University of Massachusetts, Amherst
Department of Architecture

2016 Visiting Team Report

Master of Architecture
Track I (non-preprofessional degree plus 87 credits)
Track II (preprofessional degree plus 57 credits)

The National Architectural Accrediting Board
February 10, 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 NAAB visiting team would like to thank the administration of the University of Massachusetts, Amherst (UMass Amherst) and the Department of Architecture for their hospitality. The team acknowledges the department chair, faculty, and staff for being extremely helpful in organizing the team visit.

The strength of the program is exhibited by:

- The provost's and dean's support and vision for the growth of the program
- The new LEED Gold-rated building under construction
- The faculty's relationship with the students
- Collaboration across disciplines and among students and faculty
- Placement within an art and design community
- The dedication of the faculty to teaching and mentoring their students
- The vibrant student body, with its maturity and professionalism
- Leadership and community engagement
- The hiring of additional faculty and staff

b. Conditions Not Achieved

- B.3 Codes and Regulations
- B.9 Building Service Systems

II. Progress Since the Previous Site Visit

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

Previous Team Report (2010): There is insufficient evidence that all students achieve the ability level of Accessible design. While there is some evidence that students are aware of accessibility issues, the design projects and integration projects fall short of demonstrating that all students achieve this at the ability level. In particular, there is a lack of evidence that students have the ability to design for site accessibility, and show inconsistent ability on door swings, bathrooms and ramps even within the same project.

2016 Team Assessment: There is evidence that students have been exposed to and have some understanding of accessible design in ARCH 600 G3 Studio, ARCH 601 G4 Studio (Graduate Design IV), and ARCH 700 Integration Studio. However, the evidence
shown indicates that students are not achieving at the “ability” level, and the concern of the previous NAAB 2010 team is still valid.

2004 Criterion 13.20, Life-Safety: Understanding of the basic principles of life-safety systems with an emphasis on egress.

Previous Team Report (2010): There is insufficient evidence that students consistently achieve the understanding level of Life-Safety. Too many projects have dead end corridors, and were missing stair egress from upper levels. Large rooms often lacked multiple exits, door swings were in the wrong direction, and many stairs lacked the proper fire enclosure or did not exit directly to the outside.

2016 Team Assessment: There is evidence that students have been exposed to and have some understanding of life-safety systems in ARCH 600 G3 Studio, ARCH 601 G4 Studio (Graduate Design IV), and ARCH 700 Integration Studio. The evidence shown indicates that students are not consistently achieving at the “understanding” level across the three courses. While no dead-end corridors were seen during this visit, the concern of the previous NAAB 2010 team is still valid.


Previous Team Report (2010): The team could not find sufficient evidence that students acquire the understanding level of Construction Cost Control. Business of Building no longer has this in the syllabus, and no student quizzes, papers or tests were provided that shows this is covered. Some aspects are touched on in ARCH-DES 670: Integration, as well as in ARCH-DES 550: Tectonics I, but not enough to show sufficient evidence of understanding in building cost, life-cycle cost, and construction estimating. This material is covered in the BMATWT 597 Project Management course at the understanding level – but this is an elective course.

2016 Team Assessment: The team found evidence pertaining to an understanding of the fundamentals of construction cost control in ARCH 660 Professional Practice. Evidence was also found in discussions with adjunct faculty members and students regarding the specific spreadsheets being utilized, which the team verified.

2004 Criterion 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.

Previous Team Report (2010): The team could not find sufficient evidence in ARCH-DES 602: Comprehensive Design or in ARCH-DES 700: Integration, that all students are achieving the ability level of Comprehensive Design. While integration covers several of the independent SPC’s well, there is no evidence of students ability to produce a comprehensive project.

Of particular note was lack of structural definition, accessibility issues, site integration, life safety, and section development on designs in ARCH-DES 602. While there was additional design development of key details and material assemblies in ARCH-DES 700, errors in life-safety, structure, or accessibility were repeated in most cases.
2016 Team Assessment: There is evidence that students have been exposed to and have an understanding of a comprehensive architectural project in ARCH 700 Integration Studio. The team considered the holistic aspect of this 2004 criterion and noted that much improvement has taken place since the last team visit. The current team’s concerns are confirmed under Criterion 13.14 and Criterion 13.20.
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 Department of Architecture is part of the College of Humanities and Fine Arts (CHFA). The department is responsible for an undergraduate degree (BFA-Architecture), a graduate professional degree (Master of Architecture), a graduate post-professional degree (Master of Science in Design), and a graduate degree in historic preservation shared with the Department of History (Master of Science in Design in Historic Preservation). In 1972, UMass Amherst founded one of the first professional interior design programs in the United States. This program developed a rigorous interior design curriculum based on the principles of the Bauhaus.

After being accredited in 1976, the design program moved into the Department of Art in the CHFA in the belief that design should be based on a foundation of visual arts. In 1987, the Faculty Senate and Trustees authorized the design program to offer a concentration in architectural studies.

In the mid-1990s, the design program underwent a substantial reorganization with the hiring of several new full-time faculty—all registered architects. In 2002, UMass Amherst was granted NAAB candidacy status for a proposed 4+2 Master of Architecture program and a 3-year Master of Architecture program. The same year, the program relinquished FIDER accreditation of the BFA Design program. In 2004, the Massachusetts Board of Higher Education approved the Master of Architecture as a degree program. In 2005, the Department of Art was reorganized into three distinct programs: Architecture + Design, Art History, and Studio Arts. In 2009, the name of the Department of Art was changed to the Department of Art, Architecture, and Art History. In 2014, the three programs became independent departments.

UMass Amherst has several strong programs in fields closely associated with architecture. The Department of Architecture offers two dual degrees with the Department of Landscape Architecture and Regional Planning. Collaborative degrees with the Building and Construction Technology program have strong emphases on innovative construction technology in the building industry. The Department of Engineering offers a professional practice graduate degree geared toward professions such as architectural engineering. The Department of the History of Art and Architecture offers the only publicly funded Master of Arts degree in New England, and the Department of History has established a historic preservation concentration in its Public History program.

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 evidence that the new studio culture document had been updated in 2015. The UMass Amherst Department of Architecture’s studio culture is based on mutual respect and professionalism, which is practiced by the students, faculty, administrators, and practitioners. The department promotes policies that allow the students and faculty to sustain balanced lives. Although studio work is time-consuming, the department does not encourage students to work all night. It supports open dialogue between the students and faculty to help students make efficient use of their time and manage their time for different activities.

The department understands that studio work can be stressful, so students have the benefit of five free mental health visits through the university’s health services. If students choose to work at night, the department asks them to use the buddy system, to use the university escort service, and to refrain from driving when fatigued. Students are encouraged to sleep in the studio or stay in a friend’s dorm room if they find that they are tired.

The students informed the team that they are strongly encouraged to learn outside of the classroom by attending conferences and externships. Twelve students recently attended Forum 2015 in San Francisco over the winter break. During the spring semester, students also travel four times to New York to work in a satellite studio on a project based in New York.

This condition is Met with Distinction.

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 department has made great strides in the advancement of gender equity in staff, faculty, and student representation. It is noted that, among NAAB-accredited programs, the department has one of the largest percentage of female faculty and scholars at the tenured and/or tenure-track level. The faculty composition includes one Hispanic/Latino faculty member. There are no African Americans on the faculty.
At the undergraduate level, there are significant signs of a diverse student body (gender/racial/ethnic/social/economic, etc.). At the graduate level, there is a lack of diversity in the student population, with no African American students and four Hispanic/Latino students. The international population has been increasing.

There is a desire for, and evidence of, a commitment and plans to increase the diversity of the student body and the faculty. The Undergraduate and Graduate Strategic Plan and institutional policies provide affirmative plans for increased diversity and equity for under-represented groups to attend, and work in, the Department of Architecture.

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: The direction of the program’s curriculum leans toward integrative and collaborative teaching culminating with the Integrative Studio. Curricular (ARCH 600 G3 Studio and ARCH 601 G4 Studio (Graduate Design IV)) and co-curricular (AIAS and other organizations) opportunities exist for strong collaboration and student leadership roles.

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 program’s design studio sequence begins with a comprehensive foundational-based design studio using a “concept-based design” methodology, and it ends with an effective studio focused on “Making and Materiality,” which teaches and utilizes the full design process.

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: Through the university, the program has a dedicated and popular externship program that provides links for graduate architecture students with outside professional firms. A close tie between students and the professional community is promoted by the IDP faculty coordinator, the large percentage of registered and practicing full-time faculty members, and the fact that the required Architecture Practice courses are taught by outside practitioners.

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 interdisciplinary ties and the required course that is taught collaboratively with the Landscape Architecture program (ARCH 600 G3 Studio) promote a strong ecological awareness and a concern for the preservation of natural resources in selecting building sites and completing the architectural design process.

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: A major focus of the Department of Architecture and the university is the Community Engaged Service Learning program. The Provost's Office has identified a key faculty member of the department to lead the university in this endeavor. Many of the required courses directly involve the local or regional community. This condition is Met with Distinction.

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 Analysis/Review: In 2014-2015, every academic department at UMass Amherst participated in a strategic planning process based on common “prompts.” In the fall 2014 strategic planning exercise, every department was asked to describe the current state of research and graduate education (“looking in the mirror”) while focusing the “action agenda” on undergraduate reform plans. For spring 2015, the departments looked toward the future of research and graduate education on the campus. The Department of Architecture’s plans for its undergraduate and graduate programs are included in the supplemental materials. The aims articulated in the Department of Architecture’s Strategic Plans—a culture of interdisciplinary curricular innovation, focused research domains, student and faculty recruitment, and public outreach and communication—establish a strong correspondence between the institutional goals and aspirations of UMass Amherst and the five NAAB perspectives.

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.
2016 Analysis/Review: The architecture program is required to have an effective self-assessment protocol through the UMass Academic Quality Assessment and Development (AQAD) program. A strong and well-developed assessment process has been established for the architecture program through the AQAD program, curricular evaluations, evaluations by students, faculty members, and alumni, and local professional input.

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: The assessment and development of the department is achieved through four committees: the foundation committee, undergraduate committee, graduate committee, and university committee. All of the faculty members share the responsibility of approving new courses and revising courses. Students have the opportunity to evaluate the faculty teaching methods and course objectives.

The benefit of having a small student body is that it allows discussion and action to take place in the studios and makes it possible to have individual conversations among the faculty, administrators, and student organizations. The student organizations participate in policy making and events that are organized for social interaction.
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: Since the last team visit, the program has added a department manager and 4 full-time tenure-track faculty to the existing 7 for a total of 11 full-time tenured or tenure-track faculty members. The hiring of another faculty member is currently being negotiated. The CHFA supports new tenure-track faculty with a $15,000 stipend over the first 3 years of the faculty member’s employment, along with a one-semester research sabbatical.

The program also utilizes a number of additional affiliated faculty members from aligned departments to teach architecture courses in order to enhance the integrative curricular focus of the courses. The program has an active IDP faculty coordinator. The program’s faculty members share equally in the standard teaching workload of two courses per semester and have shared committee assignments. Their professional development is supported through university, college, and departmental resources and opportunities.

Direct student advising and mentoring are conducted through an identified department graduate faculty advisor, who follows all students through the program. Students also have an extensive array of services available to them through the university.

This condition is Met with Distinction.

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:** The Department of Architecture is presently housed in the 30-year-old UMass Fine Arts Center designed by Roche Dinkeloo. The main studio area has 9 rooms. Each room has 1,100 square feet. All students in the professional curricula have 24-hour access to their own workstations and their own lockable lockers. The department maintains two seminar classrooms in the Fine Arts Center. All full-time faculty have private offices adjacent to the studio spaces. Exhibition space is currently provided in the Herter Gallery adjacent to the Fine Arts Center. Currently, the metal and wood shops are shared with the Department of Art and are located in the Studio Arts Building, which is located across the street from the Fine Arts Center.

The program requires all students to have laptop computers with sufficient capacity to deal with very sophisticated computer programs.

Three plotters and one laser cutter are available to students within the studio wing. Printing costs are free. Currently, there is only a work-study student assigned for maintenance of this equipment, which can lead to extended down time on one or more of the plotters.

The current layout of the facility does not provide opportunities for random meetings or collaboration opportunities.

In spring 2017, the department will be moving into the new 87,200 square-foot Design Building designed by Leers Weinzapfel Associates. The facility, currently under construction, is slated to be rated LEED Gold. When completed, the facility will bring together the departments of Architecture, Landscape Architecture, and Building Technology. The team reviewed the design for the new building and noted that it solves the problems posed by the current facility by providing areas for active exchange, collaboration, and experimentation among the various departments. The central commons will serve as a location where all can gather for social interaction and for presentations. The building will include state-of-the-art workshops and digital lab spaces, which will be a focus of the main floor of the building.

A more detailed description of the new facility can be found in the APR (p. 20) and on the Leers Weinzapfel Associates website [http://www.lwaarchitects.com/project/integrated-design-building/](http://www.lwaarchitects.com/project/integrated-design-building/).

This condition is **Met with Distinction**.

**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:** The Department of Architecture appears to be adequately funded for current needs, with support for student learning and achievement through public and private means. Evidence of this was found in the APR (pp. 22-23) and through conversations with the school and university administrators.

When the department moves into the new building, enhanced financial resources will most likely be needed to support new lab spaces in order to ensure that those spaces remain functional and provide the experience that the students require.

Currently, the department has an excellent externship, which is funded by the university. Continuing to provide this needed externship will enhance top-tier graduate enrollment. Additional financial resources...
will be needed to provide scholarships, assistantships, and technical staff, and to support faculty research.

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: The program has demonstrated that the students, faculty, and staff of the Department of Architecture have access to literature and information. On a shared basis, there is a librarian who is assigned to help provide this access for the students, faculty, and staff of the department. The ninth floor of the library houses the majority of the older architectural books. The architecture reference section has two shelves of architectural books. Students can search for the rest of the books in the library's online catalog. Many of the physical resources have been converted to digital resources. Students also have access to the five college consortium libraries.

Additional resources have been put in place to update the aging collection in order to keep it current with the new and changing technology.

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 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 administrative structure and governance outlined in the APR was confirmed by the team during meetings with the university provost, college dean, department chair, and department faculty.

The Department of Architecture program is one of 14 departments within the College of Humanities and Fine Arts, which encompasses a wide range of disciplines that range from the traditional text-based humanities fields of literary studies, history, and philosophy, to theoretical and applied linguistics, the visual and performing arts, and interdisciplinary departments that bring the arts and humanities together with the social and natural sciences. The department chair reports to the dean of the college and is an active member of the college’s council of department chairs.

There are two graduate program directors in the department. One oversees the Master of Architecture, and the other oversees the Master of Science in Design, which includes historic preservation. There is also an undergraduate program director who oversees the BFA Architecture. The department has approved, in principle, a set of by-laws that will govern the department.

Each one of the colleges and schools is led by a dean, who reports to the provost. They are: the College of Humanities and Fine Arts, College of Natural Sciences (which includes the Stockbridge School of Agriculture), College of Social and Behavioral Sciences, College of Engineering, Commonwealth Honors College, Graduate School, Isenberg School of Management, College of Education, College of Nursing, and School of Public Health and Health Sciences.
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: ARCH 699 Master’s Thesis met the professional communication skills requirement. In the theses booklets, the ability to write was adequate. The verbal communication that the team observed during its meetings with the students was excellent.

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 fulfilling this requirement was found in ARCH 500 G1 Studio (Graduate Design I) and ARCH 603 G5 Studio. The conceptual nature of the design projects allowed for the explicit exploration and integration of design thinking skills.

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 fulfilling this requirement was found in ARCH 670 Research Forum and ARCH 699 Master’s Thesis. In ARCH 670, students used investigative skills in preparing research papers in which they needed to gather, record, and assess information on a particular topic. Some students attached a bibliography to their research papers. Investigative skills were used in the work
presented on the walls of the team room by students in ARCH 699 Master’s Thesis. Some thesis students included site analysis, building analysis, and precedent analysis in their projects.

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 fulfilling this requirement was found in ARCH 500 G1 Studio (Graduate Design I) and ARCH 501 G2 Studio (Graduate Design II).

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 fulfilling this requirement was found in ARCH 500 G1 Studio (Graduate Design I) and ARCH 501 G2 Studio (Graduate Design II).

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 fulfilling this requirement was found in ARCH 601 G4 Studio (Graduate Design IV) and ARCH 699 Master’s Thesis. The precedents shown were contemporary and historic, and from western and non-western architectural traditions.

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 fulfilling this requirement was found in ARCH 630 Philosophy of Architecture through various readings, weekly journals, and a synthesis of readings. For example, the students read *The Death and Life of Great American Cities*.

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 fulfilling this requirement was found in ARCH 630 Philosophy of Architecture. The students were assigned a final project in which they created an architecture exhibit. In fall 2014, the subject of the exhibit was the Venice Biennale. The students had to collaborate with two or three other class members to produce a paper and final presentation.
Realm A: General Team Commentary: In Realm A, evidence was found that showed an understanding of abstract relationships and how social, political, economic, cultural, and environmental contexts are integrated. The media included writing, investigative skills, drawing, and model making.

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 fulfilling this requirement was found in ARCH 601 G4 Studio (Graduate Design IV) and ARCH 699 Master’s Thesis.

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 fulfilling this requirement was found in ARCH 600 G3 Studio.

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] Not Met

2016 Team Assessment: Evidence found in student work in ARCH 601 G4 Studio (Graduate Design IV) and ARCH 700 Integration Studio indicated that an understanding of this SPC is being introduced. However, the team did not find consistent evidence that an “ability” with regard to this SPC is being addressed in these courses.

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.
2016 Team Assessment: Evidence fulfilling this requirement was found in ARCH 601 G4 Studio (Graduate Design IV) and ARCH 700 Integration Studio. There was a clear demonstration of the standards of technical drawings and specifications.

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: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 653 Tectonics III, especially in exams and investigations of a range of structural systems. There was good coverage of basic statics in ARCH 650 Tectonics II. ARCH 550 Tectonics I covered structural systems at the site level, with visual observation of systems in student design projects. ARCH 601 G4 Studio (Graduate Design IV) and ARCH 700 Integration Studio also included the application of contemporary structures.

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 for ARCH 520 Building Physics I, ARCH 620 Building Physics II, and ECO 597 Advanced Building Energy. More detailed evidence was found in ARCH 699 Master’s Thesis. The program has many international students, and the evidence shown in student projects is a good indication that regional implications for these systems are being discussed.

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 in student work prepared for ARCH 700 Integration Studio. More detailed evidence was found in ARCH 699 Master’s Thesis. Varying assemblies, such as those with masonry, glass, and metal panels, were being used in the design projects, and the specific assembly of materials was being explored in ARCH 602.

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 at the prescribed level was found in student work prepared for ARCH 550 Tectonics I and ARCH 700 Integration Studio. More detailed evidence was found in ARCH 699 Master’s Thesis. Varying assemblies, such as those with masonry, glass, and metal
panels, were being used in the design projects, and the specific assembly of materials was being explored in ARCH 602.

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] Not Met

2016 Team Assessment: The team found evidence of student achievement at the prescribed level in work prepared for ARCH 620 Building Physics II and ECO 597 Advanced Building Energy in mechanical and electrical systems; however, plumbing, communication, vertical transportation, and fire protection systems were not covered. Vertical transportation, plumbing, and fire protection systems were noted as topics to be covered in the spring 2014 syllabus of ARCH 700 Integration Studio, but no student work was produced in this course that showed achievement in these areas at the level of “understanding.”

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 work prepared for ARCH 660 Professional Practice, in discussions with faculty, and in conversations with students.

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: The team found evidence of student achievement at the prescribed level in work prepared for ARCH 670 Research Forum.

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: The team found evidence of student achievement at the prescribed level in work prepared for ARCH 601 G4 Studio (Graduate Design IV), ARCH 700 Integration Studio, and ARCH 699 Master’s Thesis.

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: The team found evidence of student achievement at the prescribed level in work prepared for ARCH 601 G4 Studio (Graduate Design IV), ARCH 700 Integration Studio, and ARCH 699 Master’s Thesis.

Realm C. General Team Commentary: The team was encouraged by work produced by students in ARCH 601 G4 Studio (Graduate Design IV), ARCH 670 Research Forum, ARCH 699 Master’s Thesis, and ARCH 700 Integration Studio. There was strong evidence in ARCH 670 that students had a good understanding of research methodologies. Projects from both ARCH 601 and ARCH 699 in the team room showed that students had the ability to make design decisions within a complex architectural project across multiple systems. There appeared to be a strong understanding of sustainable building systems and façade development.

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: The team found evidence of student achievement at the prescribed level in work prepared for ARCH 660 Professional Practice.

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 work prepared for ARCH 660 Professional Practice.

**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:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 660 Professional Practice. Discussions with adjunct faculty and students provided additional evidence that this SPC was being met.

**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 660 Professional Practice. Evidence of an understanding of registration law, building codes and regulations, professional service contracts, and zoning and subdivision ordinances was found in the syllabus and in student work.

**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] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 660 Professional Practice. Evidence of an understanding of the ethical issues involved in dealing with clients was shown in the syllabus and in student quizzes.

**Realm D. General Team Commentary:** Students are learning about practice and leadership in a variety of places throughout the program curriculum. Specific courses related to professional practice, including legal responsibilities, ethics, and social responsibility, are taught to students. Students demonstrated a clear passion for practice-related issues during interactions with the visiting team.
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: Through the APR and the university website, the team verified that the University of Massachusetts, Amherst is accredited by the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC). The last comprehensive accreditation review took place in 2009, and, on March 4, 2010, the CIHE voted to continue the campus's accreditation, with the next comprehensive evaluation scheduled for 2018.

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: The only professional degree offered in the Department of Architecture is the graduate Master of Architecture (M. Arch) degree. The base program is 87 credits (3 years) following a 120-credit Bachelor's degree in any subject. Students may waive up to 30 credits, depending on their undergraduate preparation. Prerequisites for admission to the 3-year program are college physics and calculus, and an introduction to architectural history. Applicants who hold a 4-year preprofessional degree in architecture from an institution with a NAAB program (or equivalent) may be admitted with advanced standing and may be able to graduate in 2 years. The minimum requirement for graduation is 87 credits, or 57 credits with advanced standing. This information was confirmed through the APR, materials provided in the team room, and meetings with the department chair, graduate program director, and faculty.
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 confirmed the following evaluation procedures:

All applicants to the M. Arch program who have completed prior undergraduate or graduate coursework in architecture must submit design portfolios and transcripts from all previous colleges/universities that they attended (regardless of whether or not they graduated) in order to be considered for course waivers and advanced standing. Students with foreign degrees must provide transcript evaluations that translate course grades and credits to U.S.-based standards.

After students are admitted, the director conducts a formal review of the transcripts and portfolios of all successful applicants who have earned preprofessional architecture degrees from schools with NAAB programs, or the equivalent, to determine the number of course waivers (reduction in credit hours required) given and the students’ placement within the design studio sequence.

Students who have completed graduate-level coursework elsewhere are eligible to receive up to 12 credit hours of course waivers at UMass Amherst if those courses were completed with a “B” or better grade. Each course must have been completed as part of an accredited program at another institution, or be a graduate course at UMass Amherst taken under non-degree-seeking status.
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 statement is included in university catalogs and is provided as public information on the following websites:

http://www.umass.edu/architecture/content/about

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 NAAB website (www.naab.org), where the documents can be found, is accessible on the Department of Architecture website.

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: Information fulfilling the requirements of this condition was accessed on February 1, 2016, via the Department of Architecture’s website:

http://www.umass.edu/architecture/content/advising
http://www.umass.edu/careers/
http://www.lifeofanarchitect.com/architectural-job-starter-kit/

For those seeking to enter the architecture workplace, some detailed and entertaining resources are available on the popular blog “Life of an Architect”:

- Architectural Job Starter Kit
- Writing Your Resume
• Portfolios and their True Purpose
• Winning Interview Techniques for Architects
• Big or Small? What's the Right Sized Firm for You?

The American Institute of Architecture Students (AIAS) schedules mentoring events, where local practitioners advise students on career paths. To understand more about academic and professional paths available to architecture students, the students may refer to the following sources:

• The Association of Collegiate Schools of Architecture (ACSA) Resources for Students
• The Emerging Professional’s Companion

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 last APR and VTR, and the NAAB website (www.naab.org) are posted on the Department of Architecture website.

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 pass rates for UMass Amherst are good. This information was obtained from the NCARB website for pass rates: www.ncarb.org.ARE.

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.

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1 This is understood to be the APR from the previous visit, not the APR for the visit currently in process.
- 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: Forms and documentation for admissions, advising, and financial aid are on the program’s website. Diversity plans and initiatives are imbedded in the Department of Architecture’s Strategic Plans and in the university's diversity documents.

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

[X] Met

2016 Team Assessment: The program has demonstrated that students have information and advice regarding financial aid. Generally, students get funding through federal grants, state grants, and the teaching assistant program.

The program has also demonstrated that students have access online to the university costs, which include tuition, fees, and room and board. The online cost information includes a net price calculator. Students verbally stated that they knew what to expect regarding the price of general supplies and specialized materials. They felt that there were no surprises with respect to costs following admission.
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: Annual Statistical Reports were provided prior to the visit and on site.

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: Interim Progress Reports were provided by the NAAB.
IV. Appendices:

Appendix 1. Conditions Met with Distinction

I.1.2 Learning Culture: There is clear mutual respect and appreciation between teachers, students, and staff.

I.1.4 Defining Perspectives:

E. Community and Social Responsibility: The Department of Architecture’s community engagement initiative has been elevated to a priority issue at the level of the provost.

I.2.1 Human Resources and Human Resource Development: The program has hired four tenure-track faculty members and a department manager since the last visit. A generous start-up support package has also been established for new faculty members, and, among NAAB-accredited programs, the department has one of the largest percentage of female faculty and scholars at the tenured and/or tenure-track level.

I.2.2 Physical Resources: The impressive new LEED Gold-rated building under construction to house the departments of Architecture, Landscape Architecture, and Building Technology will allow the Department of Architecture to increase enrollment and enhance collaboration and integrative design. The building will be a showcase for heavy timber construction with the purpose of re-establishing the timber industry in western Massachusetts.
Appendix 2. Team SPC Matrix

<table>
<thead>
<tr>
<th>Summary Matrix: Required Courses Master of Architecture</th>
<th>U = Understanding and A = Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.1 Professional Communication</td>
<td>A</td>
</tr>
<tr>
<td>A.2 Design Thinking Skills</td>
<td>A</td>
</tr>
<tr>
<td>A.3 Investigative Skills</td>
<td>A</td>
</tr>
<tr>
<td>A.4 Architectural Design Skills</td>
<td>A</td>
</tr>
<tr>
<td>A.5 Ordering Systems</td>
<td>A</td>
</tr>
<tr>
<td>A.6 Use of Precedents</td>
<td>A</td>
</tr>
<tr>
<td>A.7 History and Global Culture</td>
<td>U</td>
</tr>
<tr>
<td>A.8 Cultural Diversity and Equity</td>
<td>U</td>
</tr>
<tr>
<td>B.1 Pre-Design</td>
<td>A</td>
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<tr>
<td>B.2 Site Design</td>
<td>A</td>
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<tr>
<td>B.3. Codes and Regulations</td>
<td>A</td>
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<tr>
<td>B.4 Technical Documentation</td>
<td>A</td>
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<tr>
<td>B.5 Structural Systems</td>
<td>A</td>
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<td>B.6 Environmental Systems</td>
<td>A</td>
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<td>B.7 Building Envelope Systems</td>
<td>U</td>
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<tr>
<td>B.8 Building Materials</td>
<td>U</td>
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<tr>
<td>B.9 Building Service Systems</td>
<td>U</td>
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<tr>
<td>B.10 Financial Considerations</td>
<td>U</td>
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<tr>
<td>C.1 Research</td>
<td>U</td>
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<tr>
<td>C.2 Integrated Evaluations</td>
<td>A</td>
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<tr>
<td>C.3 Integrative Design</td>
<td>A</td>
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<tr>
<td>D.1 Stakeholder Roles</td>
<td>U</td>
</tr>
<tr>
<td>D.2 Project Management</td>
<td>U</td>
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<tr>
<td>D.3 Business Practices</td>
<td>U</td>
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<tr>
<td>D.4 Legal Responsibilities</td>
<td>U</td>
</tr>
<tr>
<td>D.5 Professional Conduct</td>
<td>A</td>
</tr>
</tbody>
</table>

The above SPC Matrix identifies the course(s) in which student work was found that demonstrated the program’s compliance with Part II. Section 1.
Appendix 3. The Visiting Team

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V. Report Signatures

Respectfully Submitted,

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