Arizona State University
School of Architecture

Visiting Team Report

Master of Architecture (Pre-Professional degree + 2 years)
Master of Architecture (Degree + 3 and 1/2 years)

The National Architectural Accrediting Board
8 March 2006

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

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I.   **Summary of Team Findings**

1.   **Team Comments**

The Team wishes to commend the entire school community for their excellent preparations for the accreditation process and the serious approach they have demonstrated. The Team is grateful for the hospitality, openness and graciousness demonstrated by students, faculty, staff, and administration. In particular, we wish to commend Darren Petrucci, Catherine Spellman and Joan Taylor for their dedication, leadership and clarity of purpose. Scott Murff and others deserve credit for their excellent work in preparing the School, the impressive Faculty Exhibition, and the Team Room for this visit.

The following are several observations that provide an overview of salient issues. Additional information and commentary are located amidst the conditions and criteria that follow in this report.

Stability and leadership: After an extended period of transition and some uncertainty, the architecture program has emerged in strong shape. A new leadership team is in place at every level, and all of the key individuals are working very diligently in maintaining excellence and moving the school forward.

Curriculum: Creative thinking is shaping the continued evolution of the curriculum. The architecture program is strong in its current form, and at the same time there are significant new issues emerging in design theory, community issues and technology, and sustainability. This has led to changing trends in research and practice and new possibilities for faculty and students. These factors are combining at ASU to produce a healthy ambition, with new ways to organize and conceive the students' education. Embracing change as a creative opportunity will be important for the architecture program's continued development in the near future.

Program Strengths: The following list contains several areas of strength today, and these promise to serve as a foundation for continued development and transformation over time.

- Sensitivity to site exists throughout the curriculum in courses, studios, and faculty work.
- Community engagement is an important element in the work of several faculty members and in several design studios.
- Environmental issues are major topics of research and curricular exploration.
- There are many faculty pursing creative work and research that increases the stature of the architecture program nationally.
- The students are engaged with their education demonstrating particularly clear insights among the graduate students about their emerging role within the profession.
- Excellent library and visual resources are available and widely used by students and faculty.
- There are dedicated staff members working throughout the program in key roles, supporting excellent opportunities for students.

There are several causes for concern that relate to funding for the program, costs for the students, space, communication and identity. None of these individually produces extensive negative impacts on accreditation viability today, but they have the potential to combine in a seriously detrimental fashion if left unattended or underfunded in the future.

There are also several particular areas of excellence noted elsewhere in this report. The school should celebrate these major strengths as examples of best practices and perhaps more importantly as the armature for the school, college and university in shaping the larger institutional ambitions going forward. Although architecture is a relatively small program within ASU as a whole, it is in a very strong position to be a central influence on initiatives at the larger scale of the institution and the metropolitan area. The current space and funding shortages suggest that investment in the program is crucial to the process of unleashing the full potential of the program as a catalyst.

2.   **Progress Since the Previous Site Visit**

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

Previous Team Report: There is evidence throughout the curriculum that the issues related to a comprehensive design are addressed, but the Team could not find explicitly where these issues are synthesized.   Courses ATE 556 Building Development and ATE 557 Construction Documentation show great promise but will need time to mature.

Current Team Report: This criterion has been met.

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

Previous Team Report: There is evidence of an awareness of the context in which the program is developed. However, the actual assembly of a program aligned with this performance criteria is lacking. Of particular note, accessibility and its influence on program development should be addressed.

Current Team Report: This criterion has been met.

Criterion 12.34 Professional Internship
Understanding of the role of *internship in professional development and the reciprocal rights and responsibilities of interns and employers*

Previous Team Report: While the summer internship offers exposure to office activities, the specific aspects of this criterion are not currently being taught.

Current Team Report: This criterion has been met.

3.   **Conditions Well Met**

Criterion 13.2   Critical Thinking Skills
Criterion 13.10 National and Regional Traditions
Criterion 13.15 Sustainable Design
Criterion 13.17 Site Conditions
Criterion 13.19 Environmental Systems

4.   **Conditions Not Met**

Condition 12.   Professional Degrees and Curriculum
Criterion 13.7   Collaborative Skills
Criterion 13.9   Non-Western Traditions
Criterion 13.25 Construction Cost Control
Criterion 13.34 Ethics and Professional Judgment

5.   **Causes of Concern**

Funding & Costs: The funding formula for the school has not kept pace with staffing and operational needs. The addition of program fees has been positive for students in generating additional resources for their benefit. Nonetheless, these do not address fundamental problems with the operating budget (virtually unchanged in 15 years) and the Student Credit Hour funding formula. Five lines are open now, and these funds are used for operations. The University is moving toward a responsibility centered management and budget model, but there are serious concerns about the prospect of growth without sufficient financial and space resources to support this growth. Although the program is adequately funded today, the projected changes do not seem to be sustainable without a clear commitment for additional support.   There is a particular cost issue that the program must address immediately. It involves inordinate and sometimes indiscriminate burdens placed on students in routine studio work (excessive plotting costs and other supplies assigned without consideration for the financial impact on students).

Space: The program in architecture is outgrowing the existing facilities. With desks in some hallways, very limited review spaces, and limited flexibility in the cellular studio arrangements, there are many indications of a serious space problem confronting the school. Plans are being considered to convert most of the studios in the North Building to interconnected lofts that will help optimize the space. Nonetheless, the strategy for potential growth beyond this step is unclear and not at all transparent to the people most affected – students and faculty of the School of Architecture and Landscape Architecture.

School Identity: Given the changes and some uncertainty over the past several years and the continuing changes contemplated at the University level, the College will need to be especially sensitive to the particular identiy and needs of the architecture program. As the largest unit of the College, creative means and resources should be directed toward its continued development and distinctive identity. The plan for dealing with this is not particularly clear to the Team, and even more seriously, it is not clear to the faculty. This issue may tie into the "communication".

Communication: At several levels within and beyond the program the team observed less than optimal communication. While students comment on the excellent availability of faculty and school administration, there is a sense that people do not know what is going on in a larger sense. This seems to erode a sense of community and widespread awareness that would emerge from more proactive approaches to outreach and engagement. Communication is also somewhat unclear from the University through the College and into the faculty realm of the architecture program. While efforts have been made to engage across levels through a retreat and various meetings, the techniques have not necessarily led to a sense of inclusion in the decision-making process by faculty.

Associate Director's position: Catherine Spellman is now filling a vitally important role in the School of Architecture and Landscape Architecture administration. Her position is not currently supported with a dedicated and appropriate administrative line and funding. The statement of need dates back to 1987. The position is essential in running a large and complex school office within the College and includes many vital responsibilities with the Director: long range planning for development of degrees and coursework, budget administration, recruitment, faculty/staff/personnel issues of every nature also fall under the umbrella of director responsibilities. The presidential mandate for more integration, more outside work and public service will place added demands on the School administration. An associate director is needed to manage the day-to-day operation; curriculum and advising issues, scheduling of classes, oversight of teaching/research assistants, student concerns. With a school of this size and growing, it is impossible to serve it well with only one person in a leadership position. As a cause for concern, this needs to be addressed, otherwise the administrative function will be occurring at the expense of other needs that must then be filled with "salary savings".

II.   Compliance with the Conditions for Accreditation

1.   Program Response to the NAAB Perspectives

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

1.1   Architecture Education and the Academic Context

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

Met	Not Met
[X]	[ ]

The architecture program resides in a multi-disciplinary College of Design. This produces a number of exciting opportunities for students and faculty to exchange ideas and approaches beyond the traditional boundaries of individual disciplines. The program is very well served by an excellent faculty who are dedicated teachers, creative practitioners, engaged with the community in many cases, and actively engaged in research in their various fields. As noted in the Causes for Concern section, there are some administrative dynamics between the College and the School that need careful attention to support the healthiest possible form of mutual support.

The future ambitions at the University level as articulated, promoted, and supported by the President are impressive and hold exciting potential for the architecture program. There will be "cultural" changes along the way. To the extent that faculty can embrace the creative potential in these changes, the program could find it in even stronger position ten years from now. Among other aspects, there is an indication that increased entrepreneurship in faculty creative work and research with outside funding will be rewarded. This could, in turn generate more financial support for the school faculty and greater student opportunities. This is a somewhat different model than individual faculty practitioners for example bringing work into their office, and it suggests a greater degree of integration of faculty work and its engagement with the school and university. Additional references in this area appear in "Architecture Education and Society."

1.2   Architecture Education and Students

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

Met	Not Met
[X]	[ ]

A particular strength of the program is the commitment of the school to its students. The school seems genuinely student-centered. Shown through the involvement of students on committees and advisory roles, there is evidence that the administration is dedicated to empowering students to be active and engaged constituents in their own education. The school treats students as partners in their educational enterprise. While seen as important actors, students have concerns with the accessibility of certain course opportunities outside the program. There are also some concerns about the availability of information and advice as they seek to understand various opportunities of the program. Students expressed concern about the insensitivity of the faculty toward academic and financial needs of the individual student. There are also a few examples of very weak teaching cited by the students, and these are all the more frustrating for the students because most of their experiences with faculty are so positive.

1.3 Architecture Education and Registration

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

	Met	Not Met
	[X]	[ ]

The School's required internship program is a good "jump start" for education in the IDP process. Working in firms provides an excellent opportunity to engage IDP and its potential to help shape the emerging professional's practice-based development. The students indicated a working knowledge of the importance of acquiring an accredited degree, IDP and the requirement to pass the A.R.E. prior to their being licensed. They also understood the State's responsibility for licensing.

1.4 Architecture Education and the Profession

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

	Met	Not Met
	[X]	[ ]

The interaction between students, faculty, and the profession is integral to the development of young professionals. Community professionals are highly involved in

student projects as critics, mentors, and educators. Firms are committed to hiring students for internships and upon graduation of this program because they are adequately prepared to contribute as professionals. A particularly exciting collaboration between the profession and education was research for green roof design for an actual project at a local firm. Faculty would like to see more student interaction in the research collaboration between the school and profession.

The curriculum is designed to help students as they work toward practice. Students are learning to observe, write, communicate, and respond critically. A particularly impressive project in AAD 551, Architectural Management, was the firm analysis where students were exposed to the structure of a professional practice and were able to produce a critical analysis of firm operations. Students are also participating in the design community in a tangible way through the work of the integral studio. This experience allows students to engage with real project concerns, collaborate creatively as a design team and with other disciplines, and work within the context of their community. Students participate in integral studio throughout their fourth, fifth, or sixth years of the program. The projects vary and students participate based upon interest. The experience is invaluable and all students should have the ability to participate, and this is not currently the case.

Overall, students are being exceptionally well prepared as design advocates and leaders within the community. Students demonstrate awareness of cultural issues, environmental responsibility, urban development, and issues of professional practice. Also, the strong relationship between the school and the practicing professionals is a positive for the school and the community. Director Darren Petrucci, Associate Director Catherine Spellman, and various faculty members should be recognized for continuing to foster this important relationship.

1.5   Architecture Education and Society

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

	Met	Not Met
	[X]	[ ]

Social and environmental concerns and issues are consistently addressed throughout studio projects, lectures, research labs, faculty work and proposed curriculum.

A strong interdisciplinary lecture series addresses a wide range of topical issues and practices, which attract students, faculty, professional and the public.

A wonderful example of how the School is engaging the University and society is SCAPE (Systems Components Architectural Products + Environments), which is an applied research lab, located within the College of Design. Its research and design focuses on the synthesis of architecture, urbanism, landscape, visual communication and technology into new forms of environmental infrastructure and products that operate within the public

realm. It employs faculty and graduate students from the College of Design and networks with other centers, departments, and researchers throughout the University. SCAPE both initiates projects and works with various public and private agencies to develop innovative projects and partner in their implementation. Stardust Center for Affordable Homes and the Family is another excellent opportunity. The new Real Estate Development (RED) program will be led by faculty from the schools of Design, Business, Law and Construction. The Phoenix Urban Research Lab (PURL) is studio integrates, students, researchers, decision makers and industry professionals who seek new solutions for the most pressing design problems facing cities today.

These programs are promising, but it should be noted that there might be a communication issue of how each of these programs/labs/studios inter-relate within the school, college, university and community.

2. Program Self-Assessment Procedures

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

Met	Not Met
[X]	[ ]

The program exhibits a strong commitment to self-assessment at many levels. Within the architecture program, there are many vehicles that have been used to support a continuous process of review and improvement. The past several years have been a time of transition and some uncertainty. Nonetheless, the faculty and administration have been working diligently to design their next stage of evolution with an already strong program. In particular, several of the new initiatives hold tremendous promise for redefining the School going forward, and the curriculum strategies under consideration seem particularly exciting.

3. Public Information

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

Met	Not Met
[X]	[ ]

The correct NAAB language was added to the school website while the team was in residence. It still needs to be updated in university, college or school's printed material. Also, the current APR was not on reserve in the school library upon the team's arrival, but we were assured that it would be placed on reserve immediately. We were assured that the VTR will be placed on reserve.

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective

faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

	Met	Not Met
	[X]	[ ]

There was an anomalous year, two or three years ago, with an unhealthy and unwelcoming environment for women students. The program addressed this issue fully, and the program is now on a very healthy and equitable footing.

There are challenging issues of racial and ethnic diversity, with very few Hispanic, Native American, and African American students. Particularly in the regional setting of the Phoenix metropolitan area and the state of Arizona, this is all the more surprising and disappointing. Additional efforts clearly need to be directed toward the serious under-representation of these citizens, otherwise the profession of architecture will never evolve into a more inclusive place. Diversity enriches opportunity for all students. The Provost spoke eloquently to us about the challenge of a discipline that is perceived by many students and parents as exclusively "high design", and thus not relevant to their lives. While this perception does not accurately describe the school's work, it is an issue that clearly needs to be confronted. Nonetheless, the team noted that the school environment is inclusive, open and supportive for students and faculty involved in the program, and there are ample opportunities for involvement with governance.

5. Studio Culture

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

	Met	Not Met
	[X]	[ ]

There is a supportive relationship between faculty, staff, and students with considerable evidence of mentorship and mutual respect. The spirit of cooperation between these groups is a visible strength in studio culture. Yet students feel that there is limited opportunity to develop relationships and cooperation both vertically through the years and between undergraduate and graduate students and even horizontally through other members of their own year. The proposed "lofting" of the studios could help remedy this problem but students would also like to see school-sponsored initiatives as well, without waiting for the construction to be completed.

The School Curriculum Committee developed a report in 2002 addressing studio culture, which among other things, addressed concerns regarding "how the women, particularly the undergraduates, were being treated by male students" and "an atmosphere of one-upmanship and arrogant behavior". The team did not see any evidence during the visit to cause concern. Rather, the team found a strong sense of peer support and community among the students. The 2002 report also suggested changes to the schedule of studio, now conducted on a 2 day a week schedule rather than the previous 3 days a week, and began coordination of studio with other courses to reduce conflicts with course assignments and examination schedules. The result of implementing of these changes appears to have been very positive.

The team recommends that the School channel its efforts into the required written policy recognizing the need for a strong and positive studio culture. This could also offer the opportunity for the administration, faculty, staff and students to have a broader conversation regarding this issue. It should be distributed to everyone in the school community.

6. **Human Resources**

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

Met	Not Met
[X]	[ ]

While this criterion is currently met, it is a source of serious concern among faculty. The College and University are pursuing a strategy of growth, and the faculty concerns are understandable given the current shortfall in funding formulas for current students and faculty. As changes develop, the leadership of the College and School should strive for openness and inclusion of faculty and students in the process of implementing the evolving vision, and clearly additional resources and space will be crucial. There is a fear that this process could develop to the detriment architecture as of one of the university's flagship programs.

7. **Human Resource Development**

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

Met	Not Met
[X]	[ ]

It is very clear from the Faculty Exhibition that faculty members are active in research, scholarship and creative work at an impressive level. The University should continue to recognize the unique nature of creative work in the design-based program of the School of Architecture and Landscape Architecture.

8. **Physical Resources**

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

Met	Not Met
[X]	[ ]

The facilities, in general are appropriate to support the programs. The facilities are shared with other programs that are a part of the College of Design (including Landscape Architecture, Interior Design, Industrial Design, etc.). Currently the programs are tight and pressed for space. Faculty and students commented on the negative effect this has on their operation and the sense of community. The administration expects the College to grow. To allow any significant growth, the facilities will need to expand, especially in the area of studio space. Student workstations are already migrating into the corridor space, which if allowed to continue, will create exiting and/or fire code issues. The College has a plan to expand current studio space by removing walls between existing, smaller studios that should enlarge functional area. The shop area is very impressive in terms of space, equipment and management as is the Library.

9.   **Information Resources**

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

Met	Not Met
[X]	[ ]

The breadth and depth of library and visual resources exceed minimum requirements by a large margin. The team was impressed by the passion of the staff members running these facilities - Deborah Koshinsky in the library and Diane Upchurch and Tom Morton of the visual collections library. These resources are well integrated into the school on both the level of the individual student and the curriculum. The team recognizes the need for more space, particularly as these resources grow to meet the demand of a larger program and collection. There is also a concern that university systems for funding such resources may be adapted for trends that are not reflected in architecture, particularly since 60% of the current library collection is housed off campus and as resources in the field are not being produced digitally as quickly as some other programs.

10.   **Financial Resources**

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

Met	Not Met
[X]	[ ]

Financial resources are much like Human Resources. Current resources are adequate, although the program could realize more opportunities for excellence if additional financial resources were available. The longer range concern involves financial planning for growth - a relatively unclear picture to faculty.   As a result, growth is perceived as a potential liability rather than an opportunity.   This is possibly the biggest management challenge in front of the College and School administration going forward. It will require open communication and serious collaboration.

11.   **Administrative Structure**

The accredited degree program must be, or be part of, an institution accredited by a regional institutional accrediting agencies for higher education. The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

Met	Not Met
[X]	[ ]

12.   **Professional Degrees and Curriculum**

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

	Met	Not Met
	[ ]	[X]

Through one analysis, the program has 44 credit hours of general education and non-architectural electives in a student's 6 year course of study. However, at least 3 and as many as 9 of these credits are debatable as "real" electives according to the NAAB language. An overview of the course requirements shows that the program seems heavy with required courses, and some degree of consolidation and merging several courses would yield additional electives. Some students have expressed the desire to take various electives but don't have time in their schedule to do so. These electives are very important for students, allowing them to exercise choice in forming the unique direction of their education in architecture.

13.   **Student Performance Criteria**

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

13.1   **Speaking and Writing Skills**

Ability to read, write, listen, and speak effectively

	Met	Not Met
	[X]	[ ]

13.2   **Critical Thinking Skills**

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

	Met	Not Met
	[X]	[ ]

Well met. It is evident that students are encouraged to think critically. The impressive array of studio work shows the students' ability to challenge ideas and come to thoughtful conclusions.

13.3   **Graphic Skills**

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

	Met	Not Met
	[X]	[ ]

The students are expressing their thoughts through the use of both freehand drawing and computer technology. The computer technology that the school is utilizing for studio work, research, and community design is extensive. The school encourages students to develop and diagram their thoughts through freehand expression and other means.

13.4   Research Skills

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

	Met	Not Met
	[X]	[ ]

13.5   Formal Ordering Skills

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

	Met	Not Met
	[X]	[ ]

13.6   Fundamental Skills

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

	Met	Not Met
	[X]	[ ]

13.7   Collaborative Skills

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

	Met	Not Met
	[ ]	[X]

Although students are working together to design somewhat (ADE322), not enough evidence was presented to show that students have the ability to work in collaboration with other students or with other disciplines on design problems. The team heard from students that there are limited opportunities for substantive collaboration on design project teams (beyond building site models for example). The College of Design is fortunate to include four other disciplines other than architecture. Students expressed the desire to work with other disciplines on design problems.

13.8   Western Traditions

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

	Met	Not Met
	[X]	[ ]

13.9   Non-Western Traditions

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

	Met	Not Met
	[ ]	[X]

As reported in the APR, the program has introduced Non-Western examples into the survey history course (APH313) at the level of awareness, but there is very little evidence at the level of "understanding". This criterion increased from awareness to understanding in the 2004 NAAB Conditions and Procedures. The team felt that the new course of study within APH 314 has the potential to fulfill the criterion of "understanding", but evidence was not available at the time of the visit.

13.10   National and Regional Traditions

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

	Met	Not Met
	[X]	[ ]

Well met. A strong use of local and national precedent is evidenced in many studio projects.   Indigenous, cultural and vernacular traditions are consistently integrated throughout the curriculum.   A good grasp of local traditions is also evident.

13.11   Use of Precedents

Ability to incorporate relevant precedents into architecture and urban design projects

	Met	Not Met
	[X]	[ ]

Evidence of the ability to use precedent is evident throughout the studios as students critically engage ideas and theories. Course syllabi also list relevant references as part of research and the design process.

13.12   Human Behavior

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

	Met	Not Met
	[X]	[ ]

Many courses and studios emphasize human responses. This interest is frequently tied to design theory in a broader sense, leading to a design process that is engaged with questions of behavior and the environment.

13.13   Human Diversity

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

Met	Not Met
[X]	[ ]

Interest in diversity weaves through various aspects of the curriculum. Examples in student work include creative writing papers and studios, often engaging issues of low-income communities and diverse populations.

13.14   Accessibility

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

Met	Not Met
[X]	[ ]

Understanding level is demonstrated in a specific course (ATE 553) with ADA information. Several studios also demonstrate the ability to synthesize this consideration into formative and developmental aspects of building and site design.

13.15   Sustainable Design

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

Met	Not Met
[X]	[ ]

This criterion is well met. The studio projects consistently and seriously respond to Arizona's unique climate. Graduate studios are exploring a variety of integral sustainable strategies. As noted elsewhere, there is a strong emphasis on sensitivity to site, which is clearly one important component of sustainability. Solar research and collaborative opportunities could improve with greater access and utilization of the rooftop solar lab.

13.16   Program Preparation

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

Met	Not Met
[X]	[ ]

13.17   Site Conditions

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

	Met	Not Met
	[X]	[ ]

This criterion is well met. From beginning design studios through the graduate level, there is a strong understanding and sensibility demonstrated responding to a large variety of site characteristics. It is also evident that landscape architectural issues and strategies are considered in many of the studio projects.

13.18   Structural Systems

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

	Met	Not Met
	[X]	[ ]

There is a qualitative difference among the several structural courses offered. The program should strive for consistency and strength in the teaching of this important material.

13.19   Environmental Systems

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

	Met	Not Met
	[X]	[ ]

Well met.   Environmental consciousness pervades the program. Building Systems 451 and 452 provide in depth material exploring environmental systems appropriate to the southwest climate.   The studios consistently integrate a variety of environmental strategies. The rooftop solar lab provides a greater understanding of the impact of the environment on design. There is an opportunity to better integrate the environmental research with more students

13.20   Life-Safety

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

	Met	Not Met
	[ ]	[ ]

Life-safety systems understanding was displayed in ADE 421 and ADE 522.

13.21   Building Envelope Systems

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

	Met	Not Met
	[X]	[ ]

13.22   Building Service Systems

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

Met   Not Met
[X]   [ ]

An understanding of Building Service Systems was shown in the examinations for ATE 553. The examination was particularly adept at evaluation of elevators, escalators and fire protection systems.

13.23   Building Systems Integration

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

Met   Not Met
[X]   [ ]

ADE 522 is presently developing a comprehensive design that includes selection and integration of building systems. Structural, envelope, life safety and building service systems were clearly evident, even in a developing design.

13.24   Building Materials and Assemblies

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

Met   Not Met
[X]   [ ]

ATE 421 showed a strong focus on assemblies and components.

13.25   Construction Cost Control

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

Met   Not Met
[ ]   [X]

There is a reference to this in syllabi, but no current evidence of students engaging this criterion at the level of understanding.

13.26   Technical Documentation

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

Met   Not Met
[X]   [ ]

The only example of outline specifications was found in ATE 556. However, this exercise was based on documenting (technical drawings and outline specifications) for a *built*

project, not a *proposed* design. ADE 522 is presently engaged in a comprehensive design project which may include outline specifications (technical drawings were in process and observable) however they were not observable at the time of this visit. This condition is minimally met.

13.27   Client Role in Architecture

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

	Met	Not Met
	[X]	[ ]

13.28   Comprehensive Design

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

	Met	Not Met
	[X]	[ ]

The two studios indicated as covering this criterion did not present convincing evidence. Although parts of the Comprehensive Design expectation were evident, the full extent of the description above was not evident in the student work.

However, the team noted another required studio where the spirit of this criterion is met through a relatively simple building program of housing (ADE 421). It was also noted that the current teaching in ADE 522 should satisfy this criterion upon the completion of this semester. In fact, the team was very enthusiastic about the prospects for this studio and the way it is being taught. Evidence from the earlier semester of this studio did not achieve nearly the same level of integrated development.

13.29   Architect's Administrative Roles

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

	Met	Not Met
	[X]	[ ]

13.30   Architectural Practice

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

	Met	Not Met
	[X]	[ ]

13.31 Professional Development

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

Met	Not Met
[X]	[ ]

The current required internship program meets the criterion of Professional Development, however it needs to be improved. There is a large disparity with various student experiences. Proactive communication between the school, students and professionals needs to occur to clearly define expectations on all sides. The school needs to take charge of this element more assertively. For example, while the students are exposed to IDP, it could be better correlated with the internship program.

13.32 Leadership

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

Met	Not Met
[X]	[ ]

13.33 Legal Responsibilities

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

Met	Not Met
[X]	[ ]

13.34 Ethics and Professional Judgment

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

Met	Not Met
[ ]	[X]

These important issues are introduced in the professional practice classes, but there was no substantial evidence of student work associated with this in the class. While students clearly engage issues of social importance, there is no indication that they are working through specific problems of ethics and professional judgment in design and practice.

III.   Appendices

Appendix A: Program Information

1.   **History and Description of the Institution**
Excerpted from the 2005 Arizona State University Architecture Program Report:
The history of the Arizona State University dates to 1885 when the first teacher's college was founded in the present location of the campus in a rather modest building. Since then, the campus has grown to its present size of over 58,000 students on three campuses, with over 49,000 on the 800 acre Tempe campus. The University is currently engaged in a comprehensive master plan (2020) with projected growth on all campuses exceeding 100,000 students including a new 15,000 student campus in central Phoenix. Arizona State University, located in the Phoenix metropolitan area, has emerged as a leading national and international research and teaching institution with a primary focus on Maricopa County, Michael Crow is the President of the University and Milton D. Glick is Executive Vice President and Provost. Arizona State University is part of a university system governed by the Arizona Board of Regents and is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

University Campuses and Sites
Arizona State University is one university in many places. The Tempe campus of ASU is situated on over 800 acres in a setting of palm trees and subtropical plantings. ASU's best-known landmark is the Gammage Center for the Performing Arts, designed by Frank Lloyd Wright. Several recent buildings, including Antoine Predock's· Performing Arts Center, Scogin Elam and Bray's Law Library Addition, and the new Architecture facility designed by Alan Chimicoff and the Hillier Group, are distinctive in their own right. Dean Reiter is leading the effort to develop conceptual plans for the new Capital Center campus. In 2004, Ron McCoy stepped down from his position as Director in order to assume the position of University Architect.   The University is organized into nine academic colleges: Liberal Arts and Sciences, Architecture and Environmental Design, Business, Education, Engineering and Applied Sciences, Fine Arts, Law, Nursing, and Public Programs. The Colleges are made up of schools, divisions, academic departments, and centers of research and service, with more than fifty specific units of instruction. The University is also served by the Division of Graduate Studies, a College of Extended Education, and an Honors College. ASU is a Research Extensive University.

The university's libraries hold over 3.8 million volumes ranking as the 36th largest research library in the United States and Canada. The Architecture and Environmental Design Library contains over 30,000 volumes including books, periodicals, tape recordings, films, microfilm, and portfolio materials in the areas of urban planning, environmental design, and architecture. The archives of several prominent architects, such as Will Bruder, are also housed here. It is located in the College of Architecture and Environmental Design Building. ASU is a member of Western Interstate Commission for Higher Education (WICHE), established to allow reciprocity for students in designated professional programs that are not available locally in each of the cooperating states.

History and Description of the College
The founding dean of the College of Architecture and Environmental Design, James Elmore, began teaching at Arizona State University in 1949. During the fifties, the program grew from a two-year program to three then to four with a Bachelor of Science degree, and finally to five with the Bachelor of Architecture program that began in the fall of 1957. The five-year program produced its first graduates in 1960, and it was accredited by NAAB in 1961. At this point the School of Architecture was a part of the College of Engineering and Applied Sciences. It became independent as College of Architecture in July 1, 1964, later renamed as the College of Architecture and Environmental Design in

1983. It provides undergraduate and graduate education for professional, research, and academic careers in architecture, design, planning and landscape architecture. The college has three academic units:

- School of Architecture and Landscape Architecture
- School of Design
- School of Planning

The officers of the College are: Dean Wellington Reiter; Director of the School of Architecture & Landscape Architecture, Darren Petrucci; Director of the School of Design, Jacques Giard; and the Director of the School of Planning, Hemalata Dandekar.

Undergraduate Programs

- Architectural Studies, B.S.D., School of Architecture and Landscape Architecture
- Landscape Architecture, B.S.L.A, SALA
- Design Science, B.S.D., School of Design
- Graphic Design, B.S.D.,School of Design Industrial
  Design, B.S.D., School of Design
- Interior Design, B.S.D., School of Design
- Housing and Urban Development, B.S.D., School of Planning

Graduate Programs

Faculty in the College of Architecture and Environmental Design offer five master's degree programs and one Ph.D. through the Division of Graduate Studies:

- A professional program leading to the NAAB accredited degree Master of Architecture (the two-year as well as three-plus-year programs in the School of Architecture and Landscape Architecture)
- A professional graduate program leading to the PAB accredited Master of Environmental Planning degree, (School of Planning)
- A research and applications Master of Science degree with a major in Building Design (School of Architecture and Landscape Architecture)
- The Master of Science in Design 'degree with 'a major in design with concentrations in Industrial Design, Graphic Design and Interior Design, (School of Design)
- Interdisciplinary Ph.D. degree in Environmental Design and Planning
- The Ph.D. in Environmental Design and Planning is a college wide interdisciplinary degree offered by faculty representing the Schools of Architecture and Landscape Architecture, Design, and Planning. Three areas of concentration are available: design; planning; and history, theory, and criticism.

2. **Institutional Mission**

Excerpts from the 2005 Arizona State University Architecture Program Report:

The mission of Arizona State University is to provide outstanding programs of undergraduate and graduate education, cutting-edge research, and public service for the citizens of the State of Arizona with special emphasis on the Phoenix metropolitan area. (January 2005) To fulfill this mission, ASU seeks to be a university that is fully committed to its community; that directly engages the challenges of its cultural, socioeconomic, and physical setting; and shapes its research initiatives with regard to their social outcomes. In support of its mission, the faculty, staff, and administration of ASU are committed to:

- Admitting a broadly diverse group of students and providing them a learner-centered education that engages students individuality as active participants in the learning process. .
- Encouraging interdisciplinary and core academic programs with an emphasis on their relevance to society, both regionally and in the larger global arena.
- Advancing use-inspired research that serves as an engine for economic, workforce, and technology development.
- Transforming the University from a state agency to an entrepreneurial institution that

leverages its research enterprise to provide new revenues for the University and a higher return on the state's investment.

- Empowering colleges, schools, and interdisciplinary units to seek academic excellence, foster creativity, and enlarge the social, economic, and cultural impact of the university.
- Becoming an active presence in our community, socially embedded, and serving the needs of the people of Arizona and beyond.
- Embracing the cultural diversity of our unique locale, leveraging its economic and cultural heritage, social dynamics, and aspirations.

The Mission Statement of the College

The Mission of the College of Architecture and Environmental Design is to offer a quality professional design and planning education, one that empowers graduates and the communities that they serve to make wise decisions about the design and planning of their surroundings. The dynamic environment of metropolitan Phoenix area, juxtaposed against the fragile Sonoran desert, provides the context and challenges for innovative, interdisciplinary teaching, research and service. At the same time this integrative approach to design and planning education extends the College mission to the community both in the Phoenix area and in broader national and international arenas.

3.   **Program History**

The following text is taken from the 2005 Arizona State University APR:

The program in architecture at Arizona State University has its roots in a two-year technical program offered in the College of Engineering in 1949-50 academic year. The program evolved throughout the fifties and eventually led to the establishment of the College of Architecture and Environmental Design. The first Bachelor of Architecture degree, which was a five-year degree, was conferred on a class of one in May, 1960. Accreditation was granted effective in the fall of 1961. In 1978 the College was organized into the departments of Architecture, Design Sciences, and Planning, with Calvin Straub appointed the first chair of the Department of Architecture (1978-79). He was succeeded by Roger Schluntz as appointed Chair in 1980. In 1985, the program's status was raised by the Board of Regents to the "School of Architecture." In 1989, Michael Underhill was appointed as director of the School and served in that capacity through 1994. Ron McCoy served as director from 1995 to 2004. Ron McCoy served as interim dean in 2003-2004. Catherine Spellman was appointed interim director in the fall of 2004 and Max Underwood was appointed interim director for spring of 2005. Darren Petrucci became Director in 2005.

The organization of the program has also evolved throughout the years. The department developed its first graduate program in 1973. The original Master of Architecture degree was to be research-oriented to follow the five-year Bachelor of Architecture degree. In 1976, the Master of Architecture degree was changed to the Master of Environmental Planning (MEP) and was intended to focus on research and related efforts in urban planning in arid regions, and building design in arid regions. This degree was intended to serve the needs of all departments within the College of Architecture and Environmental Design (CAED). In the spring of 1980, the faculty adopted a proposal to reorganize the professional program from a five-year Bachelor of Architecture format to an undergraduate degree program and the current 2-year Master of Architecture as a first professional degree program. The proposal was approved by the Board of Regents in the Fall of 1981. Students with previous architectural undergraduate degrees from other institutions were first accepted into the new Master of Architecture (M.Arch.) program in the Spring of 1982. In 1986, the School of Architecture was granted permission by the Board of Regents to offer a research-based degree - the Master of Science (MS) 4+2 Bachelor of Science/Master of Architecture structure leading to the current Bachelor of Science in Design (BSD) with a major in Building Design. The MEP was retained as the professional planning degree in

the Department of Planning. In 2004 the faculty merged with the faculty of Landscape Architecture and changed the name to the School of Architecture and Landscape Architecture.

With changing demographics and educational needs of the population in Arizona and the society in general, a proposal for a new Master of Architecture degree track for those applicants who already hold an undergraduate degree in non-architecture fields was developed. The resulting program, organized as a seven-semester program of study, is the 3+ Master of Architecture, approved by the Board of Regents in the fall of 1993, and the first students graduated in the spring of 1997. In the fall of 2004, the School of Landscape Architecture, formerly residing in the School of Planning and Landscape Architecture was incorporated into the School of Architecture. The move was due in part to the desire of the landscape faculty to reside in a studio based program. Faculties from both programs also have a record of successful collaboration and welcome the opportunity to further share their interests in a structured, pedagogical environment. It should be noted that the desert environment has a strong presence in the architecture of the region and it is felt that the proximity of the two programs will produce opportunities to expand the disciplines in unique and challenging ways. It is anticipated that the Landscape program will increase the number of its students and dedicated faculty and will eventually have its own director.

A 3.1 Description of the Program
The School of Architecture and Landscape Architecture at Arizona State University is one of three Schools within the College of Architecture and Environmental Design. Director Darren Petrucci currently heads the program. The School staff supports the Director and the faculty in administrative, instructional, research and business matters. The staff includes Joan Taylor, Business Manager Senior, Ann Evans, Academic Advisor Senior, Donna Geary, Administrative Assistant, and Betty Jordan, Office Specialist Senior.
The School faculty currently offers the following programs:
- Bachelor of Science in Design with a major in Architectural Studies (4 years)
- Master of Architecture – 2 year and 3+ programs of study
- Master of Science in Building Design (2 years), concentrations in Energy and Climate, Computer Aided Design and Facilities, Development and Management
- MBA/Master of Architecture Concurrent Degree (3 years)
- Bachelor of Landscape Architecture (4 years)

The School faculty also participates in offering the College wide interdisciplinary Ph.D. degree program with a major in Environmental Design and Planning.
The students in their first two years of the undergraduate program (freshmen and sophomore) are classified as "pre-architecture." Students must apply for admission to the upper division of the program. The professional program includes two years of upper division study leading to the Bachelor of Science in Design (with a major in Architectural Studies) and two years of graduate study leading to the Master of Architecture.

4. **Program Mission**
The following text is taken from the 2005 Arizona State University APR
The current mission statement of the program (adopted in 1997 by the School faculty):

The School of Architecture educates students for the profession of architecture by discovering the greatest potentials of the discipline within the conditions of our place and the context of contemporary culture.
The school challenges each student to develop a deep understanding of the knowledge particular to architecture and a broad awareness of the ideas which inspire the work of architecture.*
This statement emphasizes our role as a professional school while recognizing the need for research and scholarship related to the body of knowledge within the discipline of

architecture. The emphasis on place, context and contemporary culture recognizes our responsibility and commitment to environmental issues and the role of architecture as expression of our humanity within the region and the world. The emphasis on professional discipline also reflects a growing commitment to architecture and appropriate technologies. The statement reaffirms our dedication and recognized excellence in teaching and to the knowledge and skills that are unique to the art of architecture. At the same time we have committed ourselves to experimentation and the challenges facing the future of architecture and education.

5.   **Program Strategic Plan**
The School of Architecture & Landscape Architecture at ASU continues to advance and enjoys a well-deserved reputation of excellence. Over the past ten years there has been a generational transformation of faculty. Seventy-five percent of the current full-time faculties are new since 1995. This faculty has advanced through individual achievement and has matured as a collaborative group. The School benefited from nine years of stable leadership under Ron McCoy. However,' beginning in 2002-2003, there has been a period of transition and the arrival of a new President (2002) and Dean (2003). In 2002-2003 Ron McCoy served as Interim Dean of the College and in 2004 he stepped down as Director in order to assume the role of University Architect.

President Michael Crow has articulated a role for the university that includes eight design imperatives for the New American University (www.asu.edulpresidentllibrarylindex.html):
- Leveraging Place
- Societal Transformation
- ASU as Entrepreneur
- Use-Inspired Research
- A focus on the Individual
- Intellectual Fusion
- Social Embeddedness
- Global Engagement

The president has challenged all units to engage these imperatives. The School is in a position to be capable, engaged and successful in each of these elements. The School is also in an excellent position because the president values and privileges our disciplines, primarily for our training as problem solvers and for our studio-based educational model. In 1999 the school established an ad-hoc committee to develop a curricular response to community design opportunities. The result was the creation of the Integral Studio (IS). The IS is a faculty-led research studio addressing issues of architecture and urbanism in the Phoenix metropolitan area. The studio operates as a vertical studio, with graduate and undergraduate students as well as students from other disciplines in the college. IS has generated a number of effective projects from a wide range of faculty.

The College also offers an excellent context for our program. Within the college we have a shared PhD program and we have faculty colleagues in disciplines of Landscape Architecture (now within the School of Architecture and Landscape Architecture), Planning, Housing and Urban Development, Interior Design, Industrial Design and Graphic Design. The recent merger with the Landscape Architecture program will create an opportunity for a greater level of collaboration between the two disciplines and will provide opportunities for administrative efficiencies. We have created a preliminary "bridge" curriculum that makes appropriate connections between the two curriculums. For their first two years at the College, students will take the same courses and learn the history, values and approaches of each discipline. For the third and fourth years, students will concentrate within their academic program with opportunities to take a shared studio and a number of cross listed electives. At the graduate level the School will propose and seek approval of a new Master of Landscape Architecture degree,

creating additional exchange and allowing architecture graduates to pursue a masters degree in landscape architecture and vice versa. With the development of the MLA degree we will look to partner with the School of Planning for shared courses between large scale planning and landscape issues, such as the research, design and management of sensitive ecologies (a particular expertise of our new colleague Professor Joe Ewan). We will also collaborate with the School of Planning and the Proposed Urban Design Institute to develop a new degree in Urban Design, one that is particularly focused on the environmental challenges faced by rabidly developing regions such as Phoenix. We will continue to develop shared studios, course and faculty projects with all of the disciplines in the college.

A.5.2 Challenges
Given the school's proximity to Mexico and Latin America, the establishment of significant, ongoing ties to schools in the region has become one of our strategic priorities. In 2002 we created a search for a faculty position with expertise in the culture of Latin American architecture and urbanism. This search led to the hire of an extraordinary young architect and teacher, Claudio Vekstein. He has enriched the school and the students, introducing sources of modernist architecture throughout Latin America. Under the leadership of Catherine Spellman, Professor Vekstein has created an exchange program the School of Architecture in Sao Paolo Brazil with the first group of students studying in Sao Paolo in the fall of 2004. The exchange program will also bring faculty and students from Brazil to ASU. The School is exciting about these new opportunities and looks forward to expanding its presence in South America.

By the year 2010 fifty percent of the high school graduates in the Phoenix metropolitan area will be Hispanic. Professor Vekstein has been a great success but clearly the school needs to recruit a number of faculty who will engage our international context and our local demographics. Our goal is to use these positions to dramatically enhance the diversity of the faculty with a particular focus on local demographics and relationships throughout Latin America. The growth of the metropolitan area is directly reflected in the dramatic growth of ASU and the applicants to our various programs. Freshman enrollment has increased to 257 in 2004-05 from 202 in 00/01, a 27% increase. Sophomore enrollment has increased to 197 in 2003 from 150 in 2000, a 28% increase. Applicants to the upper division of the BSD curriculum increased over 20% in 2004. Applications to the two-year M. Arch program increased to approximately 200-225 in 2003 from 75 in 1995, a 300% increase. The quality of applicants is trending upwards at all levels and by every indicator.

The school currently has limited space and budget to respond to this growth yet we must develop a strategic response. The faculty is currently involved in discussions with the Dean to develop a comprehensive growth plan. The campus master plan has long held a site for new facilities to the west of our current buildings. The new Arts and Business Gateway project continues to identify this site for growth. The dean is in discussion with the School of Construction as a potential partner in this project. New facilities will require a significant capital gift and the dean is actively working with the president on gift opportunities. The school and college also plan to occupy a new or renovated facility as part of the new Capital Center campus in downtown Phoenix. Light rail (www.valleymetro.org) will connect the Tempe campus with the Capital Center campus with $_a$ 20-minute ride by the end of 2008. This facility will be the home for the previously noted Phoenix Urban Design Laboratory and will include offices, exhibition space and studios.

The college has identified the landscape architecture program as a priority in faculty recruitment. We have already worked to merge architects and landscape architects as shared resources for the two programs. The projected growth of three new faculty lines in landscape architecture will also provide benefits to the architectural programs. The school

experienced some hardship in the recent economic downturn. More importantly, there has been a long-term, university-wide loss of funds due to under-funded enrollment growth. The legislature is mandated to fund enrollment growth at a ratio of 22:1 (student/faculty FTE). In fact, the school has typically received funding at a ratio of approximately 64:1 (faculty FTE). Underfunding from the state has also resulted in budget reallocations by the provost. Where enrollment growth should result in 10 new faculty, we may only expect to receive funding for three new faculty lines. The 2004 merger with Landscape Architecture is a good example of a strategic opportunity for growth. The landscape architecture program is still relatively small. Students applying to the upper division in architecture will also be allowed to select the landscape program as an option. Other potential growth areas may be undergraduate degrees in Energy and Climate Responsive Design and in Computing and Design Knowledge. Both of these programs are non-accredited programs offering the Master of Science in Building Design degree. Each of these programs has experienced a drop in enrollment. Adding undergraduate concentrations in these areas could allow a greater variety of undergraduate specializations and could also serve to recruit needed students to the MS program. The school will be challenged to respond to the entrepreneurial models proposed by the president. Research faculty are expected to be actively engaged in use-inspired research and investments in faculty research are expected to yield returns on the investment to pay for on-going costs of research (facilities, faculty, operations). The president understands that not all academic disciplines have strengths in and access to significant research funding and he understands the context for architecture in this area. Nevertheless, there are significant university and presidential priorities in which the school has opportunities and is expected to contribute. The most important of these opportunities is the area of sustainability and in the area of computing and design knowledge. Faculty have already partnered with and will continue to work with innovative university centers such as the International Institute for Sustainability, the Consortium for the Study of Rapidly Urbanizing Regions, and the Partnership for Research in Spatial Modeling. Another aspect of the president's business plan has been to ask all professional programs to examine and propose competitive market fees for graduate professional programs. Tuition increases have been calculated to move the university from the second lowest in the country to the top of the lowest third tier. 2004/05 is the first year of the new tuition and fees. It will be important to work with the students' to explain the need for tuition increases and to develop a list of benefits for students, faculty and the school. Fifteen percent of the additional costs will go directly to increased financial aid. Another 15% will go to central resources managed by the dean. The balance will be allocated to:
- graduate assistantships & graduate student travel
- computing and shop technology
- publications, exhibitions, lectures, jurors
- faculty travel

Transitions in the school and college administrative leadership between 2002 and 2004/05 have posed some very specific challenges to the school. Between F02 and F04 interim directors have led the school. Michael Underhill and Catherine Spellman have done excellent work but the school now needs new leadership to take advantage of a full set of new opportunities and challenges. One of the key challenges lies in the incorporation of the School of Landscape Architecture. The landscape program offers a bachelors degree in landscape architecture. Typically, each class is made up of two sections and there are currently 2.75 full time faculty positions. The program is understaffed, a shortfall that is being addressed by three faculty lines to be filled over the next three years. A great deal of effort is currently being placed in organizing the two curriculums to reduce duplication of courses and to align schedules so that students can take advantage of course offerings. Lower Division courses are being combined so that students will have an introduction to both disciplines.

Appendix B: The Visiting Team

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Appendix C: The Visit Agenda

March 4, 2006	**Saturday - Tempe Mission Palms Hotel**	
5:30 p.m.	Team introduction and orientation	HOTEL
7:00 p.m.	Dinner (team only)	

March 5, 2006	**Sunday**	
7:30 a.m.	Breakfast (team & Petrucci)	HOTEL
8:30 a.m.	Overview of team room (Petrucci) Initial review of exhibits and records	AED 64 AED 377
9:30 a.m.	APR review – team	
11:00 a.m.	Tour facilities – Petrucci	
Noon	Lunch - team and selected faculty *Catherine Spellman (host), Scott Murff, Claudio Vekstein, Tom Hartman,* *Paul Zygas, Kim Steele*	Café Boa
1:30 p.m.	Continued review of exhibits and records	
6:00 p.m.	Dinner - team only	
7:30 p.m.	Debriefing	

March 6, 2006	**Monday**	
7:00 a.m.	Entrance meeting/breakfast with College Administrators *Wellington Reiter, Dean & Kenneth Brooks, Associate Dean*	HOTEL
8:15-9:00 a.m.	Entrance meeting - University Officers *Milton Glick, Executive Vice President & Provost of the University & Dean* *Maria Allison, University Accreditation Officer and Vice Provost* *of Graduate Studies, Sarah Lindquist, Asst. Dean, Graduate Studies*	ASUF 4216
10:00 a.m.	Continued review of exhibits and records	AED 64
Noon	Lunch - team and selected faculty *Renata Hejduk (host), Ron McCoy, Max Underwood, Harvey Bryan,* *Joe Ewan, Tom Morton*	P. F. Changs
1:30 p.m.	Observation of studios Continued review of exhibits Review of admission records - Spellman, Evans	AED 162A
4:00 p.m.	School-wide entrance meeting with students	AED 60
5:30 p.m.	Reception to include alumni, local practitioners	TRICKS
7:00 p.m.	Dinner - team only	
8:30 p.m.	Continued review of exhibits Debriefing session	

March 7, 2006	**Tuesday**	
7:30 a.m.	Breakfast - team only	HOTEL
9:00 a.m.	Review of general studies, electives and related programs. Observation of lectures and seminars. Continued review of exhibits and records	AED 64
11:00 a.m.	Meeting with faculty	AED 62
Noon	Lunch with student representatives *Danny Clevenger, Chaundra Wong, Katherine Knapp Saravana Balasubramanian, Kobina Banning*	TBD
1:00 p.m.	Complete review of exhibits and records	AED 64
5:30 p.m.	Dinner	TBD
March 8, 2006	**Wednesday**	
7:00 a.m.	Breakfast - team, Petrucci & Spellman Hotel check-out	HOTEL
8:00 a.m.	Exit meeting - College Administrators *Wellington Reiter, Dean & Kenneth Brooks, Associate Dean*	ARCH 101
9:00 - 10:00 a.m.	Exit meeting, University Officers *Milton Glick, Executive Vice President & Provost of the University Maria Allison, University Accreditation Officer and Vice Provost & Dean of Graduate Studies, Sarah Lindquist, Asst. Dean, Graduate Studies*	ASUF 4216
10:30 - 11:30 a.m.	Exit meeting with faculty and students	AED 60
Noon	Lunch and departure	

IV.   Report Signatures

Respectfully Submitted,

Kenneth A. Schwarth, FAIA   **Representing the ACSA**
Team Chair

Katie M. Trenkle, Assoc. AIA   **Representing the AIA**
Team member

Tony Vanky   **Representing the AIAS**
Team member

Kenneth Naylor   **Representing the NCARB**
Team member

John F. Kane, AIA   **Observer**