



**University of Miami  
School of Architecture**

## **2017 Visiting Team Report**

**Bachelor of Architecture** (171 undergraduate credit hours)

### **Master of Architecture**

Track I (preprofessional degree + 60 graduate credit hours)

Track II (undergraduate degree + 105 graduate credit hours)

**The National Architectural Accrediting Board**  
March 1, 2017

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

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

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## I. Summary of Visit

### a. Acknowledgements and Observations

The team would like to thank the University of Miami School of Architecture community for its hospitality and for the effort that went into preparing the team room for the visit. The team chooses the word "community" because, at every level, from the students, to the staff, faculty, alumni, and administration, the sense of community is evident. A special acknowledgement goes to Dean of the School of Architecture Rodolphe el-Khoury, Director of the Bachelor of Architecture Program Carie Penabad, and Director of Graduate Programs in Architecture Allan Shulman for their leadership and personal dedication to the program.

Great strides have been made in the school to create the existing social and spatial environments for its students, faculty, and staff. Evidence reviewed by the team indicated that the Bachelor of Architecture and Master of Architecture degree programs are considered to be core programs that contribute to the success of the institution.

The School of Architecture has created a curriculum that crosses disciplines, but maintains the strong skills needed in the discipline of architecture. This is apparent in the school's commitment to incorporating emerging technologies into the coursework, offering student travel opportunities, emphasizing education that trains practitioners who understand the social responsibility that the architect has to the community, and providing new school facilities that are designed for collaboration. The architecture program uses the city of Miami to its advantage as an integral part of its hemispheric learning experience and a place for networking partnerships.

The program's students, staff, faculty, administration, and alumni have much to be proud of because a sense of community is woven throughout the program, and, as the students demonstrated, there is a real desire to make a difference in the world. It is noteworthy that the next goal of the university is to address student affordability.

### b. Conditions Not Achieved

#### Bachelor of Architecture

- B.3 Codes and Regulations
- B.4 Technical Documentation
- B.10 Financial Considerations

#### Master of Architecture

- B.3 Codes and Regulations
- B.4 Technical Documentation
- B.10 Financial Considerations
- D.2 Project Management
- D.3 Business Practices

## II. Progress Since the Previous Site Visit

The program had no unmet conditions or criteria stemming from its last visit in 2011.

### 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.

**2017 Analysis/Review:** The architecture program provided an exceedingly comprehensive history of the program and described its mission in the Architecture Program Report. The School of Architecture's stated mission is "to prepare students for professional leadership and lifelong learning in architecture, urbanism, and related fields," and the school offers a wide variety of professional degrees toward this mission.

The university was founded in the mid-1920s, and an early Department of Architecture was founded in 1927 within the College of Liberal Arts. This program flourished until the depression, when it ceased to exist. It re-emerged in the post-war 1950s as the Department of Architectural Engineering. The current School of Architecture was inaugurated in 1983 along with several other graduate schools. The school has run a Rome program continuously since 1991.

The architecture program enjoyed growth and success under the guidance of the school's dean from 1995 to 2013 and became associated with his being recognized internationally for expertise in New Urbanism. Under this dean, both the Master of Urban Design degree and the Master of Real Estate Development and Urbanism degree were established, along with the creation of the Center for Urban and Community Design (CUCD) and the construction of the Jorge M. Perez Architecture Center, completed in 2005. A new dean, appointed in 2013, has focused on broad community engagement, learning through making, the use of digital and emerging technology, expanding the faculty with new appointments, and fundraising for the purpose of financing the construction of new facilities, including the Thomas P. Murphy Design Studio Building.

**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.

**2017 Analysis/Review:** Within the School of Architecture, there is a great sense that the environment is open and comfortable, and nurtures the students. The faculty and staff noted that they care about students and their interests at both the personal and educational levels.

The school has a precise studio culture/learning culture policy. It is displayed around all studios and is also incorporated into syllabi and beginning-of-the-year introductions. The policy is well stated and covers time management and professional conduct for both students and faculty, and it is complemented by workshops hosted by professors throughout the year. The policy does not include information about general health and well-being, or work-school-life balance. However, these topics are covered through discussions between students and faculty, and through relationships between students and faculty. Students also have regular access to academic advisors at the school level and to career planning at the university level. Their Architectural Experience Program (AXP) coordinator has meetings with the students every semester and is also available to students on a regular basis.

The school offers a large number of travel and field trip options. Some are optional study abroad programs geared toward architecture, while others are short field trips that are incorporated into required studios, such as trips to Key West and Cuba, and within Miami. The school has a number of professional societies and organizations. These include the American Institute of Architecture Students (AIAS), the U.S. Green Building Council (USGBC), Alpha Rho Chi, the Tau Sigma Delta National Honor Society, and an architecture program Student Council. All of these groups have involvement at the undergraduate level, but have little to no involvement at the graduate level. There are other groups at the university level, such as the Senate and some graduate groups. The groups are active locally as well as nationally. Students also attend the monthly Lunch with the Dean events, where they are able to express their concerns and learn what is going on within the administration. Many team discussions with students made it clear that they have strong relationships with faculty and staff, and are able to bring up concerns with them easily, while also receiving responses.

**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.

**2017 Analysis/Review:** The program has described its policy on diversity and inclusion within the context of the university's new strategic plan, the Roadmap to Our New Century. At the university level, the Culture of Belonging Initiative sets broad strategic goals that appear to be in the early stages of implementation. The APR describes these policies at the university level, but is less clear regarding the program's implementation of them, as the program has recently initiated a new strategic plan called the SOA-Roadmap to form short- and long-term strategies to achieve social equity.

In fall 2016, the School of Architecture had a working group develop a report on ways to implement the Roadmap to Our New Century, which would be discussed with faculty during the spring 2017 term. The working group's draft report was provided to the team. Actions currently underway include a mentorship program with upperclassmen for incoming freshmen, which is described primarily in terms of student groups and activities.

The program identifies special challenges for incoming graduate students, especially those from the international community. The dean is using some of the graduate budget to support a range of graduate students to ease their financial burden through research, teaching, and graduate assistantships.

With respect to diversity, the program appears to be generally in line with the institution, other than a disparity in graduate students identifying as Black (9% at the university level vs. 1% at the architecture program level) and Asian/Pacific Island (12% at the university level vs. 38% at the architecture program level). These figures do not differentiate between U.S. students and international students, although the dean and faculty confirmed that most of the students in the M. Arch Track I program (2 years) are international students. The Annual Statistical Report provided by the NAAB indicates that there are 102 males and 130 females in the B. Arch program, and 25 males and 32 females in the M. Arch program.

The program's goal is "to provide . . . a culturally rich educational environment in which each person is equitably able to learn, teach, and work." The program notes the importance of including provisions for students with mobility and learning disabilities. The APR states that policies regarding social equity are discussed at monthly meetings among faculty and program administrators. In team interviews with administrators, they described efforts to provide robust financial aid packets and to have outside sponsors fund studios so that all students can afford to travel.

The Annual Statistical Report also indicates that there are 19 full-time ranked male faculty members and 6 full-time ranked female faculty members. Of these ranked full-time faculty members, 16 males are tenured or tenure-track, and 3 females are tenured or tenure track. Within this group of 19, there are 10 Hispanic/Latino faculty members and 4 faculty members who are listed as non-resident aliens. There are 27 male and 7 female adjunct faculty members; 17 of these 34 adjunct faculty members are Hispanic/Latino. The program recognizes that faculty diversity needs to be increased.

The program has documented the institution's policy and laws related to EEO/AA online (as cited in the APR) and the faculty nondiscrimination policy in the Faculty Manual (as cited in the APR). Staff policies and student rights and responsibilities are also documented online (as cited in the APR).

**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.
- 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.
- 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.
- 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.
- 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

**2017 Analysis/Review:**

**A. Collaboration and Leadership.** Individual and team dynamics exist in several studios that focus on team work and then transition to individual work as the project progresses, including ARC 203 Architectural Design III and ARC 306 Architectural Design VI/ARC 607 Architectural Design IV (CS). There are a number of collaborative experiences available to architecture students that involve working with other majors and students across campus, which include required studios and electives. Examples of this collaboration are courses that contain students from several majors, such as law and healthcare, who work on design and its implications together. Other examples of this type of collaboration are ARC 101 Architectural Design I and ARC 111 Drawing I, in which a combined assignment involves having students measure a local building in Miami in the students' first year. Students have access to all studios, and studio reviews are held with juries that contain professionals from several disciplines in order to enhance collaboration and provide constructive feedback to students. Student leadership roles are available through many student-run organizations. Student involvement in these organizations is self-directed and is more prevalent among the B. Arch students than it is among the M. Arch students.

**B. Design.** The university's Roadmap to Our New Century and the program's SOA-Roadmap build upon the historic strengths of the design program: architecture and urbanism. The SOA-Roadmap identifies new areas of focus, for example, design thinking as methodology and design through making. It also identifies landmarks and destinations that will advance the progress of the program. The landmarks guide the types of program goals to be achieved: impact, knowledge, tools, scope, and context. The destinations define the categories of investigations that students will engage in: architecture and urbanism, climate change, problem-based interdisciplinary inquiry, educational innovation, and cultural belonging. Together, they provide a vantage point from which graduates can think critically about a better future.

**C. Professional Opportunity.** The program provides a thorough description of professional opportunities and internships, and prepares and supports students regarding planning for licensure. The school has an internship program and a proactive approach to student engagement with the National Council of Architectural Registration Boards (NCARB) and AXP.

**D. Stewardship of the Environment.** The program's approach to this perspective is described in a holistic way, encompassing the program's identity and values as well as teaching, research, outreach, and service. The core tenets of the program connect design to the larger physical and natural context on multiple levels. The program focuses on coastal resiliency, sea-level rise, tropical urban development, historic preservation, and adaptive reuse. The APR states that, in the architecture program, preservation is at the center of the discussion regarding stewardship of the environment. Coursework places special emphasis on vernacular architecture, especially as it relates to local culture, climate, materials, and conservation of resources. Elective coursework, faculty research, and outreach activities, such as the Resilience Colloquium and Workshop, focus on climate change from the perspectives of mitigation and adaptation. It is notable that the institution is committed to developing thought leadership on the issues of water and coastal resiliency, and this is a natural fit for the program. Faculty research also connects sustainability to public health, which is another focus of the institution. A recently developed research focus on embedded technology is also being explored with regard to applications for sustainability.

**E. Community and Social Responsibility.** The program engages the community through a number of venues. Community-based learning and stewardship take place in projects for communities in structured design studios through the CUCD and in faculty research projects that include student participation. School-wide semester studies focus on community issues involving water and coastal resiliency, and are paired with the program's themed lecture series. The entire program participates in a USERVE day of service, which is a community-building event.

**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.

**2017 Analysis/Review:** The program has undertaken a top-to-bottom review and strategic planning process via 13 working groups. The result is the new SOA-Roadmap, which is meant to parallel, and align with, the initiatives established by the university president. The SOA-Roadmap identifies areas where progress is being made and where it is yet to be made. These areas reflect the Five Perspectives outlined above and include increased cross-disciplinary collaboration, the appointment of additional faculty focused on design excellence, the appointment of an AXP Coordinator, themed lectures and studios concentrating on urgent environmental topics, and an emphasis on graduate thesis projects regarding social concerns.

**I.1.6 Assessment:**

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

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

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

**B. Curricular Assessment and Development:** The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

**2017 Analysis/Review:** The APR states that the school has a system of regular assessment processes in place. They are evaluations of faculty and courses each semester, annual faculty reviews, the school's strategic plan, annual NAAB Interim Progress Reports, the annual Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Program Assessment Reports, and alumni and professional polling. In addition, the graduate program is reviewed separately by the university's Graduate School. The strategic plan is a topic of focus at the school's fall semester retreat. Faculty Council members, adjunct and part-time faculty, staff, and representatives of student organizations participate in the retreat. Following the retreat, the school's strategic plan is reviewed by the university administration in relation to the university's strategic plan, and it is then submitted for approval to the Board of Trustees.

Each academic program at the university is engaged in an ongoing assessment of the achievement of expected outcomes. Based on the missions of the university and the individual programs, expected outcomes are defined by the faculty and administration in terms of their impact on the student learning experience. The annual B. Arch and M. Arch program assessments are done at the end-of-semester presentations in the architectural design studios. The expected outcomes to be evaluated have been chosen from the NAAB Student Performance Criteria so as to provide an annual measure of the program's performance. These Student Performance Criteria are A.1 Professional Communication Skills, A.2 Design Thinking Skills, A.3 Investigative Skills, and A.4 Architectural Design Skills, and they have been selected as they are expected to be achieved by students at all levels of the design studio



curriculum.

The assessment process is aided by a rubric that was created for design reviews, and it is completed by the design faculty of the school and visiting design critics. The assessment measures are compiled to assess three outcomes: fundamental design skills comprising design concepts and graphic presentations, design thinking skills comprising project development and implementation, and communication skills comprising graphic and verbal presentations. The results of the annual SACSCOC Program Assessment Reports are analyzed, and the findings are presented to the school's Executive Committee and the school faculty for discussion, which results in curricular goals and adjustments for the next academic year. The goal of the annual program assessments, as developed by the school, is to provide an analysis and quality enhancement loop by which the school measures NAAB Student Performance Criteria as student outcomes.

The entire Curriculum Committee for the professional B. Arch and M. Arch programs consists of full-time faculty, with the undergraduate and graduate program directors acting as chairs of the committee. In March 2013, a Graduate Program Review by both internal (University of Miami) and external committees was completed. While some action items were initiated as a result of the review, the arrival of a new dean and then a new president has delayed implementation of the action items as the school aligns its plans with the president's Roadmap for the New Century.

The course evaluations that occur each semester are centrally administered online through the University Testing Center. The School of Architecture's form for the evaluation of faculty has tabulated multiple-choice responses and a section for written suggestions and comments. The school plots the numerical response average for each faculty member against a school average so that each professor can determine individual performance in relation to the school mean. These comparisons are sent to each faculty member. The Board of Trustees has mandated that these evaluations be used by the dean in annual reviews of faculty for merit raises and in the reappointment and tenure process. Additionally, the program directors review these evaluations with the dean to inform teaching assignments.

## **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 the Architect Experience Program (AXP), 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**

**2017 Team Assessment:** The APR states that, currently, the School of Architecture faculty members are composed of 33 full-time members and 30 part-time members, depending on the semester. The number of part-time faculty fluctuates with enrollment and full-time faculty leaves, sabbaticals, and research releases. Of the full-time faculty, 18% are tenured full professors, 21% are tenured associate professors, 12% are tenure-track assistant professors, 27% are non-tenured lecturers, 18% are practitioner faculty, and one faculty member is a distinguished visiting professor. These numbers include the dean, associate deans, and program directors and coordinators, all of whom teach in addition to their administrative responsibilities.

The typical full-time teaching load for tenured and tenure-track faculty is one 6-credit design studio and one 3-credit lecture course, seminar, or drawing course each semester. The allocation of lighter teaching loads depends on whether faculty serve as mentors to students and participate in school and university committees. Non-tenure-related full-time faculty do not have a research requirement and, therefore, have a heavier teaching load. Administrators have a half teaching load. Part-time faculty—typically lecturers—and design critics generally teach a single 3-credit lecture or seminar course, or a 6-credit studio. This was confirmed in team meetings with faculty and administrators, including the provost.

Studios meet for 9 hours each week; lecture courses and seminars meet for 3 hours each week; and drawing courses meet for 6 hours each week. The low faculty-student ratio enables a tutorial exchange between faculty members and students in all design studio courses, where the ratio never exceeds 12 students to a faculty member. This is the case in many courses outside the studios as well.

The current ALA is a professor. In team meetings with both the undergraduate and graduate students, many of the students knew who the ALA was and knew of, or had attended, AXP events. The undergraduate program director confirmed that the former ALA had attended the August 2016 Licensing Advisor Summit.

The APR states that, since 2011, the school has provided financial support for faculty and staff attendance at the national meetings of organizations such as the Association of Collegiate Schools of Architecture (ACSA), the Society of Architectural Historians, the American Institute of Architects (AIA), the Congress for the New Urbanism, the Council for European Urbanism, and the Urban Land Institute (ULI). Faculty members also participate in meetings of these organizations and serve as leaders of the organizations' local and regional chapters. The current dean has allocated a stipend of \$1,200-\$2,000

USD per faculty member for this purpose. It was confirmed at the team's meeting with faculty members that this stipend is primarily for the full-time faculty members, and receiving it is dependent upon whether the member's status is tenure-related.

The university has several competitive summer research-grant programs that have regularly awarded stipends to School of Architecture faculty members. Teaching releases are available at the dean's discretion, and are often for funded research that reimburses the program for faculty time. The university's Office of Advancement and its Office of Research and Sponsored Programs work closely with faculty seeking foundation and agency funding. When appropriate, the dean provides faculty with reduced teaching loads to allow for the completion of research and/or creative practices.

According to the APR, the school encourages staff to maintain contacts with peer groups through attendance at relevant conferences and meetings. Staff members are encouraged to be proactive participants in the students' educational process. In a team meeting with staff, they said that they took advantage of training opportunities within the university such as ULearn and Lynda.com, which are systems for taking staff development courses online, and had tuition remissions for taking courses at the university. As part of the school's student financial support, there are various student jobs that support school staff, such as those in the library and the shops.

Student support services are generally coordinated through the Office of Academic Services and Placement. This office maintains admission and academic records, manages course offerings, provides advising, maintains a placement service, and is the school's liaison with university-wide student services.

The assistant dean for academic services and the undergraduate and graduate advisors organize each semester's formal advising, pre-registration, and registration process. To assist students in course selection, the Office of Academic Services and Placement publishes a listing of course schedules and descriptions for required and elective courses, as well as dates and deadlines for student advising and registration. Students are also able to confer with program directors and other faculty to discuss broader issues of academic and professional development.

Students' personal difficulties are addressed by administrators that include the program directors and the assistant dean for academic services. When a difficulty exceeds the jurisdiction or expertise of these individuals, other campus assistance offices, such as the Counseling Center, the Campus Ministry, or the Office of the Vice President of Student Affairs, step in to assist. Experienced professional counselors in these offices provide direct assistance to the students or referral to more specialized help.

The Career Planning and Placement section of the university's Office of Academic Services and Placement, in cooperation with the university's Toppel Career Center, provides a comprehensive approach to student career development and internship placement. The placement staff, along with faculty members, assist students with workshops and seminars on interviewing, as well as the design and assembly of portfolios and resumes. Each spring semester, the Career Fair brings representatives of professional offices and organizations to the school to conduct interviews for summer jobs and career internships. Students confirmed these details at various meetings with the team.

**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**

**2017 Team Assessment:** In the APR, the program describes how the physical resources are used to support its pedagogy and student achievement. First, it describes existing facilities and how they have been reorganized since the last visit to better serve the students. Second, it describes two new facilities, the Thomas P. Murphy Design Studio Building (completion in early 2018) and the B.E. and W.R. Miller BuildLAB (completion in mid-2017). The two buildings will provide new types of learning environments not currently available to the students on their campus: large open studios, modern workstations for advanced digital production, a student lounge, and year-round design-build space. Tours and interviews provided evidence that the new facilities will enhance faculty research and student collaboration opportunities.

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

**[X] Demonstrated**

**2017 Team Assessment:** The financial data presented in the APR demonstrates that the program's expenses are stable below the level of the program's revenue. Revenue is delineated, with steady increases each year for the past 5 years. Small annual surpluses have been saved in a special account and are being used for capital projects that will enhance and support student learning and achievement. The allocation of tuition funds was described in the APR and confirmed in meetings with the dean and the provost. Undergraduate gross tuition goes directly to the university, and funds are allocated to the schools and colleges based generally on a historic annual budget, which the provost described as being specifically correlated with the size of a program's full-time faculty. This allocation covers the majority of the salaries and operating expenses.

The schools and colleges may request additional resources if they are generating additional tuition income. The schools and colleges retain 70% of the graduate tuition that they generate. This allows a program to offer financial support packages directly to graduate students from the gross graduate tuition income. The provost described this approach as an incentive to grow and develop graduate programs, while providing greater control over the management of these programs and budget allocations. The net graduate tuition and special programs revenue covers the balance of a program's expenses.

Income from the architecture program's endowment funds, which grew to \$1.7M in 2016 due to increases in financial markets, is applied to scholarships. A recent jump in large gifts, ranging from \$1.2M to \$1.675M annually over the 3 previous academic years, is related to two new capital projects for the School of Architecture, which are designed to help support student learning and achievement by expanding collaborative studio space and design-build prototyping space. In the APR, the program states that "available funding sources are expected to remain fairly stable in the future," and the program has plans to cover any potential operational expense increases that may arise with new and increased revenue streams.

**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**

**2017 Team Assessment:** Faculty, staff, and students are able to access literature and information through the Paul Buisson Architecture Library and the Otto G. Richter Library, the university's main library. The architecture library has a staff of 2 full-time librarians and 10-12 part-time student employees. The library features numerous online databases that are available to all students as well as an interlibrary loan system that is quick and convenient. The Writing Center on campus also functions as a tool for many of the students. In the School of Architecture, there is a large amount of computer lab space for architecture students at all levels, in addition to print facilities. Visual and digital material is also provided by the library administration through digital initiative programs and online sources such as Artstore Online. The architecture library is currently in a small space, but the librarian has an in-depth plan for expanding the facility, which is part of the capital campaign of the University of Miami library system. A library orientation program is provided for entering students.

**I.2.5 Administrative Structure and Governance:**

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

**[X] Described**

**2017 Team Assessment:** The APR provided the information below on the administrative structure and governance of the School of Architecture, and it was confirmed through a variety of team meetings with administrators, faculty, staff, and students. An organizational chart for the school was also provided.

The School of Architecture is one of 12 schools and colleges of the University of Miami. The school's dean is responsible to the provost and the architecture faculty regarding all matters related to the school's educational, research, and administrative affairs. Since the School of Architecture is a non-departmentalized school, the dean assumes the role of both dean and chair of the school. The dean represents the school and its mission to the university and to the local, national, and international communities. With the assistance of the Office of University Advancement and External Affairs, the dean is responsible for fundraising. The dean is supported by the associate dean for facilities and strategic initiatives, the associate dean for academic affairs and research, the undergraduate and graduate program directors, coordinators of different programs, and support staff in the administration, budgeting department, technology department, library, and student services.

The program directors, the associate deans, and the assistant dean for academic services meet with the dean on a bi-weekly basis to advance the curriculum and to plan for the upcoming semester. Faculty and staff meetings are regularly scheduled once a month, and an all-day retreat is held at the beginning of every academic year. Student representatives of the Student Council and other organizations, such as the AIAS, have a regular item on the meeting agendas. Following the University Faculty Manual's guide for voting rights, the tenured faculty members have been extending voting rights on an annual basis to all members of the full-time faculty (so designated as the School Council) for all issues except promotion, reappointment, and tenure.

A committee structure supports initiatives and decision-making. The Academic Standards Committee reviews academic policy and curriculum issues related to individual undergraduate and graduate students, and the Graduate Committee reviews applications and general curriculum issues for the graduate programs. The entire faculty usually functions as the Curriculum Committee, but, from time to time, special meetings are called with fewer faculty members to review a given topic. The Curriculum Committee proposals are implemented following a School Council vote.

Students are consulted in various ways regarding the curriculum and the life of the school. While regularly participating in faculty and staff meetings, representatives of student organizations also work with faculty advisors, who act as a channel to the administration for these organizations. School administrators are accessible to students in physical surroundings that encourage an open-door policy. A program director or the dean occasionally gather a group of students to review specific topics. The dean has established monthly Lunch with the Dean events to which all School of Architecture students are invited to discuss relevant topics, such as curriculum, special events, and facilities. These informal gatherings permit students to voice their opinions and provide feedback on the school's ongoing initiatives.

## 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.

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2017 Team Assessment:** In the B. Arch program, this criterion is **Met** at the ability level as evidenced by student design, drawing, and oral presentation assignments in ARC 101 Architectural Design I and ARC 204 Architectural Design IV, by student visual media assignments in ARC 111 Drawing I and ARC 112 Drawing II, by student examinations in ARC 267 History of Architecture I, and by student examinations and papers in ARC 268 History of Architecture II.

In the M. Arch program, this criterion is **Met** at the ability level as evidenced by student design, drawing, and oral presentation assignments in ARC 604 Architectural Design and Theory I, by student visual media assignments in ARC 611 Media I, ARC 613 Media II, and ARC 681 Visual Representation, by student examinations in ARC 667 History of Architecture I and student examinations and papers in ARC 668 History of Architecture II, by student papers in ARC 620 Theory of Arch/Environment, and by written briefs in ARC 699 Research.

**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.

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2017 Team Assessment:** In the B. Arch program, evidence of student achievement at the prescribed level was found in student work prepared for ARC 102 Architectural Design II and ARC 204 Architectural Design IV for the B. Arch.

In the M. Arch program, evidence of student achievement at the prescribed level was found in student work prepared for ARC 611 Media I, ARC 610 Architecture Design Degree Project for the M. Arch Track I (2 years), and ARC 681 Visual Representation and ARC 610 Architecture Design Degree Project for the M. Arch Track II (3 years).

**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.

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2017 Team Assessment:** In the B. Arch program, this criterion is **Met** at the ability level as evidenced by student drawings and presentations in ARC 203 Architectural Design III and by papers and exams in ARC 268 History of Architecture II.

In the M. Arch program, this criterion is **Met** at the ability level as evidence by papers and exams in ARC 668 History of Architecture II and by project presentations in ARC 699 Research.

**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.

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2017 Team Assessment:** In the B. Arch program, this criterion is **Met with Distinction** at the ability level as evidenced by student studio design projects in ARC 306 Architectural Design VI

In the M. Arch program, this criterion is **Met** at the ability level as evidenced by student studio design projects in ARC 606 Architectural Design III (3-year track) and ARC 608 Architectural Design III (2-year track).

**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.

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**



**2017 Team Assessment:** In the B. Arch program, this criterion is **Met** at the ability level as evidenced by student drawings and presentations in ARC 111 Drawing I, ARC 112 Drawing II, and ARC 213 Drawing III.

In the M. Arch program, this criterion is **Met** at the ability level as evidenced by student drawings in ARC 611 Media I, by presentations in ARC 620 Theory of Arch/Environment, and by research and drawings in ARC 681 Visual Representation.

**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.

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2017 Team Assessment:** In the B. Arch program, this criterion is **Met** at the ability level as evidenced by student analytical drawing exercises, site visits, and project designs in ARC 203 Architectural Design III and in ARC 102 Architectural Design II.

In the M. Arch program, this criterion is **Met** at the ability level as evidenced by student design projects, analytical drawings, an annotated bibliography, analytical models, and written research briefs in ARC 605 Architectural Design and Theory II and in ARC 699 Research.

**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.

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2017 Team Assessment:** In the B. Arch program, this criterion is **Met** at the understanding level as evidenced primarily by student papers and exams in ARC 268 History of Architecture II.

This criterion is **Met** at the understanding level as evidenced primarily by student papers and exams in ARC 668 History of Architecture II.

**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 sites, buildings, and structures.

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2017 Team Assessment:** In the B. Arch program, this criterion is **Met** at the understanding level as evidenced by student examinations in ARC 121 Architecture and Culture and ARC 268 History of

Architecture II. Particularly exemplary evidence was found in student examinations in ARC 122 Architecture and Behavior.

In the M. Arch program, this criterion is **Met** at the understanding level as evidenced by student examinations in ARC 668 History of Architecture II and by student projects in ARC 610 Architecture Design Degree Project. Particularly exemplary evidence was found in student papers and PowerPoint presentations in ARC 620 Theory of Arch/Environment.

**Realm A. General Team Commentary:** The team confirmed that the essence of this realm is being met through specific coursework and through the general thrust of the curriculum and studio projects. Students and faculty seem to fully embrace the ways in which architecture affects and orders human life and society, in particular by seeing individual works in architecture as part of the whole urban context, both physically and socially. The graduate and undergraduate programs meet this portion of the NAAB criteria in a robust way.

**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.

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2017 Team Assessment:** In the B. Arch program, this criterion is **Met** at the ability level as evidenced by student precedent research assignments in ARC 102 Architectural Design II, by site analysis in ARC 204 Architectural Design IV, and by studio coursework in ARC 306 Architectural Design VI.

In the M. Arch program, this criterion is **Met** at the ability level as evidenced by student written design briefs and PowerPoint presentations in ARC 699 Research and by studio coursework in ARC 607 Architectural Design IV (CS). Strong site and context analysis and building program concepts were also evidenced by student discussion of work in progress observed in ARC 605 Architectural Design and Theory II.

**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.*

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2017 Team Assessment:** In the B. Arch program, this criterion is **Met** at the ability level as evidenced by student presentations in ARC 203 Architectural Design III and by PowerPoint and student presentations in ARC 223 Architecture and the Environment.

In the M. Arch program, this criterion is **Met** at the ability level as evidenced by student thesis presentations and drawings in ARC 610 Architecture Design Degree Project.

**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.*

**B. Arch**  
**[X] Not Met**

**M. Arch**  
**[X] Not Met**

**2017 Team Assessment:** In both the B. Arch program and the M. Arch program, this criterion is **Not Met**. For the B. Arch program, the projects cited as "High Pass" in the team room were deficient in primary life-safety (egress) issues. For the M. Arch program, the projects shown to the team were deficient in primary life safety (egress) issues, and the "Low Pass" projects were deficient regarding ADA issues. Additional material was asked for on the first, second, and third days of the visit. The additional material provided by the program did not demonstrate that the criterion was met in either program.

**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.*

**B. Arch**  
**[X] Not Met**

**M. Arch**  
**[X] Not Met**

**2017 Team Assessment:** In the B. Arch program and in the M. Arch program, this criterion is **Not Met**. After careful searching by the team and both programs, evidence of student preparation of outline specifications was not found in either program. In addition, in the construction of physical models in the M. Arch program, the team did not find consistent evidence of student outcomes that illustrated and identified the assembly of materials, systems, and components of building design. Additional material was asked for, but the additional material provided by the program did not demonstrate that the criterion was met.

**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.*

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2017 Team Assessment:** In the B. Arch program, this criterion is **Met** at the ability level as evidenced by student studio design work in ARC 306 Architectural Design VI and by exams and assignments in ARC 231 Building Technology: Structural Systems, CAE 213 Structural Systems I, and CAE 313 Structural Systems II.

In the M. Arch program, this criterion is **Met** at the ability level as evidenced by student studio design work in ARC 606 Architectural Design III and ARC 608 Architectural Design III, and by exams and assignments in ARC 631 Building Technology: Structural Systems, ARC 632 Building Structures I, and ARC 633 Building Structures II.

**B.6 Environmental Systems:** *Ability* to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2017 Team Assessment:** In the B. Arch program, this criterion is **Met with Distinction** at the ability level as evidenced by student coursework in ARC 362 Environmental Building Systems I and ARC 363 Environmental Building Systems II, and by student studio design work in ARC 306 Architectural Design VI.

In the M. Arch program, this criterion is **Met with Distinction** at the ability level as evidenced by student projects, homework, quizzes, and exams in ARC 662 Environmental Systems I and ARC 663 Environmental Systems II.

**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.

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2017 Team Assessment:** In the B. Arch program, this criterion is **Met** at the understanding level as evidenced by student sketch books, quizzes, and project models in ARC 230 Building Technology: Materials and Methods and ARC 362 Environmental Building Systems I.

In the M. Arch program, this criterion is **Met** at the understanding level as evidenced by student sketch books, quizzes, and project models in ARC 630 Building Technology: Materials and Methods and ARC 662 Environmental Systems I.

**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.

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2017 Team Assessment:** In the B. Arch program, this criterion is **Met** at the understanding level as evidenced by student sketch books, quizzes, and project models in ARC 230 Building Technology: Materials and Methods and by projects in ARC 204 Architectural Design IV.

In the M. Arch program, this criterion is **Met** at the understanding level as evidenced by student sketch books, quizzes, and project models in ARC 630 Building Technology: Materials and Methods and by projects in ARC 607 Architectural Design IV (CS) and ARC 604 Architectural Design and Theory I.

**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.

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2017 Team Assessment:** In the B. Arch program, this criterion is **Met** at the understanding level as evidenced by student quizzes and projects in ARC 362 Environmental Building Systems I and ARC 363 Environmental Building Systems II.

In the M. Arch program, this criterion is **Met** at the understanding level as evidenced by student quizzes and projects in ARC 662 Environmental Systems I and ARC 663 Environmental Systems II.

**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.

**B. Arch**  
**[X] Not Met**

**M. Arch**  
**[X] Not Met**

**2017 Team Assessment:** In the B. Arch program, this criterion is **Not Met**. No evidence was found in student work regarding project financing methods and feasibility, operational costs for constructed projects, or construction scheduling.

In the M. Arch program, this criterion is **Not Met**. Evidence of student achievement at the prescribed level was not found in student work prepared for ARC 652 Management of Professional Practice.

For both programs, additional material was asked for on the first, second, and third days of the visit. The additional material provided did not demonstrate that the criterion was met in either program.

**Realm B. General Team Commentary:** The program demonstrates strengths in portions of the foundations and learning aspirations of Realm B in both the B. Arch and M. Arch programs. It is clear that the core years are providing a solid footing for the aspirational growth that the program nurtures in the elective and upper-level courses.

**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.

**B. Arch**  
[X] Met

**M. Arch**  
[X] Met

**2017 Team Assessment:** In the B. Arch program, this criterion is **Met** at the understanding level as evidenced by student sketch books, notebooks, and the class analysis resource book (Housing 1930-2018) in ARC 305 Architectural Design V and ARC 306 Architectural Design VI.

In the M. Arch program, this criterion is **Met with Distinction** at the understanding level as evidenced by analytical drawings, an annotated bibliography, analytical models, and written research briefs in ARC 699 Research.

**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.

**B. Arch**  
[X] Met

**M. Arch**  
[X] Met

**2017 Team Assessment:** In the B. Arch program, evidence of student achievement at the prescribed level was found in student work prepared for ARC 306 Architecture Design VI.

In the M. Arch program, evidence of student achievement at the prescribed level was found in student work prepared for ARC 607 Architectural Design IV (CS).

**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.

**B. Arch**

[X] Met

M. Arch

[X] Met

**2017 Team Assessment:** In the B. Arch program, this criterion is **Met** at the ability level as evidenced by student projects in ARC 306 Architecture Design VI (Spring 2016).

In the M. Arch program, this criterion is **Met** at the ability level as evidenced by student projects in ARC 607 Architectural Design IV (CS) (Fall 2016).

**Realm C. General Team Commentary:** The team confirmed that the NAAB learning objectives in Realm C are being met via coursework in both the undergraduate and graduate programs. The depth of personal experience and breadth of general knowledge expected in graduate students are evident in the graduate program. ARC 699 Research stands out as a notable course.

**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.

B. Arch

[X] Met

M. Arch

[X] Met

**2017 Team Assessment:** In the B. Arch program, this criterion is **Met** at the understanding level as evidenced by student quizzes and projects in ARC 452 Management of Professional Practice.

In the M. Arch program, this criterion is **Met with Distinction** at the understanding level as evidenced by speaking with students to confirm the discussions and presentations that took place in ARC 652 Management of Professional Practice. The in-class student discussions and role-taking used to learn and apply the curriculum content is commendable.

**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.

B. Arch

[X] Met

M. Arch

[X] Not Met

**2017 Team Assessment:** In the B. Arch program, this criterion is **Met** at the understanding level as evidenced by student work prepared for ARC 452 Management of Professional Practice.

In the M. Arch program, this criterion is **Not Met**. Evidence of student achievement at the prescribed level was not found in student work prepared for ARC 652 Management of Professional Practice. Additional material was asked for on the first, second, and third days of the visit. The additional material provided by the program did not demonstrate that the criterion was met.

**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.*

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Not Met**

**2017 Team Assessment:** In the B. Arch program, this criterion is **Met** at the understanding level as evidenced by student quizzes in ARC 452 Management of Professional Practice.

In the M. Arch program, this criterion is **Not Met**. In ARC 652 Management of Professional Practice, the team did not find evidence of an understanding of business practices within a firm, including financial management and business planning, marketing, and entrepreneurialism. Additional material was asked for on the first, second, and third days of the visit. The additional material provided by the program did not demonstrate that the criterion was 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.*

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2017 Team Assessment:** In the B. Arch program, this criterion is **Met** at the understanding level as evidenced by student quizzes in ARC 452 Management of Professional Practice.

In the M. Arch program, this criterion is **Met** at the understanding level as evidenced by students' Project #1 in ARC 652 Management of Professional Practice.

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2017 Team Assessment:** In the B. Arch program, this criterion is **Met** at the understanding level as evidenced by student papers in ARC 122 Architecture and Behavior and by quizzes and projects in ARC 452 Management of Professional Practice.



In the M. Arch program, this criterion is **Met** at the understanding level as evidenced by student Question and Answer papers in ARC 652 Management of Professional Practice.

**Realm D. General Team Commentary:** For Realm D, the team confirmed the required breadth of evidence in student work in the B. Arch program. The team observed that the M. Arch program demonstrates strengths in portions of this realm's areas of professional practice.

## **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 Higher Learning Commission (formerly the North Central Association of Colleges and Schools); 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**

**2017 Team Assessment:** [The institution has a letter from 2012 from the Southern Association of Colleges and Schools \(SACS\) proving current accreditation.](#)

**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**

**2017 Team Assessment:** [The APR lists the requirements for the B. Arch as a total of 171 credits: 45 are in general studies, 105 are in professional studies \(required courses and required electives\), and 21 are in non-required architecture electives \(optional studies\). These meet or exceed the minimum credits required by the NAAB.](#)

[The APR lists the requirements for the 2-year \(preprofessional plus\) M. Arch as a total of 60 credits: 0 are in general studies \(baccalaureate is required for admission\), 36 graduate credits are in professional studies, and 24 graduate credits are in non-required architecture electives \(optional studies\). These meet or exceed the minimum credits required by the NAAB \(120 baccalaureate credits and 60 graduate credits = 180 total credits\).](#)

[The APR lists the requirements for the 3-year \(non-preprofessional plus\) M. Arch as a total of 105 credits: 0 are in general studies \(baccalaureate is required for admission\), 87 graduate credits are in professional studies, and 18 graduate credits are in non-required architecture electives. These meet or exceed the minimum credits required by the NAAB.](#)

The APR lists a dual degree where students can obtain a Bachelor of Science in Architectural Engineering and a Master of Architecture in 6 years. The team received a complete list of all courses required for this dual program and verified that all courses required for the 2-year M. Arch were satisfied either by the appropriate architecture course or an equivalent approved course in engineering. Even with the accepted undergraduate engineering credits, the 2-year M. Arch still has enough graduate credits to meet the NAAB minimums.

**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**

**2017 Team Assessment:** The APR clearly documents the forms and process used to evaluate a student's prior academic coursework. This information is made available in the school's public information sources. The team's review of student files confirmed that the forms and process documented are being used. The APR also demonstrates that a standard has been established for determining any gaps in a student's prior academic coursework. The student files reveal use of the "Applicants Evaluation Report" and the "Graduate Program Checklist," which list the requirements needed to complete a degree.

The APR shows that the evaluation of degrees is part of the admissions process. The "Admission Acceptance" offer letter indicates the length of time it will take an accepted student to complete a degree.

## **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**

**2017 Team Assessment:** [The program includes the exact required language on its website.](#)

### **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**

**2017 Team Assessment:** [The "Helpful Links" and "Accreditation" sections of the School of Architecture webpage contain links that redirect the user to another page. These pages include the 2014 NAAB Conditions for Accreditation, the 2015 NAAB Procedures for Accreditation, and the 2009 NAAB Conditions for Accreditation.](#)

### **II.4.3 Access to Career Development Information:**

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

#### **[X] Met**

**2017 Team Assessment:** [The institution's Office of Academic Services and Placement includes a Career Planning and Placement section, which works in cooperation with the institution's Toppel Career Center to provide student support services related to career development and internship placement. Services include workshops and seminars on interviewing, portfolio and resume design support, and an annual Career Fair specific to the School of Architecture. The team found evidence that students have access to career development information through student meetings and discussions. Student participation in utilizing these services to develop and implement career, education, and employment plans is on a self-directed basis.](#)

### **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.<sup>1</sup>
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

**[X] Met**

**2017 Team Assessment:** [The team confirmed that this information is readily accessible on the School 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**

**2017 Team Assessment:** [The team confirmed that this information is readily accessible on the School of Architecture website.](#)

**II.4.6 Admissions and Advising:**

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

This documentation must include the following:

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

**[X] Met**

**2017 Team Assessment:** [The team found evidence to support these requirements by reviewing documents that are available to the public, the website, and student files, and by conducting interviews with school personnel.](#)

**II.4.7 Student Financial Information:**

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

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

- 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**

**2017 Team Assessment:** [The team confirmed that this information is readily accessible on the University of Miami website.](#)

### **PART THREE (III): ANNUAL AND INTERIM REPORTS**

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

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

**[X] Met**

**2017 Team Assessment:** In the APR, an August 30, 2016 memo from the associate dean for academic affairs and research to the dean verifies that the university's Office of Planning, Institutional Research, and Assessment (PIRA) has provided all Integrated Postsecondary Education Data System (IPEDS) data submitted by the School of Architecture to the NAAB through the Annual Report Submission system since the visiting team site visit in 2011. The memo verifies that the data is accurate and consistent with reports sent to other national and regional agencies, including the National Center for Education Statistics. The NAAB provided the Annual Statistical Report to the team.

**III.2 Interim Progress Reports:** The program must submit Interim Progress Reports to the NAAB (see Section 10, *NAAB Procedures for Accreditation*, 2015 Edition).

**[X] Met**

**2017 Team Assessment:** The program's public website includes an "Accreditation" section on the "About" tab. On the website, the program has posted the 2013 Interim Progress Report (IPR); the 2013 Interim Report Decision Letter, which states that satisfactory progress has been made and that no further reporting is required until the 2017 accreditation visit; and the 2014 IPR, which was submitted to denote changes in the program related to appointments and curricular adjustments.



#### **IV. Appendices:**

##### **Appendix 1. Conditions Met with Distinction**

###### **A.4 Architecture Design Skills (B. Arch)**

Throughout the early core design studios in the B. Arch program, the student work displayed notable clarity in formal and organizational architectural expression. Additionally, the thrust of the curriculum was evident in the application of environmental principles to student architectural design work.

###### **B.6 Environmental Systems (B. Arch and M. Arch)**

At both the undergraduate level and the graduate level, the core environmental systems courses are taught with notable thoroughness as they relate to this SPC. Especially robust is the way that the material is taught and analyzed in both quantitative and qualitative ways simultaneously as a pedagogical tool. Examples include the shading-device light study in ARC 363 Environmental Building Systems II and ARC 663 Environmental Systems II, and student narrative essays describing and measuring environmental comfort analysis in ARC 362 Environmental Building Systems I and ARC 662 Environmental Systems I. Also notable is the incorporation of student ability in designing environmental systems across studio coursework at multiple levels. The program's commitment to stewardship of the environment is evident in the thematic and particular inclusion of environmental systems in architectural design.

###### **C.1 Research (M. Arch)**

The broad range of methods students used demonstrated the critical thinking required to design well-integrated projects.

###### **D.1 Stakeholder Roles in Architecture (M. Arch)**

The course binder for ARC 652 Management of Professional Practice includes detailed discussion prompts for "classroom negotiations" that cover stakeholder roles in architecture, both broadly and deeply. In the team's interviews with graduate students who have taken this course, the student achievement in understanding these roles was compelling. The students' knowledge demonstrably grew through the robust discussions, and they described concrete lessons learned concerning how stakeholder roles are related to an understanding of contracts, legal aspects of the profession, and the architect's role in mediating among stakeholders.

Appendix 2. Team SPC Matrix

			REALM A REAL A CRITICAL THINKING & REPRESENTATION								REALM B BUILDING PRACTICES, TECHNICAL SKILLS & KNOWLEDGE										REALM C INTEGRATIVE ARCHITECTURE SOLUTIONS			REALM D PROFESSIONAL PRACTICE					
			A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5	
			Prof. Communication Skills Design Thinking Skills Investigative Skills Architectural Design Skills Ordering Systems Use of Precedents History and Global Culture Cultural Diversity & Social Equity								Pre Design Site Design Codes & Regulations Technical Documentation Structural Systems Environmental Systems Bldg. Envelope Systems & Assemblies Building Materials & Assemblies Building Service Systems Financial Considerations Research Integrated Eval. & Decision-Making Design Process Integrative Design Stakeholder Roles in Architecture										Project Management Business Practices Legal Responsibilities Professional Conduct								
SPRING COURSE			A	A	A	A	A	A	U	U	A	A	A	A	A	A	U	U	U	U	U	U	A	A	U	U	U	U	U
YEAR 1	Basic Education	ENG 105	ENGLISH COMPOSITION I																										
		ENG 106	ENGLISH COMPOSITION II																										
		MTH 130	INTRODUCTORY CALCULUS																										
		PHY 103	GENERAL PHYSICS																										
		Psych & Society	REQUIRED COGNATE ELECTIVE																										
		STEM 348	REQUIRED COGNATE ELECTIVE																										
YEAR 1	Design Core	ARC 101	ARCH DESIGN I																										
		ARC 102	ARCH DESIGN II																										
	Theory & Representation	ARC 111	DRAWING I																										
		ARC 112	DRAWING II																										
		ARC 121	ARCHITECTURE & CULTURE																										
		ARC 122	ARCHITECTURE & BEHAVIOR																										
YEAR 2	Design Core	ARC 203	ARCH DESIGN III																										
		ARC 204	ARCH DESIGN IV																										
	Theory & Representation	ARC 213	DRAWING III																										
		ARC 223	ARCH & THE ENVIRONMENT																										
	Methods & Technology	ARC 230	BLDG TECH: MATERIALS & METHODS																										
		ARC 231	BTECH: STRUCTURAL SYSTEMS																										
Arch. History	CAE 213	STRUCTURAL SYSTEMS I																											
	ARC 207	HISTORY OF ARCHITECTURE I																											
YEAR 3	Design Core	ARC 208	HISTORY OF ARCHITECTURE II																										
		ARC 305	ARCH DESIGN V																										
	Methods & Technology	ARC 306	ARCH DESIGN VI																										
		ARC 302	ENVIRONMENTAL BLDG SYSTEMS I																										
		ARC 303	ENVIRONMENTAL BLDG SYSTEMS II																										
		CAE 313	STRUCTURAL SYSTEMS II																										
Arch. History	Required Elective																												
Prof. Practice	ARC 452	MANAGEMENT OF PROFESSIONAL PRACTICE																											
		Required Elective																											

REALM A								REALM B										REALM C			REALM D				
REAL A CRITICAL THINKING & REPRESENTATION								BUILDING PRACTICES, TECHNICAL SKILLS & KNOWLEDGE										INTEGRATIVE ARCHITECTURE SOLUTIONS			PROFESSIONAL PRACTICE				
A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5
Prof. Communication Skills Design Thinking Skills Investigative Skills Architectural Design Skills Ordering Systems Use of Precedents History and Global Culture Cultural Diversity & Social Equity								Pre Design Site Design Codes & Regulations Technical Documentation Structural Systems Environmental Systems Bldg Envelope Systems & Assemblies Building Materials & Assemblies Building Service Systems Financial Considerations										Research Integrated Eval & Decision-Making Design Process Integrative Design			Stakeholder Roles In Architecture Project Management Business Practices Legal Responsibilities Professional Conduct				

**GRADUATE 1 YEAR** www.achievement4u.com/understanding-ability

			A	A	A	A	A	A	U	U	A	A	A	A	A	U	U	U	U	U	A	A	U	U	U	U	
YEAR 1	Design Core	ARC 604	ARCHITECTURAL DESIGN & THEORY I																								
		ARC 605	ARCHITECTURAL DESIGN & THEORY II																								
		ARC 606	ARCHITECTURAL DESIGN III																								
	Theory & Representation	ARC 611	MEDIA I																								
		ARC 613	MEDIA II																								
	Arch. History	ARC 667	HISTORY OF ARCHITECTURE I																								
ARC 668		HISTORY OF ARCHITECTURE II																									
Methods & Technology	ARC 630	BLDING TECH: MATERIALS & METHODS																									
	ARC 631	BLDING TECH: STRUCT. SYSTEMS																									
	ARC 662	ENVIRONMENTAL SYSTEMS I																									
	ARC 632	BUILDING STRUCTURES I																									
YEAR 2	Design Core	ARC 607	ARCHITECTURAL DESIGN IV (CS)																								
		ARC 620	THEORY OF ARCH/ENVIRONMENT																								
	Methods & Technology	ARC 663	ENVIRONMENTAL SYSTEMS II																								
ARC 633		BUILDING STRUCTURES II																									
Y. 3	Thesis	ARC 699	RESEARCH																								
		ARC 610	ARCH DESIGN DEGREE PROJECT																								
Prof. Practice	ARC 652	MANAGEMENT OF PROFESSIONAL PRACTICE																									
	Required Electives																										

**GRADUATE 2 YEAR**

			A	A	A	A	A	A	U	U	A	A	A	A	U	U	U	U	U	A	A	U	U	U	U	
YEAR 1	Design Core	ARC 608	ARCHITECTURAL DESIGN III																							
		ARC 681	VISUAL REPRESENTATION																							
		ARC 620	THEORY OF ARCH/ENVIRONMENT																							
YEAR 2	Design Core	ARC 607	ARCHITECTURAL DESIGN IV (CS)																							
		ARC 699	RESEARCH																							
	ARC 610	ARCH DESIGN DEGREE PROJECT																								
	Prof. Practice	ARC 652	MANAGEMENT OF PROFESSIONAL PRACTICE																							
Required Electives																										

\*Students in the 2 year track come with many History & Technology courses waived  
 \*\*Students in the 2 year missing core history and technology courses must take the courses when offered in the semester.

### Appendix 3. The Visiting Team

Team Chair, representing the ACSA  
David Biagi, Associate Professor  
School of Architecture  
College of Design  
University of Kentucky  
Lexington, KY 40506  
(859) 257-7617  
[dbiagi@uky.edu](mailto:dbiagi@uky.edu)

Non-voting member  
Victor B. Dover, FAICP, LEED-AP, CNU Fellow  
Founding Principal  
Dover, Kohl & Partners  
1571 Sunset Drive  
Coral Gables, Florida 33143  
(305) 666-0446  
[vdover@doverkohl.com](mailto:vdover@doverkohl.com)

Representing the AIA  
Jennifer Charzewski, AIA, LEED AP  
Principal  
liollo architecture  
147 Wappoo Creek Drive, Suite 400  
Charleston SC 29412  
(843) 762-2222  
[jennifer@liollo.com](mailto:jennifer@liollo.com)

Representing the AIAS  
Haley DeNardo, AIAS  
The Pennsylvania State University  
143 East Park Avenue  
State College, PA 16802  
(607) 351-2932  
[hdenardo@gmail.com](mailto:hdenardo@gmail.com)

Representing the NCARB  
Barbara A. Sestak, FAIA  
School of Architecture  
Portland State University  
PO Box 751  
Portland, OR 97207-0751  
(503) 725-3340  
[sestakb@pdx.edu](mailto:sestakb@pdx.edu)

Representing the ACSA  
Peter Noonan, AIA, LEED BD+C  
Prof. Professor of the Practice  
School of Architecture, Planning & Preservation  
University of Maryland  
3835 Campus Drive, ARC 1215  
College Park, MD 20742  
(301) 229-3705  
[pnoonan@umd.edu](mailto:pnoonan@umd.edu)

**V. Report Signatures**

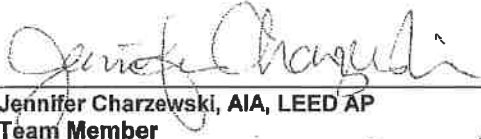
Respectfully Submitted,



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**David Biagi**  
Team Chair

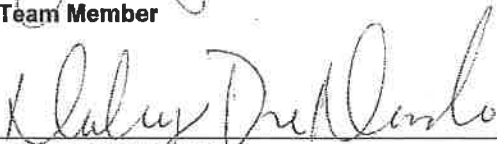
**Representing the ACSA**



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**Jennifer Charzewski, AIA, LEED AP**  
Team Member

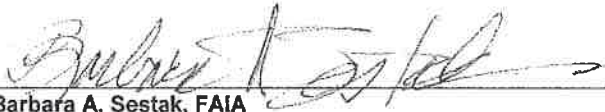
**Representing the AIA**



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**Haley DeNardo, AIAS**  
Team Member

**Representing the AIAS**



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**Barbara A. Sestak, FAIA**  
Team Member

**Representing the NCARB**



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**Peter Noonan, AIA, LEED BD+C**  
Team Member

**Representing the ACSA**



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**Victor B. Dover, FAICP, LEED-AP, CNU Fellow**

**Nonvoting member**

