



**Rensselaer Polytechnic Institute
School of Architecture**

2016 Visiting Team Report

Bachelor of Architecture (171 undergraduate credit hours)

Master of Architecture

(Degree in any field + 59 undergraduate credit hours plus 41 graduate credit hours)

The National Architectural Accrediting Board
April 6, 2016

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

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

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I. Summary of Visit

a. Acknowledgements and Observations

The visiting team would like to thank the students, faculty, staff, and administrators of the School of Architecture at Rensselaer Polytechnic Institute (RPI). The team found all of them to be welcoming, open, and forthcoming during our time on campus. Everyone was willing to share information as well as his or her observations and opinions to enable our work.

The entire community of the School of Architecture is clearly enthusiastic about the opportunities that architects have to change the world not only in creating a more beautiful built environment, but also in making peoples' lives more productive, healthier, happier, and perhaps a little easier by working together to restore and save our planet. What became apparent to the visiting team was the unique learning culture that exists within the School of Architecture. That learning culture is very supportive, collaborative, and vertically integrated.

It is important to note that context matters, and the School of Architecture takes advantage of the fact that it is in an institution renowned for its research acumen and technical achievement. **The school is truly unique relative to other accredited architecture programs.** It is proactive in its efforts to collaborate with other academic units on campus and reaches out to them to utilize their expertise and knowledge to create innovative, restorative places for people to live, work, and play. The school leads the institution in engaging the local, regional, and global communities. The institution has the opportunity to embrace the School of Architecture's skills to leverage campus-wide research efforts to the benefit of people everywhere.

b. Conditions Not Achieved

Criterion 13.14 Accessibility

Condition 4 Social Equity

A.7 History and Culture

A.8 Cultural Diversity and Social Equity

B.1 Pre-Design

B.3 Codes and Regulations

II. Progress Since the Previous Site Visit (2010)

2004 Condition 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.*

Previous Team Report (2010): The Bachelor of Architecture program has 168 credit hours which meets the curricular criteria for general studies, professional studies and electives. A general survey of students showed an overwhelming majority of undergraduate students within the Bachelor of Architecture program are completing minors in an area of interest.

The Master of Architecture criterion has not been met. It is a 3 ½ year program which requires an undergraduate degree in any field plus 112 credit hours. The 3 ½ year Masters

program has been continuously accredited since 1979/80. At the time of the visit, the program required an undergraduate degree in any field plus 88 undergraduate credits plus 24 graduate credits. The condition of accreditation requires at least 30 semester credit hours of graduate level by 1 January 2015. The team recommends a transition that will establish an identifiable graduate level 15 curriculum as soon as possible to help promote stronger intellectual integrity and a collective identity within the Master of Architecture program.

2016 Team Assessment: The visiting team found evidence indicating that this condition is now **Met**. The number and distribution of credit hours required for the B. Arch and M. Arch degrees conform to the condition. The B. Arch requires 171 total credit hours. The M. Arch is currently transitioning to a program that requires an undergraduate degree, plus 59 undergraduate credit hours, plus 41 graduate credit hours. This information can be found in the APR on pages 33-35 and 89-105.

2004 Criterion 13.14, Accessibility (Not met in 2004 & 2010): *Ability to design both site and building to accommodate individuals with varying physical abilities*

Previous Team Report (2010): This criterion has not been met, again. The course manuals indicated that students had an awareness of the ADA requirements. However, the studio projects did not clearly demonstrate an ability to design for accessibility. Projects lacked identification of handicapped parking and curb cuts. Some flat sites might work out to be accessible, but sites on sloping surfaces do not appear to have been closely studied nor solved. Some door and egress issues were not resolved. Areas of refuge in stairwells were non-existent in the majority of the design projects.

2016 Team Assessment: The visiting team found evidence indicating that this criterion continues to be **Not Met**. As noted under SPC B.3 below, the ability to design sites, facilities, and systems for accessibility is not consistently demonstrated in the students' studio work for the B. Arch or M. Arch programs.

2004 Criterion 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

Previous Team Report (2010): This criterion was not met. Many projects were presented with sites that seemed like they could work; however, on closer examination projects did not clearly show an ability to respond to natural and built site characteristics. For example, there were no clear examples of ground level development including entrance, landscaping, access, drainage, parking etc. for sloped sites. There needs to be more attention paid to the sloping sites by showing appropriate contours and spot elevations along with building modifications to accommodate the site conditions. RPI is located in a setting where the dramatically sloping landscape forms provide convenient examples for students to visit and get a better understanding of the impact of contour changes

2016 Team Assessment: The visiting team found evidence indicating that this criterion is now **Met**. As noted under SPC B.2 below, the ability to respond to natural and built site characteristics is demonstrated in the students' work for the B. Arch and M. Arch programs.

Previous FE Team Report (2012):

2004 Condition 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.*

Previous FE Review Team Assessment: 2010 VT Assessment: “This criterion has been met, yet again, *with concern*. Although student demographics and retention have improved at an impressive rate--the issue of diversity in the area of full-time faculty remains a chronic concern.”

The 2012 FE team found that considerable progress has been made since the 2010 visit. Five new FFT faculty hires have been made, and each of them have and will continue to have a significant impact on the curriculum in both the required and elective offerings at a variety of levels in the professional programs. These hires strengthen the intellectual, gender and ethnic diversity of the school.

In addition to recent tenure track hires, several Adjunct Faculty hires have been made that also increased diversity. These hires have leadership roles as section heads in required core studios and courses. Given the greater flexibility we have to hire adjunct faculty we have made it a priority to seek out exemplary diversity candidates to fill these positions.

The team is confident that RPI will continue to make diversity a priority as they seek new faculty. As a result of the progress that has been made since the 2010 visit, the team agrees that the condition has been “met”, and is confident that progress will continue in the future.

2016 Team Assessment: The visiting team found evidence indicating that this condition continues to be **Not Met**. RPI and the program have undertaken efforts toward meeting this condition, but they have not yet resulted in a student body or faculty that is reflective of the region.

Since the 2012 FE Review, there has been steady progress toward improved conformance with the Social Equity condition. In keeping with the institution’s commitment to diversity and adherence to affirmative action and diversity hiring, the School of Architecture has hired three female tenure-track faculty members. In addition, two female faculty members in the school have received promotions. As a result, 40% of the program’s full professors are female. The new hires and faculty promotions strengthen the faculty’s intellectual, gender, and ethnic diversity.

The School of Architecture demonstrates a commitment to diversity in some of its optional programs. Since fall 2009, 27 of the 91 invited speakers in the all-school lecture series (about 30%) have been female. These professional role models strengthen the message to students and faculty that progress in diversity and social equity is possible.

In fall 2015, the establishment of a Diversity Task Force supported the School of Architecture’s commitment to diversity (<http://www.arch.rpi.edu/student-diversity-initiatives/>). This task force was brought together to develop an official policy on diversity, which will be distributed to the faculty, staff, and students. This effort

directly aligns with RPI's diversity initiatives as described on the institution's website (<http://www.arch.rpi.edu/student-diversity-initiatives/>). The Rensselaer Plan 2024 is striving to create a lively community discourse on important cultural, social, gender, and geopolitical issues.

2004 Condition 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.*

Previous FE Review Team Assessment: "Students and faculty recognize the effectiveness of the intensive infrastructure needed to advise students at multiple points within the B. Arch undergraduate program. In contrast, students within the small M. Arch program complained of inadequate and inconsistent advising. The team is concerned about the School's ability to provide an effective advising program to students. This will become even more challenging as the graduate program increases in size and complexity. A clear and effectual advising system must be developed and implemented to meet the anticipated growth within the graduate program.

The 2012 FE team reviewed material provided by RPI and concluded that this condition is now met. All students in the Master of Architecture Professional program are advised by the M. Arch I program director, who also serves as the Head of Graduate Studies for the School of Architecture. The program director is in charge of recruitment and admissions for the program, so the students have direct contact with the same person from the moment they enter in to the program to the time they graduate. The continuity here represents an invaluable asset for the students.

In addition, the students meet with their adviser yearly to review a plan of study that fulfills the academic requirements for the degree as well as to review their elective options in the context of fulfilling their personal and professional goals. The academic adviser also serves as a mentor advising students on portfolio development, applications for employment and where appropriate serves as a recommender for scholarship or fellowship applications

2016 Team Assessment: The visiting team found evidence indicating that this condition is now **Met**. Since the 2012 FE team visit, the program has expanded its administrative leadership for graduate M. Arch studies and introduced a graduate student mentoring framework, as described in the APR on pages 37-53). M. Arch students spoke to this visiting team's members very positively regarding their experiences with academic advising.

2004 Condition 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.*

Previous FE Review Team Assessment: "The Master of Architecture criterion has not been met. It is a 3 ½ year program which requires an undergraduate degree in any field plus 112 credit hours. The 3 ½ year masters program has been continuously accredited since 1979/80. At the time of the visit, the program required an

undergraduate degree in any field plus 88 undergraduate credits plus 24 graduate credits. The condition of accreditation requires at least 30 semester credit hours of graduate level by 1 January 2015. The team recommends a transition that will establish an identifiable graduate level curriculum as soon as possible to help promote stronger intellectual integrity and a collective identity within the Master of Architecture program.”

The 2012 FE team reviewed material provided by RPI and concluded that this condition is now met. At the time of the last NAAB accreditation visit, RPI’s M. Arch I. Professional Curriculum included only 24 credits at the graduate level. That curriculum has been revised and it now includes 30 graduate level credits. The substantive change is in a requirement that 6 of the 16 elective credits included in the total track leading to the M. Arch I. now be taken at the graduate level. The FE team reviewed additional material from the program about the extent and comprehensiveness of the elective courses available to meet that added need, and the team found that the roster of courses is sufficient. Information was also provided to the team about electives available within the wider Institute’s offerings.

The school is continuing its efforts to enhance recruitment into the M. Arch I program; this will remain challenging in the current recessionary climate. The school noted a significant amount of competition among their peers and aspirant institutions in the Northeast. The team found the school’s efforts to enhance recruitment to be convincing and appropriate. They include establishing a *Dean’s Student Recruitment Committee* to strengthen faculty involvement concerning our priority to increase student enrollment in the M. Arch I program. Further, a 450-page all-school selected student publication showcasing the finest work within our professional and research programs is in preparation, with the direct intent that it enhanced recruitment.

2016 Team Assessment: The visiting team found evidence indicating that this condition is now **Met**. The number and distribution of credit hours required for the B. Arch and M. Arch degrees conform to the condition. The B. Arch requires 171 total credit hours. The M. Arch is currently transitioning to a program that requires an undergraduate degree, plus 59 undergraduate credit hours, plus 41 graduate credit hours. This information can be found in the APR on pages 33-35 and 89-105.

III. Compliance with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

2016 Analysis/Review: Rensselaer Polytechnic Institute, founded in 1824, holds the distinction of being the nation's oldest technological research university. The institution quickly established its mission, which was to "...educate the leaders of tomorrow for technologically-based careers." "We celebrate discovery, and the responsible application of technology, to create knowledge and global prosperity," the mission stated. With the opening of the Department of Architecture, later the School of Architecture, in 1929, the program began to address urban design and social issues. The Rensselaer Plan 2024 seeks to make RPI transformative through the global impact of its research, the lives of its students, and its pedagogy. Toward that end, forward-looking research initiatives at RPI are underway to address the greatest challenges of humanity with respect to energy, water, and food security; national and global security; human health; climate change; and the allocation of scarce natural resources.

The School of Architecture's mission is "to prepare creative, culturally and technologically astute and socially conscious practitioners of architecture and its related fields, for international practice in the 21st century." The Master of Science in Architectural Sciences degree provides an opportunity for advanced studies in a research context that is related to the Ph.D. program concentrations in architectural acoustics, lighting, and built ecologies. Study and research in these particular areas broaden the intellectual diversity of the school and showcase the program as the best combination of science and art, collaborative engagement, community outreach, sustainability, leadership, and global citizenship.

Toward this end, the school has established many initiatives that are focused on interdisciplinary relationships within the institution's community. The Center for Architecture Science and Ecology (CASE) is a collaboration between Skidmore, Owings & Merrill (SOM), an architectural firm in New York City, and RPI (the CASE/SOM NYC program). It has become an institution-wide research center that provides opportunities for faculty and students in other departments to join CASE in a variety of multi-disciplinary research efforts that are focused on next-generation sustainable building systems. These include:

- The ART_X@Rensselaer Initiative, a programmatic and curricular construct with the goal of discovering art in science and science in art through trans-disciplinary inquiry and creative crossover.
- The Bedford Architecture/Engineering initiatives—the Bedford A/E Interdisciplinary Design Studio, the Bedford Seminar, and the Bedford Traveling Workshop—which create cross-disciplinary experiences that address the increasing complexity of, and rising expectations for, building performance and design.

- The Capital Region Initiative, which promotes community engagement and service, and was launched by the school in fall 2010 as an opportunity to extend the “classroom” beyond the RPI campus.

Through these academic and civic engagements, the school gives back to its community on both the statewide and regional levels. Through summer outreach initiatives, high school students are brought to campus for further exploration in science, technology, engineering, and mathematics (STEM). In addition, the school offered design expertise to the City of Troy for its waterfront revitalization project.

RPI’s history and mission is described on pages 3-9 of the APR.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

2016 Analysis/Review: The team found this condition to be **Met with Distinction**. It found a rich and supportive culture of learning at RPI, which was clearly shared by the students, faculty, staff, and administration of the School of Architecture. There is a focus on making and displaying drawings and models throughout the school as evidence of the students’ work. The culture is vertically integrated. Students and faculty regularly cross boundaries to collaborate and work together in their exploration of design and architecture that serves communities.

In the APR (pages 11-14), on the school’s website, and in discussions with students and faculty, a vibrant learning culture was described, which provides individual and collective learning opportunities. Among them are the Section Cut all-school pinup program, the student-curated Position lecture series, the student chapters of AIAS and NOMAS, student participation in the CANstruction competition, the School of Architecture Lecture Series, the Browns Traveling Fellowship, the BLAST>off career development chats, travel study programs, and the institution-wide Undergraduate Research Program.

Students affirmed the value of the RPI learning culture in both the B. Arch and M. Arch programs. They spoke highly of their experiences in design studios and other courses. Special appreciation was expressed for the many formal and informal aspects of the program that promote learning and professional development. Faculty spoke of their collective collegiality, which contributes to a positive learning culture and feelings of support in their roles. The ratio of contingent faculty, adjuncts, and lecturers to tenured and tenure-track faculty is very high. This prompted some faculty members to say that they are uncomfortable with large, important curricular areas being staffed by faculty without a central role in the school. However, there is also acknowledgement of the important role that the cadre of adjuncts and lecturers—mainly practitioners from New York City—plays in the educational experience. The scheduling of studios on Mondays, Wednesdays, and Thursdays means that adjuncts and lecturers typically stay overnight in Troy on Wednesdays, which permits their participation in Wednesday evening activities such as lectures to forge a sense of community.

The Studio Culture page of the program’s website (<http://www.arch.rpi.edu/school/studio-culture/>) describes the program’s written studio culture policy. The policy addresses time management, general health and well-being, work-school-life balance, and professional conduct. The APR describes the policy,

and it is distributed to students via email, discussed by the dean at the all-school meeting at the beginning of every year, affirmed by faculty advisors and student mentors, and discussed by studio faculty and students at the beginning of each semester. The APR also notes that the policy is evaluated and updated every 2 years by the Curriculum Committee, with input from staff and the students in the Dean's Advisory Council.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

2016 Analysis/Review: Rensselaer Polytechnic Institute maintains a policy on Institute Diversity, which states that "Rensselaer must and will achieve true intellectual, geographic, gender and ethnic diversity in our students, faculty and staff, in order to draw upon the best talent available, and to prepare our students to work and lead in a global economy."

The Rensselaer Plan 2024 (<http://www.rpi.edu/plan/goal.html>) contains six powerful aspirations for the institute to strive toward. First, it strives to recruit, empower, and competitively compensate a diverse faculty and staff. Second, the goal is to recruit substantially more women and ethnically and culturally diverse students. Third, there will be an emphasis on participation in research as a means of helping underrepresented groups to pursue academic careers. Fourth, RPI aims at providing an inclusive community for its students, within a residential college model, to support them in their personal growth and success. Fifth, RPI wishes to provide all members of the institution's community with opportunities for professional development and growth. Sixth, RPI strives to create a lively community discourse on important cultural, social, gender, and geopolitical issues. To further diversity and equality among the members of the RPI community, the School of Architecture sponsors "Safe Zone" training, which has been made mandatory for all students and faculty by the dean. This educational and sensitivity training ensures that there will be an inclusive environment for students, faculty, and staff who are LGBTQ. In order to promote further diversity among the faculty, RPI will continue to recruit women and underrepresented minority candidates for full-time and part-time faculty positions.

The school's commitment to diversity is further demonstrated by the establishment of the Diversity Task Force in fall 2015 (<http://www.arch.rpi.edu/student-diversity-initiatives/>). This task force was brought together to develop an official policy on diversity, which will be distributed to the faculty, staff, and students. This directly aligns with RPI's diversity initiatives as described on the institution's website (<http://www.arch.rpi.edu/student-diversity-initiatives/>).

Despite these ongoing efforts of the institution and the program, they have not yet resulted in a student body or faculty that is reflective of the region or society as a whole.

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

2016 Analysis/Review:

Collaboration and Leadership:

This perspective is addressed on pages 17-19 of the APR. The program describes an array of educational opportunities and structured experiences that are intended to develop leadership and collaboration skills over a student's career. Interpersonal, communication, conflict resolution, and decision-making skills are cited as focus topics in a variety of studio and classroom courses. Student-led study groups and peer-to-peer mentoring are evidence of the shared responsibility that the academic community undertakes to develop these skills. These skills are further utilized across the campus and regional community in a number of different ways. Working with regional institutional organizations, such as the Hyde Collection or the Capital Region Initiative, students are able to utilize what they have learned while developing an understanding of service to clients and the public, which is at the heart of the profession. The resulting culture within the program supports student development.

Design:

This perspective is **Met with Distinction**. It is addressed on pages 19-23 of the APR. The culture of design at RPI is lively and strong. Faculty set high design standards in both core and advanced studios, and give students the tools and skills needed to meet those standards. Students cultivate a high level of formal virtuosity as they develop design responses to increasingly complex problems and challenges.

Studio-based culture is central at the School of Architecture. It acts as the facilitator of visual and verbal discourse as well as the laboratory for testing new tools, new modes of exploration and representation, and new contexts. Through successive cycles of creation and evaluation in the studios, students develop design as an iterative workflow and a means of arriving at a solution. Other course assignments run concurrently with the 5-6 credit-hour design studios and provide immediate opportunities to explore new software tools for visualization alongside tools for analysis, fabrication, and advanced environmental/energy modeling.

Projects such as the Capital Region Initiative expand student design engagement at both the school and institution levels. Industry collaborations via CASE play a similar role. The studio component of travel study and study abroad in Latin America, Asia, and Europe offers students

the opportunity to engage a range of global constituencies. Attention to the possibilities of commercialization in some of the advanced design research projects demonstrates that the program frames the value of design in several ways.

Professional Opportunity:

This perspective was addressed on page 23 of the APR and in discussions during the team's visit. Students are well versed in the transition from education to the AXP and to licensure. The Architect Licensing Advisor, Associate Dean Mark Mistur, presents the relevant information early in students' first year in the program. Many students have initiated their NCARB records, and most of them have either participated in summer internships or are seeking them.

Students are exposed to a variety of opportunities to pursue careers utilizing an architectural education in both traditional and non-traditional settings. Through coursework, lectures, and other extracurricular experiences, students provide their views regarding how their academic experience can lead to rewarding and successful careers of service to the public. Although most students find work in traditional practice settings in the region, many pursue other paths, including teaching and research.

Stewardship of the Environment:

This perspective is addressed on pages 23-24 of the APR. The culture of research in the program and its affiliated centers places sustainability at the center of many of the learning opportunities offered to the students. The school's approach is to introduce students to the ethos of sustainability in the core curriculum. B. Arch students are introduced to principles of environmental stewardship in their first year in the ARCH 2370 Energy, Comfort, and Ecology (ECE) course. Related courses continue throughout the curriculum and culminate in the fourth year with the study of high-efficiency mechanical systems. M. Arch students spend a semester at CASE in the Built Ecologies program in lieu of taking this ECE course. Two recent tenure-track faculty hires in the area of environmental stewardship and bioclimatic design demonstrate a commitment to continue addressing this perspective.

The Professional Practice courses address laws and practices governing architects and the built environment. Students are encouraged to pursue LEED accreditation, join the SBSE, and attend conferences on green design. Public and community-based projects address the school's commitment to creating better places to live and work as an element of coursework. For example, the Capital Region Initiative is part of a required design studio in the second year of the B. Arch program. Studios also engage key sites in the City of Troy. At CASE, environmentally based research relates to communities.

Community and Social Responsibility:

This perspective is addressed on pages 24-25 of the APR. The Professional Practice course introduces students to the realities of architectural practice. Students are required to attend and reflect upon at least one public Planning Commission meeting; review the various players, process, and findings at the meeting; and take a position on the projects being considered. The School of Architecture's commitment to creating better places to live and work is visible in the Capital Region Initiative, which is part of a required design studio for both B. Arch and M. Arch students. Studios engage key sites in the City of Troy, with the goal of transforming a post-industrial city into a vibrant, livable community. Upper-level studios have also had the opportunity to present their Urban Furniture work for Troy's Riverfront Park to the City of Troy leadership, which has led to funding for several designs.

The work at CASE has resulted in cutting-edge research to extend social responsibility beyond the limits of the City of Troy to the greater New York area. Students have researched and developed a new building material made of coconut byproducts, thereby creating a green product from previous waste material. An additional benefit of thesis research is the potential to create an

industry for the otherwise unemployed. CASE has also researched original, flexible, offshore foundation systems, with the potential to protect cities that are vulnerable to sea-level rise and storm surge through the creation of artificial barrier islands.

Outside of the traditional classroom setting, students participate in CANstruction, a competition with local firms and organizations that significantly contributes to the regional food pantry. In addition, students are encouraged to become tutors at Troy High School.

I.1.5 Long-Range Planning: The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

2016 Analysis/Review: Long-range planning is addressed on pages 26-29 of the APR. Beginning at the institutional level, long-range planning is conducted through the School of Architecture utilizing a rigorous, systematic process. Recent planning cycles have resulted in significant initiatives to improve the program in the areas of balancing the studio and classroom curriculum, faculty hires, and self-assessment.

RPI uses a Performance Planning module, which is driven by the Rensselaer Plan 2024, to formulate an annual Performance Plan. This plan identifies the highest priorities institution-wide and ensures that each school dean maps his or her key initiatives to the overarching priorities of the institution. Through the annual Performance Planning process, new hires, major initiatives, and resources are aligned with the institution's priorities, mission, and objectives. Upon presentation of the Performance Plan to the Dean's Advisory Council and the President's Cabinet, a budget plan is submitted to RPI's leadership. The annual Performance Plan then guides recruiting, marketing, and, in recent years, the restructuring of various programs' curricula.

The program's bi-weekly Curriculum Committee meetings address implementation issues, including the development of new programs, revision of existing programs, and assessment of programs. The committee's process includes a review of programs and curricula relating to the state of the profession, state of the academy, accreditation standards, school mission and goals, and institutional mission and goals. The 2013-2014 academic year saw a comprehensive review of the B. Arch and M. Arch programs by the Curriculum Committee. Program-level outcomes relating to the program's mission and its vision for the development of 21st century leaders in the profession were addressed at two, day-long faculty retreats. This led to an alignment between program-level learning outcomes and a revised set of required courses designed to impact the professional programs and all professional program students. With input and approval from the faculty, dean, and Faculty Senate, several changes were made to strengthen the program's alignment with its mission, the NAAB Student Performance Criteria, and the NAAB's Defining Perspectives. The program uses digital measures to create an online record of each course. Learning outcomes are mapped to courses and their assessment, with the ultimate goal being to meet program-level outcomes agreed upon by the faculty. Student evaluations assess courses and suggest how they might be improved.

I.1.6 Assessment:

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

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multi-year objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.

- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

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

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

2016 Analysis/Review: Program self-assessment, and curricular assessment and development are addressed on pages 29-32 of the APR. Program self-assessment at RPI regularly occurs at the course, faculty, institutional, and program levels. Each semester, faculty members are responsible for self-assessment of teaching and course learning outcomes through use of the digital measures program. RPI also employs student electronic evaluations each semester, which are shared with faculty members. The resulting statistical summary rates the professors and the courses separately. The dean performs an annual evaluation of faculty in the areas of teaching, research/scholarship, and service. Written summaries of evaluation meetings allow the evaluations to be used in planning future actions. The Institute Assessment Committee requires all schools and departments to develop, submit, and update program-level outcomes for each degree-granting program.

Periodically, the Curriculum Committee and leadership team assess program-level outcomes, including a review of progress made in addressing “causes of concern” raised during previous accreditation visits, and progress made toward meeting the goals of the program and addressing shifting factors and new opportunities. The 2013-2014 academic year saw a comprehensive review of the B. Arch and M. Arch programs by the Curriculum Committee. Program-level outcomes relating to the program’s mission and its vision for the development of 21st century leaders in the profession were addressed at two, day-long faculty retreats. With input and approval from the faculty, dean, and Faculty Senate, several changes were made to strengthen the program’s alignment with its mission, the NAAB Student Performance Criteria, and the NAAB’s Defining Perspectives. The Dean’s Advisory Council, which is composed of students elected from each class and program, is engaged in examining material and voicing student issues directly to the dean.

In response to a team request for additional information during the visit, the program provided a copy of its recent self-assessment. This self-assessment resulted in the revisions now being implemented in the curriculum, which expose students to material and environmental technologies much earlier in the curriculum. Other revisions strategically realigned the way in which digital tools and applications are taught and integrated with respect to the mission of the program. These revisions ensure that graduates of the program, at both the undergraduate and graduate levels, have advanced knowledge of computational tools and techniques. A result has been the reshaping of the B. Arch Final Project research/design experience to assist students’ understanding of their role as “agents of change” in the profession.

Annual exit surveys conducted with each graduating class and periodic surveys involving faculty and alumni offer additional assessments of the program. All of the parties polled provide feedback to the program, and the negative commentary is shared with the Curriculum Committee for further discussion and review.

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 IDP, has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2016 Team Assessment: Human resources and human resource development are addressed on pages 40-55 of the APR. The program possesses the human resources and development opportunities necessary to support student learning and achievement. The faculty is composed of a large number of contingent faculty and a small but growing cohort of tenured and tenure-track faculty. They have impressive achievements in design, practice, and research. The ratio of contingent faculty, adjuncts, and lecturers to tenured and tenure-track faculty is very high, as discussed during the visiting team's meeting with faculty. This prompted some faculty concern that some significant, important, curricular responsibilities reside with faculty without tenure or long-term contracts. However, there is also acknowledgement of the important role that the contingent faculty members, mainly practitioners from New York City, play in the educational experience. While some contingent faculty members carry teaching loads that are heavier than might be optimal for their vigorous engagement in research and practice, on the whole, faculty teaching loads are commensurate with rank, and they are balanced in such a way as to give students access to faculty advising.

The program has initiatives, plans, and policies to address diversity and social equity, as discussed elsewhere in this VTR (see 2004 Condition 4, Social Equity, I.1.2 Learning Culture, and I.1.3 Social Equity). Since the previous accreditation visit, progress has been made in diversifying the faculty via tenure-track hires and tenured faculty promotions, which has improved the gender balance and ethnic diversity of the faculty. Robust tenure-track faculty start-up funds and sabbatical leaves for tenured faculty support ongoing development for faculty in these ranks. Funded faculty travel—combined with programs such as lecture series, juries, and hosted conferences—enhances faculty expertise and capacity as well. Program initiatives in Argentina, Chile, China, India, and Italy as well as New York engage students and faculty with a global range of people, places, discourses, and practices. These initiatives augment the knowledge base of the faculty.

The tenure-track mentoring program initiated since the previous NAAB visit provides additional support. Associate professors outside the technical research areas—in lighting, acoustics, and building sciences—reported some frustration regarding the fact that design work might not be viewed as scholarly work by other cohorts of RPI's faculty. It is not clear that the recent work of the Architecture Tenure Standards Task Force has made a positive impact on the situation.

As stated in the APR and recognized by NCARB in its March 2016 database, Associate Dean Mark Mistur is the program's Architect Licensing Advisor. Professor Mistur's role is not evident on the school website, but he conducts an annual licensing event to highlight professional licensure as a potential path for students.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited, to the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

[X] Described

2016 Team Assessment: Physical resources are addressed on pages 55-69 of the APR. The program is housed in several facilities, including:

- The Greene Building, which has design studio spaces; seminar and lecture rooms; the dean's conference room; faculty offices (private for tenured/tenure-track faculty, and shared for lecturers, professors in practice, and adjuncts); administrative offices; a gallery and black-box room for showing and reviewing students' work, seminars, and lectures; and the school's branch library
- Scheduled use of classroom spaces on the core campus
- The Lighting Research Center (LRC) in downtown Troy
- CASE in New York City
- Studio and classroom spaces periodically used in Italy, India, and China as part of international study programs

The architecture faculty have their offices in the Greene Building, which provides students with direct access to faculty members. Assistant, associate, and full professors each have private offices, while lecturers, professors in practice, and part-time faculty share offices. While the number of faculty offices is adequate, the team noted that the location of a few offices, specifically the ones located on the mezzanine level, are not readily accessible via elevator. Students stated that the faculty members in the mezzanine offices are quite accommodating and will find more convenient meeting locations at the request of students. Accessibility issues with respect to faculty office assignments can also be managed to accommodate the individual needs of a faculty member.

Each floor of the Greene Building has toilet facilities. Within each restroom, no accessibility issues were observed. However, it was noted that only one restroom, which provides two toilets and two sinks, is designated for women on each floor. In contrast, there are two restrooms designated for use by men on each floor. With a student population that is nearly 60% women and 40% men, this distribution of restrooms seems unreasonable. The visiting team also noted that there are no gender-neutral restrooms in the building.

As noted in the APR and in discussions with the visiting team, a number of additional space needs have been identified. Studio space, pin-up space, digital labs, an environment/energy lab, shop expansion, and support for distance learning have been identified as the most pressing needs. The furnishings and equipment for the spaces is inherent in these needs. The institution has assured the program that these needs will be met, but no specific timeline to do so has been developed.

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

[X] Demonstrated

2016 Team Assessment: Financial resources are addressed on pages 69 -77 of the APR, and supplemental information (SoA 2017 Performance Plan and Budget Plan) indicates that these resources are appropriate to support student learning and achievement. They include a 2016 base budget of \$4,206,293 (of which 8% is discretionary), endowment income of approximately \$200,000, gift income of approximately \$155,000, and ancillary benefits from research funding of approximately \$4.5 million, which is annually secured by the LRC and CASE. Since the previous NAAB visit, RPI has invested more than \$850,000 in capital improvements to the Greene Building, which houses the School of Architecture. These financial resources adequately support the B. Arch and M. Arch facilities and equipment, faculty and staff, projects, and program initiatives.

Program leadership and faculty identified some areas in which RPI has made valuable investments, such as providing new tenure-track faculty with robust start-up funding. In some other respects, however, program leadership and staff felt that the B. Arch and M. Arch programs were underfunded relative to prevailing RPI standards. Program leadership, faculty, and staff expressed the desire for greater RPI investment in several areas: shop space and fabrication equipment, computing hardware and software, IT support staffing, library staffing, and building maintenance and upgrading. Program leadership and administrative staff also expressed concern that funding of contingent faculty with GAP funding, rather than with ongoing line items, poses challenges to effective planning, faculty development, and student advising.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in the field of architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architectural librarians and visual-resource professionals who provide information services that teach and develop the research, evaluative, and critical-thinking skills necessary for professional practice and lifelong learning.

[X] Demonstrated

2016 Team Assessment: Information resources are addressed on pages 77-81 of the APR. The program described its provision of access to scholarly information, books, periodicals, and visual resources in digital and analog formats. The team's tour of the facilities confirmed access to appropriate information resources that support the educational and research endeavors of the students. A branch architectural library is located in the Greene Building, which makes access to analog information resources exceptionally easy. Program leadership, faculty, and students expressed their concern that recent library staff reductions and continued pressure to centralize all campus library services in the future may compromise access to this valued learning tool.

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

2016 Team Assessment: Administrative structure and governance are addressed on pages 81-88 of the APR. The information in the APR was confirmed and expanded upon through interviews and meetings

with program administrators, faculty, and students. The president, provost, president's leadership team, and Faculty Senate of RPI provide the institutional administrative structure and governance structure to afford the program sufficient autonomy to appropriately make and implement curriculum, as well as personnel and budgetary decisions, in order to have a positive impact on student learning outcomes.

The dean, associate dean, and numerous directors provide guidance to the programs and committees within the School of Architecture. It is notable that students participate in the Dean's Advisory Council to ensure that their voices are heard when decisions about their education are being made. Committees at the school level are critical to monitoring conformance with agreed-upon learning outcomes, fostering innovation, and advancing the program's numerous initiatives. Standing committees include the Curriculum Committee, Faculty Search Committee, Pedagogical Innovations Committee, and Library Committee. These standing bodies are augmented, when necessary, by task forces that address shorter-term special needs. Examples of these task forces include the NAAB Preparation Committee, Curricular Content Area Task Groups, and the Tenure and Promotion Standards Committee.

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

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

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

Student learning aspirations for this realm include:

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

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment:**B. Arch**

The visiting team found evidence that the Professional Communication Skills criterion is **Met** at the level of ability in the B. Arch program in student work prepared for ARCH 4300 Design Development, ARCH 4690 Case Studies, and ARCH 4990 B. Arch Final Project 2. This was indicated in the SPC Matrix provided by the program, and in observation of presentations in seminar courses, desk crits, and meetings with students.

M. Arch

The visiting team found evidence that the Professional Communication Skills criterion is **Met** at the level of ability in the M. Arch program in student work prepared for ARCH 4300 Design Development, ARCH 5200 Graduate Architecture Design 1, ARCH 6980 Master's Project, and ARCH 4140 Modernity in Culture and Architecture. This was indicated in the SPC Matrix provided by the program, in observation of peer discussions in studios, and in meetings with students.

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment:

B. Arch

The visiting team found evidence that the Design Thinking Skills criterion is **Met** at the level of ability in the B. Arch program in student work prepared for ARCH 4300 Design Development, ARCH 4690 Case Studies, and ARCH 4990 B. Arch Final Project 2. This was indicated in the SPC Matrix provided by the program (though not consistently in the minimum pass work from ARCH 4963 Integrated Design Schematic).

M. Arch

The visiting team found evidence that the Design Thinking Skills criterion is **Met** at the level of ability in the M. Arch program in student work prepared for ARCH 4300 Design Development, ARCH 6610.8 Graduate Architecture Design 3 (CASE), and ARCH 6980 Master's Project. This was indicated in the SPC Matrix provided by the program.

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment:

B. Arch

The visiting team found evidence that the Investigative Skills criterion is **Met** at the level of ability in the B. Arch program in student work prepared for ARCH 2820 Architectural Design Studio 3, ARCH 4963 Integrated Design Schematic, and ARCH 4990 B. Arch Final Project 2. This is indicated in the SPC Matrix provided by the program.

M. Arch

The visiting team found evidence that the Investigative Skills criterion is **Met** at the level of ability in the M. Arch program in student work prepared for ARCH 5200 Graduate Architecture Design 1, ARCH 6610.8 Graduate Architecture Design 3 (CASE), and ARCH 6980 Master's Project. This was indicated in the SPC Matrix provided by the program.

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment:**B. Arch**

The visiting team found evidence that the Architectural Design Skills criterion is **Met** at the level of ability in the B. Arch program in student work prepared for ARCH 2230 Architecture Design 3, ARCH 2820 Architectural Design Studio 3, and ARCH 4963 Integrated Design Schematic. This was indicated in the SPC Matrix provided by the program.

M. Arch

The visiting team found evidence that the Architectural Design Skills criterion is **Met** at the level of ability in the M. Arch program in student work prepared for ARCH 2630 Graduate Architecture Design 3, ARCH 5200 Graduate Architecture Design 1, and ARCH 6610.8 Graduate Architecture Design 3 (CASE). This was indicated in the SPC Matrix provided by the program.

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment:**B. Arch**

The visiting team found evidence that the Ordering Systems criterion is **Met** at the level of ability in the B. Arch program in student work prepared for ARCH 2230 Architecture Design 3, ARCH 2820 Architectural Design Studio 3, and ARCH 4963 Integrated Design Schematic. This was indicated in the SPC Matrix provided by the program.

M. Arch

The visiting team found evidence that the Ordering Systems criterion is **Met** at the level of ability in the M. Arch program in student work prepared for ARCH 2630 Graduate Architecture Design 3, ARCH 5200 Graduate Architecture Design 1, and ARCH 6610.8 Graduate Architecture Design 3 (CASE). This was indicated in the SPC Matrix provided by the program.

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment:**B. Arch**

The visiting team found evidence that the Use of Precedents criterion is **Met** at the level of ability in the B. Arch program in student work prepared for ARCH 2230 Architecture Design 3, ARCH 2820 Architectural Design Studio 3, and ARCH 4963 Integrated Design Schematic. This was indicated in the SPC Matrix provided by the program.

M. Arch

The visiting team found evidence that the Use of Precedents criterion is **Met** at the level of ability in the M. Arch program in student work prepared for ARCH 2630 Graduate Architecture Design 3, ARCH 5200 Graduate Architecture Design 1, and ARCH 6610.8 Graduate Architecture Design 3 (CASE). This was indicated in the SPC Matrix provided by the program.

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

B. Arch**[X] Not Met****M. Arch****[X] Not Met****2016 Team Assessment:****B. Arch**

The visiting team found evidence that the History and Culture criterion is **Not Met** at the level of understanding in the B. Arch program in student work prepared for ARCH 2150 The Ethos of Architecture, ARCH 4100 An Architectural Genealogy 1, and ARCH 4110 An Architectural Genealogy 2. This was indicated in the SPC Matrix provided by the program. Issues of indigenous, vernacular, and regional settings regarding political, economic, social, and technological factors other than American and European canons were not sufficiently addressed.

M. Arch

The visiting team found evidence that the History and Culture criterion is **Not Met** at the level of understanding in the M. Arch program in student work prepared for ARCH 4100 An Architectural Genealogy 1, ARCH 4130 Modernity in Culture, Civilization, and Architecture 2, ARCH 5100 History, Theory, and Criticism 1 (composed of ARCH 4110 An Architectural Genealogy 2 and ARCH 4120 Modernity in Culture, Civilization, and Architecture). This was indicated in the SPC Matrix provided by the program. Issues of indigenous, vernacular, and regional settings regarding political, economic, social, and technological factors other than American and European canons were not sufficiently addressed.

- 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.

B. Arch**[X] Not Met****M. Arch****[X] Not Met****2016 Team Assessment:****B. Arch**

The visiting team found evidence that the Cultural Diversity and Social Equity criterion is **Not Met** at the level of understanding in the B. Arch program in student work prepared for ARCH 2820 Architectural Design Studio 3, ARCH 4100 An Architectural Genealogy 1, and ARCH 4110 An Architectural Genealogy 2. This was indicated in the SPC Matrix provided by the program. Traditions and cultures of the indigenous peoples of the Western and Southern hemispheres were not addressed. Islamic, Indian, and Chinese traditions and cultures were acknowledged in some faculty presentations, but not reflected in

student work.

M. Arch

The visiting team found evidence that the Cultural Diversity and Social Equity criterion is **Not Met** at the level of understanding in the M. Arch program in student work prepared for ARCH 5100 History, Theory, and Criticism 1 (composed of ARCH 4100 An Architectural Genealogy 1 and ARCH 4130 Modernity in Culture, Civilization, and Architecture 2), and ARCH 5200 Graduate Architecture Design 1. This was indicated in the SPC Matrix provided by the program. Traditions and cultures of the indigenous peoples of the Western and Southern hemispheres were not addressed. Islamic, Indian, and Chinese traditions and cultures were acknowledged in some faculty presentations, but not reflected in the student work.

Realm A. General Team Commentary: The student work of both the B. Arch and M. Arch programs illustrates vigorous and rigorous pursuit of the basic skills needed to underpin the exploration necessary to develop complex solutions to modern society's issues. The history, cultural diversity, and social equity elements of the curriculum do not yet provide the understanding and perspective of global peoples necessary for the 21st century practice of architecture.

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

Student learning aspirations for this realm include:

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

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

B. Arch
[X] Not Met

M. Arch
[X] Not Met

2016 Team Assessment:

B. Arch

The visiting team found evidence that the Pre-Design criterion is **Not Met** at the level of ability in the B. Arch program in student work prepared for ARCH 2820 Architectural Design Studio 3, ARCH 4300 Design Development, and ARCH 4110 An Architectural Genealogy 2. This was indicated in the SPC Matrix provided by the program. Through these courses, students demonstrated an ability to prepare most of the elements of a comprehensive program listed for the SPC, with the exception of relevant sustainability requirements.

M. Arch

The visiting team found evidence that the Pre-Design criterion is **Not Met** at the level of ability in the M.

Arch program in student work prepared for ARCH 4300 Design Development, ARCH 5200 Graduate Architecture Design 1, and ARCH 6610.8 Graduate Architecture Design 3 (CASE). This was indicated in the SPC Matrix provided by the program. Through these courses, students demonstrated an ability to prepare most of the elements of a comprehensive program listed for the SPC, with the exception of relevant sustainability requirements.

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment:

B. Arch

The visiting team found evidence that the Site Design criterion is **Met** at the level of ability in the B. Arch program in student work prepared for ARCH 2230 Architecture Design 3, ARCH 2820 Architectural Design Studio 3, ARCH 2540 Digital Constructs 3, and ARCH 4963 Integrated Design Schematic. This was indicated in the SPC Matrix provided by the program.

M. Arch

The visiting team found evidence that the Site Design criterion is **Met** at the level of ability in the M. Arch program in student work prepared for ARCH 2630 Graduate Architecture Design 3, ARCH 5200 Graduate Architecture Design 1, and ARCH 5160 Digital Constructs 1. This was indicated in the SPC Matrix provided by the program.

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

B. Arch
[X] Not Met

M. Arch
[X] Not Met

2016 Team Assessment:

B. Arch

The visiting team found evidence that the Codes and Regulations criterion is **Not Met** at the level of ability in the B. Arch program in student work prepared for ARCH 4300 Design Development, Arch 4540 Professional Practice 1, and ARCH 4963 Integrated Design Schematic. This was indicated in the SPC Matrix provided by the program. The ability to consistently design using accessibility standards was not demonstrated in student work.

M. Arch

The visiting team found evidence that the Codes and Regulations criterion is **Not Met** at the level of ability in the M. Arch program in student work prepared for ARCH 4300 Design Development and ARCH 5380 Professional Practice 1. This was indicated in the SPC Matrix provided by the program. The ability to consistently design using accessibility standards was not demonstrated in student work.

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment:

B. Arch

The visiting team found evidence that the Technical Documentation criterion is **Met** at the level of ability in the B. Arch program in student work prepared for ARCH 4300 Design Development and Arch 4540 Professional Practice 1. This was indicated in the SPC Matrix provided by the program.

M. Arch

The visiting team found evidence that the Technical Documentation criterion is **Met** at the level of ability in the M. Arch program in student work prepared for ARCH 4300 Design Development and ARCH 5380 Professional Practice 1. This was indicated in the SPC Matrix provided by the program.

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment:

B. Arch

The visiting team found evidence that the Structural Systems criterion is **Met with Distinction** in the B. Arch program in student work prepared for ARCH 2330 Structures 1, ARCH 4300 Design Development, and ARCH 4330 Structures 2. This was indicated in the SPC Matrix provided by the program.

M. Arch

The visiting team found evidence that the Structural Systems criterion is **Met with Distinction** in the M. Arch program in student work prepared for ARCH 4300 Design Development, ARCH 5140 Structures 1, and ARCH 5150 Structures 2. This was indicated in the SPC Matrix provided by the program.

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.

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment:**B. Arch**

The visiting team found evidence that the Environmental Systems criterion is **Met** at the level of understanding in the B. Arch program in student work prepared for ARCH 2370 Energy, Comfort, and Ecology, ARCH 2360 Environmental and Ecological Systems, and ARCH 4740 Building Systems and Environment. This was indicated in the SPC Matrix provided by the program.

M. Arch

The visiting team found evidence that the Environmental Systems criterion is **Met** at the level of understanding in the M. Arch program in student work prepared for ARCH 5310 Environmental and Ecological Systems and ARCH 5360 Building Systems and Environment. This was indicated in the SPC Matrix provided by the program.

B.7 Building Envelope Systems and Assemblies: *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

B. Arch**[X] Met****M. Arch****[X] Met****2016 Team Assessment:****B. Arch**

The visiting team found evidence that the Building Envelope Systems and Assemblies criterion is **Met** at the level of understanding in the B. Arch program in student work prepared for ARCH 2350 Construction Systems and ARCH 4560 Materials and Enclosure. This was indicated in the SPC Matrix provided by the program.

M. Arch

The visiting team found evidence that the Building Envelope Systems and Assemblies criterion is **Met** at the level of understanding in the M. Arch program in student work prepared for ARCH 5300 Materials and Construction Systems and ARCH 5340 Materials and Enclosure. This was indicated in the SPC Matrix provided by the program.

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

B. Arch**[X] Met****M. Arch****[X] Met****2016 Team Assessment:****B. Arch**

The visiting team found evidence that the Building Material and Assemblies criterion is **Met** at the level of understanding in the B. Arch program in student work prepared for ARCH 2510 Materials and Design,

ARCH 2350 Construction Systems, and ARCH 4560 Materials and Enclosure, as indicated in the SPC Matrix provided by the program, as well as in Arch 4300 Design Development and ARCH 4990 B. Arch Final Project 2.

M. Arch

The visiting team found evidence that the Building Materials and Assemblies criterion is **Met** at the level of understanding in the M. Arch program in student work prepared for ARCH 5300 Materials and Construction Systems and ARCH 5340 Materials and Enclosure, as indicated in the SPC Matrix provided by the program, as well as in ARCH 2350 Construction Systems and ARCH 6980 Master's Project.

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment:

B. Arch

The visiting team found evidence that the Building Service Systems criterion is **Met** at the level of understanding in the B. Arch program in student work prepared for ARCH 4300 Design Development and ARCH 4740 Building Systems and Environment. This was indicated in the SPC Matrix provided by the program.

M. Arch

The visiting team found evidence that the Building Service Systems criterion is **Met** at the level of understanding in the M. Arch program in student work prepared for ARCH 4300 Design Development and ARCH 5360 Building Systems and Environment. This was indicated in the SPC Matrix provided by the program.

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment:

B. Arch

The visiting team found evidence that the Financial Considerations criterion is **Met** at the level of understanding in the B. Arch program in student work prepared for ARCH 4550 Professional Practice 2 and ARCH 4740 Building Systems and Environment. This was indicated in the SPC Matrix provided by the program.

M. Arch

The visiting team found evidence that the Financial Considerations criterion is **Met** at the level of understanding in the M. Arch program in student work prepared for ARCH 5360 Building Systems and Environment and ARCH 5390 Professional Practice 2. This was indicated in the SPC Matrix provided by the program.

Realm B. General Team Commentary: The student work of both the B. Arch and M. Arch programs demonstrates students' ability to integrate design and technical knowledge of the profession to develop solutions to address complex building problems. Their ability to utilize structural systems as form givers was acknowledged by the team, which deemed SPC B.5 to be **Met with Distinction**. Also noteworthy was the program's collaboration with other departments across the institution to enhance the students' studio design experiences.

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

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Evaluating options and reconciling the implications of design decisions across systems and scales.

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment:

B. Arch

The visiting team found evidence that the Research criterion is **Met** at the level of understanding in the B. Arch program in student work prepared for ARCH 4690 Case Studies. This was indicated in the SPC Matrix provided by the program.

M. Arch

The visiting team found evidence that the Research criterion is **Met** at the level of understanding in the M. Arch program in student work prepared for ARCH 4360 (re-designated ARCH 6610.8 Graduate Architecture Design 3). This was not indicated in the SPC Matrix provided by the program.

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

B. Arch
[X] Met

M. Arch

[X] Met**2016 Team Assessment:****B. Arch**

The visiting team found evidence that the Evaluation and Decision Making criterion is **Met** at the level of ability in the B. Arch program in student work prepared for ARCH 4300 Design Development and ARCH 4963 Integrated Design Schematic. This was indicated in the SPC Matrix provided by the program.

M. Arch

The visiting team found evidence that the Evaluation and Decision Making criterion is **Met** at the level of ability in the M. Arch program in student work prepared for ARCH 4300 Design Development and ARCH 6610.8 Graduate Architecture Design 3. This was indicated in the SPC Matrix provided by the program.

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

B. Arch**[X] Met****M. Arch****[X] Met****2016 Team Assessment:****B. Arch**

The visiting team found evidence that the Integrated Design criterion is **Met** at the level of ability in the B. Arch program in student work prepared for ARCH 4300 Design Development. This was indicated in the SPC Matrix provided by the program.

M. Arch

The visiting team found evidence that the Research criterion is **Met** at the level of ability in the M. Arch program in student work prepared for ARCH 4300 Design Development. This was indicated in the SPC Matrix provided by the program.

Realm C. General Team Commentary: The student work of both the B. Arch and M. Arch programs demonstrates a sequence of learning experiences that enables students to build the skills and confidence necessary for an iterative design process to solve complex client needs in a variety of natural settings. The projects utilized to meet the requirements of SPC C.3 Integrated Design in ARCH 4300 Design Development are of a scale and complexity that is appropriate to integrate and document the elements of a comprehensive solution within the time constraints of a single semester.

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

Student learning aspirations for this realm include:

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

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment:

B. Arch

The visiting team found evidence that the Stakeholder Roles in Architecture criterion is **Met** at the level of understanding in the B. Arch program in student work prepared for ARCH 4540 Professional Practice 1 and ARCH 4550 Professional Practice 2. This was indicated in the SPC Matrix provided by the program.

M. Arch

The visiting team found evidence that the Stakeholder Roles in Architecture criterion is **Met** at the level of understanding in the M. Arch program in student work prepared for ARCH 5380 Professional Practice 1 and ARCH 5390 Professional Practice 2. This was indicated in the SPC Matrix provided by the program.

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment:

B. Arch

The visiting team found evidence that the Project Management criterion is **Met** at the level of understanding in the B. Arch program in student work prepared for ARCH 4550 Professional Practice 2. This was indicated in the SPC Matrix provided by the program.

M. Arch

The visiting team found evidence that the Project Management criterion is **Met** at the level of understanding in the M. Arch program in student work prepared for ARCH 5390 Professional Practice 2. This was indicated in the SPC Matrix provided by the program.

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment:**B. Arch**

The visiting team found evidence that the Business Practices criterion is **Met** at the level of understanding in the B. Arch program in student work prepared for ARCH 4550 Professional Practice 2. This was indicated in the SPC Matrix provided by the program.

M. Arch

The visiting team found evidence that the Business Practices program is **Met** at the level of understanding in the M. Arch program in student work prepared for ARCH 5390 Professional Practice 2. This was indicated in the SPC Matrix provided by the program.

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

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment:**B. Arch**

The visiting team found evidence that the Legal Responsibilities criterion is **Met** at the level of understanding in the B. Arch program in student work prepared for ARCH 4540 Professional Practice 1 and ARCH 4550 Professional Practice 2. This was indicated in the SPC Matrix provided by the program.

M. Arch

The visiting team found evidence that the Legal Responsibilities criterion is **Met** at the level of understanding in the M. Arch program in student work prepared for ARCH 5380 Professional Practice 1 and ARCH 5390 Professional Practice 2. This was indicated in the SPC Matrix provided by the program.

D.5 **Professional Ethics (Conduct):** *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.

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment:**B. Arch**

The visiting team found evidence that the Professional Ethics criterion is **Met** at the level of understanding in the B. Arch program in student work prepared for ARCH 4550 Professional Practice 2. This was indicated in the SPC Matrix provided by the program.

M. Arch

The visiting team found evidence that the Professional Ethics criterion is **Met** at the level of understanding in the M. Arch program in student work prepared for ARCH 5390 Professional Practice 2. This was indicated in the SPC Matrix provided by the program.

Realm D. General Team Commentary: The student work of both the B. Arch and M. Arch programs demonstrates that each student completing the program understands that the practice of architecture as a professional endeavor requires business acumen, ethical behavior, and service to society to enable an architect to achieve the goals of a project design.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

In order for a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[X] Met

2016 Team Assessment: The visiting team found evidence that the Middle States Commission on Higher Education accredits RPI, with the next review scheduled for 2021. The Statement of Accreditation was provided through a link on page 80 of the APR (<http://www.arch.rpi.edu/naab/31-Middle-States-Letter.pdf>).

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

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

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

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

[X] Met

2016 Team Assessment: The visiting team determined that the Professional Degrees and Curriculum condition is **Met**. Information that is presented in the APR (pages 33-35 and 89-105) and is available on the program's website indicates that the B. Arch requirements meet, and the M. Arch program is transitioning its requirements to meet, the minimum number and distribution of credit hours between professional studies, general studies, and optional studies. Completion of the B. Arch requires a minimum of 171 credit hours. The M. Arch program is transitioning its requirements to require an undergraduate degree, plus 59 undergraduate credit hours, plus 41 graduate credit hours.

Since the previous accreditation team visit, the Master of Architecture program has implemented a substantial curriculum change that is aimed, in part, at addressing this NAAB condition. This curriculum restructuring increased the number of graduate credits at the 5000 level (combined with undergraduate credits) and at the 6000 level (for graduates only, except by permission). It also instituted a policy that

courses taken by M. Arch students along with B. Arch students (5000-level courses) require faculty to develop unique syllabi and require the courses to have distinguishing content associated with a dimension of “reflection” that is deemed appropriate to graduate students in contradistinction to undergraduates. (The curriculum changes are described on pages 33-35 and 89-95 of the APR and detailed in supplemental material provided by the program, including curriculum charts and Attachment 43 “Course Description Forms.”) The distribution of credits between professional studies, general studies, and optional studies falls within NAAB-prescribed ranges.

The revised curriculum has not been fully implemented, and some changes in the new policy have not been implemented in practice. Of the 41 credits identified as 6000-level (graduate only) in the school’s credit analysis (pages 93-105 of the APR), 17 have not been phased in yet for the fall 2016 semester. The program leadership described an additional dimension of “reflection” that is expected of M. Arch students in courses taken with B. Arch students (on page 33 of the APR and in meetings with program leadership). The M. Arch program restructuring will be achieved when the program completes implementation of the policy of differentiation of graduate 6000-level course requirements and renumbered courses in the History/Theory sequence and the Design sequence.

The M. Arch II degree, a non-NAAB accredited degree, is being renamed the Master of Science in Architectural Sciences, as described on page 106 of the APR. This nomenclature change will occur following the spring 2016 semester. The program’s leaders informed the visiting team that the New York State Department of Education approved the nomenclature change on January 29, 2016.

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

The program must demonstrate that it has a thorough and equitable process to evaluate the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

[X] Met

2016 Team Assessment: The visiting team determined that the Evaluation of Preparatory Education condition is **Met** on the basis of a description of the evaluation process on pages 106-109 of the APR and discussions with faculty charged with responsibility for conducting evaluations in both undergraduate and graduate admissions. A group of the visiting team members explored the process in greater depth to better understand its implementation.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the general public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

II.4.1 Statement on NAAB-Accredited Degrees:

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

[X] Met

2016 Team Assessment: The visiting team found evidence that this condition is **Met** by reviewing the program's website (<http://www.arch.rpi.edu/school/accreditation-statement/>).

II.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

The 2014 NAAB Conditions for Accreditation

The Conditions for Accreditation in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2016 Team Assessment: The visiting team found evidence that this condition is **Met** by reviewing the program's website (<http://www.arch.rpi.edu/school/accreditation-statement/naab-docs-links/>). A working Internet link to the NAAB website, where both the *2009 NAAB Conditions for Accreditation* and the *2012 Amended Edition of the NAAB Procedures for Accreditation* is provided.

II.4.3 Access to Career Development Information:

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

[X] Met

2016 Team Assessment: The visiting team found evidence that this condition is **Met** by reviewing the institution's and program's website (<http://www.arch.rpi.edu/2016/02/career-development/>).

II.4.4 Public Access to APRs and VTRs:

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

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

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

[X] Met

2016 Team Assessment: The visiting team found evidence that this condition is **Met** by reviewing the program's website (<http://www.arch.rpi.edu/school/accreditation-statement/naab-docs-links/>) and the following website: <http://www.arch.rpi.edu/naab-public-information/>.

II.4.5 ARE Pass Rates:

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

[X] Met

2016 Team Assessment: The visiting team found evidence that this condition is **Met** by reviewing the program's website (http://www.arch.rpi.edu/wp-content/uploads/ARE-PassRates-2-15-16_MM-pz-forWEB.pdf). A working Internet link to the NCARB website, which displays national, New York State, and RPI pass rates of each ARE section, was provided.

II.4.6 Admissions and Advising:

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

This documentation must include the following:

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

[X] Met

2016 Team Assessment: The visiting team found evidence that this condition is **Met** by reviewing the program's website: <http://www.arch.rpi.edu>, <http://www.arch.rpi.edu/apply/how-to-apply/>, <http://www.arch.rpi.edu/apply/graduate/>, <http://www.arch.rpi.edu/apply/transfer-student-guidelines/>, <http://admissions.rpi.edu/aid/>, and <http://www.arch.rpi.edu/student-diversity-initiatives/>.

II.4.7 Student Financial Information:

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

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

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

[X] Met

2016 Team Assessment: The visiting team found evidence that this condition is **Met** by reviewing the institute's and program's website (<http://admissions.rpi.edu/aid/>).

PART THREE (III): ANNUAL AND INTERIM REPORTS

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

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

[X] Met

2016 Team Assessment: The visiting team found evidence that this condition is **Met** by reviewing the institute's and program's website (<http://www.arch.rpi.edu/naab-public-information/>). A copy of a letter from RPI's Director of Institutional Research certifying the statistical data was provided to the team on site. The letter was also available on an accessible-via-password protected link on page 113 of the APR.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 11, *NAAB Procedures for Accreditation*, 2012 Edition, Amended).

[X] Met

2016 Team Assessment: The visiting team found evidence that this condition is **Met** by reviewing the program's website (<http://www.arch.rpi.edu/naab-public-information/>).

IV. Appendices:

Appendix 1. Conditions Met with Distinction

I.1.2 Learning Culture

I.1.4 B Defining Perspectives: Design

B.5 Structural Systems

ARCH-COURSE NO.	COURSE NAME	CREDITS	SPCs																									DEFINING PERSPECTIVES				MISSION: 21st CENTURY LEADERS IN PROFESSION		ARCH-COURSE NO.	COURSE NAME	CREDITS					
			A.1: Professional Communication Skills, A.2: Design Thinking Skills, A.3: Investigative Skills, A.4: Architectural Design Skills, A.5: Ordering Systems, A.6: Use of Precedents, A.7: History and Global Culture, A.8: Cultural Diversity & Social Equity, B.1: Pre-Design, B.2: Site Design, B.3: Codes & Regulations, B.4: Technical Documentation, B.5: Structural Systems, B.6: Environmental Systems, B.7: Building Envelope Systems and Assemblies, B.8: Building Materials & Assemblies, B.9: Building Service Systems, B.10: Financial Considerations, C.1: Research, C.2: Integrated Evaluations & Decision-Making Design Process, C.3: Integrative Design, D.1: Stakeholder Roles in Architecture, D.2: Project Management, D.3: Business Practices, D.4: Legal Responsibilities, D.5: Professional Conduct																									Collaboration & Leadership	Design	Professional Opportunities	Stewardship & the Environment	Community & Social Responsibility	Students as Creative Innovators				Proficiency of Integrating Design & Technology	Interdisciplinary Collaboration & Emerging Practices	Leadership	Level of Built Environment	Contribute to Cultural, Ethical, Environmental Issues on a Global Level
			REALM A	REALM B	REALM C	REALM D	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5									
M. Arch candidates for Advance Standing must show evidence in the learning areas shown at right >>>>																																									
FIRST YEAR FALL																												FIRST YEAR FALL								FIRST YEAR FALL					
2150	The Ethos of Architecture [not in M.Arch. after 2014-15]	2																																2150	The Ethos of Architecture [not in M.Arch. after 2014-15]	2					
2160	Architectural Media [not in M.Arch. after 2014-15]	2																															2160	Architectural Media [not in M.Arch. after 2014-15]	2						
5100	History, Theory, Criticism 1 [co-listed with ARCH4100 & -4130]	4																															5100	History, Theory, Criticism 1 [co-listed with ARCH4100 & -4130]	4						
5140	Structures 1 [co-listed with ARCH2330]	3																															5140	Structures 1 [co-listed with ARCH2330]	3						
5160	Digital Constructs 1 [co-listed with ARCH2540]	2																															5160	Digital Constructs 1 [co-listed with ARCH2540]	2						
5200	Grad. Architecture Design 1 [replaces ARCH-2620 & co-listed with ARCH2820]	5																															5200	Grad. Architecture Design 1 [replaces ARCH-2620 & co-listed with ARCH2820]	5						
5300	Materials & Construction Systems [composite of ARCH2510 & -2350]	3																															5300	Materials & Construction Systems [composite of ARCH2510 & -2350]	3						
FIRST YEAR SPRING																												FIRST YEAR SPRING								FIRST YEAR SPRING					
2630	Graduate Architecture Design 3 [co-listed with ARCH4230, replaced by ARCH-S210 S 2016]	6																															2630	Graduate Architecture Design 3 [co-listed with ARCH4230, replaced by ARCH-S210 S 2016]	6						
5110	History, Theory, Criticism 2 [co-listed with ARCH4110 & -4120]	4																															5110	History, Theory, Criticism 2 [co-listed with ARCH4110 & -4120]	4						
5170	Digital Constructs 2 [co-listed with ARCH2550]	2																															5170	Digital Constructs 2 [co-listed with ARCH2550]	2						
5310	Environmental & Ecological Systems [co-listed with ARCH2360]	4																															5310	Environmental & Ecological Systems [co-listed with ARCH2360]	4						
5330	Economics & Architecture [offered through Mgmt School until 2019]	2																															5330	Economics & Architecture [offered through Mgmt School until 2019]	2						
SECOND YEAR FALL																												SECOND YEAR FALL								SECOND YEAR FALL					
5150	Structures 2 [co-listed with ARCH4330]	3																															5150	Structures 2 [co-listed with ARCH4330]	3						
6320	Built Ecologies 1 [CASE] [fulfills M.Arch. 1 requirement in Built Ecologies]	3																															6320	Built Ecologies 1 [CASE] [fulfills M.Arch. 1 requirement in Built Ecologies]	3						
6380.8	Environmental Parametrics [CASE] [fulfills M.Arch. 1 requirement in Built Ecologies]	2																															6380.8	Environmental Parametrics [CASE] [fulfills M.Arch. 1 requirement in Built Ecologies]	2						
6610.8	Grad. Architecture Design 3 [CASE] [fulfills M.Arch. 1 requirement in Built Ecologies]	5																															6610.8	Grad. Architecture Design 3 [CASE] [fulfills M.Arch. 1 requirement in Built Ecologies]	5						
6810.81	Research Design Seminar [CASE] [fulfills M.Arch. 1 requirement in Built Ecologies]	3																															6810.81	Research Design Seminar [CASE] [fulfills M.Arch. 1 requirement in Built Ecologies]	3						
SECOND YEAR SPRING																												SECOND YEAR SPRING								SECOND YEAR SPRING					
5360	Building Systems & Environment [co-listed with ARCH4740]	4																															5360	Building Systems & Environment [co-listed with ARCH4740]	4						
5380	Professional Practice 1 [co-listed with ARCH-4540 taught in future fall semesters]	4																															5380	Professional Practice 1 [co-listed with ARCH-4540 taught in future fall semesters]	4						
6680	History, Theory, Criticism 3 [co-listed with ARCH4090 & -4150]	4																															6680	History, Theory, Criticism 3 [co-listed with ARCH4090 & -4150]	4						
4300*	Design Development [becomes ARCH-6630 & moves to F 3rd year. ARCH-6620 replaces it here]	6																															4300*	Design Development [becomes ARCH-6630 & moves to F 3rd year. ARCH-6620 replaces it here]	6						
*The ARCH4300 number is incorrect, 2015-16 catalog lists it that way. Will be corrected by S 2016.																																				*The ARCH4300 number is incorrect, 2015-16 catalog lists it that way. Will be corrected by S 2016.					
THIRD YEAR FALL																												THIRD YEAR FALL								THIRD YEAR FALL					
4140	Modernity in Culture & Architecture [final taught in F 2015]	4																															4140	Modernity in Culture & Architecture [final taught in F 2015]	4						
5340	Materials & Enclosure [co-listed with ARCH-4550]	2																															5340	Materials & Enclosure [co-listed with ARCH-4550]	2						
6980	Master's Project [replaced by ARCH-6630 in F 2016]	5																															6980	Master's Project [replaced by ARCH-6630 in F 2016]	5						
6981	Methods Seminar [replaced by ARCH-6750 in F 2016]	1																															6981	Methods Seminar [replaced by ARCH-6750 in F 2016]	1						
	Professional Elective	2																																Professional Elective	2						
	General Electives	4																																General Electives	4						
THIRD YEAR SPRING																												THIRD YEAR SPRING								THIRD YEAR SPRING					
5390	Professional Practice 2 [co-listed with ARCH-4550]	2																															5390	Professional Practice 2 [co-listed with ARCH-4550]	2						
6980	Master's Project [replaced by ARCH-6949 in S 2017]	6																															6980	Master's Project [replaced by ARCH-6949 in S 2017]	6						
	Professional Elective	4																																Professional Elective	4						
	General Electives	6																																General Electives	6						
TOTAL SPCs			2	3	3	3	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	0	2	1	1	1	1	1	1	5	6	4	3	3	6	7	1	4	9

Appendix 3. The Visiting Team

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V. Report Signatures

Respectfully Submitted,



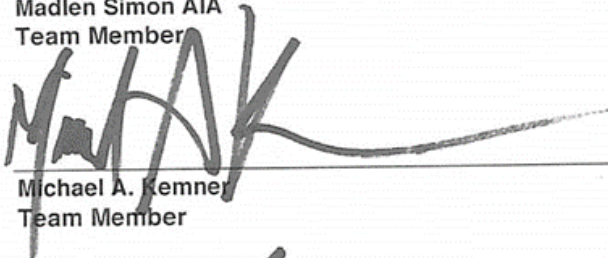
RK Stewart, FAIA, Hon. FRAC, Hon. JIA, Hon. AIA, LEED®AP BD+C
Team Chair

Representing the AIA



Madlen Simon AIA
Team Member

Representing the ACSA



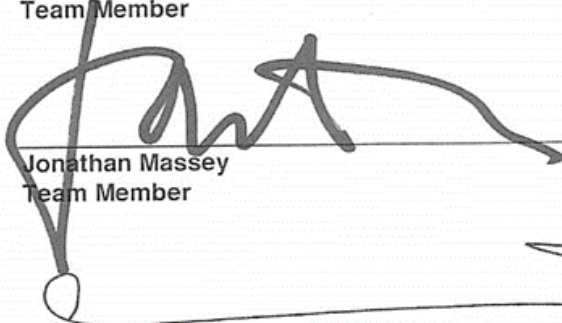
Michael A. Kemner
Team Member

Representing the AIAS



Martha Green, AIA, NCARB, LEED®AP
Team Member

Representing the NCARB



Jonathan Massey
Team Member

Representing the ACSA

Christopher Diehl, AIA, LEED Green® AP
Non-voting member

