 Team Assessment: This condition is met in ARCH 503 (Architecture Design Studio Options (Comprehensive)).

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

[X] Met

2014 Team Assessment: This condition is met in ARCH 595/599 (Thesis Research and Preparation). Specifically, work demonstrates ability to gather, assess, record, apply, and comparatively evaluate relevant information.

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

[X] Met

2014 Team Assessment: The condition is met through ARCH 501 (Architecture Design Studio II (Tectonics)). This studio focuses on environmental determinants as well as the role of structure as an expressive means for architectural form.

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

[X] Met

2014 Team Assessment: This condition is met in ARCH 501 (Architecture Design Studio II (Tectonics)) and ARCH 570 (Design Development). Further, historical precedents are broadly addressed in ARCH 595/599 (Thesis Research and Preparation).

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

[X] Met

2014 Team Assessment: This condition is met in ARCH 503 (Comprehensive Studio) where student work demonstrates understanding of natural and formal ordering systems. Student work in ARCH 521 (Structural Design) demonstrates understanding of structural ordering systems.

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

[X] Met

2014 Team Assessment: This condition is met in ARCH 350 (Architecture of the Ancient World), ARCH 351 (Romanesque, Gothic, and Ren. Arch), and ARCH 352 (History of Modern Architecture). The program offers a wide range of courses in the history and theory of architecture, a number of which cover non-western tradition in depth. Students are required to select and complete two courses from the history and theory of architecture course offerings.

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

[X] Met

2014 Team Assessment: The condition is met through the site selections, and consequent demographic base, in the required ARCH 500 (Architecture Design Studio I (Urban Context)). Through site analysis and observation, and resident interviews, students are exposed to varying social and spatial conditions.

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

[X] Met

2014 Team Assessment: This condition is met in ARCH 595/599 (Thesis Research and Preparation) and ARCH 700 (Master's Thesis). Students' projects indicate understanding of the role of applied research.

<p>Realm A. General Team Commentary: Critical thinking and representation are explored throughout the curriculum in design studios, thesis research, and history and theory courses. Students use these skills to engage culture, the environment, and building systems in the design of their buildings. See also Causes of Concern for team comments related to studio documentation and graphics as well as the homogeneity of design approaches.</p>

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

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

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

[X] Met

2014 Team Assessment: The condition is met through the ARCH 595/599 (Thesis Preparation/Independent Thesis) courses, as students form the introductory basis of their thesis. Students define their own site, program, user groups, and design methodology.

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

[X] Not Met

2014 Team Assessment: This condition is not met at the level of ability. Work produced in architectural design studios demonstrates an understanding of accessibility through some provisions for accessible toilets and building entrances. However the ability to make buildings and sites accessible as an integral part of building design was not evident in all projects. For example, auditorium projects did not make provisions for accessible seating or sightlines; residential projects did not respect accessibility impacts on furniture arrangements; and site circulation paths did not always consider slope requirements. It was clear that the series of accessibility workshops have improved the students' understanding of accessibility. The 2014 Team is confident that the Department has made the commitment and enacted the resources to improve performance in this area.

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

[X] Met

2014 Team Assessment: The emphasis of sustainable design clearly remains a hallmark of the program, and this condition is Met with Distinction. The work provided through the ARCH 502 (Sustainability Studio), the complementary support course ARCH 591 (Architecture and Landscape), as well as the work provided in ARCH 503 (Comprehensive Studio) clearly provides evidence that this

condition has been met. Additionally, a number of elective courses further support specialization within this condition.

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

[X] Met

2014 Team Assessment: This condition is met in the work presented in ARCH 502 (Sustainable Design Studio) and ARCH 591 (Architecture and Landscape). See also Causes of Concern for team comments related to the limited diversity of project sites studied.

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

[X] Met

2014 Team Assessment: This condition is met in ARCH 500 (Architecture Design Studio I (Urban Context)).

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

A.2. Design Thinking Skills

B.2. Accessibility

A.4. Technical Documentation

B.3. Sustainability

A.5. Investigative Skills

B.4. Site Design

A.8. Ordering Systems

B.7. Environmental Systems

A.9. Historical Traditions and Global Culture

B.9. Structural Systems

B.5. Life Safety

[X] Not Met

2014 Team Assessment: Student projects did not consistently demonstrate the ability to produce a comprehensive architectural project. A clear understanding of the various systems is evident throughout the curriculum, as is an attempt to integrate the M. Arch. However, a clear ability to integrate these within the context of a single project was not found.

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

[X] Met

2014 Team Assessment: This condition is met in ARCH 571 (Professional Practice).

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

[X] Met

2014 Team Assessment: This condition is met in ARCH 503 (Architecture Design Studio (Comprehensive)), which gives students the opportunity to explore the relationship between architectural design and passive heating and cooling, and daylighting. It is also demonstrated in ARCH 533 (Advanced Environmental Systems) which teaches students techniques to evaluate performance of lighting, thermal analysis and solar analysis.

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

[X] Met

2014 Team Assessment: The condition is Met with Distinction through ARCH 521 (Structural System Design) which gives students an understanding of structural principles. Students complete a schematic design that integrates the structural design with the architecture in a meaningful way.

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

[X] Met

2014 Team Assessment: This condition is Met with Distinction. The act of making continues to be a staple of the program. Through the work presented in ARCH 531 (Active Control Systems) and ARCH 533 (Advanced Environmental Systems), students continue to develop a strong understanding of the building envelope systems and effectively incorporate this knowledge into their design work.

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

[X] Met

2014 Team Assessment: This condition is met in ARCH 500 (Architecture Design Studio I (Urban Context)).

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

[X] Met

2014 Team Assessment: The integration of building materials and assemblies is taught through ARCH 501 (Architecture Design Studio (Tectonics)), in conjunction with ARCH 570 (Design Development). Students learn through readings and through making in ARCH 570 while they apply

knowledge gained to the ARCH 501 studio project. Reuse of materials is considered in ARCH 538 (Building Reuse Seminar).

Realm B. General Team Commentary: This realm, perhaps more than any other, embodies the department's vision and commitment to educating responsible professionals who will meaningfully contribute to society. Student work throughout the curriculum exhibits a very strong understanding and integration of building structural and environmental systems. It is no surprise that three conditions within this realm were cited as Met with Distinction, as they represent the department's dedication to an architecture that is as expressive as it is environmentally conscious.

Realm C: Leadership and Practice:

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

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

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

[X] Met

2014 Team Assessment: Students are collaborating on a number of different levels, through many different facets throughout the design process. The work presented in ARCH 500 (Public Buildings in Urban Context) showcases this work, as do a number of the option studios that travel abroad. The department is part of a larger college that offers some opportunities for interaction, and students voiced a desire to create even more.

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

[X] Met

2014 Team Assessment: This condition is met at various levels of the curriculum. A number of required or prerequisite courses in architecture address history, theory and sociocultural issues in relation to the discipline, in particular Arch 350 (Architecture of the Ancient World) and Arch 360 (Introduction to Architectural Theory). Arch 595/599 (Thesis Research and Preparation) also addresses human factors related to architectural design.

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

[X] Met

2014 Team Assessment: The work presented in ARCH 571 (Professional Practice) demonstrates an understanding level of this criterion.

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

[X] Met

2014 Team Assessment: An understanding of Project Management was met through a Mock Job Talk Assessment, as a part of ARCH 571 (Professional Practice), for two different higher education clients who propose to build two very similar projects in different communities. A realistic request for proposal was provided. This is a good demonstration of how architects are selected for publicly funded projects.

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

[X] Met

2014 Team Assessment: Understanding Practice Management is accomplished through lecture and assigned readings in ARCH 571 (Professional Practice). The Managing Principal from an established firm gave the lecture which was followed by a Job Talk Practice session with students.

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

[X] Met

2014 Team Assessment: This criterion is met in ARCH 571 (Professional Practice) and throughout the studio sequence.

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

[X] Met

2014 Team Assessment: The work presented in ARCH 571 (Professional Practice) demonstrates an understanding level of this criterion.]

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

[X] Met

2014 Team Assessment: The condition is met through the documentation provided for the required course, ARCH 571 (Professional Practice).

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

[X] Met

2014 Team Assessment: The condition is met through the documentation provided for the required course, ARCH 571 (Professional Practice).

Realm C. General Team Commentary: Commensurate with the department's vision and commitment to educating responsible professionals, students demonstrate a solid understanding of leadership and practice issues. Students benefit from an engaged network of local practitioners through internships, mix & mingles, donor support, and adjunct faculty. They are prepared to readily contribute to the practice of architecture.

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PART TWO (II): SECTION 2 - CURRICULAR FRAMEWORK

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

[X] Met

2014 Team Assessment: In January of 2014, the University of Washington was reaffirmed accreditation by the Northwest Commission on Colleges and Universities.

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

[X] Met

2014 Team Assessment: The M. Arch. students have a rather formal and rigorous curriculum with which a clear majority of students are able to keep on track. The 2+year program curriculum includes 95 required course credits, including thesis. Generally, this degree can be fulfilled in 7 quarters. The curriculum for the 2+year program is identical to that of the 3+year program, excluding the Preparatory Year. Both cohorts combine at the beginning of Year 1.

The graduate department of architecture provides multiple avenues for students to further individual interests. In addition to general elective courses, M. Arch. students have the ability to take "selective" courses to broaden their understanding on a particular area of interest. These "selective" courses are required credit hours focusing on architecturally related content that often succeed a required foundation course within the same content area. Graduate seminar selectives cover a wide range of topics but all emphasize two important aspects of architectural education: verbal communication and writing skills. Selective courses are offered for content areas in Professional Practice, Design Technology, and History and Theory.

Though the curriculum limits availability and flexibility for students, and very few students take advantage of the opportunity, the department does offer M. Arch. candidates the opportunity to acquire specialized interdisciplinary certificates as well as the opportunity to pursue both formal and informal concurrent degrees with others departments within the college.

II.2.3 Curriculum Review and Development

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

[X] Met

2014 Team Assessment: The program has an effective curriculum review and development process in place. The program has a standing curriculum committee whose members represent the various areas of the curriculum. The program uses four different means of self-assessment. These are program retreats, Professionals Advisory Council review and input, student input, and College-wide interdisciplinary strategic planning efforts. The program has conducted four faculty and staff retreats since 2008. Each retreat has led to adjustments and changes that also incorporate input from the other three modes of self-assessment used. There are multi-step approval processes for curricular changes that begin with review and approval by the curriculum committee.

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

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

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

[X] Met

2014 Team Assessment: The program has a comprehensive admission process in place that includes different levels of review. All applicants to the 2+year M. Arch. program must demonstrate they meet the specified criteria for the university Graduate School and that they have completed an extensive list of courses equivalent to those completed by the students the BA in Architectural Studies degree the university offers. These include architectural design studios, structures, building materials and assembly, environmental controls, architectural graphics, architectural history, and others.

The program does not generally grant advanced standing to students in the accredited M. Arch. program. To receive advance standing, students must request a waiver for each required course previously completed through a multi-step process. Students requesting a waiver must first obtain approval from the faculty member who teaches the course, and then from the graduate adviser or the graduate program coordinator.

PART TWO (II): SECTION 4 - PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

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

[X] Met

2014 Team Assessment: The text required to meet this condition is posted on the department website and no reference to the other degree programs offered by the department are made on this page.

II.4.2 Access to NAAB Conditions and Procedures

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

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2014 Team Assessment: The department website is a great source of information for prospective students and parents as well as current students and faculty. This resource is used extensively by the current student body and clearly directs users to the NAAB website where the 2009 Conditions for Accreditation and the current edition of the NAAB Procedures for Accreditation are able to be referenced and downloaded for further reference.

II.4.3 Access to Career Development Information

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

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

www.NCARB.org

www.aia.org

www.aia.org

www.acsa-arch.org

[X] Met

2014 Team Assessment: The program has made the required resources available through the department website, which is easy to navigate and readily available to students, parents, staff, faculty, and others. Websites are clearly listed and resources are available to be referenced and downloaded for future reference.

II.4.4 Public Access to APRs and VTRs

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

All Annual Reports, including the narrative

All NAAB responses to the Annual Report

The final decision letter from the NAAB

The most recent APR

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

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

[X] Met

2014 Team Assessment: The department website clearly directs students and prospective students to the terms of accreditation and references each of the required documents on their website for download and reference.

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education.

Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

[X] Met

2014 Team Assessment: The department website clearly directs students and prospective students to the NCARB website where ARE pass rates are available for reference.

III. Appendices:

1. Program Information

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

A. History and Mission of the Institution (I.1.1)
Reference University of Washington, *APR*, pp. 2-3

B. History and Mission of the Program (I.1.1)
Reference University of Washington, *APR*, pp. 3-4

C. Long-Range Planning (I.1.4)
Reference University of Washington, *APR*, pp. 26-27

D. Self-Assessment (I.1.5)
Reference University of Washington, *APR*, pp. 27-31

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2. **Conditions Met with Distinction**

- I.3.D Architectural Education and the Profession
- I.2.2 Administrative Structure
- I.3.3 Faculty Credentials
- B.3 Sustainability
- B.9 Structural Systems
- B.10 Building Envelope Systems

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2. The Visiting Team

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IV. Report Signatures

Respectfully Submitted,



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