University of Washington
Department of Architecture

Visiting Team Report

Master of Architecture
(Path A: 180 undergraduate quarter-hours credits in Architectural Studies plus 91 graduate quarter hour credits)
(Path B: 180 undergraduate quarter-hours credits plus 145 graduate quarter hour credits)

The National Architectural Accrediting Board
13 February 2008

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

1. Team Comments

Strengths and Opportunities

1. The team was impressed by the high quality of the educational program, the impact of the new dean and chair, the professionalism of the faculty, and the maturity and enthusiasm of the students.

2. The department’s focus upon actions in support of goals presented in the department’s strategic plan shows clear results including changes in the curriculum for the studio sequences and thesis to foster a fulfilling experience and timely completion of the degree.

3. New funding for additional faculty and increased funding through grant and extension initiatives has brought momentum to strengthen the program’s position.

4. The department’s active relationship with the profession and the community, and the opportunities fostered by the Professionals’ Advisory Council binds the school to both a renowned regional setting and international network.

5. The reach of the existing Rome and Scandinavian study abroad program and the planned study abroad programs to Japan and India enrich the educational program.

6. For incoming students, previous experience and coursework are thoughtfully evaluated to suggest course requirements carefully adjusted by the academic advisor.

7. The Integrated Design Lab is an important model for research for the profession and outreach.

8. Design-build and interdisciplinary studios such as the Post-Katrina studio extend the department’s practice to provide significant experience for students to make the educational program more vital while presenting the work of architecture to larger audiences. The success in collaboration and interdisciplinary work places the school in an active position to be called upon when such opportunities arise.

9. The Digital Commons, the new center for digital representation, complements the strong graphic presentations found in the school and demonstrates the potentials of interactive learning. Recent equipment funding for a computerized milling machine will further extend digital practice.

10. The school contains a wide array of electives, workshops, and opportunities for student initiatives that broaden architectural education. The high quality of work from the furniture studio, the photography course, and the most recent issue of the student-run publication *Column 5* extends the reach of architectural engagement.

11. The team observed the placement of new touch screen information kiosks in the buildings of the college and the *Column 5* poster call for articles. With the successful renovation of Architecture Hall increased communication in the department between Architecture Hall and Gould Hall are sought by students to fully identify programs and opportunities.
2. Progress Since the Previous Site Visit

Condition 6, Human Resources Development (2002)
Programs must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.

Previous Team Report (2002): University wide budget reductions continue to hamper human resources and development. This is evidenced by the overly large number of part-time faculty who teach a significant percentage of the courses, including required courses, potentially weakening the core curriculum because of their intermittent involvement in the program.

A shortfall in replacements for retired faculty members and recent “buy-outs,” faculty development, release time for research, and travel to professional conferences are further areas of concern.

2008 Visiting Team Assessment: Improvement in this area is noted, enhanced by the department’s strategic plan calling for specific actions to support the creative activities of the faculty to strengthen the collective vision of the department. The strategic plan calls for unfunded scholarship support and increased funded research in addition to creating new areas of funding. Faculty requests for research time and travel support for conferences have been met during the last two years. A faculty book publication fund was created with support from the college and university.

The program received three years of renewable funding for one senior lecture position, created from a position that was formerly shared with the school of art. Additionally, a faculty recently hired for a new position in Architecture and Ecological Design the department is moving forward to support the focused strategies that seek excellence as defined by the school vision statement. The program values and draws upon faculty part-time from the Seattle area as an active link between the school and the profession. Student run talks in the Digital Commons reinforce the digital exchange to cultivate the habits of a comprehensive educational environment. The university expenditure/per FTE at $7151 is higher than the college-wide average, but falls in the lower range as compared to other professional programs in the university.

Condition 9, Financial Resources (2002): Programs must have access to institutional support and financial resources comparable to those made available to the other relevant professional programs within the institution.

Previous Team Report (2002): Financial resources are poor. The team did not receive comparable information for other professional programs. Interviews with leading administrators indicated that institutional supports were predisposed to departments and colleges that garnered significant sponsored projects and research contracts. The pending budget cuts may make this issue even more difficult to meet.

2008 Visiting Team Assessment: Financial resources have improved. The provost as the university’s chief financial and academic officer has supported improved funding for the college and department and looks to the college as a key player in the university’s strategic progress. The team met with the college Director of Finance and Planning and found the general operating fund has been restored by the university along with new funding for shop equipment, faculty publication, and storefront support. $185,000 was provided to the College of Architecture and Urban Planning for the 3D Fabrication shop.

The department received salary compression and retention funds for some faculty positions along with incentives and start-up funds for a new technology and environment
faculty position. New faculty positions are presently being filled. The university has shown support for the department by funding the $25 million renovation of Architecture Hall completed in June 2007; $500,000 for the renovation of Gould Hall to create the Digital Commons with student fees per quarter for digital support; $85,000 for the Annex renovation; and $30,000 permanent funds for the Master of Science operating budget. The department secured research funds of $1,125,000 between 2002-2004 and successfully generates more than $40,000 annually through extension certificates program.

See Team Findings: Condition 6, Human Resources Development above for faculty position support from the university.

**Criterion 12.14, Accessibility (2002):** Ability to design both site and building to accommodate individuals with varying physical abilities

**Previous Team Report (2002):** There are courses that address ADA concepts and practical applications, but student work does not demonstrate sufficient evidence of the ability to meet this criterion.

**2008 Visiting Team Assessment:** See 13.14. Design studios are noted as the primary source of curriculum pertaining to accessibility. The program document for Arch 500 Architecture Design Studio notes, “code requirements relative to exiting and accessibility must be fully addressed.” A life safety and accessibility summary page is included in the Arch 500 student materials, which provides very condensed criteria for accessibility. The studio projects on display for the team indicate varying levels of attention to accessibility. While some projects demonstrated a clear ability in making buildings accessible as an integral part of project design and presenting this dimension specifically, this was not evident in all projects displayed.

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

**Criterion 12.19, Life-Safety Systems (2002):** Understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems

**Previous Team Report (2002):** Arch 476, Design and the Uniform Building Code, cover the subject very well, but it is an elective course. There is no evidence provided that every student has an understanding of issues covered by this criterion.

**2008 Visiting Team Assessment:** An understanding of the life safety principles that informs design was evident in projects from the Architectural Design Studios 500, 501, 502. Three other required courses contain materials to promote this understanding and three professional practice selectives present this material. While the professional practice selectives specified for this criterion are not required, students are each advised to satisfy competencies by their selections. The required professional in-studio workshop series also contributes to this understanding.

**Criterion 12.21, Building Service Systems (2002):** Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems
Previous Team Report (2002): Arch 433, Active Control Systems for Building Operation, provides good learning tools for understanding of HVAC system controls. However, there is no evidence that students can demonstrate an understanding of communications, security, and vertical transportation issues.

2008 Visiting Team Assessment: The required course Arch 433 Active and Passive Controls for Building Operation now provides material to give the basic principles for design of building services systems. The course materials are descriptive and require this material be included in the Arch 502 Comprehensive Design Studio project.

Criterion 12.22, Building Systems Integration (2002): Ability to assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design

Previous Team Report (2002): A review of student work does not provide sufficient evidence of the students’ ability to integrate all of the various systems into building design.

2008 Visiting Team Assessment: See 13.23. Student projects exhibited were not complete in demonstrating evidence of the ability to assess, select and conceptually integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design.

Criterion 12.24, Building Code Compliance (2002): Understanding of the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, means of egress, fire protection, and structure

Previous Team Report (2002): Arch 476, Design and the Uniform Building Code, provides an extremely detailed coverage of code concepts of the UBC and also introduces the International Building Code (IBC). However, this is an elective course. There is no evidence that every student is exposed to these concepts, nor is there demonstrated evidence of student understanding of issues covered by this criterion.

2008 Visiting Team Assessment: This criterion has been redefined in the Student Performance Criteria. The department provides this material in required in-studio workshops to give students access to gaining an understanding of building code compliance in building design. Several courses in the curriculum present this material from other frameworks.

Criterion 12.29, Comprehensive Design (2002): Ability to produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program’s design criteria

Previous Team Report (2002): There is insufficient evidence of the ability to meet this criterion. Review of the student work presented did not display an ability to produce an architecture project informed by a comprehensive program, from schematic design through detailed development of programmatic spaces. Nor did it display an ability to combine all the component aspects and systems required in the comprehensive design of a project.
2008 Visiting Team Assessment: Projects reviewed showed students’ ability to produce a comprehensive design in Arch 502 Comprehensive Design Studio as a required final course in the three core studio sequence.

Criterion 12.30, Program Preparation (2002): Ability to assemble a comprehensive program for an architecture project, including an assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and an assessment of their implications for the project, and a definition of site selection and design assessment criteria.

Previous Team Report (2002): Some attributes of the requirement are being addressed—precedent, analysis of site conditions (throughout the curriculum), and space requirements (thesis preparation)—others are not. This is particularly problematic in the unevenness of the thesis preparatory course, in which a reasonable scope of work can be delimited through effective programming.

2008 Visiting Team Assessment: This ability is evidenced by student work in Arch 599 Thesis Preparation coursework required for students to advance to the Arch 700 Master’s Thesis. The thesis preparatory work is viewed as key to the success of the master’s thesis work that follows.

Causes of Concern [taken from VTR dated February 27, 2002]

A. Unresolved Nature of Long-Identified Areas of Concern

Though some progress is noted in some areas, many of the issues discussed under I.1, Team Comments, were also identified since at least the 1997 Visiting Team Report, but have been largely left unresolved.

This is an area of particular concern, since problems left unresolved seem to have further weakened the program since the last visit. Financial resources continue to negatively affect the program.

Even when problems are identified and voted on, administrative action did not follow for a variety of reasons. The location of the thesis project in the sequence has been a profound irritant for some time and seems to have become an all-encompassing issue today.

The faculty vote to make thesis preparation a required course has also languished without implementation, further weakening Condition 12.30, Program Preparation.

B. Building Service Systems, Building Systems Integration, and Comprehensive Design

- Building Service Systems

  Environmental technology was identified as an area of weakness more than 10 years ago. Left unresolved, it continued to weaken efforts to demonstrate understanding of building systems and to demonstrate the ability to integrate building systems. This area of concern has now mushroomed to include comprehensive design.

  Criterion 24: Understand the basic elements, organization, and design of mechanical, electrical, plumbing, communications, security and vertical transportation.
systems, which was not met in 1997, remains an area of concern today. The 1997 team observation that “the effectiveness of the faculty in providing appropriate levels of instruction in building systems is limited by the amount of time devoted to building systems in the curriculum” also remains true today.

- **Building Systems Integration**

Criterion 35: Be able to assess, select and integrate structural and environmental systems into building design. The 1997 team observed that it is the environmental part of this criterion that is not met.

This area is further exacerbated today because the revised 1998 Conditions and Procedures calls for expanded abilities.

Criterion 12.22: Ability to assess, select and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design. This criterion is also not met.

- **Comprehensive Design**

The lack of ability to resolve Criteria 24 and 25 is now extended into Criterion 12.29, Comprehensive Design.

Criterion 12.29: Ability to produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program’s design criteria. This criterion is also not met.

C. **Towards a Fulfilling Thesis Experience**

Despite a protracted dialogue involving many constituents/stakeholders, resolution of the widely perceived problems of the master of architecture degree thesis remains unsuccessful. Problems include the following:

- A loosely structured thesis preparation
- The absence of effective thesis program preparation
- Faculty members who are not given teaching credit or compensated for engaging in thesis advising
- An indefinite time frame and/or advisory structure
- Workspace, the locations and relative placement of which may suggest less than the importance of the thesis to all constituents of the department
- An absence of closure to the process, in which students can feel unfulfilled in their accomplishments.

The skillful execution of an architectural thesis represents the fullest opportunity to demonstrate the expertise for which the master of architecture degree is conveyed.

Done well, the thesis demonstrates the thoughtful exploration of a hypothesis from inception through completion. Inception begins in the thesis preparatory course that normally includes research and programming that lead toward a comprehensive design problem. The review of student work presented revealed no evidence of an ability to combine all systems required in the comprehensive design of a project. The fruition of
the design inquiry is a comprehensive design illuminating the hypothesis or design question in ways that may inspire other students in the department and fuel a lifetime of inquiry.

It is critical to the department to resolve all thesis issues and create a method through which the aforementioned problems are successfully addressed.

D. Research: Broadening a Teaching-Based Entity in a Major Research University

The University of Washington has the great fortune of being one of the most prominent research universities in the United States. Units contributing to that prominence seem to be nurtured. This support has proven to reap many dividends for the university, including building the university’s reputation and financial resource base. In contrast, the relatively small scope of sponsored project activities that contribute directly back to the university from the department may become increasingly problematic over time.

Current strides by the college and department to deepen their research mission are laudable and in need of increasing levels of support, particularly in those areas in which sponsorship can now be used to enable scholars with a wider diversity of scholarly interests to pursue their inquiries with departmental support. The vice-provost emphasized the strategic plan’s commitment to support higher levels of interdisciplinary research. In some quarters of the college, opportunities are already under investigation. It will be most important to provide increased incentives to pursue these avenues of additional support to the department as the unpredictability of state funds becomes more pronounced.

3. Conditions Well Met

13.2 Critical Thinking Skills
13.15 Sustainable Design
13.21 Building Envelope Systems
13.24 Building Materials and Assemblies

4. Conditions Not Met

13.14 Accessibility
13.23 Building Systems Integration

5. Causes of Concern

1. The team found that the emphasis of sustainability in design is clearly one of the hallmarks of the program. The department is well positioned to take advantage of this leadership position. The leadership in sustainability could be compromised if sustainable design becomes topical in the school rather than a direction. This important initiative should not occur independent of the other technical subjects.

2. Sustained funding is critical to the school’s trajectory. The potential for system-wide funding reductions may jeopardize recent gains and limit progress towards situating the school’s long-term vision at a level that the faculty and students now seek.

3. There has been much progress with facilities. Lack of facilities to support large-scale research and digital processes as the next strategic step may hamper the program development and future research potential.
4. The team found that longstanding causes for concern have been largely removed with the faculty and administration supporting change within the school to eliminate these concerns. While the team noted overall progress has been demonstrated, concern with 13.14 Accessibility and 13.23 Building Systems Integration remain a challenge for the program. Evidence and the progress viewed by the team suggest that these criteria can be accomplished. For more information see Student Performance Criteria 13.14 and 13.23.

5. With regard to architectural education and the profession, and how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research. Courses offered to achieve this understanding should be more focused with a coordinated array of required courses providing the student with an understanding of how projects are obtained and delivered as an essential component of the design studio and technology course work. The continuing relationship to the active and successful Professionals' Advisory Council is a key component of such a program.

6. With the current selective structure of the professional practice offerings some students may miss essential subject matter. Presently, students are advised based on prior course work and individual professional experiences as to which of the offerings to take. As the set of electives are innovative with regard to area of focus, a clearly defined structure for the professional practice electives may show the breadth of professional practice opportunities and issues to foster a greater understanding of the elective set as a whole.
II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

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

1.1 Architecture Education and the Academic Context

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

Met [X] Not Met [ ]

The new provost, dean of the College of Architecture and Urban Planning, and the other college department heads look to the architecture department in the academic context as a resource in positioning the university within the region and around the world. The university, the dean, and other department heads within the college see the program integral to developing new areas of study to be defined through collaborative work. Presently, the architecture program provides the forum and occasion for other departments in the college to come together and interact. There is the expectation that this effort can be transferred to assist in drawing other academic units of the university into collaboration for important environmental work. The reach of the architecture program in existing and planned study abroad programs widens the window of the university to a world beyond the immediate region.

1.2 Architecture Education and Students

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

Met [X] Not Met [ ]

Students demonstrated a responsible and mature attitude toward to their colleagues’ work and to the strength of the studio environment. The school demonstrates strong respect for the students and cultivates an atmosphere of collaboration, sharing, and innovation. Students are encouraged and engaged in all areas of student life and approach their education with enthusiasm. The school has crafted a comprehensive and resilient Studio Culture policy as one of the strongest aspects of the school. Students
have benefited from knowing the work of the other college disciplines through interdisciplinary projects. The department, college and university seek to nurture students’ diversity and individuality.

1.3 Architecture Education and Registration

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

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The school provides students with a comprehensive understanding of registration, IDP, and professional conduct from the beginning convocation to the multiple linkages throughout the curriculum. Students are successful in gaining an understanding of their education as it proceeds to registration. The school resides in a region where models of professional practice are readily available. Students come to know these aspects as a part of program through advising and information sessions and can follow the processes with colleagues who become well versed with this information enriched by visiting and adjunct faculty. IDP is facilitated through alumni mentors and AIAS sponsored IDP seminars. The Washington State Registration Board for Architects holds one meeting each year in the department. ARE pass rates are indicated as high. For the students in the school there is an almost seamless transition to the profession.

1.4 Architecture Education and the Profession

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

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The program prepares students to recognize the breadth of the profession and the allied disciplines, and their professional responsibility to continue learning as a habit beyond the degree program. The Professionals’ Advisory Council (PAC) maintains an active relationship with the school and brings the profession into the school with a variety of evolving programs. PAC sponsors the Headlines Exhibition to present the scope of
current Seattle architecture in Gould Hall on an annual basis, AIAS hosts Career Day, and AIA Seattle sponsors a Diversity Round Table. The department offers studios and courses that call students to respond and position themselves relative to professional and ethical questions in architecture.

1.5 Architecture Education and Society

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

Met Not Met
[X] [ ]

The school creates a strong connection to society through the orientation of design studios, coursework references, and outreach programs. A number of design studios present the complexity of community and environmental issues in which architects engage including the interdisciplinary Post-Katrina Studio, the Design-Build Studio, the Storefront Studio, and the Glenn Murcutt Studio. In these contexts, students gain firsthand experience with the social art of negotiating project scope and client requirements. Students gain an understanding of the scope of architectural engagement and realize the expectations that communities require of the profession. Students come to know these issues further in courses such as Arch 577 Ethical Practice, Arch 598 Sustainability, Environment, and Health, and Arch 498 Community Driven Development. The department has a significant foreign studies program highly valued by the students as the means of gaining new cultural perspectives. The Integrated Design Lab directly responds to design and energy questions for daylighting, lighting, and energy information as an important demonstration of research for professional and public service.

2. Program Self-Assessment Procedures

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

Met Not Met
[X] [ ]

The department initiated a self-assessment process during the first half of 2007 that identified strengths and weaknesses resulting in six strategic initiatives with goal-oriented actions. Student surveys and the Professionals’ Advisory Council contributed to the process. This material is presented in a printed brochure for distribution to the students, faculty, university, and the professional community. The process engaged students, faculty, allied departments, university administrators, and professionals in the community. Faculty meetings held weekly are the center of much program direction and assessment on an on-going basis. Program assessment is
mandated by the state and the University of Washington on a ten-year cycle. Improvements to the thesis sequence and professional workshops to support the design studios show evidence of the positive results of this process.

3. **Public Information**

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

   Met  Not Met
   [X]  [ ]

   This information is provided on the department web site. Students are informed of the NAAB Conditions for Accreditation during the student orientation meeting at the beginning of the school term.

4. **Social Equity**

   The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

   Met  Not Met
   [X]  [ ]

   The first goal in the school's strategic plan is to “strengthen the collective vision of the department” followed by an action item “to expand recruitment of underrepresented groups for the faculty and students.” Recent faculty hires diversified the faculty with four new positions. The department actively recruits minority students. Three scholarship programs support minority retention and recruitment. The school Web site includes a statement on equity. The university has a similar policy statement on the university Web site. The new dean is taking a proactive stance to increase the diversity. Governance is a shared responsibility in the department.

5. **Studio Culture**

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

   Met  Not Met
   [X]  [ ]
The department's adopted studio policy is very strong. Discussions with students and faculty reinforce that this policy is happening. Students express concern that the design of the new security system in Architecture Hall hinders communication and interaction.

6. Human Resources

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

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The department chair, associate chair, graduate program coordinator, the director of student services and undergraduate coordinator direct the administration of the program. The faculty student-teacher ratio maintains the program goal of 1:12 for most studios. All tenured and tenure-track faculty are encouraged to pursue creative work in research, scholarship or architectural practice with department support of 0.15 FTE.

7. Human Resource Development

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

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See: Progress Since the Previous Site Visit -- Team Findings 6. Human Resource Development

8. Physical Resources

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

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With the recently completed renovation of Architecture Hall the school is able to accommodate all students with their own desks and provide faculty with offices in a building that strengthens the program and enhances the campus. The renovation contributes to a more positive thesis experience with studio space that helps to create a center in the school. University scheduling hampers the full programmatic use of the building since the main large lecture hall (Arch 147) is often not available for architecture lectures limiting educational opportunities.
The AUP Librarian finds the recent library renovation has improved the quality of the library as a college study center. The librarian finds the space at this time sufficient. Wood and metal shops and newly completed and innovative Digital Commons further support the program. The Digital Commons is an active learning center in the school. The Commons offers good access to computing resources with direct assistance. While there has been significant improvement to the program’s facilities, future program development is constrained by lack of space in the present buildings.

9. Information Resources

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

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The AUP Library funded by the University Library provides students and faculty with materials for graduate level research in architecture. The library space was renovated to improve the quality of the space with an overall cost of $60,000. Although foreign back issues were obtained recently, the serial budget has been cut and concerns for future funding remains. The Visual Resource Collection contains 135,000 slides. The process to convert slides to digital images is progressing slowly as it is highly labor intensive. The digital images are available on internet. Students request longer library hours on weekends.

10. Financial Resources

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

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Since the last visit, the university has worked to restore funding from previous budget cuts. Funding for salaries and operating budgets have improved since 2002. The Master of Science operating budget received additional permanent funding of $30,000. Salary compression, retention, and recruiting are being addressed. With the new university and college administration in place there is support to improve the funding of the department. The high cost of living is a challenge in recruiting new faculty. The department received renewable three-year funding for a senior lecture position and renewable one-year funding for two lecturer positions. The department receives more than $40,000 annually from successful extension program offerings. Faculty research initiatives have brought increased research funding. Additional funding is available for buying needed shop equipment for the program. The librarian’s salary was increased at the expense of the acquisition budget. Significant new capital projects contribute to program support – the $25 million renovation of Architecture Hall, $85,000 for the Annex, the basement of Gould Hall was made accessible and transformed into the Digital Commons with a project cost of $500,000. In addition, the department is looking to increase financial resources.
further through development efforts to meet continuing program goals. The potential for system-wide funding reductions may reduce progress gained towards sustaining the school at a competitive level.

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

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The Northwestern Commission on Colleges and Universities accredits the University of Washington.

12. Professional Degrees and Curriculum

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

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The two tracks leading to the Master of Architecture fulfill the required general education requirements.

13. Student Performance Criteria

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

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

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Writing quality as expressed through the work of course assignments, contributions to COLUMN 5 and other media revealed an acceptable level of clear communication, although strong differences were noted between best and the least proficient students.
13.2 Critical Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

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This condition is unusually well met. As demonstrated with the high level design coherency in the studio projects, students bring clear ideas to support their design work. With the required course Arch 360 Design Theory and Analysis students are challenged to develop their own positions in architecture through the lens of design and philosophical theory and discussion.

13.3 Graphic Skills

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

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Student work exhibits a wide spectrum of media. The studio projects were well crafted and the mode of representation appropriate to the content. The new Digital Commons has broadened representation with the computer and the students are actively engaged.

13.4 Research Skills

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

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13.5 Formal Ordering Skills

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

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13.6 Fundamental Skills

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

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

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Multiple courses and interdisciplinary studios throughout the curriculum provide opportunities to gain this experience demonstrating an important value in the school – one of the six goals designated in the school’s strategic plan.

13.8 Western Traditions

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

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Western traditions are extensively covered in the main history track (Arch 350, 351, 352), which is required in the 3+year program. Students in the 2+year program are required to have taken classes covering similar material in their previous degree - students who did not are required to take the requisite classes.

13.9 Non-Western Traditions

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

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Student work reviewed in the required courses of Arch 350, 351, and 352 demonstrate an understanding of non-western traditions. Numerous elective classes also contribute to a breadth in student understanding of non-Western traditions in architecture.

13.10 National and Regional Traditions

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

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National traditions are covered extensively in Arch 352 History of Modern Architecture and in the design studios. Regional traditions are primarily covered in Arch 590 Urban & Preservation Issues in Design and design studios. Additional coursework in these areas is available through electives.

13.11 Use of Precedents
Ability to incorporate relevant precedents into architecture and urban design projects

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The use of precedents is demonstrated primarily in design studios, thesis, and associated support classes such as Arch 590 Urban & Preservation Issues in Design.

13.12 Human Behavior

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

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The relationship between human behavior and the physical environment is addressed extensively in Arch 360 Introduction to Architectural Theory and in design studios and thesis.

13.13 Human Diversity

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

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Human diversity is covered through the required Arch Design Studio Options 503 and 504.

13.14 Accessibility

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

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

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

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

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This condition is well met. Information from the technical courses is called upon to further principles of sustainability demonstrated in the design course sequences. Sustainability is a strong expectation for the students. Many students have come to the school for this information. Several studios and courses including the Post-Katrina and Murcutt Studios and the design build projects demonstrate sustainability as a primary orientation of the work.

13.16 Program Preparation

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

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The Master’s Thesis Studio and Pre-Design Course orients the student to the development and completion of this material as a prerequisite in preparation for the Master’s Thesis. Both the evidence and student response indicate this is an important and successful part of the thesis experience.

13.17 Site Conditions

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

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13.18 Structural Systems

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

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

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13.20 Life-Safety

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

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13.21 Building Envelope Systems

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

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This condition is well met. Arch 570 Design Development presents the important intellectual engagement an architect brings to project development as it moves towards construction.

13.22 Building Service Systems

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

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Student work from courses Arch 501, 502, & 433 were reviewed. 433 primarily addresses HVAC systems and to some extent lighting systems. Other areas of plumbing, vertical transportation, communication, security and fire protection were not addressed in exhibited work. The course syllabus indicates that there are lectures covering areas of vertical transportation and plumbing systems. However no student work was exhibited to demonstrate the understanding of the basic principles.

Student work exhibited in course Arch 530 demonstrated a good understanding of the principles of electrical distribution and HVAC systems.

13.23 Building Systems Integration

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

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

13.24 Building Materials and Assemblies

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

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This condition is well met. The team noted the craft and completeness of the large-scale models as a means to foster an understanding of the principles of materials and assembly.

High compliments to the selection of the case studies and the depth of research. Work exhibited in courses Arch 432, 501 and 502 also reinforced this criteria.

13.25 Construction Cost Control

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

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13.26 Technical Documentation

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

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13.27 Client Role in Architecture

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

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The design studio sequence and the professional practice courses bring the client, owner, and user into focus within the curriculum. The use of case studies in many of the courses and the shadowing an architect experience in the Field Work in Professional Practice course place the student in the appropriate context to gain this understanding.
13.28 Comprehensive Design

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

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The students have produced projects that demonstrate comprehensive design with an understanding of structural and environmental systems, building envelope systems, life safety provisions, wall sections and building assemblies and the principles of sustainability.

13.29 Architect's Administrative Roles

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

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13.30 Architectural Practice

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

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Several professional practice courses take advantage of the rich experiences of the professional community to convey this information in differing formats. See 13.27

13.31 Professional Development

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

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

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The professional practice courses provide frameworks for gaining an understanding of the architect's place as leader. Many of the faculty, by example, demonstrate how architects are leaders in the community.

13.33 Legal Responsibilities

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

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13.34 Ethics and Professional Judgment

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

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Each of the professional practice courses provides a professional context where the student addresses ethical issues of the profession. The Ethical Practice course challenges the student to recognize and refine positions related to making ethical judgments.
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III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2008 University of Washington Architecture Program Report.

The University of Washington is the oldest state-assisted institution of higher learning on the Pacific Coast. The Territorial University of Washington opened on 4 November 1861, in a building on a 10-acre tract of hilly wilderness (which is now at the center of downtown Seattle). By 1889, the university was firmly established as an institution of higher education. Steady growth made larger quarters necessary; in 1895 classes opened in Denny Hall, the first building on the present campus. The Alaska-Yukon-Pacific Exposition, held on campus in 1909, provided many new buildings and focused national attention on the university and the Pacific Northwest. Today the 643 acre main campus has 218 buildings. In the 1990s, branch campuses were established in Tacoma to the south, and in Bothell to the north.

Located between Lake Washington and Lake Union, the Seattle campus and environs form a distinctive enclave within the city. Seattle is the major city of the Pacific Northwest, with a metropolitan population of almost 3 million people.

The UW has earned an international reputation for its research and graduate programs. Since 1969, the university has ranked among the top five institutions in the nation in receipt of federal awards. Since 1974, it has been the number one public university in America in receiving federal support for research and training.

There are over 4,000 teaching and research positions at the University of Washington and a total faculty and staff of 27,600. Student enrollment at the university's main campus in Seattle is over 39,000, of which about one fourth are graduate and professional students. The freshman class entering in 2005 had an average high school grade point of 3.69, with an average SAT score, math and verbal combined, of 1198.

The Seattle campus is made up of seventeen major schools and colleges. The University of Washington Libraries system is one of the largest research libraries in North America. Its collections exceed 5 million catalogued volumes, an equal number in microform, several million items in other formats, and more than 50,000 serial titles. The Libraries system is a part of one of the most innovative and well-integrated electronic campus information networks in the world. Members of the university's teaching and research faculty are known nationally and internationally. The University of Washington is one of the major seats of learning and research in the western United States.

2. Institutional Mission

The following text is taken from the 2008 University of Washington Architecture Program Report.

Part Four of the University of Washington Handbook describes the university’s mission (as revised in 2001) as follows:

The primary mission of the University of Washington is the preservation, advancement, and dissemination of knowledge. The university preserves knowledge through its libraries and collections, its courses, and the
scholarship of its faculty. It advances new knowledge through many forms of research, inquiry and discussion; and disseminates it through the classroom and the laboratory, scholarly exchanges, creative practice, international education, and public service. As one of the nation's outstanding teaching and research institutions, the university is committed to maintaining an environment for objectivity and imaginative inquiry and for the original scholarship and research that ensure the production of new knowledge in the free exchange of facts, theories, and ideas.

To promote their capacity to make humane and informed decisions, the university fosters an environment in which its students can develop mature and independent judgment and an appreciation of the range and diversity of human achievement. The university cultivates in its students both critical thinking and the effective articulation of that thinking.

As an integral part of a large and diverse community, the university seeks broad representation of and encourages sustained participation in that community by its students, its faculty, and its staff. It serves both non-traditional and traditional students. Through its three-campus system and through educational outreach, evening degree, and distance learning, it extends educational opportunities to many who would not otherwise have access to them.

The academic core of the University of Washington is its College of Arts and Sciences; the teaching and research of the university's many professional schools provide essential complements to these programs in the arts, humanities, social sciences, and natural and mathematical sciences. Programs in law, medicine, forest resources, oceanography and fisheries, library science, and aeronautics are offered exclusively (in accord with state law) by the University of Washington. In addition, the University of Washington has assumed primary responsibility for the health science fields of dentistry and public health, and offers education and training in medicine for a multi-state region of the Pacific Northwest and Alaska. The schools and colleges of architecture and urban planning, business administration, education, engineering, nursing, pharmacy, public affairs, and social work have a long tradition of educating students for service to the region and the nation. These schools and colleges make indispensable contributions to the state and, with the rest of the university, share a long tradition of educating undergraduate and graduate students toward achieving an excellence that well serves the state, the region, and the nation.

3. Program History

The following text is taken from the 2008 University of Washington Architecture Program Report.

In the early history of Washington State, buildings were small and often designed by itinerant builder/designers or contractor/builders. A few architects may have practiced in the state in the 1870s, but professional architects in Washington were unusual until the 1880s. The growth of the profession in the 1890s was sufficient to support the formation of the Washington Chapter of the AIA in 1894 with members in Seattle, Tacoma and Spokane. The next year the AIA began to lobby for an architectural program at the University of Washington. However, the program was not created until two decades later.

The Department of Architecture was officially established by the University of Washington Board of Regents in 1914; it was the nineteenth such department in the nation. Carl F. Gould, an architect trained in the Beaux Arts tradition, was appointed the first head of the department; he shaped the program and was its dominant figure for the next twelve
years. In 1915, the first curriculum was established. It included four years and 137 semester credits and was heavy in the liberal arts. It was often recommended to students that they attend a more established school for a fifth year after completing the UW program. The program was first accredited in 1925 by the Association of the Collegiate Schools of Architecture.

In 1935, what had been the Architecture Department was elevated to the level of a school in the university. In the early 1930s, the curriculum was extended to five years, following the pattern of other American schools of architecture. The program was permeated by the spirit of the Beaux Arts, although it maintained its independence of national organizations such as the Beaux Arts Institute of Design (BAID). In those years the program emphasized professional skills and the architectural studio. Today occasional archival displays are vivid reminders of the sophisticated talents nurtured by the department in those years.

In 1964, when Department of Architecture celebrated its 50th anniversary, it still offered a five-year B.Arch. The school expanded tremendously after the Second World War under the impetus of the G.I. Bill and the growth of the university; numerous younger faculty joined their older colleagues. Younger faculty brought a very strong interest in Modernism, functionalism, and the educational program of the Bauhaus, and this pedagogy displaced the Beaux Arts system. A program in urban planning was also established in the department during the early 1940s.

In 1957, Architecture became the core department in the new College of Architecture and Urban Planning. In 1962, the college was departmentalized to include the Departments of Architecture, Urban Planning, Landscape Architecture, and Building Technology and Administration.

In 1961, a one-year Master of Architecture program was initiated as a second professional degree earned after the accredited professional B.Arch. The five-year B.Arch. was last offered at UW in 1967-68. Influenced by student concerns and national trends, the department's professionally accredited degree was changed to an M.Arch. The 2+2+2 structure offered a 4-year pre-professional B.A. and a 2+ year M.Arch. A 3+ year M.Arch. curriculum was also established for students holding bachelor's degrees in subjects other than architecture.

The pre-professional degree was first a B.A. in Environmental Design. It changed to a B.A. in Architecture in 1979. In 1985, following university-wide budget cuts, its administration was taken over by the College of Architecture and Urban Planning. Architectural Studies was then offered as the primary stream within a college-wide B.A. In 1994, the other streams were eliminated and administration and governance of the B.A. in Architectural Studies was shifted back to the Department of Architecture. This resulted in programmatic clarity and a stronger relationship between the B.A. and M.Arch. programs.

Today, the M.Arch. is the department's only accredited degree program. Students with undergraduate degrees in architecture (from UW or other schools) can complete the Master's program in 2+ years; students with undergraduate degrees in other fields require 3+ years. The department still offers a 1+year M.Arch. degree (unaccredited) for students with 5-year accredited B.Arch. degrees who seek a year of specialized study.

In 2000, the department added a Master of Science (M.S.) in Architecture with a stream in Design Computing. In 2006 a second stream, in Architectural History and Theory, was approved by the Graduate School, with its first class matriculating in 2007-2008. The Department of Architecture also participates in a college-wide interdisciplinary Ph.D. in the
Built Environment, which was established in 2003.

4. Program Mission

The following text is taken from the 2008 University of Washington Architecture Program Report.

The current strategic plan for the Department of Architecture was adopted by the faculty on 12 June 2007 and endorsed by the dean of the College of Architecture and Urban Planning on the same date. The plan describes the department's mission, values and vision as follows:

Mission: The Department of Architecture advances the discipline and practice of architecture by:
- Educating architects who practice in a manner responsive and responsible to society, culture and the environment.
- Advancing architectural knowledge through research, scholarship, and critical practice.
- Using this knowledge to benefit local, regional, national and global communities.

Values: We value excellence in research and teaching, the traditions of architecture within the context of social and technological change, the continuing legacy of craft in the making of architecture, an activist and community-based design process, and ethical action used to address human and environmental concerns.

The core value of our department is design—a fundamentally integrative activity that incorporates ethical, cultural, and ecological values with emerging technologies and advanced areas of research. We believe in a culture of creative research and teaching where design is a vehicle for research and research is a vehicle for design.

We value our presence in a multidisciplinary college within a public research university. Furthermore we acknowledge our position and identity as an urban university and critically engage the city as a physical, cultural and ecological system. We also recognize the importance of diversity broadly construed to include the range of our research and teaching interests as well as the composition of our faculty and student body.

Vision: Provide leadership in contemporary issues of design to our college, university and region through innovative research and teaching and interdisciplinary collaboration. We champion architecture as a critical urban and cultural practice that integrates a complex array of social, ethical and ecological concerns with the research activities of the academy and the technical advances of the building industries and the profession.

5. Program Self Assessment

The following text is taken from the 2008 University of Washington Architecture Program Report.

On June 12, 2007 in a regularly scheduled faculty meeting, the faculty of the Department of Architecture formally adopted a new strategic plan. The full text of this strategic plan is included as an Appendix to this report.
This plan was initiated by the new chair of the Department of Architecture, David Miller, in January 2007 and evolved under the direction of the Strategic Planning Committee over a four-month period in winter and spring 2007. It involved several discussions with the faculty including an evening meeting on February 15 and a weekend morning retreat on May 12. It incorporates feedback received during those faculty events as well as a meeting with the department's Professionals Advisory Council on May 2, an online student survey conducted between February 22 and March 6, and a survey of part-time faculty. In addition, the Strategic Planning Committee consulted the dean of the College of Architecture and Urban Planning, and considered the department's former planning exercises, the existing strategic plans of the other departments in the college, and the new vision statement of the University of Washington. The resulting strategic plan is a reflection of the collective values of the faculty seen in the context of the college, university and larger regional, national and international professional and academic communities. Although the intention of this document is to provide a framework for action that can guide the department in the coming years, it will be revisited on a regular basis to respond to changing circumstances and to take advantage of new opportunities.

The six goals of the Strategic Plan identify our strengths and opportunities in each area, and list action items for ways to meet the challenges of meeting the goals. The goals as listed in the current Strategic Plan are:

1. Strengthen the collective vision of our department
2. Reinforce the core pedagogical experiences provided by our department
3. Integrate technology with critical design studio thinking
4. Reinforce connections between our department and the regional, national and international academic and professional communities
5. Pursue interdisciplinary linkages within the college and the university
6. Build funding capacity of the department

The entire Strategic Plan including the action items associated with these goals can be found in the Appendix.
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Appendix B: The Visiting Team

Team Chair, Representing the ACSA
Donna Dunay, AIA
G.T. Ward Professor of Architecture
Chair, Board of Advisors, International Archive of Women in Architecture
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Representing the NCARB
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(206) 343-9388 fax
smiller@lmnarchitects.com
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Appendix C: The Visit Agenda

Saturday, February 9

4:00 pm Team arrival – Intro and Orientation meeting (team only)

Watertown Hotel
4242 Roosevelt Way NE
Seattle 98105
Tel: 206.826.4242

5:00 pm* Optional Event

6:30 pm Review Committee cocktails w/ Dean Friedman and select faculty (see list below)

Café Lago (reservation under Miller)
2305 24th Ave
Tel: 206.329.8005

7:30 pm Dinner w/ selected faculty - David Miller, Alex Anderson, Joel Loveland, Nicole Huber, Rick Mohler & Sharon Sutton

Café Lago (reservation under Miller)
2305 24th Ave
Tel: 206.329.8005

* Optional Event – Lecture at Kane Hall, UW by Kazuyo Sejima of SANAA – Sejima & Nishizawa, Tokyo

Sunday, February 10

7:30 – 8:15 am Team breakfast at hotel – review APR

8:15 - 8:30 Chair meets team (hotel) and walks to Architecture Hall

8:30 – 9:30 Overview of Team room by David Miller, Chair, Department of Architecture and Alex Anderson, Associate Chair

9:30 – 10:30 Overview of Curriculum by Executive Committee (PowerPoint presentation by Alex Anderson)

10:30 – 11:30 Visit to Exhibits and Facilities, Executive Committee

11:45 – 12:45 Box lunches w/ select faculty, design group and Exec Committee: David Miller, Alex Anderson, Trina Deines, Kathryn Merlino, Jerry Finrow, Brian McLaren, Peter Cohan, Nicole Huber, Jennifer Dee - Gould 208J

1:00 – 5:00 Meetings w/ faculty – Gould 208J

1:00 – 1:45 Design & Graphics: Rick Mohler, Assoc Professor, Brian Johnson, Assoc Professor, Brian McLaren, Professor, Doug Zuberbuhler, Sr. Lecturer, Peter Cohan, Assist Professor, Nicole Huber, Assist Professor, Ken Oshima, Assist
Professor, Frank Ching, Professor, Jerry Finrow, Professor, Jennifer Dee, Lecturer

1:45 – 2:30 History/Theory: Alex Anderson, Assoc Professor, Trina Deines, Assoc Professor, Jennifer Dee, Lecturer, Vikram Prakash, Professor, Meredith Clausen, Professor, Louisa Iarocci, Assist Professor, Kathryn Merlino, Assist Professor, Jeffrey Ochsner, Professor

2:30 – 3:15 Building Technology: Joel Loveland, Professor, Barry Onouye, Sr Lecturer, Ed Lebert, Assoc Professor, Andy Vanags, Sr Lecturer, Rob Peña, Assoc Professor, Dean Heerwagen, Assoc Professor, Chris Meek, Research Assist Professor, Edward Bartholomew, Research Assist Professor, Carrie Dossick, Assist Professor, Jim Nicholls, Senior Lecturer

3:15 – 4:00 Professional Practice: Bill Zimmerman, Sharon Sutton, Doug Zuberbuhler, Tom Kinsman, Ron Wright, Peter Reese, Rena Klein

4:00 – 4:45 Design Computing: Brian Johnson, Assoc Professor, Mehlika Inanici, Assist Professor, Nicole Huber, Assist Professor, Anne Stevens, Lecturer, Boaz Ashkenazy, Part-Time Lecturer, Ben Dalton, Part-Time Lecturer

4:45 – 5:00 Break

5:00 – 6:30 Overview of Exhibits and Records

6:30 – 7:30 Break – relax at hotel

7:30 Team only dinner

Monsoon (reservation under D Dunay)
615 19th Ave E. Seattle 98112
Tel: 206.325.2111
Monday, February 11

7:30 am  Chair meets w/ Team at hotel; walk to Provost’s Office
8:00  Entrance meeting w/ Provost, Phyllis Wise
8:30  Team breakfast w/ Chair
10:00  Conference call w/ Dean, Daniel Friedman, College of Architecture & Urban Planning (by phone) – Team Room
11:00  Meeting w/ faculty: Discussion of Promotion/Tenure, Mentoring, Human Resources, issues & questions - Gould 110

11:45  Lunch w/ selected faculty: David Miller, Alex Anderson, Trina Deines, Vikram Prakash, John Stamets, Steve Badanes, Mike Pyatok, Rob Peña, Mehlika Inanici, Peter Steinbrueck, Ken Oshima - UW Club, Colleen Room

1:30 – 5:00  Continue review of Exhibits and Records
5:00 – 6:00  Meeting w/ all students - Architecture Hall 147

Tuesday, February 12

7:30 am  Breakfast w/ Chair
8:45 – 10:45  Meetings in small groups – Gould 102 or as otherwise noted:

<table>
<thead>
<tr>
<th>Time</th>
<th>NAAB Team/Group 1</th>
<th>NAAB Team/Group 2</th>
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<tbody>
<tr>
<td>8:45</td>
<td>CAUP Administrator, Gould 102</td>
<td>Slide Collection, Gould 330</td>
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<tr>
<td>9:15</td>
<td>Arch Staff, Gould 102</td>
<td>Library, Gould 334</td>
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<tr>
<td>9:45</td>
<td>CAUP Development, Gould 102</td>
<td>Shop, Gould 132</td>
</tr>
<tr>
<td>10:15</td>
<td>Integrated Design Lab, 400 E Pine</td>
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11:30  Meeting w/ Photo Lab, Gould 019
Noon  Meeting w/ Chairs of CAUP: John Schaufelberger, Fritz Wagner, Frank Westerlund – Gould 102

12:45 – 1:30  Box lunch meeting w/ selected student leaders: Kit Kollmeyer, Matt Quijano, Jill Browning, Dan Belcher, JJ Powell, Anisa Baldwin-Metzger, Charla Lemoine, Tristie Tajima, Carl von Rueden, Jake LaBarre, Casey Borgen – Gould 110

1:30  Full team meeting w/ Chair & Assoc Chair – Gould 102
2:30 – 5:00  Review of Exhibits and Records
5:00 – 6:30  Break
6:30 Team only dinner
    Serafina (reservation under D Dunay)
    2043 Eastlake Ave E. Seattle 98102
    Tel: 206.323.0807

Wednesday, February 13

7:30 – 8:15 am Meet w/ Chair – Chair’s Office
8:30 – 9:00 Meet w/ Provost – Provost’s Office
9:00 – 10:00 Break
10:00 – 11:00 Meet w/ Dean
11:00 – 11:45 School wide exit meeting – Gould 208J
12:00 Team departs for airport
IV. Report Signatures

Respectfully submitted,

Donna Dunay, AIA
Team Chair
Representing the ACSA

Stephen A. Kliment, FAIA
Team member
Representing the AIA

Eric Zaddock
Team member
Representing the AIAS

Denis A. Henmi, AIA
Team member
Representing the NCARB

Samuel Miller, AIA
Observer
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