



National Architectural Accrediting Board, Inc.

August 5, 2016

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Greetings,

At their July 2016 meeting, the directors of the National Architectural Accrediting Board (NAAB), reviewed the Visiting Team Report (VTR) for the University of Utah.

On behalf of the Board, it gives me great pleasure to inform you that the **Master of Architecture** degree program was granted an eight-year term of accreditation. The term is effective January 1, 2016; the program is scheduled for its next visit for continuing accreditation in 2024.

Please be reminded that continuing accreditation is predicated on two reporting requirements:

- a) Annual Statistical Reports. This report captures statistical information on the institution and the program. The next statistical report is due on or before November 30, 2016.
- b) Interim Progress Reports. Programs that receive an eight-year term of accreditation must submit an *Interim Progress Report* (IPR) two years after a visit and again five years after the visit. University of Utah's first interim progress report is due November 30, 2018. There is more information on the IPR process in Section 10 of the 2015 NAAB *Procedures for Accreditation*.

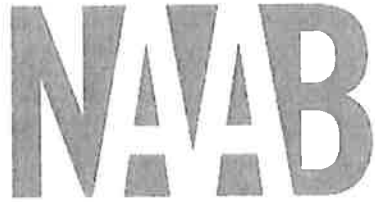
Finally, public dissemination of both the Architecture Program Report and the Visiting Team Report is a Condition of accreditation. These documents must be made public electronically in their entirety. Please see Condition II.4.4 of the 2014 *Conditions for Accreditation* and Section 5, of NAAB *Procedures for Accreditation*, 2015 Edition.

On the behalf of the NAAB and the visiting team, thank you for your support of accreditation in architectural education.

Very truly yours,

Scott C. Veazey, AIA
President

cc: Mira Locher, Chair
Daniel Friedman, Ph.D., FAIA, Team Chair



**University of Utah
College of Architecture and Planning
School of Architecture**

2016 Visiting Team Report

Master of Architecture

Track I (122 undergraduate credit hours + 53 graduate credit hours)

Track II (undergraduate degree + 100 graduate credit hours)

The National Architectural Accrediting Board
February 3, 2016

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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I. Summary of Visit

a. Acknowledgements and Observations

The team wishes to thank Associate Professor Mira (Mimi) Locher, chair of the architecture program, Associate Professor Lisa Henry Benham, associate chair of the program, and the entire College of Architecture + Planning (CA+P) community—especially Dean Keith Diaz Moore and the college and school staff—for their endless courtesies and forbearance. Our thanks also go to the Utah academic and professional communities for their memorable hospitality. At every level, the team benefitted from superb planning and preparation.

At the University of Utah (Utah), the team encountered a well-informed and fully engaged community. All-faculty and all-student meetings drew standing-room-only attendance; candid, lively, and optimistic discourse animated meetings with academic and student leaders, likewise with administrative staff; and the general atmosphere was consistently relaxed and collegial. The team found the professional community to be no less spirited and engaged. Fifty-four guests attended a reception generously hosted by FFKR Architects at its remarkable offices in the historic Bogue Building in downtown Salt Lake City. Without exception, these conversations reiterated enthusiasm for college leadership, the school's mission, and student capability. Communication flowed smoothly from one constituency to another, and the team found morale throughout the college and the school to be contagiously high.

Utah's program exhibited effective administration, governance, mission, teaching, research, diversity, curricular integrity, community engagement, and sensitivity to context. The school has reorganized its academic structure with measurable success.

The transition to new leadership at both the school and college levels has quickly ripened into an inclusive, accessible, transparent, and manifestly productive academic enterprise, which enjoys renewed identity and refreshed trust.

Student work has progressed in every area of concern articulated in the 2013 VTR. Studio outcomes suggest evenly distributed content expressly aimed at the iterative cultivation of ability and skill across the entire required curriculum. Two SPC—life-safety and site design—need continued development and effort, but the team noted improvements there as well. The program satisfied all conditions and all but one SPC, and it met several SPC with distinction.

The one unmet SPC was ethics: despite approbation for the thoroughness of the syllabus and course materials, the team was unable to find evidence documenting student performance. The team finally surmised that the problem was one of omission, not deficiency. Dean Diaz Moore's plans to incrementally address and improve the physical resources of the program have earned the respect and support of Utah's central administration. He and the chair accompanied the team on an unscheduled tour of the decommissioned Einar Nielsen Field House, which suggests convincing possibilities for the development of significant, repurposed space that is congenial not only to the expansion and development of school and college programs, but is also conducive to new, lab-like instructional environments that are commensurate with the unique role of design in the contemporary social and environmental problem field.

In unison with the campus, the school places great emphasis on equity, social justice, civic engagement, and public life. Its signature program, DesignBuildBLUFF, engages Navajo communities in southern Utah, but a host of other community service projects populate graduate studios—the Women's Garden Shelter, North Temple Shelter (for the Unsheltered), Tibetan Community Center, Home for LGBT Youth, Home for Alzheimer's Patients, Hartland Living and Learning Center, Hartland Partnership Center, Park City Workforce Housing, Community Art & Live Work Center, Community + Arts Library, and

Flux Memorial/Tsunami Detection Center. An oft-repeated quote by Ernest Hemingway appearing on course material in the exhibit captured the “ethic of care” that now permeates the school and the college: “The world breaks everyone, and afterward, some are stronger at the broken places.”

b. Conditions Not Achieved

D.5 Professional Ethics

II. Progress Since the Previous Site Visit

2009 Condition I.2.2, Governance: The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

Previous Team Report (2013): The program has a longstanding tradition of informal governance procedures due to its small size and family-like culture, and this is clearly a social asset to the various groups in the school. Officially, however, while there are multiple organizations and groupings of faculty and students who come in contact with governance issues, there is uncertainty about the appropriate mechanisms to discuss academic governance issues within the program and how issues are given consideration by the college and institution. All groups of faculty and students demonstrated uncertainty about how and where to engage with the official governance procedures, resulting in a situation where they are often superseded by informal contact.

2016 Team Assessment: Since the previous accreditation visit, the CA+P and the School of Architecture (SoA) have undergone significant reorganization under the leadership of Dean Diaz Moore, who assumed duties as dean in July 2014. In January 2015, after an internal search, Dean Diaz Moore appointed Associate Professor Locher to be the chair of the architecture program. At the same time, he appointed Associate Professor Henry Benham to be the associate chair. Shortly after the dean's arrival, the college established the ad hoc College Policy Advisory Committee (CPAC) with the goal of creating clear governance documents for faculty and students. CPAC assembled existing policies, recorded all informally known policies, and ensured compliance with university policies. The committee identified policies that were missing or in need of amendment, presented draft language for new or amended policies to the college faculty for initial feedback, and brought final versions of the policies to the CA+P faculty for discussion and official votes during College Council meetings. Fresh documentation, available to all on the college website, clearly articulates the roles and responsibilities of the dean, chairs, faculty, staff, and students of both the school and the college, in accordance with university procedures and policy.

Subsequent restructuring at the school level includes the new School of Architecture Policy & Grievance (P&G) Committee, which records and reviews policies specific to the school; brings policies to the SoA faculty for review and vote; manages suggestions and grievances from students, faculty, and staff; and updates and distributes the SoA Student Handbook and the SoA Faculty and Staff Handbook, which include information regarding administrative structure and governance, as well as Studio Culture Policy, among other pertinent data.

During the meeting with the school and college staff, one veteran staff member described improvements since the 2013 NAAB visit as “the difference between night

and day.” Another veteran staff member noted that the current environment for work was the best he had seen in his 15 years at the college—“incredibly cooperative.” A staff member from the adjacent Department of City and Metropolitan Planning said, “I can reach out to anybody.” Staff members uniformly expressed appreciation for the transparency of college financial practices and the decision concerning the distribution of resources. Most attributed the positive change to the new dean’s “ethic of care.”

2009 Condition 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.

Previous Team Report (2013): The culture of informal governance procedures and formal administrative mechanisms—i.e., the multiplicity of faculty committee assignments and administrative meetings—collide over the curriculum. While individual courses are assessed in terms of student expectations and professional skills, there is no coherent method to tie curricular elements together into a larger intellectual idea of a program. There is not a clear method for calibrating the curriculum to NAAB’s criteria. The team found multiple and profound inconsistencies in how course expectations were defined, how they related to each other, and what faculty—even different faculty teaching sections of the same course—considered their intended outcomes. The lack of an informed, shared, aspiring vision for the program contributes at a high level to the lack of clarity in curricular organization. The familial, informal relationships between faculty members inhibits the direct confrontation of these curricular issues. The team found this issue to be that most in need of immediate engagement by the entire faculty. Yet it bears stating that such important deliberations are a profound opportunity to clarify the academic goals, mechanisms, and future of the program.

2016 Team Assessment: The team verified that, following the 2013 NAAB VTR, the college and university administration undertook decisive measures to remedy program deficiencies. The aforementioned changes in the administration of both the college and the school—a new dean, Keith Diaz Moore, and a new chair, Associate Professor Locher—resulted in the steady and systematic revitalization of administrative policies and procedures. The new Curriculum Committee drafted the SoA’s first curriculum mission and vision statements; created graphic roadmaps for the undergraduate and graduate academic programs; implemented a mentoring program for Curriculum Area Coordinators; and proposed and developed the new integrated academic experiences in the graduate program. A new College Council, composed of the entire college faculty, staff, and administration, convenes twice per semester to review and approve new programs and major curricular changes, which ensures productive space for interdisciplinary exchange and collaboration.

Additionally, the school utilizes several different forms of assessment to evaluate the efficacy and outcomes of the M. Arch degree program. Multiple mechanisms—the college’s mission and SMART goals, the school’s Strategic Plan, university- and college-level evaluations, the University Graduate School’s Graduate Council review, and sensitivity to the 2013 NAAB VTR—provide a comprehensive framework for continual refinement and clarification of program direction. The new chair interviews all students graduating from the M. Arch program just prior to graduation, with the goal of better understanding their perspectives regarding their academic and professional preparation.

2009 Condition II.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.

Previous Team Report (2013): 80% of the students in the professional graduate program matriculate from the university's own undergraduate degree program, and several of the courses in the undergraduate program are required for accreditation. The issue concerns the 20% who matriculate from other universities. For students with a B.S. in Architectural Studies, there is a cursory transcript review, where a rough equivalence is desired between required undergraduate courses and a particular course taken by the applicant. However, there is no further examination to confirm that the equivalent course satisfies NAAB requirements, or even an examination of the syllabus of that course for equivalence.

2016 Team Assessment: Students matriculating into the 2-year graduate program with an undergraduate degree from another institution are required to provide syllabi for all courses taken at their previous university that they propose be used to fulfill prerequisite courses in the undergraduate program that contain SPC. Each course syllabus is reviewed thoroughly by the chair of the Admissions Committee—now called the Admissions, Recruiting, and Diversity Committee (ARDC)—in consultation with the faculty who teach in those areas. If insufficient evidence is found, the ARDC chair may request additional information about the course content (including examples of student work) or deem the course not equivalent. If a course fails to meet the school's standard of equivalency, the student is required to enroll in the course within the program that addresses the NAAB criteria in question and pass it with a satisfactory grade (B- or better). The SoA maintains a file for each student who matriculates from another undergraduate architecture program tracking their particular SPC matrix.

2009 Condition 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.

Previous Team Report (2013): Although partial language was found by the visiting team on the School of Architecture's web site, exact language as required was not found for meeting this Condition.

2016 Team Assessment: The exact language required by the NAAB is now included on the SoA website (<http://soa.cap.utah.edu/accreditation/>) as well as on all printed materials advertising the accredited degree program.

2009 Criterion 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.*

Previous Team Report (2013): Evidence of compliance is lacking; missing low pass in ARCH 3210 and all student work in ARCH 3211. Unfortunately the topical seminars that address this criterion—while promising individually—are electives and do not substitute for the required history survey.

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 3210/6210 and ARCH 3211/6211, Survey of World of Architecture I and II, fall and spring 2014–2015.

2009 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 (2013): The projects of the Comprehensive and Capstone Studios demonstrate a basic ability to design facilities that provide acceptable physical access. However, as with the 2007 visiting team observation, this team feels that the program should strive to more clearly indicate accessible paths to the site as well as to and through the building and explore approaches for demonstrating accessibility for people with sensory and/or cognitive disabilities.

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4112/6112, Site Planning, spring 2015, in combination with ARCH 6005, Design Development, fall 2014. However, the team notes generally anemic attention to site design (as distinct from site *analysis*), in particular at the advanced graduate studio level.

2009 Criterion B.4, Site Design: *Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.*

Previous Team Report (2013): The comprehensive studio (6015) provides only scattered evidence of compliance. Other studios, particularly those sited locally (e.g., 6605), show somewhat more evidence, but not enough to demonstrate compliance. Site Planning 4112/6112, a lecture course evident by a course binder but not listed as evidence on the NAAB matrix, is taught, but is not a required course.

2016 Team Assessment: The requirements of 2009 Criterion B.2 Accessibility are now housed within Criterion B.3 Codes and Regulations. The program has proven student ability to design sites and structures that accommodate disabled individuals in the Graduate 1 studio sequence of ARCH 6005 and ARCH 6060.

2009 Criterion B.5, Life-Safety: *Ability to apply the basic principles of life-safety systems with an emphasis on egress.*

Previous Team Report (2013): Projects in the comprehensive studio (6015), graduate session studio (6005), and capstone studio (6971) did not demonstrate ability to address life safety issues, particularly egress, on a consistent basis.

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6005, Design Development, Session 1, and ARCH 6060, Design Development, fall 2015 (both individually and combined). Team members reviewed the entire exhibit together to ensure the propagation of life-safety principles throughout the required studio curriculum, and, while they found general compliance and sensitivity to health, safety, and well-being at the level of schematic design and design development, too few projects quieted the team's concern over room for improvement.

2009 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 | 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 | |

2009 Team Report (2013): The team acknowledges that the program has focused on revising the instruction methods of the Comprehensive Design studio in the last three years. However, the team believes this effort is not working effectively. Overloading this studio with the expectation of nearly all SPC compliance (i.e., 25 of 32 SPC) diluted the opportunity to successfully address the 11 SPC that compose this criterion. The number of projects submitted for review was at the minimum the team would accept. Representation of means by which these criteria were addressed was not clear. In addition, lack of programmatic support material complicated the team's evaluation.

2016 Team Assessment: In the current curriculum, revised last year (with attention to concerns addressed in the 2013 VTR), the Curriculum Committee bifurcated the semester-long ARCH 6005, Grad 1 Session 1, into two components: the first component produces a schematic design, and the second component, developed during a second discrete studio (ARCH 6060), integrates IBC and ADA code requirements, technical systems, envelope design, and construction documentation, all of which adhere to principles of sustainable design standards, siting, and building performance criteria.

The entire team took care to examine outcomes from the fall 2015 version of ARCH 6060, Design Development, and its precursor, the fall 2014 version of ARCH 6005. The program of the latter studio featured a local ski resort facility and incorporating ski lift machinery; the former studio focused on an addition to the University of Utah, College of Engineering. Large-scale wall sections and other accompanying documentation demonstrated student ability to integrate site design, environmental stewardship, historical precedent, structural systems, environmental systems, building envelope systems and assemblies, building materials and assemblies, and building service systems.

In the exhibit of student projects from ARCH 6005 and ARCH 6060, and in the course

binders, ample evidence substantiated compliance in a series of design exercises, where students demonstrated the ability to execute design decisions that integrate site considerations, environmental stewardship, historical precedent, structural systems, environmental systems, building envelope systems and assemblies, building materials and assemblies, and building service systems. These studio courses effectively integrate composition, codes and regulations (including accessibility and life-safety), and technical documentation.

III. Compliance with the 2014 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 shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

2016 Analysis/Review: The first Department of Architecture at the University of Utah was organized in 1949 within the College of Fine Arts and was authorized to grant the Bachelor of Architecture degree. The program received initial accreditation in 1954 from the National Architectural Accrediting Board (NAAB) and has been accredited continuously since then. In 1974, the department separated from the College of Fine Arts and became the Graduate School of Architecture (GSA) under the leadership of Dean Robert Bliss, FAIA. In 2003, after 30 years of operation as a single-department college, Dean Brenda Scheer, FAIA, FAICP, successfully shepherded the relocation and expansion of the Department of Urban Planning into the GSA, which the faculty renamed the College of Architecture + Planning. The Department of City & Metropolitan Planning (CMP) became an independent department in the CA+P in 2007, alongside the SoA. Today, the school is engaged in "incubating" another emerging program: Multi-Disciplinary Design (MDD) led by Director James "Jim" Agutter.

The school has developed a number of core values throughout its history that reflect design excellence, community engagement, advanced technology and innovation, student empowerment, design-build, sustainability and urban ecology, and a globalized approach to history/theory/criticism. The school and the college reside in the University of Utah, the state's flagship public institution of higher education. The university serves over 31,000 students from across the country and world, with close to 100 major subjects at the undergraduate level and more than 90 major fields of study at the graduate level, including architecture and urban planning. The university has maintained its accreditation through the Northwest Commission on Colleges and Universities continuously since 1933. The University of Utah's central mission is the following: "To serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement. As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced."

The university's earliest history is in the years of Mormon pioneers, members of the Church of Jesus Christ of Latter-day Saints, who traveled west to escape religious persecution and established Salt Lake City in 1847. The university opened its doors in 1850, and it enjoys status as a Carnegie Research I university and member of the PAC 12. It ranks among the world's top 100 universities and among the top 25 public universities in the U.S, and serves as home to the Natural History Museum of Utah, Utah Museum of Fine Arts, Pioneer and Kingsbury Theaters, and Red Butte Botanical Garden and Arboretum.

The 15th president of the University of Utah, David Pershing, PhD, along with the new senior vice president for academic affairs, Ruth Watkins, PhD, are leading the development of a new Strategic Plan focused on four principal goals for teaching, research, and public life: promote student success to transform lives; develop and transfer new knowledge; engage communities to improve health and quality of life; and ensure long-term institutional viability.

The new college mission follows suit. It states that “the global dynamics of population growth and aging, environmental degradation and resource inequality challenge 21st century architects, designers and planners to think, work and make in new ways,” and they challenge “students, faculty, alumni and clients to seize upon these intrinsic resources to inform the creation of purposeful, aesthetically-elegant interventions that foster ecological, social and economic resilience, and further health and well-being for all, especially those for whom design makes the greatest difference.” The mission enumerates four commitments to guide its approach to these challenges: responsibility, resilience, respect, and response. The core mission of the school comports with these principles.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages 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.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

2016 Analysis/Review: The team found this condition to be **Met** through the evidence in the APR and substantially through observations of, and conversations with, almost everyone in the college. The dean, chair, faculty, staff, and students all recognize the importance of accommodating the unique cultural context of professional education in Salt Lake City, where many full-time students are married and have children. The school makes efforts expressly to orient not only the students, but also their families with the program upon entry in the fall, as well as throughout the semester. Students and staff both cited open communication as a key in balancing family commitments and values with the demands of architecture school. The team observed broad acknowledgment that the expectations of professional education in architecture need not conflict with jobs or compromise commitments to family life. Open communication and collaboration among faculty and students working together to achieve the goals of the school and profession rank among the more noteworthy characteristics of the program.

The studio culture policy is well written and well known among students and faculty alike; interactions between every group continually exhibit these shared values. This policy undergoes frequent updates and is maintained by the school.

The program offers students ample opportunities to study abroad, including study in Japan and Argentina. Within the United States, students routinely visit other major cities and regions, e.g., New York, Chicago, and the Pacific Northwest.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to

current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

2016 Analysis/Review: The college and the school leverage university resources, such as the University Office for Equity and Diversity, to support the recruiting, hiring, and retention of diverse students, faculty, and staff. These include resource centers, special programs, scholarships and scholarship information, faculty recruitment information, community connections, and substantial financial support to departments making diversity hires. University programs annually serve over 3,000 students who self-identify as LGBT and/or historically underrepresented students of color, as well as the university faculty, which includes 13 percent who are faculty of color and 45 percent who are women. Fifty percent of the school's ladder faculty are women; fifty percent of the women faculty are licensed architects; and 60 percent of the faculty are from underrepresented populations. The faculty includes not only multiple ethnicities, but also diversity in sexual orientation, gender, age, religion, and national origin.

The school's goal is to increase the number of women and minority students to reflect or surpass the university averages. The school has, accordingly, developed a number of new initiatives, including a comprehensive regional recruitment plan. Additionally, the school has developed a new program called LEAP (Learning, Engagement, Achievement, and Progress), which was developed by Associate Professor Locher. This year-long learning community encourages and facilitates learning about crucial contemporary issues among a cohort of students that is largely from underrepresented communities. Statistics from other LEAP programs within the university show that LEAP students are significantly more likely than non-LEAP students to return for their sophomore year, to graduate on time, and to be satisfied that their university experience has broadened their knowledge and understanding of others.

Within the curriculum, pedagogies and course content explore alternative communities and audiences. The following required undergraduate classes are especially noteworthy: ARCH 4850, Human Dimensions—Gender, Race, and Queer Theory in Architecture, and the CMP 3101/ARCH 2615 honors People and Place I and II alternative prerequisite sequence. Graduate-level courses include those related to DesignBuildBLUFF, a program that builds low-energy houses on the Navajo Indian Reservation; local community engagement studios; and travel-based engagement studios going to New Orleans and Haiti in order to reach out to underserved communities and contribute to thoughtful reflection on cultural differences.

The campus as a whole places great emphasis on equity, social justice, civic engagement, and public life, given its status as a classified Carnegie Community Engagement University, which the school amplifies through coursework and special programming, such as its affiliation with Archeworks in Chicago. In addition to its DesignBuildBLUFF program, which engages Navajo communities in southern Utah, the school has generated a long list of public-interest-driven graduate studios that elevate Utah's campus-wide commitment to community engagement, e.g., Women's Garden Shelter, North Temple Shelter (for the Unsheltered), Tibetan Community Center, Home for LGBT Youth, Home for Alzheimer's Patients, Hartland Living and Learning Center, Hartland Partnership Center, Park City Workforce Housing, Community Art & Live Work Center, Community + Arts Library, Flux Memorial/Tsunami Detection Center, and Tohoku Tsunami Center.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

- A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.

2016 Analysis/Review: Collaboration and leadership are defining values within the mission of the school, which is abundantly evident in the relationships among faculty, administration, students, and the professional communities. The program excels at providing coursework and teaching methods that prepare students to lead collaborative teams both during their time at the school and upon entering the workforce. The faculty is engaged in numerous committees, and they serve as leaders and role models in the broader university and academic communities. All constituencies acknowledge the positive accomplishments of the new dean, who has created an environment of open communication, collegiality, and mutual respect within and beyond the college.

- B. Design.** The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.

2016 Analysis/Review: The team found this perspective to be **Met** through the APR as well as through the setup of the curriculum. The pairings of particular studios with other crucial architecture classes emphasize the curriculum's main approach to supporting process-driven design. Other initiatives, such as the lecture series and studio field trips, also address this perspective.

- C. Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.

2016 Analysis/Review: The school does an excellent job of exposing students to career opportunities through numerous methods.

The Professional Practice class (ARCH 6700 and 6701, Architectural Professional Practice I and II) prepares students to work in a traditional office through exercises in setting up mock offices and dealing with typical office and client situations. The class also develops students' understanding of the roles of the developer, owner's representative, and other key stakeholders that architects often engage with during the course of a project. The students have opportunities to study in Salt Lake City and the surrounding rural areas, in numerous urban areas across the U.S., and in Japan. In addition, the students have the opportunity to visit numerous architectural offices in these locales. Many of the SoA staff have experience in traditional and non-traditional settings, and in local and global communities.

- D. Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the

environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.

2016 Analysis/Review: The team found evidence that satisfied this perspective in coursework, faculty research and criticism, and the general student orientation to fundamental professional responsibilities. Among courses with outcomes that demonstrated sensitivity and substantive knowledge of environmental stewardship, we include ARCH 4350/6350, Environmental Controls; ARCH 4372/6372, Building Technology in Architecture; ARCH 6060, Design Development; ARCH 3371/6371, Materials and Construction; ARCH 6015, Grad 2 Semester Studio; ARCH 6971, Final Studio; ARCH 6018, Grad 1 Immersive Studio; ARCH 6018, Design Build Studio; and ARCH 6031, Urban Design Studio.

- E. Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment.

2016 Analysis/Review: The team found this perspective to be **Met with Distinction**. As a Carnegie Community Engagement University, Utah, as a whole, places emphasis expressly on community and civic engagement, which finds amplification in the school's professional curriculum. These core values can be found at almost every level of school life, especially in studio programs. The ARCH 6016, Grad 1 Community Engagement Studio and other studios that feature community-service briefs effectively demonstrate that civic engagement is a priority of the professional program.

I.1.5 Long-Range Planning: The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe how planning at the program level is part of larger Strategic Plans for the unit, college, and university.

2016 Team Analysis: The team found substantial evidence of inclusive and comprehensive long-range planning, which proceeds from the mission and strategic goals of the university and integrally aligns with the college's long-range strategic thinking. All planning objectives embody university-required Expected Learning Outcomes (ELOs) and Outcomes Assessments (OAs). University-level assessment mechanisms provided a framework for faculty discussions beginning in spring 2014. Long-range planning objectives are now measured against year-end individual student exit surveys conducted by the chair, online evaluations of all courses (administered by the university), surveys completed by jurors for the final studios, and end-of-semester all-faculty reviews of student work. The school's long-range planning is guided by a departmental review conducted every 6 years by the Graduate Council. A college-wide retreat in January 2015 identified numerous important long-term initiatives that the College Leadership Team (consisting of the dean, associate deans, and chairs) then refined into 25 SMART goals. The SMART goals are an important part of the university's institutional planning and budget processes and form the foundation for the SoA's long-range plan. The NAAB's five Defining Perspectives provide a framework by which the school and the college can judge the value of the goals identified as being of primary importance.

During summer 2015, the chair and associate chair revised the school's long-range plan and short-term goals based on the CA+P SMART goals and end-of-semester all-faculty reviews of course content and

student work products. The plan and goals were presented to the SoA faculty for review and revision at the school's fall 2015 start-of-the-semester retreat. Many of these goals are directly related to the Defining Perspectives, including the following, which were identified as primary for the 2015-2016 academic year: new targets for student financial assistance and professional experience; higher average ACT scores for admitted undergraduate students; increased external financial support, grants, and contracts; increased recruitment and retention of students, especially women and other minorities; and expanded design-build service learning involving students and communities in need. In addition to the efforts noted above, SoA long-range planning includes continuous curriculum review and revision through regular school and college curriculum committees, sub-committees, and ad hoc task force groups, as well as through regular adjustments to committee structures and goals to align these efforts with school, college, and university objectives and aspirations.

I.1.6 Assessment:

A. Program Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multi-year objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

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

B. Curricular Assessment and Development: The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify 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.

2016 Analysis/Review: Following the 2013 NAAB accreditation visit, the Curriculum Committee drafted the SoA's first Curriculum Mission and Vision Statements, created graphic roadmaps for the undergraduate and graduate academic programs, and implemented a mentoring program for Curriculum Area Coordinators. Additionally, the Curriculum Committee proposed and developed the new integrated academic experiences in the graduate program. The college periodically conducts an alumni survey that queries SoA alumni about the success of the program. Twice each semester, the entire CA+P faculty, staff, and administration sit as a College Council to review and approve new programs and major curricular changes. This affords interdisciplinary exchange and raises the potential for collaboration through awareness of ongoing initiatives.

The SoA evaluates the efficacy and outcomes of the M. Arch degree program utilizing several different forms of assessment. A comprehensive framework for continually clarifying the program's direction, evaluating the outcomes from various perspectives, and proposing revisions is provided by: the SoA Strategic Plan, mission, and core beliefs; the university- and college-level evaluations noted above; the Graduate Council review; the CA+P mission and SMART goals; and the 2013 NAAB VTR. All students graduating from the M. Arch program are interviewed individually by the chair just prior to graduation, with the goal of understanding their perspectives concerning their academic and professional preparation.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

The program must demonstrate that it has 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.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architecture Licensing Advisor (ALA) has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2016 Team Assessment: The school demonstrated that it has adequate resources to support student learning and achievement. Eighty percent of the program's students work, and most of them have their IDP underway. Every fall, Professor Prescott Muir (Architecture Licensing Advisor) conducts an Intern Development Program (IDP) workshop for all students in which he outlines the IDP and discusses the benefits of licensure. Faculty have the opportunity to pursue professional development, per the team's meeting with the faculty. The school's placement initiatives are outstanding, with a 97 percent employment rate. The faculty enjoy a significant training resource in the Faculty Center at the library. The center conducts numerous training sessions and provides other resources for the faculty across campus, including those at the school.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.-

Physical resources include, but are not limited, to the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information 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, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

[X] Described

2016 Team Assessment: With the exception of space requirements for NAAB visits, the SoA has adequate space and facilities for the current enrollment, although they are somewhat tight. The school is experimenting with smaller desk sizes to allow for more collaboration space. The building was constructed in 1970 in the brutalist vernacular with exposed concrete and the use of wood throughout to add warmth. Toilets have maintenance issues, and much of the building is somewhat tired and old. The most significant issue is accessibility. The three-story building is intertwined with stairs and has no elevator. Accessibility is through the adjacent Fine Arts building, with access on each floor. This has legal implications. The school has planned a net-zero expansion and renovation, and has completed a conceptual plan. The projected cost is approximately \$25M, and the school has done some initial fundraising, with poor results (\$100K of \$200K pledges). The prospects that the expansion and renovation will happen anytime soon are low. There is another prospect for additional space: a recently vacated field house nearby offers the possibility of shared flexible space for studio and collaborative work. The SoA is investigating this possibility with the university.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Demonstrated

2016 Team Assessment: Based on documentation and conversations with the chair and the dean, the team finds school finances sound, although, as is the case with every public university, Utah faces significant challenges. The school has lost some of its funding for its centerpiece studio, the DesignBuildBLUFF program, but the college has plans to expand programming in collaboration with three other colleges, which will fortify the program's budget. In addition, the university is moving to a hybrid performance-based budgeting model, which will impact college financial strategies over the long term.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in the field of architecture.

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

[X] Demonstrated

2016 Team Assessment: In addition to finding information in the APR, the team toured the J. Willard Marriott Library, which houses the university's Center for Teaching and Learning Excellence. The Fine Arts and Architecture Library boasts a substantial collection of architecture books; digital publications, including books with examples of portfolios; construction document sets; and a rare book and drawing collection. There is also a materials library and "maker space" on the same floor, where three 3D printers are accessible to students during general library hours. The head librarian of the Fine Arts and Architecture Library works with students to optimize library resources and works to ensure the presence of library acquisitions that expressly serve the pedagogical and curricular priorities of the school and profession. Finally, the Center for Teaching and Learning Excellence offers ample resources for faculty, including monthly workshops on various topics of benefit to the professional program. This condition is **Met with Distinction**.

I.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure, and identify key personnel within the context of the program and the school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2016 Team Assessment: The APR clearly defines administrative structure and governance, which the team verified through conversations with the university's senior vice president for academic affairs, the dean, the program director, and the faculty.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND 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: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

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

A.1 Professional Communication Skills: *Ability* to write and speak effectively and use appropriate representational media both with peers and with the general public.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6971, Final Studio, spring 2014; ARCH 6015, Grad 2 Semester Studio, summer 2015; ARCH 6005, Grad 1 Session 1 Studio DesignBuildBLUFF, fall 2014; and ARCH 6031, Urban Design Studio, fall 2014, which included appropriate graphic and three-dimensional representation. Both program analyses for the aforementioned graduate studios and written assignments for ARCH 6700 and 6701, Architectural Professional Practice I and II, exhibited appropriate expository writing skills.

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

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6005, Grad 1 Session 1 Studio, DesignBuildBLUFF, fall 2014; ARCH 6015, Grad 2 Semester Studio, summer and fall 2015; and ARCH 6016, Grad Immersive Studio, spring 2015.

A.3 Investigative Skills: *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6015, Grad 2 Semester Studio, fall 2015. The team found ample graphic and verbal analyses both at the scale of the site and at the urban scale. The team found evidence of sensitivity to context in projects at every level of the curriculum.

A.4 Architectural Design Skills: *Ability* to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6015, Grad 2 Semester Studio, fall 2015.

A.5 Ordering Systems: *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6005, Grad 1 Session Studio 1, fall 2015, in combination with ARCH 6060, Design Development, fall 2015.

A.6 Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6971, Grad II Final Studio, spring 2014.

A.7 History and Culture: *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, and technological factors.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 3210/6210 and ARCH 3211/6211, Survey of World of Architecture I and II, fall and spring 2014–2015

A.8 Cultural Diversity and Social Equity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4850, Human Dimensions—Gender, Race, and Queer Theory in Architecture, spring 2015, and ARCH 6010, Grad III+ Studio, fall 2014 and fall 2015. This criterion is **Met with Distinction**.

Realm A. General Team Commentary: The team found ample evidence of critical thinking and representation throughout the curriculum, particularly in the lower-level courses. Investigative skills are strong almost everywhere, although second-year graduate studios exhibit noteworthy analysis that integrates verbal, graphic, diagrammatic, and conventional architectural representations into clear and compelling narratives. Also noteworthy are curricular investments in difficult topics that unflinchingly address cultural diversity, social equity, and community engagement.

Realm B: Building Practices, Technical Skills and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. Additionally, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

B.1 Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6700, Final Studio, spring 2015, and ARCH 6015, Grad 2 Semester Studio, summer 2015 and fall 2015.

B.2 Site Design: *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4112/6112, Site Planning, spring 2015, in combination with ARCH 6005, Design Development, fall 2014; however, the team notes generally anemic attention to site design (as distinct from site analysis), in particular at the advanced graduate studio level.

- B.3 Codes and Regulations:** *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6005, Design Development, Session 1, and ARCH 6060, Design Development, fall 2015 combined. There continues to be room for improvement in the consistent application of principles of life-safety and accessibility in studio work.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6060, Design Development, fall 2015, and elective studio ARCH 6018, DesignBuildBLUFF. Evidence of the ability to make technically clear drawings was also evident in elective course ARCH 6054, Contract Documents. With the exception of the design-build projects, evidence of the ability to construct effective physical models meeting this criterion lags behind demonstrated ability to create two-dimensional representations.

- B.5 Structural Systems:** *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

[X] Met

2016 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 3310/6310 and ARCH 4311/6311, Architectural Structures. The instructor is the co-author of a widely required structural textbook, *Simplified Engineering for Architects and Builders* (12th edition). This criterion is **Met with Distinction**.

- B.6 Environmental Systems:** *Understanding* of the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared between ARCH 4350/6350, Environmental Controls, and ARCH 4372/6372, Building Technology in Architecture. Both courses are required to completely fulfill the requirements of the criterion.

- B.7 Building Envelope Systems and Assemblies:** *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found primarily in student work prepared for ARCH 3371/6371, Materials and Construction, fall 2015, and secondarily in ARCH 6060, Design Development. The team noted surprising homogeneity in roof solutions—predominantly flat—given the impact of roof form on building design and performance.

B.8 Building Materials and Assemblies: *Understanding* of the basic principles utilized in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

[X] Met

2016 Team Assessment: Evidence of student achievement exceeding the prescribed level was found in student work prepared for ARCH 3371/6371, Materials and Construction. Elements of this criterion were also found to be successfully incorporated into studio work.

B.9 Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems, including mechanical, plumbing, electrical, communication, vertical transportation security, and fire protection systems.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4372/6372, Building Technology in Architecture.

B.10 Financial Considerations: *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Met

2016 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 6700 and 6701, Architectural Professional Practice I and II, fall 2014, spring 2015, and fall 2015 for project financing methods and feasibility, construction cost estimating, construction scheduling, and operational costs. Minimal evidence was found for life-cycle costs in ARCH 4372/6372, Electrical Lighting, although the team felt that the intent was more toward building life-cycle costs.

Realm B. General Team Commentary: Since the last visit, the program has made significant strides in evenly embedding the criteria of Realm B across the curriculum. The team found ample evidence of curricular collaboration between seminar courses addressing specific criteria in detail and studio coursework; however, student studio work does not exhibit a strong or consistent application of the criteria at this time. The school's Curriculum Committee has worked to identify the best way to address Realm B, with evidence of positive outcomes in ARCH 6005/6060. Discussions with faculty on recent immersive experience studios suggest that the program is on track to continue to improve student comprehension and the application of the criteria throughout required coursework.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Evaluating options and reconciling the implications of design decisions across systems and scales.

C.1 **Research:** *Understanding of the theoretical and applied research methodologies and practices used during the design process.*

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6971, Final Studio, fall 2015; ARCH 6015, Grad 2 Semester Studio, fall 2105; and ARCH 6700 and 6701, Architectural Professional Practice I and II, spring and fall 2015.

C.2 **Evaluation and Decision Making:** *Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.*

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6060, Design Development, fall 2015; ARCH 6015, Grad 2 Semester Studio; and ARCH 6971, Final Studio, spring 2015.

C.3 **Integrative Design:** *Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.*

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6060, Design Development, and ARCH 6971, Final Studio, spring 2015.

Realm C. General Team Commentary: In the current curriculum, revised last year, the Curriculum Committee bifurcated the semester-long ARCH 6005, Grad 1 Session 1, into two components: the first component produces a schematic design, and the second component, developed during a second discrete studio (ARCH 6060), integrates IBC and ADA code requirements, technical systems, envelope design, and construction documentation, all of which adhere to principles of sustainable design standards, siting, and building performance criteria. The entire team took care to examine outcomes from the fall 2015 version of ARCH 6060, Design Development, and its precursor, the fall 2014 version of ARCH 6005. The program of the latter studio featured a local ski resort facility and incorporated ski lift machinery; the former focused on an addition to the University of Utah, College of Engineering. Large-scale wall sections and other accompanying documentation demonstrated student ability to integrate site design, environmental stewardship, historical precedent, structural systems, environmental systems, building envelope systems and assemblies, building materials and assemblies, and building service systems.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities

D.1 Stakeholder Roles in Architecture: *Understanding* of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6700 and 6701, Architectural Professional Practice I and II, fall 2014, spring 2015, and fall 2015, among other courses.

D.2 Project Management: *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods

[X] Met

2016 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 6700 and 6701, Architectural Professional Practice I and II, fall 2014, spring 2015, and fall 2015.

D.3 Business Practices: *Understanding* of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

[X] Met

2016 Team Assessment: The team found evidence of student achievement at the prescribed level in work prepared for ARCH 6700, Architectural Professional Practice I, fall 2014 and fall 2015.

D.4 Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6701, Architectural Professional Practice II, spring 2015. This criterion is **Met with Distinction**

D.5 Professional Ethics: *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice, and understanding the role of the AIA Code of Ethics in defining professional conduct.

[X] Not Met

2016 Team Assessment: While there was no evidence of this understanding within documented student work, the team found substantial evidence of it in the syllabus, PowerPoint presentation, and handouts prepared for ARCH 6701, Architectural Professional Practice II. The handouts included AIA's Code of Ethics, the NCARB Monograph on Ethics, and, most importantly, a class discussion guide that focused on ethics. From the syllabus, the team learned that, as part of the requirements of the course, students attended a forum on ethics at AIA Utah offices on February 3, 2015, which featured many speakers. However, despite significant effort, the school was unable to produce evidence of this understanding in student performance—papers, essays, exams, quizzes, or projects—with appropriately documented evaluations by instructors.

Realm D. General Team Commentary: With respect to the requirements of Realm D, the student work and curriculum were outstanding, even with D.5 not being met owing to the absence of the required documentation of student work. The primary visiting team member reviewing this realm has taught Professional Practice courses in the past, and it was his considered opinion that ARCH 6700 and 6701, Architectural Professional Practice I and II, embody exceptional instruction, with ample documentation suggesting that learning objectives and relevant SPC have been generally well met.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

In order for a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following U.S. 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).
2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[X] Met

2016 Team Assessment: A copy of the signed letter from the Northwest Commission on Colleges and Universities, dated January 30, 2015, was available on the Utah.edu website

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs with the following titles: 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 optional studies.

The B. Arch, M. Arch, and/or D. Arch are titles used exclusively with NAAB-accredited professional degree programs.

Any institution that uses the degree title B. Arch, M. Arch, or D. Arch for a non-accredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these non-accredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *NAAB Conditions for Accreditation*. Every accredited program must conform to the minimum credit hour requirements.

[X] Met

2016 Team Assessment: In documentation prepared in advance of the visit and in conversations with the University of Utah's senior vice president for academic affairs, the team confirmed that the program meets all curricular expectations for the 2-year M. Arch—which requires 122 undergraduate credit hours and 53 graduate credit hours—and for the 3+ M. Arch degree—which requires an undergraduate degree and 100 graduate credit hours.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

The program must demonstrate that it has a thorough and equitable process to evaluate the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

[X] Met

2016 Team Assessment: The team found evidence on pp. 42-48 of the APR, in the supplemental APR 3-SPC Matrix, and in conversations with Associate Professor Locher. The majority of the students in the professional 2-year program matriculate from the university's undergraduate program, which allows coursework covering specific SPC to be placed in the undergraduate program. For the few students that transfer into the 2-year Master's program from another institution, not only is the institution's course information required, but course syllabi and, in some cases, examples of student work from the courses are also required. The course information submitted is considered by a qualified board, which includes the ARDC chair. If the board decides that the coursework presented meets the SPC, the student may enter the program with credit for the course in question. If the board does not grant credit, the student is asked to take the undergraduate class offered that covers the SPC. The majority of the students in the 3+ Master's track come in with different undergraduate degrees and are assumed not to have met any of the SPC; therefore, all courses that teach an SPC (undergraduate or graduate) are required for these students. The admissions process is well documented in the APR and on the links to the appropriate admissions pages, which are found in the APR.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the general public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

II.4.1 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*, Appendix 1, in catalogs and promotional media.

[X] Met

2016 Team Assessment: The team found evidence fulfilling this condition on the following website page: <http://soa.cap.utah.edu/accreditation/>.

II.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

The 2014 NAAB Conditions for Accreditation

The Conditions for Accreditation in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2016 Team Assessment: The team found evidence of the documents through links located on the following website page: <http://soa.cap.utah.edu/accreditation/>.

II.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

[X] Met

2016 Team Assessment: The team found a link to career and development information on the following website page: <http://soa.cap.utah.edu/accreditation/>.

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 electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).

- The most recent decision letter from the NAAB.
- The most recent APR.¹
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2016 Team Assessment: The team found evidence of the reports through links on the following website page: <http://soa.cap.utah.edu/accreditation/>.

II.4.5 ARE Pass Rates:

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results

[X] Met

2016 Team Assessment: The team found evidence of the pass rates through links on the following website page: <http://soa.cap.utah.edu/accreditation/>.

II.4.6 Admissions and Advising:

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
- Forms and process for the evaluation of pre-professional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

2016 Team Assessment: The information was easily found and clearly presented on the SoA Utah.edu website.

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.
- 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

¹ This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

during the full course of study for completing the NAAB-accredited degree program.

[X] Met

2016 Team Assessment: The information was easily found and clearly presented on the SoA Utah.edu website.

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

The program must certify that all statistical data it submits to the 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.

[X] Met

2016 Team Assessment: The team found evidence of the reports through links on the following website page: <http://soa.cap.utah.edu/accreditation/>.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 11, *NAAB Procedures for Accreditation*, 2012 Edition, Amended).

[X] Met

2016 Team Assessment: The team found evidence of the reports through links on the following website page: <http://soa.cap.utah.edu/accreditation/>.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

A.8 Cultural Diversity and Social Equity

Student work flowing from ARCH 4850, Human Dimensions—Gender, Race, and Queer Theory in Architecture, and ARCH 6010, III+ Fall Studio (Tiny House Project), exhibited exceptional creativity in the students' exploration of contemporary social, political, and cultural practices in Salt Lake City through theoretical analysis and design inquiry.

B.5 Structural Systems

Student projects in ARCH 3310/6310 and ARCH 4311/6311, Architectural Structures, exhibited exceptionally well-organized and thoughtful exploration of essential structural principles. The instructor is the co-author of a widely required structural textbook, *Simplified Engineering for Architects and Builders* (12th edition).

D.4 Legal Responsibilities

Student work in the two-semester ARCH 6700 and 6701, Architectural Professional Practice I and II, exhibited the benefits of eight modules of legal analyses that covered risk management, legal theories on architectural liability, dispute resolution, statutes, intellectual property, contracts and claims, and agreements, among other essential legal topics.

I.1.4.E Community and Social Responsibility

The university as a whole places great emphasis on equity, social justice, civic engagement, and public life, given its status as a classified Carnegie Community Engagement University. The school amplifies this status through coursework and special programming, such as its DesignBuildBLUFF program, which engages Navajo communities in southern Utah, and its summer studio affiliation with Archeworks in Chicago. The school has generated a long list of public-interest-driven graduate studios that elevate Utah's campus-wide commitment to community engagement, e.g., Women's Garden Shelter, North Temple Shelter (for the Unsheltered), Tibetan Community Center, Home for LGBT Youth, Home for Alzheimer's Patients, Hartland Living and Learning Center, Hartland Partnership Center, Park City Workforce Housing, Community Art & Live Work Center, Community + Arts Library, Flux Memorial/Tsunami Detection Center, and Tohoku Tsunami Center.

I.2.4 Information Resources

In addition to finding information in the APR, the team toured the J. Willard Marriott Library, which houses the university's Center for Teaching and Learning Excellence. The team was particularly impressed with the dedication and energy of the librarian of the Fine Arts and Architecture Library and this library's integrated literary and technical resources. The Fine Arts and Architecture Library boasts a substantial collection of architecture books; digital publications, including books with examples of portfolios; construction document sets; and a rare book and drawing collection. There is also a materials library and "maker space" on the same floor, where three 3D printers are accessible to students during general library hours. The head librarian of the fine arts and architecture section of this library works with students to optimize library resources and works to ensure the presence of library acquisitions that expressly serve the pedagogical and curricular priorities of the school and profession. Finally, the Center for Teaching and Learning Excellence offers ample resources for faculty, including monthly workshops on various topics of benefit to the professional program.

Appendix 2. Team SPC Matrix

University of Utah School of Architecture SPC Matrix: Course in which SPC is met primarily; course in which SPC is met secondarily



	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5	
SPC Expected to have been met in preparatory education																											
ARCH 3210/6210 & ARCH 3211/6211																											
ARCH 3310/6310 & ARCH 4311/6311																											
ARCH 3371/6371																											
ARCH 4112/6112																											
ARCH 4350/6350 & ARCH 4372/6372																											
ARCH 4372/6372																											
ARCH 4850 (except M.Arch 3+)																											
SPC Met in NAAB-accredited program																											
ARCH 6005																											
ARCH 6010 (for M.Arch 3+)																											
ARCH 6015 (& ARCH 6031 fall 2014 only)																											
ARCH 6016 & ARCH 6018 & ARCH 6031																											
ARCH 6060																											
ARCH 6700 & ARCH 6701																											
ARCH 6971																											

Appendix 3. The Visiting Team

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V. Report Signatures

Respectfully Submitted,



Daniel S. Friedman, PHD, FAIA
Team Chair

Representing the ACSA



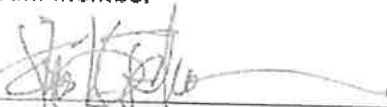
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