August 7, 2017

Dr. Judy Genshaft, President
Office of the President
University of South Florida
4202 E. Fowler Avenue
CGS 401
Tampa, FL 33620

Dear Dr. Genshaft,

At their May 2017 meeting, the directors of the National Architectural Accrediting Board (NAAB) reviewed the Visiting Team Report (VTR) for the University of South Florida.

On behalf of the Board, it gives me great pleasure to inform you that the **Master of Architecture** degree program was granted an eight-year term of accreditation. The term is effective January 1, 2017 and the program is scheduled for its next visit for continuing accreditation in 2025.

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

a) Annual Statistical Reports. These reports capture statistical information on the institution and the program. The next statistical report is due on or before November 30, 2017.

b) Interim Progress Reports. Programs that receive an eight-year term of accreditation must submit an Interim Progress Report (IPR) two years after a visit and again five years after the visit. University of South Florida's first interim progress report is due November 30, 2018. There is more information on the IPR process in Section 10 of the *NAAB 2015 Procedures for Accreditation*.

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

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

Very truly yours,

Judith Kinnard, FAIA
President

cc: Robert MacLeod, Director
Jeanne Jackson, FAIA, LEED AP, Team Chair

Enc: Final Visiting Team Report

NAAB®

University of South Florida
School of Architecture and Community Design

2017 Visiting Team Report

Master of Architecture

Track I (60 undergraduate credit hours + 108 graduate credit hours – total 168 credit hours)

Track II (preprofessional undergraduate degree in architecture + 54 graduate credit hours – total 174 credit hours)

Track III (non-architecture undergraduate degree + 108 graduate credit hours – total 228 credit hours)

The National Architectural Accrediting Board
February 15, 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.

Table of Contents

I.   **Summary of Visit**

a.   **Acknowledgements and Observations:**

The visiting team offers its sincere thanks to the students, staff, faculty, and leaders of the School of Architecture and Community Design (SACD) for their very warm welcome, their excellent hospitality during the visit, and, most of all, their enthusiastic participation in the accreditation process. The highly organized team room and the student and faculty work exhibits throughout the SACD building demonstrated that the school was very well prepared for the visit.

The team observed that the architecture program has a number of unique and notable qualities:

1.   Throughout the entire curriculum, the architecture program includes remarkable utilization of physical modeling of projects by students, which clearly contributes to a deep understanding of the design and craft of architecture.
2.   Travel by students outside of Tampa every semester offers an opportunity for them to attain both a national and a global architectural education, which imparts urban, suburban, and rural experience to the learning process. This component of the program provides students with multiple and varied options for mind-opening experiences, which enrich the education of SACD graduates in terms of providing a greater vision of architecture, culture, and society.
3.   The unique 2+4 structure of the program (2 years of general studies plus 4 years of focused architectural study) creates an immersive architectural atmosphere for students and imparts skills for being critical thinkers in lieu of being merely learners.
4.   The engagement of faculty and students in socially relevant projects—for example, the Mini Homes for Vets and the Faith House studio projects—incorporates social responsibility into the program.
5.   The Florida Center for Community Design and Research (FCCD+R) is a great asset to the program as it allows students to be involved in sponsored projects such as the Revitalizing Oldsmar and Cape Coral studies. This involvement creates a social and civic-minded group of students who eagerly participate in the improvement of local communities and bring these municipalities into the design process.
6.   The architecture program engages the local professional community and keeps it involved in the program through teaching and mentoring opportunities. This brings a level of reality to the curriculum that is interesting for the students and beneficial to their future careers as architects. The Design Development semester (ARC-6481), provided by a local practicing adjunct professor, is a unique opportunity for students in the SACD program to gain a pragmatic understanding of building systems in a relevant and engaging fashion.
7.   The dedicated faculty are clearly committed to preparing their students to be critical and curious design thinkers, fine craftspeople, and good citizens in the community and the world.

b.   **Conditions Not Achieved**

I.2.1 Human Resources and Human Resource Development: The visiting team found the school faculty to be overburdened due to the loss of a faculty line following the departure of a faculty member. Further, the program is lacking in adequate IT support and administrative support.

I.2.2 Physical Resources: The visiting team found the SACD physical facility to be

inadequate in terms of space needs, types of spaces, and functionality.

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

2009 Criterion II.4.1, Statement on NAAB-Accredited Degrees: *In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.*

Previous Team Report (2011): The descriptive program and degree information published by the SACD (specifically located on their web site, specifically under "About the SACD" in paragraphs "Accreditation and Licensure" and "School Accreditation" does not include the exact language as stipulated in *The 2009 NAAB Conditions for Accreditation*, Appendix 5.

> **2017 Visiting Team Assessment]:** The team found the SACD website to be in complete compliance with this requirement. The criterion is now **Met**.

2009 Criterion II.4.5, ARE Pass Rates: *Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.*

Previous Team Report (2011): While ARE Pass Rate information was available to the team, the information is not available on the SACD website.

> **2017 Visiting Team Assessment:** The team found the SACD website to be in complete compliance with this requirement. This criterion is now **Met**.

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: Established in 1956, the University of South Florida (USF) is a large, public, 4-year university offering undergraduate, graduate, specialist, and doctoral-level degrees. The USF System is composed of three universities: USF, which is in Tampa; USF St. Petersburg; and USF Sarasota-Manatee. Serving more than 48,000 students, the USF System has an annual budget of $1.6 billion and is ranked 43rd in the nation for research expenditures among all public and private universities.

SACD was founded at USF in 1986. The Master of Architecture program earned its initial accreditation by the NAAB in 1992 for a term of 3 years and its first full 5-year term of accreditation in 1995. In 1999, school enrollment was 51 FTE students, and the provost made SACD a unit within the Office of Graduate Studies. In 2001, the school implemented a 2+4 track to the Master of Architecture degree (in addition to the existing more traditional tracks). This track, and the liberal studies track, opened the school's programs to select undergraduates with strong architectural and/or visual arts education.

Due to the interest in the new programs and the increasing visibility of the school, SACD enrollment increased dramatically to 157 FTE students by the 2002-2003 academic year. In early 2003, the provost changed the school back to the equivalent of a college. In summer 2008, SACD was reorganized as an academic unit in the College of Visual and Performing Arts (now the College of the Arts [COTA]). The SACD Dean position was redefined as a director who reports to the COTA Dean. Effective fall 2009, the SACD Director began his duties. For the 2015-2016 academic year, the school enrolled 234 FTE students based on fundable student credit hours.

The SACD mission aims at offering graduate-level education that provides a holistic design curriculum and instruction through a variety of pedagogical approaches. Further, the program emphasizes collaboration and technical proficiency, offers wide-ranging global learning experiences, and provides opportunities for engagement with diverse communities. SACD also wants students and faculty to conduct scholarly research and engage in creative activity aimed at achieving a variety of wide-reaching goals.

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: The visiting team observed that SACD promotes a positive and engaging learning culture. The SACD website indicates that the program provides a studio culture policy outlining the proper conduct and attitude that contributes to the students' desired learning environment. The policy has been developed across several semesters by students in conjunction with instructors who are enrolled in a teaching methods course. SACD anticipates that the policy will be updated every 5 years in accordance with the school's strategic plan.

The program promotes a diverse learning culture outside the classroom—notably in various studio-based trips related to the pedagogy of the particular course. Each graduate Core and Advanced Design studio incorporates a travel component to complement coursework. Other studio projects such as the Mini Homes for Vets and the Faith House afford students an opportunity to collaborate with local community members and organizations.

A clear strength of the SACD program is frequent student travel; however, both students and faculty are concerned about the increased complexity of the process involved in planning this travel and the fees that the new Study Abroad Office charges students for participating in the travel. As a result, program faculty have become discouraged from planning future international trips.

Additional learning opportunities are available through the FCCD+R, a research arm of the school where students work with research faculty on a range of community and urban design studies. Students assume leadership roles and become familiar with the issues and concerns of public groups and municipal officials. Students are also involved in local professional and cultural events throughout the area. The APR indicates that SACD maintains a relationship with the local American Institute of Architects (AIA) community, and some students will participate in events such as the American Institute of Architecture Students (AIAS) Firm Crawl, which comprises visits to different architecture offices in the surrounding Tampa region.

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: SACD follows the university initiatives and the initiatives of the colleges within COTA that address diversity and inclusion. In conjunction with these initiatives, it is committed to increasing the diversity of the faculty, staff, and students. The fall 2016 SACD Diversity Initiatives document articulates a five-point plan for increasing diversity. It describes the gender and ethnicity of the most recent faculty hires, the male/female ratio of the graduate assistant hires, the recruiting plan, the new and emerging coursework plan, and the work of Student Women in Architecture (SWIA) and Studio Representatives. Future initiatives include the goal of creating a high school summer architecture program, creating a National Organization of Minority Architects (NOMAS) chapter, and assisting students applying for the Gensler Scholarship for Diversity. The USF System statistics for 2016 are 57% White, 19% Hispanic, and 10% African-American, with 44% male versus 56% female students. The SACD statistics for 2016 are 52% White, 21% Hispanic, and 8% African-American, with 52% male versus 48% female students. When compared to the USF System with over 48,000 students, SACD has a lower percentage of White students, a higher percentage of Hispanic students, a lower percentage of African-American students, and a lower percentage of female students.

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:

Collaboration and Leadership. The team found evidence of collaboration within SACD through both the studio culture and collaborative project assignments in the Advanced Design (A-D) courses (ARC-6364 through ARC-6367) and the Materials and Methods course (ARC-5467). The team also found evidence of collaboration and leadership opportunities in projects involving several local communities and in engagement with the AIA Tampa Bay Chapter. It observed the emergent student leadership through the creation of student organizations such as the Studio Representatives, AIAS, SWIA, and Architecture College Council (ACC), and the publication of ARCHVOX, a new student-produced publication.

Design. The team found evidence of critical design thinking and problem solving in a range of complex built and natural environments with diverse constituencies in the Advanced Design B and C courses (ARC-6365 and ARC-6366). Advanced graduate studios offer a wide variety of field trips in the U.S. and abroad for the study of architecture and urban design as a basis for the semester's work. The design culture of the school is advanced through the utilization of two gateway portfolio reviews by full-time faculty during the students' years of study. The information gained from the reviews influences the curricular path followed by the design studios.

Professional Opportunity. The team found evidence that professional opportunities are made available to students in the form of job fairs, mock interviews, community partnerships, collaboration with the AIA Tampa Bay Chapter, and an introduction to the National Council of Architectural Registration Boards (NCARB) and Architect Experience Program (AXP). The FCCD+R affords professional opportunities through engagement with local clients. In addition, several full-time faculty members hold licensure, and several are practicing architects or have had substantial professional experience. They can, therefore, advise students on how to pursue their careers.

Stewardship of the Environment. The team found evidence that SACD students are prepared to both

understand, and take responsibility for, stewardship of the environment. Courses such as ARC-5467 Materials and Methods and ARC-5689 Environmental Technology introduce students to the scientific principles related to the environment. ARC-6365 Advanced Design B (Comprehensive), ARC-6481 Design Development, ARC-6366 Advanced Design C (Urban), and the Professional Practice course sequence (ARC-6287 and ARC-6288) enable students to synthesize and apply these principles in ways that coursework alone cannot. ARC-6398 Introduction to Community and Urban Design addresses sustainably and resiliency.

Community and Social Responsibility. The team found evidence that students are prepared to be active, engaged citizens and professional members of society, and to act on that commitment through work found in ARC-6398 Introduction to Community and Urban Design and ARC-6366 Advanced Design C (Urban). Community-engaged studios addressing specific local issues have been run in Cuba, Thailand, Ecuador, England, and Cyprus. In addition, the FCCD+R offers students opportunities for community engagement by creating chances for them to be involved in sponsored design studios and workshops, and to receive research grants addressing community issues, most recently in Cape Coral, Florida, and Oldsmar, Florida.

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: Long-range planning is done by a committee of the entire SACD full-time faculty. Long-range goals develop through ongoing self-assessment. The multi-year objectives are described in the APR. The SACD strategic plan, dated October 2016, is available on the SACD website under "Accreditation," which is under the "About" tab. The program uses student credit hour (SCH) production data; university-generated statistical data showing the gender and ethnicity of faculty and staff; enrollment data compiled by INTO, an on-campus international student recruitment center; and research revenue data to inform its long-range planning goals and identify trends.

These goals are in line with the university's goals of addressing expectations of student success, SCH production, faculty productivity, research and scholarship, and global engagement. The university's mission is to deliver competitive undergraduate, graduate, and professional programs to generate knowledge, foster intellectual development, and ensure student success in a global environment. The framework for these goals is based on the university's Five Perspectives for long-range planning: personnel, student organizations, research, emerging pedagogy, and community relations. The long-range planning is partially tied to the Responsibility Centered Management (RCM) financial model.

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.

2017 Analysis/Review: The visiting team observed significant progress in achieving the objectives listed in the SACD Mission Statement with respect to curriculum/pedagogy, global learning experiences, and community engagement. Significant progress was similarly observed in global education, self-assessment

procedures, the website, the Professional Practice course sequence (ARC-6287 and ARC-6288), and communications. Progress has also been made in diversifying the faculty with recent hires.

There are regular student reviews of professors and their courses. The team noted that students felt comfortable speaking directly to the SACD Director about any concerns they had regarding the program.

The strengths of the school are exceptional physical modeling skills, a strong sense of community, and a diverse range of approaches from the conceptual to the pragmatic. The challenges facing SACD are the substandard building, the lack of adequate staff support, and the lack of transparency in college-level budget allocations for the school.

> 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: SACD has a diverse set of curricular self-assessment activities that range from open houses to alumni Pecha Kucha to portfolio reviews. The entire faculty spend several hours collectively to systematically move from studio to studio as each faculty member presents his/her studio work and offers an assessment of the success, challenges, and lessons gleaned from that particular class. The faculty as a whole must approve new course proposals and curricular revisions. The portfolio review of core studio work, which is required to enter the advanced studio sequence, and a second portfolio review, which is required to begin the Master's Project, are excellent opportunities to assess the effectiveness of the curriculum.

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 Architect 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 academic and personal advising, career guidance, and internship or job placement.

[X] Not Demonstrated

2017 Team Assessment: Based on interviews with the staff, faculty, and students in the program, the visiting team found shortfalls in the HR portion of the program in a number of areas.

The experienced full-time SACD IT Manager recently resigned, and that position has not been filled. In lieu of replacing this full-time manager, the university has provided a part-time IT support staff person from its Central IT employees. Given the specialized nature of architectural hardware and software—including the need to purchase licenses for the various programs required—this decrease in IT hours and the presence of an IT staff member who is not specialized in architectural hardware and software is creating multiple challenges that affect the ability of students to complete project work and impact learning outcomes. Uniformly across faculty and student meetings with the team, the lack of effective IT support was cited as a major shortcoming for the school.

The loss of one administrative position has put great strain on the Office Manager and the Academic Advisor. In addition to executing all administrative duties, the Office Manager also now serves as a facilities manager for the frequent building maintenance issues. The staff shortage becomes particularly apparent when either the Office Manager or the Academic Advisor is off campus for job-related activities such as recruiting. One faculty line has been lost following the departure of a faculty member.

The visiting team observed that the workload for full-time faculty is allocated at a level of one studio and one course per semester. In addition, faculty members are expected to serve on multiple Master's Project committees for multiple students when invited, and this expectation, combined with multiple committee responsibilities, creates a demanding workload for the faculty.

The ALA duties are carried out by a full-time professor who is listed as an ALA in good standing on the NCARB website. The professor maintains licensure and practices architecture in the State of Florida. The ALA meets regularly with the student AXP team. The majority of the students in attendance at the student session with the visiting team have started their AXP reports. The faculty stated that funding is available from SACD to meet their needs for conference registration and travel. COTA supports a research grant program for eligible faculty. The USF Office of Research and Innovation supports an internal awards program that offers conference support grants, creative scholarship grants, faculty international travel grants, new researcher grants, and proposal enhancement grants. Sabbaticals, or reduced teaching loads for a single semester, are available for eligible faculty, and graduate assistants who assist faculty with research can be supported by SACD. Academic and personal advising, career guidance, and internship/job placement are described in the APR and have been confirmed by the visiting team as being available to students through the school or through the university.

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] Not Described

2017 Team Assessment: The current building in which SACD is located was built in 1966 and was apparently intended to serve as a general classroom building for the university. Prior to 2007, the architecture program was located in a smaller building at the far end of the campus. In 2007, in response to the 2005 NAAB accreditation visit, the program, which had outgrown its space, was relocated to the current facility. Now, the program has outgrown the current facility and, once again, has limited space.

The SACD studios, where architecture students spend the majority of their days, are typically windowless or have a few very small windows. Further, the studio sections are separated from one another in small rooms instead of being together in a large studio space. This makes interaction between students in different sections for dialogue or mentoring difficult. The mechanical systems in the building are frequently non-functional, which leaves the students and faculty either inappropriately hot or cold, and there is a lack of air circulation when this happens. The laser cutters in the studios are not adequately ventilated, which contributes to poor air quality in the area on a daily basis.

The elevator is often non-functional. Several students in the student meeting with the team had been trapped in it, and disabled students have not had access to any of the floors in the building when the elevator has been down. The building appears to be in need of deferred maintenance in a wide number of areas. Spaces for student work juries are inadequate in size for more than one section at a time, and there is no space in which a multi-section student jury or exhibit can be held. The building has no place to gather the entire school for any type of event.

The computer lab, located in the basement of the building, does not have an adequate number of stations for the architecture students, who, on a regular basis, need to use the intensive and costly design software that laptop computers cannot provide. Additionally, the basement is prone to flooding in heavy rain, which requires building occupants to place sandbags around the lab to protect it and the associated large-format plotters. The shops, used extensively by the students for the remarkably large quantity of physical models fabricated, are on two different levels of the building. This creates a need to have two shop supervisors, or to mandate limited shop hours when two supervisors are not available. Further, a need has been identified for additional equipment to accommodate the extensive model-building activities, which the current shop space cannot do. The main shop is located in the basement and is thereby subject to flooding.

Space to support and encourage the full range of faculty roles and responsibilities is also lacking. While all full-time faculty have offices, the adjunct faculty do not have adequate spaces in which to prepare for class or advise students. As a whole, the entire faculty lacks a place to meet, mentor, and collaborate.

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: According to the USF System 2016-2017 Operating Budget, the university receives revenue from state appropriations, tuition and fees, contracts and grants, auxiliary enterprises, and other sources, such as activity fees, intercollegiate athletics, concessions, and financial aid. As part of a system of centralization, in 2008-2009, the university changed the system of allocation for all open lines, including both staff and faculty. This has meant the loss of several lines in SACD as described under Human Resources and Human Resource Development. The school has seen a reduction of its budget as a result of this model. As part of the university's new centralized accounting system, budgeting is transitioning to an RCM budget model. The transition to this model is causing a high degree of uncertainty, which is making effective long-range planning for the program difficult.

Within the current budget allocation, SACD has managed to replace one retired faculty line, although one faculty line has been lost; increase external funding; acquire additional equipment; and meet all Student Performance Criteria (three with distinction).

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: The team found evidence of equitable access to literature and resources that support professional education in the field of architecture at USF's main research library. The architecture collection contains more than 24,500 volumes, with approximately 8,000 available online. Acquisitions are made at the request of faculty members, through a Patron Driven Acquisition system, and through bequests to the school. In addition, students, faculty, and staff have daily access to librarians and resources that include printed journals, maps, historic photographs, and oral histories. Students expressed an interest in having information resources located within the SACD building.

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 visiting team verified that the administrative structure of the program and the roles of its faculty, staff, and students were described. SACD is one of four academic units within COTA. SACD is composed of a professional architecture degree program and the FCCD+R, which is a research unit. The SACD Director reports to the COTA Dean. At USF, the college deans report directly to the Provost and the Vice President for Academic Affairs. The SACD Director's staff includes an Academic Advisor, an Office Manager, a Shop Manager, an IT specialist, and an FCCD+R Grant Administrator. The school's faculty committees include a Core Grad Admissions Committee, an Advanced Grad Admissions Committee, a Curriculum Committee, a T&P Committee, a Lecture Series Committee, and a Website/PR Committee. Student organizations include the AIAS, ACC, and SWIA. The program also appoints student representatives from each studio course to meet periodically with the administration to voice concerns.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND STUDENT PERFORMANCE
CRITERIA

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the
relationships between individual criteria.

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be
able to build abstract relationships and understand the impact of ideas based on the research and
analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This
includes using a diverse range of media to think about and convey architectural ideas, including writing,
investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

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

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student
work prepared for ARC-6365 Advanced Design B (Comprehensive), ARC-6366 Advanced Design C
(Urban), and ARC-5732 Architectural History II, and in video recordings from ARC-6971 Master's Project
2.

A.2   **Design Thinking Skills:** *Ability* to raise clear and precise questions, use abstract ideas
                to interpret information, consider diverse points of view, reach well-reasoned conclusions,
                and test alternative outcomes against relevant criteria and standards.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student
work prepared for ARC-6364 Advanced Design A.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student
work prepared for ARC-6936 Research Methods and ARC-6971 Master's Project 2.

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

[X] Met

2017 Team Assessment: This condition is **Met with Distinction**. Evidence of this was found in student work prepared for ARC-6365 Advanced Design B (Comprehensive), ARC-6366 Advanced Design C (Urban), and ARC-6481 Design Development.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC-6365 Advanced Design B (Comprehensive) and ARC-6366 Advanced Design C (Urban).

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC-5362 Core Design 2, ARC-5731 Architectural History I, and ARC-5732 Architectural History II.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC-5731 Architectural History I and ARC-5732 Architectural History 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 buildings and structures.

[X] Met

2017 Team Assessment: This condition is **Met with Distinction.** Evidence of this was found in student work prepared for ARC-5731 Architectural History I and ARC-6398 Introduction to Community and Urban Design.

Realm A. General Team Commentary: The bulk of the evidence for Realm A can be found in the design studios: ARC-6365 Advanced Design B (Comprehensive) and ARC-6366 Advanced Design C (Urban). Additional evidence was found in ARC-5262 Core Design 2, ARC-5731 Architectural History I, ARC-5732 Architectural History II, ARC-6364 Advanced Design A, ARC-6481 Design Development, ARC-6398 Introduction to Community and Urban Design, ARC-6936 Research Methods, and ARC-6971 Master's Project 2.

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

Student learning aspirations for this realm include:

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

- Conveying technical information accurately.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC-6365 Advanced Design B (Comprehensive), ARC-6481 Design Development, and ARC-6366 Advanced Design C (Urban).

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC-5363 Core Design 3 and ARC-6366 Advanced Design C (Urban).

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC-6365 Advanced Design B (Comprehensive) and ARC-6481 Design Development.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC-6365 Advanced Design B (Comprehensive), ARC-6481 Design Development, and ARC-6287 Professional Practice I.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC-5587 Structures I, ARC-5588 Structures II, and ARC-6365 Advanced Design B (Comprehensive).

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC-5689 Environmental Technology.

B.7   **Building Envelope Systems and Assemblies:** *Understanding* of the basic principles

involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC-6481 Design Development.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC-5467 Materials and Methods and ARC-6481 Design Development.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC-5689 Environmental Technology and ARC-6481 Design Development.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC-6288 Professional Practice II.

Realm B. General Team Commentary: Synthesis of knowledge gained from courses designated on the SPC Matrix under the "Technology" category (ARC-5587 Structures I, ARC-5588 Structures II, ARC-5689 Environmental Technology, and ARC-5467 Materials and Methods) was evident when applied to projects completed in ARC-6481 Design Development, ARC-6365 Advanced Design B (Comprehensive), and ARC-6366 Advanced Design C (Urban). Additional evidence was provided in ARC-6287 Professional Practice I, ARC-6288 Professional Practice II, and ARC-5363 Core Design 3.

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

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.

- Responding to environmental stewardship goals across multiple systems for an integrated solution.

- Evaluating options and reconciling the implications of design decisions across systems and scales.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC-6365 Advanced Design B (Comprehensive) and ARC-6481 Design Development.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC-6365 Advanced Design B (Comprehensive).

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

[X] Met

2017 Team Assessment: This condition is **Met with Distinction.** Evidence of this was found in student work prepared for ARC-6365 Advanced Design B (Comprehensive) and ARC-6481 Design Development.

Realm C. General Team Commentary: The visiting team found ARC-6365 Advanced Design B (Comprehensive) and ARC-6481 Design Development to be the suite of classes that demonstrated student achievement at the prescribed level for this realm. The relationship between these courses was particularly strong. The projects in ARC-6365 included a large-scale urban intervention in Chicago (2016) and one in Seattle (2015), a possible addition to the SACD building (2015), a monastery in Tokyo (2015), a large, multi-use facility in Tampa (2016), and a housing scheme in London (2015).

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

Student learning aspirations for this realm include:

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

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC-6287 Professional Practice I and ARC-6288 Professional Practice II.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC-6287 Professional Practice I and ARC-6288 Professional Practice II.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC-6287 Professional Practice I and ARC-6288 Professional Practice II.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC-6287 Professional Practice I and ARC-6288 Professional Practice II.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC-6288 Professional Practice II.

Realm D. General Team Commentary: Evidence was found in the coursework of the Professional Practice courses to indicate that students in the program were meeting the criteria within Realm D at the prescribed level.

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: USF is fully accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), as evidenced by a letter (dated January 19, 2016) to that effect in the APR. The team further verified the accreditation on the SACSCOC website.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs with the following titles: the Bachelor of Architecture (B. Arch), the Master of Architecture (M. Arch), and the Doctor of Architecture (D. Arch). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

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

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

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

[X] Met

2017 Team Assessment: The 108 credit hour track (non-architecture Bachelor's degree) and the 54 credit hour track (preprofessional Bachelor of Architecture) comply with the 2014 Conditions with respect to required credit hours. After the team requested additional information on site, it was able to verify that, during the initial 2 years in the general studies program, students are required to complete a minimum of 48 credit hours of general studies in compliance with the 2014 Conditions for a Single Institution Master of Architecture degree. This includes the required Florida Foundations of Knowledge and Learning (FKL) Core Curriculum of 36 credit hours.

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

The program must demonstrate that it has a thorough and equitable process to evaluate the preparatory or pre-professional 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 is well organized and clearly describes the evaluation process. A portfolio review process dictates a student's position within the design sequence. The faculty review the coursework and compare it to official university course descriptions. Coursework that is in question for meeting a particular SPC may result in a student presentation of previous work samples to the SACD instructor. The curricular plan for each student is in hand before enrollment. The APR contains examples of the 54 credit hour and the108 credit hour transfer student curricular forms.

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: On the SACD website (http://arch.usf.edu), links to the required statement, in the exact language found in the NAAB 2014 Conditions for Accreditation, may be found on the "Accreditation" page, in the "About" section.

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: On the SACD website (http://arch.usf.edu), links to the 2014 NAAB Conditions for Accreditation, the 2009 NAAB Conditions for Accreditation (in effect at the time of the last visit), and the NAAB Procedures for Accreditation are found on the "Accreditation" page, in the "About" section.

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 team's discussion with students led to confirmation that career-related advising was accessible and sufficient. SACD provides direct career-development information to students through the Academic Advisor. In 2014, SACD offered the first formal job fair—the SACD Career EXPO—and invited architects from across Florida to interview students for summer and full-time positions. On the SACD website (http://arch.usf.edu), additional career development information is available on the "Student Resources" page, in the "Students" section.

II.4.4 Public Access to APRs and VTRs:

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.

- The most recent APR.[1]
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2017 Team Assessment: On the SACD website (http://arch.usf.edu), all required documents are available electronically on the "Accreditation" page, in the "About" section.

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: On the SACD website (http://arch.usf.edu), the link to the NCARB Pass Rates page is functional and clearly labeled on the "Accreditation" page, in the "About" section.

II.4.6 Admissions and Advising:

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

This documentation must include the following:

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

[X] Met

2017 Team Assessment: On the SACD website (http://arch.usf.edu), admissions and advising policies are under the "Admissions" tab. Student diversity initiatives are on the "Accreditation" page, in the "About" section.

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.
- The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

[X] Met

2017 Team Assessment: On the SACD website (http://arch.usf.edu), student financial information is available electronically on the "Financial Aid" page, under "Admissions." This web page offers working links to pages where the estimated cost for undergraduate tuition and graduate tuition can be calculated. On the website, it is unclear at what point SACD students begin to pay the graduate tuition rate. This

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

occurs at the beginning of the third year of the program. Students indicated frustration with the Financial Aid Office's lack of knowledge regarding the cost of attendance for the 2+4 Master of Architecture degree.

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: A certification letter regarding the statistical data, dated February 9, 2017 was submitted to the visiting team. The letter states that the data used for the Annual Statistical Reports is from official reporting sources.

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: On the SACD website (http://arch.usf.edu), the required Interim Progress Report is available electronically on the "Accreditation" page, in the "About" section.

IV.   **Appendices:**

Appendix 1. Conditions Met with Distinction

A.4   **Architectural Design Skills:** A distinctive level of critical architectural thinking and problem
        solving was evidenced by exemplary models, renderings, and drawings. The visiting team
        commends SACD on the production of high-level design process models, final presentation
        models, and two-dimensional drawings throughout both the Core Design Studio sequence and
        the Advanced Design Studio sequence.

A.8   **Cultural Diversity and Social Equity:** Evidence of student understanding of the diverse needs
        of different constituent groups can be seen throughout the studio work in the Advanced Design
        courses and the Master's Projects. Students tackle challenging design problems and respond
        with inclusive nuanced solutions. Projects that serve actual disadvantaged clients are located in
        foreign countries, and projects address programs with multiple user agendas that highlight the
        architecture program's cultural sensitivity and commitment to social equity. Coursework such as
        the Architectural History series, which is rich in non-western subjects and travel to diverse
        domestic and foreign cities, supports these endeavors. The FCCD+R offers opportunities for
        students to engage in real-world inclusive design.

C.3   **Integrative Design:** SACD has designated a suite of classes that satisfy this SPC. The visiting
        team commends the school for the particularly strong relationship between ARC-6365 Advanced
        Design B (Comprehensive) and ARC-6481 Design Development, which results not only in
        distinctive architectural design solutions, but also in solutions that creatively and successfully
        integrate building systems.

Appendix 2. Team SPC Matrix

University of South Florida
College of the Arts

School of Architecture and Community Design
2017 NAAB Accreditation

| Understanding | O |
| Ability | ● |

Student Performance Criteria

	Realm A: Critical Thinking and Representation								Realm B: Building Practices, Technical Skills, and Knowledge											Realm C: Integrated Architectural Solutions			Realm D: Professional Practice				
	Professional Communication Skills	Design Thinking Skills	Investigative Skills	Architecture Design Skill	Ordering Systems	Use of Precedents	Historical Traditions and Global Culture	Cultural Diversity	Pre-Design	Site Design	Codes and Regulations	Technical Documentation	Structural Systems	Environmental Systems	Building Envelope Systems / Assemblies	Building Materials and Assemblies	Building Service Systems	Financial Considerations	Research	Integrated Evaluations and Decision-Making Design Process	Integrated Design	Stakeholder Roles in Architecture	Project Management	Business Practices	Legal Responsibilities	Professional Conduct
	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5

	Course #	Course Name	Cr.																											
Design Studios	ARC - 5301	Core Design 1	9																										
	ARC - 5302	Core Design 2	9						●																				
	ARC - 5303	Core Design 3	6										●																
	ARC - 6364	Advanced Design A	6		●																								
	ARC - 6365	Advanced Design B (Comprehensive)	6	●			●					●			●	●	●					●	●	●					
	ARC - 6366	Advanced Design C (Urban)	6	●			●	●				●			●														
	ARC - 6367	Advanced Design D	6																										
	ARC - 6971	Master's Project 2	5	●		●																							

	ARC 5470	Intro to Technology	3																										
Technology	ARC - 5507	Structures I	3													●													
	ARC - 5508	Structures II	3													●													
	ARC 5467	Materials and Methods	3																●										
	ARC - 5689	Environmental Technology	3														●		●										
	ARC - 6481	Design Development	3				●					●		●	●			●	●	●		●		●					
Hist/Theory	ARC - 5256	Design Theory	3																										
	ARC - 5731	Architectural History I	3						●	●	●																		
	ARC 5732	Architectural History II	3	●					●	●																			

	ARC - 6358	Intro to Community and Urban Design	3								●																		
Required	ARC - 6916	Research Methods	2			●																							
	ARC - 6747	Professional Practice I	3												●										●	●	●	●	
	ARC 6288	Professional Practice II	3																	●					●	●	●	●	●
	ARC - 6976	Master's Project Planning	2																										

Appendix 3. The Visiting Team

Team Chair, Representing the NCARB
Jeanne Jackson, FAIA, NCARB, LEED®AP
Partner, VCBO Architecture
524 South 600 East
Salt Lake City, UT 84102
(801) 575-8800
(801) 558-7440 mobile
jjackson@vcbo.com

Representing the AIA
Marika Dalley Snider, AIA
74 East 6th Avenue
Columbus, OH 43201
(937) 558-2850
marika.snider@gmail.com
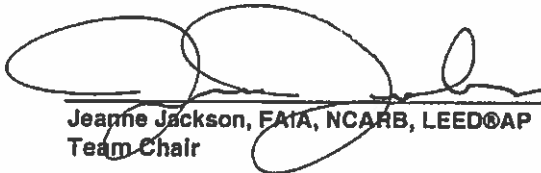
Representing the AIAS
Owen Marhefka
1026 N. 16th Street
Allentown, PA 18102
(610) 739-7017
oom5030@psu.edu

Representing the ACSA
Stephen R. Lee, RA, LEED®AP
Professor and Head
School of Architecture
Carnegie Mellon University
Pittsburgh, PA 15213
(412) 268-3528
(412) 268-7819 fax
soa.cmu.edu

Non-voting member
Kim Headland, AIA
1001 E. 24th Avenue
Tampa, FL 33605
(813) 263-7388 mobile
kh@wilderarchitecture.com

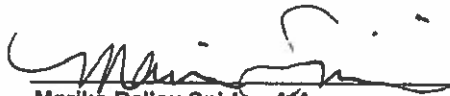## V.   Report Signatures

Respectfully Submitted,

Jeanne Jackson, FAIA, NCARB, LEED®AP   Representing the NCARB
Team Chair

Marika Dalley Snider, AIA   Representing the AIA
Team Member

Owen Marhefka   Representing the AIAS
Team Member

Stephen R. Lee, RA, LEED®AP   Representing the ACSA
Team Member

Kim Headland, AIA   Non-voting member

Confidential Recommendation – Continuing Accreditation

Upon consideration of the terms of accreditation in Section 3 of the *2015 NAAB Procedures for Accreditation* and an assessment of compliance with the *2014 NAAB Conditions for Accreditation*, the team unanimously recommends to the NAAB Board:

Institution, Academic/Administrative Unit: **University of South Florida, School of Architecture and Community Planning**

Degree Title: **Master of Architecture**
 Track I **(60 undergraduate credit hours + 108 graduate credit hours – total 168 credit hours)**
 Track II **(preprofessional undergraduate degree in architecture + 54 graduate credit hours – total 174 credit hours)**
 Track III **(non-architecture undergraduate degree + 108 graduate credit hours – total 228 credit hours)**

The team finds (choose one of the following)

☐ That deficiencies, if any, are minor, the intent to correct them is ensured

OR

☐ That major deficiencies are present in at least three areas listed in Section 3.4.b of the 2015 *Procedures for Accreditation*, and the intent to correct them is ensured or in progress;

OR

☐ That the following SPC (list by number and title) has/have been identified as not met for a second, consecutive accreditation visit, and the intent to correct them is ensured or in progress;

The team recommends:

☒ Eight-year term of accreditation

The team finds (choose one of the following)

☐ That major deficiencies are present in at least three areas listed in Section 3.4.b of the 2015 *Procedures for Accreditation*, and may also have been present at the time of the previous visit, and the intent to correct them is not ensured or in progress;

OR

☐ That the following SPC (list by number and title) has/have been identified as not met for a second, consecutive accreditation visit, and the intent to correct them is not ensured or in progress;

The team recommends:

☐ Four-year term of accreditation

By signing below, the team affirms that is has been thorough in its assessment of the SPC

The team finds that the deficiencies are severe enough to have eroded the quality of the program and that the intent or capability to correct these deficiencies is not evident; the team recommends:

☐ Two-year probationary term of accreditation

The team finds (choose one of the following)

☐ That insufficient progress was made during a two-year probationary term to warrant a four-year term;

OR

☐ Substantial and uncorrectable noncompliance with the *NAAB Conditions for Accreditation* during any site visit;

The team recommends:

Jeanne Jackson, FAIA, NCARB, LEED®AP   **Representing the NCARB**
Team Chair

Marika Dalley Snider, AIA   **Representing the AIA**
Team Member

Owen Marhefka   **Representing the AIAS**
Team Member

Stephen R. Lee, RA, LEED®AP   **Representing the ACSA**
Team Member

Program Response to the Final Draft Visiting Team Report

April 6, 2017

Dear Members of the NAAB Board:

I am writing to offer a post-NAAB visit update from the University of South Florida's School of Architecture and Community Design (SACD). Let me first offer my compliments to the NAAB Team led by NCARB representative Jeanne Jackson. The team was very well prepared, focused, rigorous and receptive to our work, ideas and concerns. I have either led or been deeply involved in several accreditation visits and I found this team to be exceptional in every manner.

The Team found two "unmet" items in the final draft of the Visiting Team Report (VTR):

I.2.1 Human Resources and Human Resource Development: The visiting team found the school faculty to be overburdened due to the loss of a faculty line following the departure of a faculty member. Further, the program is lacking in adequate IT support and administrative support.

I.2.2 Physical Resources: The visiting team found the SACD physical facility to be inadequate in terms of space needs, types of spaces, and functionality.

I am pleased to report the response from the University has been swift. The week after the NAAB visit, I spent 90 minutes with the USF President Judy Genshaft and Provost Ralph Wilcox. We discussed the strengths and aspirations of the program, visited the Team Room Exhibit and reviewed the unmet items listed above. Both expressed concerns and a strong willingness to address these issues in a timely manner.

I.2.1 Human Resources.
The Provost quickly arranged a meeting with USF VP in charge of IT, Sydney Fernandez. I, along with faculty members Trent Green and Taryn Sabia, met with Mr. Fernandez and IT senior staff Jason Hair for almost two hours. The upshot was the understanding that IT has failed to learn the "culture / business" of the SACD. We have formed a sub-committee charged with developing a list of "services" the school expects and needs USF IT to provide. This will include at least one full-time staff member reporting to the SACD Director and solely dedicated to the complex academic and research missions of the SACD. I believe the level of support required of the school should also include a second position (perhaps part-time).

The Provost recently announced support for "high level, high performing" faculty hires across the university. These are expected to be hires with established research agenda offering prestige and/or substantial grant support to the university. I forwarded two names to Provost Wilcox in January. He responded last week, saying he understood the appeal of the proposed hires and inquired as to what kind of investment would be required to bring each of them to USF. He also asked for a summary of the strategic output each would bring to the program (enrollment, degrees and/or program quality, etc). So, it seems there is at least a conversation to be had regarding new faculty lines. I am in the process of following up with the proposed candidates and Provost Wilcox.

I.2.2 Physical Resources.
During our post-NAAB visit meeting, the President and Provost seemed to understand the limitations of our building as currently configured. At one point the Presided stated she would be more than willing to assist in any fund raising required to upgrade and/or add to the current facility. I find this very encouraging.

I have since met with representatives from the USF Facilities and Physical Plant to discuss the building. They explained new procedures designed to improve building maintenance (elevator and flooding issues, specifically). We also discussed the issue of acquiring and upgrading additional space in the existing building. While I found the Facilities and Physical Plant staff somewhat resistant, we agreed to develop both a short term and long term vision for the building. To this end we have established a SACD sub-committee to review the building and develop the short and long term vision as agreed. We will continue to advise the President and Provost of our interests with respect to the building. Associate Provost Kofi Glover has become involved with this matter and will work with us to address our needs and concerns outlined in the VTR.

Finally, and coincidentally, the Provost has just requested proposals for design related programs following a meeting with the State of Florida Board of Governors. The College of the Arts (the home of the SACD) has developed a schematic proposal addressing our interest in Landscape, Industrial Design, and an interdisciplinary approach to Design and Technology. I think this is relevant for it suggests a broader interest in and possible support for design related disciplines across campus. In summary, I will say that the items unmet in our recent accreditation visit are largely out the immediate control of the SACD administration, faculty and staff. That said, it seems we have the attention of the university administration and while on their radar, we are optimistic that we will receive the support required to address the unmet items as described in the VTR.

Thank you for the opportunity to respond to the VTR and offer an update on the university's initial reaction.

Sincerely,

Robert M. MacLeod, AIA
Director & Professor

SCHOOL OF ARCHITECTURE AND COMMUNITY DESIGN

University of South Florida • 4202 E. Fowler Ave. HMS 301 • Tampa, Florida 33620-8340
(813) 974-4031 • FAX (813) 974-2557 • ww.arch.usf.edu