Visiting Team Report

University of Washington
Department of Architecture

Master of Architecture

Visit Dates: April 27-29, 2022

National Architectural Accrediting Board, Inc.

Visiting Team Report (VTR)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

To be completed by NAAB Staff:

Institution	**University of Washington**
Name of Academic Unit	Department of Architecture
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:* *150 semester undergraduate credit hours* *Undergraduate degree with architecture major + 60 graduate semester credit hours* *Undergraduate degree with non-architecture major + 90 graduate semester credit hours)*	☐ Bachelor of Architecture Track: ☒ Master of Architecture Track I: Undergraduate degree with non-architecture major + 135 graduate quarter credit hours Track II: Undergraduate degree with architecture major + 90 graduate quarter credit hours ☐ Doctor of Architecture Track: Track:
Application for Accreditation	**Continuing Accreditation**
Year of Previous Visit	2014
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term)
Program Administrator	Robert B. Peña Graduate Program Director
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Kathrina Simonen, AIA, SE Chair
Chief Academic Officer of the Institution	Mark Richards, University Provost
President of the Institution	Ana Mari Cauce, University President

I. Summary of Visit

a. Acknowledgments and Observations

Our team thanks the University of Washington Department of Architecture for all their efforts facilitating a virtual visit, including the meetings and documentation, and responsiveness to our questions. A special thanks to Department Chair, Kate Simonen, and Program Manager, Shanna Sukol for the invaluable assistance they provided that helped make our review and visit go smoothly. We would also like to thank everyone who made themselves available to meet with us, and for their candor and depth of reflection. We appreciated the opportunity to experience and hear about the collegiality of the department and its learning communities.

The team and the program have been in dialog about how to interpret and respond to the newest version of the NAAB Conditions with productive discussion about the NAAB's shift from a process in which visiting teams perform assessment based on examination of student work, to a process where the team evaluates assessment performed by the program.

Like all architecture programs, the Master of Architecture program at the University of Washington has been impacted by public health conditions caused by Covid in numerous ways. We learned about many of the strategies and successes in pivoting to remote teaching and learning. We recognize that the program is still implementing its return to campus and is in the process of making adjustments that will allow it to take full advantage of future in-person and hybrid engagement.

The team was particularly impressed with the program's partnerships with Seattle's architectural profession and public sector, and its focus on sustainability of the built environment.

b. Conditions Not Achieved

4.2 Professional Degrees and Curriculum

4.3 Evaluation of Preparatory Education

5.2 Planning and Assessment

SC.6 Building Integration

II. Progress Since the Previous Site Visit

2009 Student Performance Criterion 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.

Previous Team Report (2014): 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.

Team Assessment: The APR outlines the program's efforts since 2015 to address B.2 Accessibility through targeted workshops, changes to curriculum and improved coordination and oversight of the ARCH 503 Integration Studio II and ARCH 504 Integration Studio III sequence. The APR states that after significant changes to the design curriculum a review of student ability to design for accessibility found that there is still a need to "Increase clarity of expectations for faculty and students on what is sufficient to meet the learning objectives." (APR, pp 3-4).

The team confirmed that the program meets the 2020 Condition SC.5 Design Synthesis which ensures students develop the ability to synthesize accessible design into architectural projects.

2009 Student Performance Criterion 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

A.4. Technical Documentation

A.5. Investigative Skills

A.8. Ordering Systems

A.9. Historical Traditions and Global Culture

B.5. Life Safety

B.2. Accessibility

B.3. Sustainability

B.4. Site Design

B.7. Environmental Systems

B.9.Structural Systems

Previous Team Report (2014): 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.

Team Assessment: The APR acknowledged that uneven evidence of student integration of all systems in a single design project (a requirement of the 2009 Conditions) was the basis for a Not Met assessment of SPC B.6 Comprehensive Design by the 2014 Visiting Team. The APR reports that the program implemented improved studio coordination and developed a new curriculum that was focused on meeting the 2014 Conditions, in which systems integration could be achieved in multiple courses.

The team confirmed that the program meets the 2020 Condition SC.5 Design Synthesis which ensures students develop the ability to synthesize user requirements, regulatory requirements, site conditions, accessible design, and consideration of the measurable environmental impacts of their design decisions. In addition, the team found that the program ensures that students integrate building envelope design that incorporates sustainability and technical documentation.

III. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program as a result of changes in the Conditions is required.

Team Assessment: Comprehensive curricular changes described in the APR were made, in part, as a response to the 2014 Conditions. The 2020 Conditions did not have major implications to the curricular changes that were implemented.

The main areas the program identified to address in response to the 2020 Conditions are in the realms of planning, assessment of student outcomes, and the documentation of incremental change. The program created an ad hoc committee in Spring 2020 to begin the review of the integrated studios, ARCH 503 Integration Studio II and ARCH 504 Integration Studio III, where many of the PCs and SCs are addressed. The committee chair established a rubric for evaluation and all committee members reviewed a random selection of relevant work from AY19-20. The chair synthesized the responses and drafted a list of recommended changes/improvements for the following academic year. The same method of evaluation was repeated in Spring 2021 and Spring 2022, which found that the recommendations from the prior years had been implemented, leading to a higher level of PC and SC achievement.

An Assessment Committee was also appointed to look at the program as a whole which standardized syllabi and created an assessment report template to guide the process over the coming years. Adaptation to the 2020 Conditions is still actively taking place. Upcoming changes to be implemented are a standing assessment committee, hiring staff to record continued program assessment, developing a survey to assess student success, developing metrics to track student performance post-graduation, and conducting a training workshop for staff involved in planning for and alignment with NAAB Conditions.

IV. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

[X] Described

Program Response: The Department of Architecture is fortunate to be part of a premier public university located in the heart of a vibrant city with a stunning natural environment and a progressive innovation-oriented economy. Students are drawn to the region's beauties, and to our campus, by their strong sense of place. The program orients towards our professional responsibility to re-create a built environment that is back in balance with planetary systems. We benefit in this mission from a partnership with a forward-thinking and engaged professional community. Together we are educating the next generation of architects with the best current knowledge, and fostering their capacity to innovate and create a better world.
The department is located within the College of Built Environments, affording it interdisciplinary opportunities with urban design and planning, landscape architecture, construction management, and real estate. Our new dean has set an agenda with equal emphasis on addressing social justice and equity as well as environmental crises. These priorities resonate well with university initiatives already underway, and with long-held departmental values.

The balance between independent agency and institutional connections became clear in confronting the pandemic and social crises of 2020. The rapid shift to remote coursework was addressed at all levels of the institution in important and coordinated ways, but was executed by the department as a committed faculty/staff unit. We are not alone in having succeeded, but being a part of the University of Washington, whose public health researchers were among the national leaders, gave us confidence, purpose, and pride.

Analysis/Review: Located in the heart of Seattle, the University of Washington is a public research university serving just under 60,000 students. The main campus was established in 1909 just north of downtown and is the only major university in the greater Seattle area. The primary mission of the University of Washington is the preservation, advancement, and dissemination of knowledge. This is reflected in the College of Built Environment's mission that highlights education, research, and engagement, in parallel with that of the department.

Founded in 1914, the Department of Architecture has a long history of participation in the growth and development of the university, both academically and physically. The faculty of the department benefits the university primarily through leadership in environmental stewardship and sustainable building design, and by sharing expertise through engagement with critical urban and regional issues. More direct benefit

to the university is faculty engagement in the Faculty Senate and its various councils, as well as other advisory committees. The department also benefits from being part of a large university context, for key reasons such as reputation, geographical uniqueness, and diversity in ideas and perspectives. The Department has also had a long history of connection with other departments, such as the Department of Art History. These sorts of synergies have led to interdisciplinary courses and research projects.

The program focuses on fostering an architectural education that develops disciplinary knowledge and enables students to seek meaningful professional employment. There are various opportunities for students and faculty alike to enrich their learning experience both inside and outside the classroom. A significant example is encouragement to begin and complete the Architectural Experience Program (AXP). Many courses include hands-on application, research, or field work and out-of-class engagement. Many events, such as lectures, career development sessions, and portfolio reviews are organized by the Professional Advisory Committee (PAC). The PAC is also a strong partner in creating a summer internship opportunity for students entering the 3-year Master of Architecture program. Additionally, there are periodic field trips and international opportunities that provide immersive learning experiences. The engagement doesn't end with students; faculty prepare annual activity reports about their research, professional activity and service as integral components of the program.

2—Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments**.** Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

[X] Described

Analysis/Review: **Design:** The APR identifies design as the "core value" of the department. The curriculum centers around the idea that design must not only be creative; it must also integrate a variety of physical and socio-cultural factors. The design studios are central to the curriculum and linked together in a series that develops student understanding of the design process beginning with foundational skills and leading to exploration and independent thesis studios. Beyond the curriculum, the program's location in the Puget Sound region provides a strategic opportunity for engagement in professional discourse about design leadership. The program honors recent graduates who have emerged as leaders early in their careers as well as experienced alumni who have reached a high level of distinction and recognition for architectural design. Public lecture series, events, and galleries of student work share the program's commitment to design with a wider audience. Each year the Professionals Advisory Council (PAC) sponsors an exhibition of innovative design work from the region's firms.

Environmental Stewardship and Professional Responsibility: The surrounding environmental context of the University is a large influence on the program's commitment to "advance the reach of our college and body of work, especially around climate solutions," as stated in the CBE strategic plan. The regional architecture community are leaders at the forefront of sustainability. Practitioners with this expertise often visit the program and review student work. In collaboration with AIA Seattle the AIA + 2030 Professional Series was formed. This curriculum consisted of ten sessions on energy and building performance that was later developed into a National AIA program. Several faculty members' research focuses on issues of sustainability and environmental stewardship which helps shape students' learning. In the curriculum redesign, sustainability was no longer taught as a discrete topic, but instead as an integral element in each studio as well as throughout the design technology courses. The Department has played a

substantial role in the strategic framework for the College and has committed to a three-to-five-year focus on climate solutions as the top priority in alignment with themes of social justice, technology, history/theory/futures, and prosperity/health/well-being.

Equity, Diversity, and Inclusion: All UW colleges benefit from the University's 'Diversity Blueprint.' The program is in process of updating its Diversity Plan, which addresses faculty diversity through best practices in hiring, retention, and development, and goals for student diversity. Although the existing Diversity Plan's goals have not yet been met, the program continues to examine strategies to expand and achieve these goals. A series of staff and student trainings and new faculty hiring initiatives have been put into place. The faculty instill awareness, respect, and diverse perspectives through course topics, studio projects respond to a variety of social issues, community engagement studios, and visiting speakers.

Students' work in the graduate studios is evaluated as credit/no credit to foster a more inclusive environment that offers individual students greater flexibility and support. When the program discovered that the additional quarter that was previously required was a barrier for students, the curriculum was streamlined to eliminate this extra quarter. This reduced the cost of the program for all students.

Knowledge and Innovation: The program's regional and institutional context has influenced the direction of research. Collaborations with architectural firms link practice to research. Recent curricular changes have increased opportunities for research-based design. Research seminars offer interdisciplinary dialogue that complements research studios. Faculty research is a strong component of the program and encompasses various historical, theoretical, technical, and computational topics. The integrated Design Lab and the Carbon Leadership Forum are two ways in which research contributes to innovation. The college-wide Applied Research Consortium increases innovation capacity in the forms of research, practice, and education.

Leadership, Collaboration, and Community Engagement: The curriculum encourages collaboration between courses and offers opportunities for interdisciplinary studios. Faculty are also actively involved in the local community, advocating for urban design initiatives, and working with local jurisdictions to address civic issues that are relevant to their research and teaching. Students have many leadership opportunities within the program, college, and university. Student representatives, elected from each cohort, are actively involved in program-wide initiatives and work with faculty and staff to solve problems and initiate change. While not every student is exposed to all of the curricular and co-curricular opportunities available, studios are assessed to ensure students have learned that architecture should be responsive to place and region while respecting local culture and context.

Lifelong Learning: Students quickly become aware during their studies that the knowledge needed for each project differs and continual learning is necessary beyond formal study and into their professional careers. This understanding is gained through internships, the public lecture series, and connections with the local professional network. Within the program, students are offered a variety of electives to broaden their knowledge and a culture of openness and respect encourages students to share their diverse backgrounds, knowledge, and experiences with others. Interdisciplinary studios are a more recent example of the cross collaboration between students from different backgrounds and exposure to new topics. The program sees the value travel can add to opening new understanding and offers a variety of study abroad and shorter-term travel opportunities.

3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

[X] Met

Team Assessment: Supporting evidence for meeting PC.1 includes a syllabus for the course that identifies Learning Objectives (LO) that include the PC.1 criterion, and Career Aspirations essays that demonstrate students' considerations of possible careers. The program also has many interactions between students and practicing professionals in the Seattle area.

Students know who their Licensing Advisor (LA) is, and how to access the advisor. The LA provides information about the path to licensure during courses and in special information sessions throughout the school year. PAC sponsored Student Seminars include topics on career paths.

A graduate program survey indicated that 65% of the respondents felt the program prepared students for the goal of gaining entry to the profession. Also provided were 2017-2020 ARE pass rate data from the NCARB website that indicated passage of all six exam sections as above national average.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

[X] Met

Team Assessment: The APR narrative and course matrix describe the design studio sequence, and specifically the two quarter ARCH 503 Integration Studio II and ARCH 504 Integration Studio III as the primary required courses where this program criterion is achieved and assessed.

The APR describes assessment of student performance through evaluation of student work by faculty and by external evaluators who serve as studio reviewers and complete assessment forms collected by the program and used by the program in its assessment process. In both ARCH 503 and ARCH 504, external evaluators found students met expectations in design.

Supporting evidence includes studio assignments with rigorous project requirements and constraints, targeted informational resources, and clear expectations for design process phases and design documentation.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

[X] Met

Team Assessment: ARCH 591 Architecture and Landscape provides a holistic understanding of relationships between built and natural environments. The central theme of ARCH 523 and 524, Design Technology IV and V, focuses on the ways that architects can build more ecologically responsible,

adaptive, and resilient environments. ARCH 523 serves as an introductory primer course on advanced building performance, while ARCH 524 provides a deeper dive into computational simulation tools and techniques to evaluate the performance of an environmental system's design or design alternatives. Additionally, the ethos of creating symbiotic relationships with the environment as the conceptual basis for design schemes is evident throughout the program and beyond, including a strong representation within the College of Built Environments.

Assessment of this program criteria by the Program Assessment Committee (PAC) has not occurred and is scheduled for 2022-24. The effectiveness of these courses will be reviewed as part of the Integration block review every four years. A course assessment by the instructor was provided for ARCH 523 and ARCH 524, therefore the team considers this criterion to be met.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

[X] Met

Team Assessment: The APR narrative indicates two courses, ARCH 562 Contemporary Architectural Theory and ARCH 591 Architecture and Landscape as the evidence for assessing this criterion. In ARCH 562, assessment of student performance was presented for three assignments. Supplemental evidence for ARCH 562 that demonstrated history and theory subject area content included course readings, assignments, and lectures. ARCH 591 assesses student achievement through a series of reading responses and a term project. There are also robust elective offerings available to all students that relate to this criterion.

A Faculty Course Assessment for ARCH 562 describes assessment of student learning through a series of writing assignments and course participation. A more thorough assessment of PC.4 is currently in progress and assessment of defining metrics to track student outcomes will be collected in 2022-23. The Assessment Report draft notes that some students coming from other institutions may only have coursework on twentieth and twenty-first century history and theory. A goal for improvement is to assess the history and theory background of students admitted to the 2-year track and develop a method for ensuring that they have an equivalent historical foundation to that provided for students who complete the three-year track. Although the assessment of this PC is not yet complete, there is adequate evidence of assessment of student learning outcomes and the plan for assessment of the PC is solid, therefore the team considers this criterion to be met.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

[X] Met

Team Assessment: The APR narrative identifies ARCH 592 Research Methods and Arch 562 Contemporary Architectural Theory as the primary courses that satisfy PC.5. Students learn both quantitative and qualitative research methods, as demonstrated through assignments that analyze various aspects of buildings in Seattle. Assessment includes skills-based worksheets and a research paper.

Although further review by the Assessment Committee is scheduled for 2022, a Faculty Course Assessment for ARCH 592 identifies changes to improve student learning outcomes, which gives the team confidence that PC.5 is met.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

[X] Met

Team Assessment: The APR narrative describes ARCH 571 Professional Practice as the primary course that addresses architects' leadership roles. The course syllabus and assignments describe a case study method in which student teams investigate the roles of architects, consultants, stakeholders, and constituents of recently completed works of architecture with opportunities to interact with and receive documents from the project managers. Additionally ARCH 503 Integration Studio II is the primary required course where assessment of student application of collaboration skills occurs.

The APR describes an annual assessment process for ARCH 503 that is conducted by faculty through the evaluation of student work, including group assignments that require collaboration, and by gathering feedback from external evaluators who serve as studio reviewers and complete assessment forms collected by the program and used by the program in its assessment process. In Faculty Course Assessments of ARCH 503 and ARCH 571, the program has demonstrated that it ensures that students understand leadership and learn to apply collaboration skills.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

[X] Met

Team Assessment: ARCH 500, Architectural Foundation Studio I, and ARCH 503, Architectural Integration Studio II are the primary courses responsible for establishing a positive and respectful environment for teaching and learning. Subsequent studios continue to use this pedagogy. The core elements of this criterion are also embedded within the Teaching and Learning Culture Policy. Previously manifested as the Studio Culture Policy, a committee was developed to articulate an expanded Teaching and Learning Culture Policy to address all courses comprehensively. This policy remains in draft form and has not been shared with the student body, though it was presented to the faculty at a retreat in Fall 2021 and a working draft was adopted and shared with the Student Advisory Council (SAC). The draft calls for continual updates every two years based on annual feedback from students. The program is taking steps to increase participation in an exit survey administered by the UW Graduate School that will provide feedback on the effectiveness of this policy.

Collaborators across all roles within the program reported respectful and collaborative interaction, open doors, frequent feedback and dialogue between the SAC and department chair, and non-competitive learning communities in and around studio.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

[X] Met

Team Assessment: The APR narrative describes a sequence of courses which provide students with an understanding of diverse contexts and equitable design solutions. They include design studios ARCH 503 Integration Studio II and ARCH 504 Integration Studio III, which build upon each other. The APR describes that ARCH 591 Architecture and Landscape plays a more focused role in understanding inclusive design, specifically providing guest lecturers in the field of social and environmental justice. Additional guest speakers bring diverse voices and perspectives to the program.

Student work for both ARCH 503 and ARCH 504 is assessed by faculty and by external reviewers who complete evaluation forms for each student or student team they review. Other supporting evidence provided for these courses included faculty assessments of the course, faculty assessment of individual students, assignments, and detailed project requirements. Formal assessment for PC.8 is scheduled for

2022-2023, however, there is adequate evidence of ongoing assessment of courses and intentional programming of co-curricular activities that addresses social equity and inclusion to meet this condition.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety, and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

[X] Met

Team Assessment: The ARCH 503 Integration Studio II and ARCH 504 Integration Studio III records provide evidence of meeting SC.1. The program's Assessment Committee has been reviewing these courses for contributions to SC.1 since Spring 2020. The findings from this assessment led to greater coordination between faculty teaching all of the ARCH 503 and ARCH 504 studio sections through the development of shared syllabi that incorporate health, safety and welfare learning objectives. Assessment of student work is conducted by faculty and by external reviewers who complete evaluation forms. Code check lists were used to assess design documents.

Additionally, the samples of student work provided for these courses illustrated health, safety, and welfare subject area coverage in studio assignments.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

[X] Met

Team Assessment: The APR identifies ARCH 571 Professional Practice as the primary required course that addresses this criterion. The course syllabus and assignments describe a case study method in which student teams investigate professional practice activities through a review of project documents representing the entire project process, and through interaction with the person who served as project manager for their case study project. These project managers served as external evaluators of student projects and completed an assessment form that includes a rating of students' professional practice understanding. All external evaluators rated student understanding as meeting or exceeding expectations.

The Faculty Assessment Report for ARCH 571 outlines learning objectives that align with this criterion and describe a teaching approach, and assessment process including findings that inform plans for improvement.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

[X] Met

Team Assessment: Evidence for this criterion is found primarily in ARCH 503, Integration Studio II, with additional evidence in ARCH 504, Integration Studio III, and ARCH 523, Design Technology IV. Understanding of the fundamental principles of life safety, land use, current laws and regulations, and the evaluative process used to comply with them are evident in applications to various sites and building typologies studied within these courses.

Assessment of student understanding of regulatory context is addressed in Faculty Course Assessment reports for ARCH 503 and ARCH 504, and the program has identified strategies for improving learning outcomes related to regulatory context.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

[X] Met

Team Assessment: The APR identifies three courses, ARCH 523 Design Technology IV, ARCH 524 Design Technologies V, and ARCH 570 Design Development, that collectively fulfill this criterion.

ARCH 523 provides a conceptual level of technical knowledge of structural and environmental controls systems. Syllabi, course materials, and the Faculty Assessment Report describe six technical system modules, associated assignments and methods used to evaluate student learning.

ARCH 524 provides a conceptual level of technical knowledge and performance objectives of solar analysis, lighting analysis, and thermal analysis. Syllabi, course materials, and the Faculty Assessment Report describe three modules, module assignments and a symposium lecture writing response, and the approach to evaluation of student learning.

Through a series of five assignments, ARCH 570 covers technical knowledge related to building construction assemblies that comprise the building envelope using the students' studio work to develop an understanding of the components of envelope systems. Course materials and the faculty assessment report provide evidence of course assessment, and assessment of student learning.

ARCH 524 and ARCH 570 assess student outcomes with writing assignments, which, where applicable, reference design solutions found in ARCH 503, Integration Studio II and ARCH 504, Integration Studio III. Additionally, ARCH 524 has been evaluated by the Assessment Committee, which provided recommendations in response to assessment findings.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

[X] Met

Team Assessment: Final studio projects from the ARCH 503 Integration Studio II provide evidence of student ability to engage in design synthesis that integrates all aspects of this criterion. Assignments that lead up to the final project provide additional supporting evidence. The Faculty Assessment Report for ARCH 503 focused on SC.5. It examined course content, student learning and teaching approach, and recommended improvement actions.

The team found additional evidence that SC.5 is met in the review of student projects and discussions with faculty.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

[X] Not Met

Team Assessment: The program identified ARCH 504, Integration Studio III and the technology course sequence comprised of ARCH 523 Design Technology IV, ARCH 524 Design Technologies V, and ARCH 570 Design Development as the primary courses for meeting this criterion, however, documented assessment that demonstrates how the program ensures all students develop the ability to design for building integration was not evident for all of the systems that comprise this criterion.

In its review of course documents, written assessments, student work and meetings with faculty, the team found convincing evidence of integration of life safety systems and building envelope systems, as well as assessment of that integration. In the areas of structural systems, environmental control systems, and the measurable outcomes of building performance, evidence in student work was uneven and assessment of student ability to make design decisions that integrate these systems was not well developed, therefore the team finds SC.6 to not be met.

4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

[X] Met

Team Assessment: The University of Washington is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The accreditation was reaffirmed in January 2014, confirmed by a copy in the APR of the most recent letter from the commission. This reaffirmation followed a comprehensive self-evaluation report and site visit in Fall 2013. A subsequent self-evaluation report was due in February 2021, leading to another reaffirmation in July 2021 based on UW's Evaluation of Institutional Effectiveness (EIE). Evidence of this most recent evaluation was found on NWCCU's online directory at https://nwccu.org/member-institutions/directory/ (4/14/22). The next evaluation is scheduled for Spring 2024.

4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B.Arch.), the Master of Architecture (Master of Architecture.), and the Doctor of Architecture (D.Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

4.2.1 **Professional Studies**. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

4.2.2 **General Studies**. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases**,** the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

4.2.3 **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

NAAB-accredited professional degree programs have the exclusive right to use the B.Arch., Master of Architecture., and/or D.Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor.

4.2.4 **Bachelor of Architecture.** The B.Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

4.2.5 **Master of Architecture**. The Master of Architecture. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

4.2.6 **Doctor of Architecture**. The D.Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D.Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies.

Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

[X] Not Met

Team Assessment: 4.2.1 Professional Studies: The program provided the required coursework for all master's students in the APR and which PC or SC they fulfill. This includes both master's tracks, one for students without a pre-professional degree in architecture (3 years) and one with a BS or BA in architecture or environmental studies (2 years). The entire list of required courses is listed on pages 57-58 in the APR.

4.2.2 General Studies: The team found evidence on pages 58-59 in the APR that students admitted into the Graduate Program are required to have satisfied their general studies in their undergraduate degree. The University of Washington requires undergraduate students to obtain between 60-90 general studies credits, while the Department of Architecture undergraduate programs require 71.

The University's Graduate School reviews applicants for admission. Prospective students must have obtained a degree from a regionally accredited college or university in the US or foreign equivalent. There is no noted minimum requirement of general studies credits required for admission into the Master of Architecture program. Therefore, students without an undergraduate degree from the University of Washington, are not being evaluated by the program for general studies coursework. Additionally, the program reported that they do not review the general studies records of applicants.

4.2.3 Optional Studies: The program has four areas of coursework related to optional studies: Selective Courses, Elective Courses, Concentrations, and Certificates. The APR describes each of these opportunities in greater detail. Additionally, students can pursue concurrent degrees in Landscape Architecture, Urban Planning, and Real Estate.

4.2.4 Bachelor of Architecture: N/A

4.2.5 Master of Architecture: The program has provided a chart on Page 63 of the APR documenting the required professional studies courses, elective professional studies courses, and options studies courses within the Master of Architecture program, but has not provided documentation of general studies and the total credits required for both the undergraduate and graduate degree.

4.2.6 Doctor of Architecture: N/A

Although some elements of Condition 4.2 are met, 4.2.2 General Studies and 4.2.5 Master of Architecture are not met, and therefore the team considers this condition not met.

4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate

understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

[X] Not Met

Team Assessment: The program uses a prerequisite checklist to confirm eligibility to the 2-year program. It also reviews the portfolios and resumes of all applicants to determine the equivalency of their professional preparation to UW's BA Architecture degree. The program reported that extra care is taken for transcript reviews of bachelor's degrees from U.S. programs that are unfamiliar or may lack coverage of subjects covered in the UW undergraduate program, and for international students who may have completed undergraduate programs that differ from undergraduate architecture programs in the U.S.

Although the UW Graduate School provides an initial review of all Master of Architecture program applications, and the Architecture program reviews applicants' preparatory education in the area of professional studies, there is no review of applicants' prior academic coursework to determine if it meets the general studies requirement described in Condition 4.2. Since the program does not take steps to ensure that the NAAB general education requirement was covered at another institution for all admitted students, the team determined that this condition is not met.

5—Resources

5.1 Structure and Governance

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 **Administrative Structure**: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

5.1.2 **Governance**: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

[X] Described

Team Assessment: The program describes the administrative structure and key personnel in the program, college and university in the narrative and organizational charts provided in section 5.1.1 of the APR.

In section 5.1.2 of the APR, the program describes a robust governance structure of decision making and advisory bodies, at the program, department, college, and institutional levels that provide opportunities for students, faculty, and staff to participate. It also describes consulting processes that engage internal and external stakeholders in developing strategic priorities and initiatives.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multi-year strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

5.2.2 Key performance indicators used by the unit and the institution.

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

5.2.5 Ongoing outside input from others, including practitioners.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

[X] Not Demonstrated

Team Assessment: College-wide planning was initiated in the Spring of 2019, and after a comprehensive process, a final plan was adopted by faculty vote in Winter 2021. The CBE Strategic Framework sets goals for a three-to-five-year period, articulating support for increasing the benefits of interdisciplinary collaborative work.

At the departmental level, faculty have historically undertaken planning on an as-needed basis, generally in advance for upcoming accreditation or internal reviews. A strategic plan was adopted leading up to the last NAAB review and was reaffirmed by the 2016 Interim Program Report. Though not explicit in the plan, a reworking of the Master of Architecture curriculum became a major focus of changes and improvements from 2015 onward.

The team found that the university and college are engaged in strategic planning that offers context for program planning; that the program is actively engaged in reactive problem solving and short-term planning on many fronts, but that the program has not demonstrated a comprehensive approach to developing multiyear plans that address NAAB Conditions, institutional objectives, and articulate and map strategic priorities for the program, including how they fit into the CBE Strategic Framework. Factors for the delay in departmental strategic planning include changes in leadership, as well as Covid-related challenges.

Although a number of department and program level plans are in process, including the Diversity Plan and Teaching and Learning Culture Policy, a culture of self-assessment that informs methodical, continuous improvement has not yet been established. While self-assessment is underway in some regards, it is uneven and incomplete. Due to these observations, the team considers this criterion not demonstrated at this time.

5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. The program must identify:

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

[X] Demonstrated

Team Assessment: 5.3.1. The APR narrative provides a description of the new assessment process implemented in response to the 2020 NAAB Conditions. In the 2020-21 academic year, an assessment committee was formed and given the formal task to “set up structure to evaluate the program effectiveness with a focus on meeting the requirements of professional accreditation (NAAB) and report recommended actions to the curriculum committees. For 2020-21 provide particular focus on integration of accessibility and other technical content into the 503-504 studios and evaluating the research studios” (APR pg. 85). In the future a standing assessment committee that is separate from the curriculum committee will be formed to include three permanent faculty, one part time faculty, a Master of Science student, and a PAC member.

5.3.2. The APR narrative describes a previously informal structure for curricular initiatives and curricular committee approval. This year, a new structure was established where the executive committee also serves as the curriculum committee. The new assessment committee will prepare an annual report of

results and recommendations to the chair and submit evaluations and recommendations on learning objectives and outcomes.

5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

[X] Demonstrated

Team Assessment: The team determined that there are adequate numbers of faculty to meet this criterion and that faculty workload is determined in accordance with University-wide standards for faculty assignments. The current Licensing Advisor has held the role since 2010 and has participated in NCARB meetings and served on relevant NCARB committees. Faculty members actively participate in professional development opportunities for both their personal professional growth and to improve teaching and learning. Department staff engage with faculty and students to create a positive learning environment.

The program and the college are exploring methods for allocating support services to align with strategic priorities.

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

[X] Demonstrated

Team Assessment*:* The University's commitment to goals outlined in the UW Diversity Blueprint has provided the college and program with resources to implement social equity, diversity, and inclusion objectives. They include a university-wide faculty recruitment process, development of the Equitable and Just Practices section of CBE Strategic Framework and investment in a college-wide training program for faculty and staff.

The APR describes elements of the Architecture Department's existing diversity plan, aspects of which are active and some that are no longer current, as well as several planned activities including outreach, advising, scholarship and other forms of student support and engagement. The Department formed a SJEDI (Social Justice, Equity, Diversity and Inclusion) committee that is preparing a new diversity plan to guide the program over the next accreditation cycle.

EEO/AA policies and practices are well documented on the university's Office of Equal Opportunity and Affirmative Action website.

Resources and procedures for students with different physical or mental abilities are documented on the university's Office of Disability Resources for Students website. The UW Disability Services Offices assists faculty and staff, and the Office of the ADA Coordinator, supported by an ADA & Accessibility Steering Committee, attends to campus-wide accessibility obligations and aspirations.

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

[X] Demonstrated

Team Assessment: Through space plans provided in the APR and a video of the program's facilities the team learned that the Department of Architecture primarily occupies two buildings: Gould Hall and Architecture Hall; both are shared with other departments in the College of Built Environments. The department's administrative offices are in Gould Hall, while most of the studio spaces, faculty offices, and computing facilities are in Architecture Hall. Both buildings contain review and exhibition spaces, conference/seminar rooms, and lecture halls. In addition to classrooms and studios, Gould also contains the Built Environments branch of UW Libraries, the CBE visual resources collection, a fabrication lab, a photography lab, a building materials collection, lighting lab, and the CBE computer commons. Architecture Hall, in addition to housing most of the program's architecture studios, also houses faculty offices, design computing facilities, review/exhibition spaces, general-purpose classrooms, and a lecture hall. The Department, College, and University have been adept at converting to virtual instruction due to Covid and are currently navigating the transition back to in-person and hybrid instruction.

The program has faced some facilities challenges due to circumstances such as staffing changes, Covid restrictions, and operational malfunctions. The program is also aware of student demand for greater access to the fabrication lab and BE library and has plans to correct these problems in the coming year. The CBE will undertake a space planning study in Fall 2022 to evaluate the current space needs for the college and determine if reallocation of space is needed. Despite these temporary delays in fully reactivating program support facilities after a period of closure due to public health precautions, the team determined that there are plans for action in place and that this condition is demonstrated.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

[X] Demonstrated

Team Assessment: The program has described its sources of funding and the financial resources available for the College and the Department in the APR. The institutional processes for budget allocations to each professional degree program is determined using an 'Activities Based Budget' (ABB). This model allocates funds based on net tuition revenue. More information on the ABB can be found at https://www.washington.edu/opb/uw-budget/activity-based-budgeting/abb-committees-and-reports/abbsc_preliminary_report_public_comment_w_appendices-3/.

The department receives additional financial resources from gifts that benefit people and programs.

Through information in the APR, meetings with college and program administrators, and evidence of general program support and capabilities, the program demonstrated that the allotted budget is sufficient to support student learning and achievement during the next term of accreditation.

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

[X] Demonstrated

Team Assessment: Students have access to the mixed media collection in the Built Environments (BE) library that is part of the UW Libraries system. A full-time librarian, one library technician, and approximately five student technicians provide discipline-relevant information services. The digital images collection (90,000 images) is available online to all students, staff, and faculty. Additionally, students and faculty have access to online publications through UW Libraries.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB *Conditions for Accreditation, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

[X] Met

Team Assessment: The UW Master of Architecture webpage that describes the program to the public links to a webpage where the exact text of the NAAB *Conditions for Accreditation, 2020 Edition*, Appendix 2 appears. It is at https://arch.be.uw.edu/myarch/ (April 26, 2022) This information is also linked to the webpage that introduces the program and its accreditation status.

The exact language also appears on the Master of Architecture page of the online UW Catalog at: *https://www.washington.edu/students/gencat/program/S/Architecture-51.html#program-GR-ARCH-27*

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) *Conditions for Accreditation, 2020 Edition*

b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)

c) *Procedures for Accreditation, 2020 Edition*

d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

[X] Met

Team Assessment: Available to all students, faculty, and the public are the 2020 Conditions for Accreditation, 2009 Conditions for Accreditation, 2020 Procedures for Accreditation, and 2012 Procedures for Accreditation. These can be found via the program's website at https://arch.be.uw.edu/myarch/ (4/12/22) under the 'NAAB Accreditation and Professional Licensure' section.

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

[X] Met

Team Assessment: Career development information is provided on the program's webpage under "Career Development and Licensure" at: https://arch.be.uw.edu/myarch/

This page provides links to the University-wide Career and Internship Center as well as 'Handshake,' a platform where students can schedule career coaching, find internships or full-time job placement. The

webpage also includes links to NCARB's video on becoming a licensed architect and links to various industry related job boards (AIA Seattle, AIA National, and NCARB's list of job board resources). Students are aware of and have access to these resources, as well as familiarity with the NCARB licensing advisor and the licensure process.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit

b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit

c) The most recent decision letter from the NAAB

d) The Architecture Program Report submitted for the last visit

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

f) The program's optional response to the Visiting Team Report

g) Plan to Correct (if applicable)

h) NCARB ARE pass rates

i) Statements and/or policies on learning and teaching culture

j) Statements and/or policies on diversity, equity, and inclusion

[X] Met

Team Assessment: The Team verified that all required information is available on the program website. Although the NAAB response letters listed for 2016 and 2019 did not provide links to documents, the team recognizes that NAAB responses to Program Annual Reports may not be available for every year and therefore considers this condition to be met.

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions

b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing

c) Forms and a description of the process for evaluating the content of a non-accredited degrees

d) Requirements and forms for applying for financial aid and scholarships

e) Explanation of how student diversity goals affect admission procedures

[X] Met

Team Assessment:

a) Application forms are available to the public at: https://webapps.grad.uw.edu/applForAdmiss/newUserProfile.aspx?cookieCheck=true (04/03/2022)

Application instructions are available to the public at:
https://arch.be.uw.edu/admissions/m-arch/ (04/03/2022)

b) Graduate admissions requirements, policies and procedures of the UW Graduate School are available to the public at:
https://grad.uw.edu/admission/understanding-the-application-process/ (04/03/2022)

Master of Architecture admissions requirements, policies and procedures are available to the public at:
https://grad.uw.edu/admission/find-a-program/program-detail/#!?progid=810 (04/03/2022)

Tips for portfolio submissions that include criteria for evaluation are available to the public at:
https://arch.be.uw.edu/wp-content/uploads/sites/5/2010/09/M-ARCH_portfolio-tips_rev2016_0.pdf (04/03/2022)

c) The list of prerequisite courses required to enter the 2-year track of the Master of Architecture program is available to the public at:
https://arch.be.uw.edu/wp-content/uploads/sites/5/2020/01/M-ARCH-application_formfill_rev010720.pdf (04/03/2022)

d) Information and links to information about applying for state-supported and financial aid and departmental need-based scholarships are available to the public at:
https://arch.be.uw.edu/admissions/support/funding-opportunities/ (04/03/2022)

e) Efforts to recruit a diverse student body include public outreach, clarity, and accessibility of admissions information on the university website and holistic admissions reviews conducted by the program, all of which are reflected in public information listed in a. and b. above.

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

[X] Met

Team Assessment: Students have access to current resources and advice for making decisions about financial aid through the departmental website at https://arch.be.uw.edu/myarch/ (4/13/22) under the 'Financial aid' section. Included are links and contact information to the University of Washington Office of Student Financial Aid at https://www.washington.edu/financialaid/applying-for-aid/ (4/13/22), as well as relevant FAFSA information and funding for international students.

Students have access to estimates for tuition and fees through the UW Office of Planning and Budgeting at https://www.washington.edu/opb/tuition-fees/current-tuition-and-fees-dashboards/graduate-tuition-dashboard/ (4/13/22). In the 2020-21 academic year, the College worked to clarify the fees for students, as in the past, many courses included additional fees to support studio-based technology such as plotters and laser cutters. Given that these fees were not always transparent and not always able to be supported by financial aid, tuition was instead increased slightly for all programs and almost all course fees were eliminated. Estimated costs for books, software, supplies, etc. are communicated by the program to the students.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

PC.3 Ecological Knowledge and Responsibility

There is a deep commitment to ecological responsibility across the curriculum that prepares graduates to shape the built environment in ways that respect and regenerate natural systems.

Appendix 2. The Visiting Team

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Observer
The team did not include an observer

V. Report Signatures

Respectfully Submitted,

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Team Member

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Team Member

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