



**University of Hawai'i at Mānoa
School of Architecture**

2018 Visiting Team Report

D. Arch.

Track I—120-credit pre-professional degree + 90 graduate credits

Track II—min. 120 credit non-pre-professional undergraduate degree + 108 graduate credits

The National Architectural Accrediting Board
April 7-11, 2018

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. Acknowledgments and Observations

The team would like to thank the administration of the University of Hawai'i at Mānoa, School of Architecture and its faculty, staff, and collective student body for the dedication and hospitality that they demonstrated to the team during the visit. The team found the Doctor of Architecture program to be a healthy and vibrant learning environment that provides a dynamic and exciting model of professional architecture education. The University's administration is supportive of the School of Architecture and its numerous initiatives and future growth.

The team found the following strengths in the program:

A. The program has a strong identity, largely because it is the only D. Arch. professional architecture program in the nation. The student work, culminating in Praxis, demonstrates a high level of investigation, research, design thinking, and craft throughout the curriculum.

B. The faculty is dedicated to teaching, research, and mentorship. The exhibit demonstrated evidence of their diverse work in academic research and professional practice. Kuleana (the right or value to the virtuous purpose, responsibility duty or obligation) is demonstrated by the faculty through their passion for architecture education. It is evident that it is not a job, it is a Kuleana.

C. The staff is experienced, dedicated, knowledgeable, and accessible. The student academic advisors are well-respected by the undergraduate and graduate student body.

D. The student leaders are energetic and are strongly involved in school-wide initiatives. They demonstrate a commitment to their peers.

E. The culture of the learning environment within the program and the strength of the student body are very positive attributes of the program. Ohana, a Hawaiian concept that emphasizes that families are bound together, is well-rooted in the student learning environment, as well as in relationships between students and faculty.

F. The University of Hawai'i Community Design Center provides excellent opportunities for students in professional practice and community service through service learning engaged in partnerships with governmental initiatives and in cultural and community programs.

G. The Global Track provides excellent opportunities and an educational model that develops and engages students in global views of the architectural education and profession.

b. Conditions Not Achieved

I.1.5 Long-Range Planning

II. Progress Since the Previous Site Visit

Previous Team Report (2012): Conditions Not Met

None

Previous Team Report (2012): Student Performance Criteria Not Met

None

Previous Team Report (2012): Causes of Concern

A. Financial Resources

The visiting team reviewed the provided financial information from the School of Architecture and found it lacking in transparency. Although financial resources appear to be sufficient to administer the program, there are several issues that had not been clearly resolved at the time of the visit.

I. Although there appears to have been a great deal of effort by the dean and the School of Architecture finance officer to request additional information from the university regarding the use of student/professional fees, this information has not been forthcoming from the university.

II. The School of Architecture charges a professional/student fee of \$500 per semester x 367 (374 less outreach students) or approximately 367 students X 2 semesters = \$367,000 collected per year. Of this amount, the university returns \$95,000 to the School of Architecture. The remaining \$272,000 has not been accounted for by the university in spite of attempts by the visiting team.

III. The position of associate dean was eliminated in 2009 because of budget constraints. This position would be extremely beneficial to the financial stability of the School of Architecture and would assist the dean in determining course assignments, budgeting, and resources issues. This assistance will be necessary as the School of Architecture moves forward with growth and with the Tongji dual degree program. The university administration voiced support for the reinstatement of this position if funding can be identified by the dean.

2018 Visiting Team Assessment: The APR (pages 30-32) outlines efforts by the former UHM Interim Chancellor Robert Bley-Vroman to improve the transparency of the budget process. These efforts include appointing a Chancellor's Budget Committee consisting of students, faculty, and administrators. As a result of budget pressures, the changes recommended by the Budget Committee have been deferred. Contributing to budget challenges is university-wide decline in student enrollment.

The APR does not specifically address the concerns of the 2012 VTR regarding the "professional/student fee" (APR page 30). In reference to student fees, the APR does state that fees have not increased since FY14 and that student fees contribute to the

cost of maintaining and upgrading resources; however, the APR states “these revenues are in themselves insufficient to offset the cost of maintenance and upkeep” (APR page 31).

Regarding the Associate Dean position, the APR states that efforts to restore the Associate Dean’s position have proven “unsuccessful” (APR page 31). Further, the APR states that the “absence of an Associate Dean severely handicaps school operations and stresses the relationship between the dean and the faculty” (APR page 31). The Interim Vice Chancellor for Academic Affairs reported to the team that there is a university hiring freeze for executive positions, and they are seeking alternatives for additional School of Architecture (SOA) administrative support.

B. Self Evaluation

At the conclusion of each semester, students complete course evaluations, and the results are made available to the instructor who can choose to share them with the dean, the directors, and the students in an online forum. Because faculty members are part of the university union, they are not required to engage in formal reviews and evaluations. This lack of formal course and teaching evaluation has left the students feeling unheard and with incomplete content and teaching issues unresolved.

2018 Visiting Team Assessment: The 2012 VTR expressed concerns that the lack of formal course and teaching evaluations “left the students feeling unheard.” The APR states that “These policies still essentially stand unchanged, since the University of Hawai'i Professional Association (UHPA) contract articulates the framework for teaching evaluations” (APR page 31). The UHPA contract states that student evaluations of instruction are sent directly to the individual faculty member and that these are not automatically shared with the Dean. The APR does state that “approximately 90 percent of faculty members” (APR page 31) voluntarily submit teaching evaluations to the Dean.

C. Communication

The existence of the university’s faculty union seems to impose some barriers to communication and management. As the team understands it, the dean has no ability to evaluate, direct, or terminate faculty. This lengthens communication efforts and requires additional efforts to accomplish some of the goals and initiatives of the school.

2018 Visiting Team Assessment: As described in the APR (page 32) three factors continue to compromise healthy communication within the School of Architecture: its small size (20.75 FTE total); its asymmetrical academic structure (15 faculty FTE and a dean—the only executive/managerial position allocated to the school); and its Architecture Senate Bylaws, which exclude the dean from meetings.

An aggressive program of communications workshops, initiated in 2015, resulted in the formation of a school Executive Committee for the primary purpose of improving

communication among the school's various constituencies. Communication with students appears to be inclusive and productive. Progress in communication includes the 2016 formation of "HIDESIGN," a new identity vision. In 2017, 20 faculty, staff, and students convened to discuss a strategic vision for the school over the next seven years. The dean convenes monthly or bi-monthly faculty and staff meetings.

Discussions with students and faculty suggest that the SOA may lack a stringent internal grievance process for personal and professional concerns. The transitional process that the school will be undertaking in the next years will provide a new opportunity for continued development of a stronger communications process.

D. Studio Culture

Although there is a written Studio Culture Policy on the School of Architecture website, the team feels that it is not known by the students. Students were also not familiar with the Studio Culture Policy report adapted by the AIAS. This is an example of an apparent lack of communication between the School of Architecture administration, teachers, and the student body.

2018 Visiting Team Assessment: Since the last visit, the Visiting Team noted that there have been efforts to improve communication of the Studio Culture document and the policy it covers. AIAS leaders are responsible for its dissemination and review. AIAS leadership is familiar with the document and its history; however, many students are still not aware of its existence. The document itself is easily accessible on the website and represents the values of the school and outlines policies for a balanced and respectful school experience.

III. Compliance with the 2014 Conditions for Accreditation

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

This part addresses the commitment of the institution, its faculty, staff, and students to the development and evolution of the program over time.

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. The description must include 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. The description must also include how the program as a unit develops multidisciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the community.

[X] Described

2018 Analysis/Review:

The APR describes the history and mission of the School of Architecture (SOA). The SOA is the only architecture school within the 10-campus university system and the only Doctor of Architecture program in the United States. There are many unique attributes of the program.

A strong emphasis on the historical, geographical, and cultural context of the SOA contributes to the mission and pedagogy of the School. Beyond the context of Hawai'i, the relationship to the Asia Pacific region is strongly tied to the curriculum and the student body.

Although the School is geographically isolated due to Hawai'i's location in the Pacific Ocean, many faculty, administration, and students see the geographical location as an opportunity to serve as a bridge between the East and the West. This perspective creates a tension with the perceived mission of the program held by many members of the School who hold that the school exists to embrace the unique context, history, and opportunities of Hawai'i. The future of the school in many ways will be largely determined by the reconciliation of these perspectives.

Within the University of Hawai'i at Manoa, which has 16 academic units, the School of Architecture is the third smallest program in terms of degrees offered; however, according to the Interim Vice Chancellor for Academic Affairs, it is far from insignificant in relation to the long-term aspirations of the University. Interdisciplinary collaborations between other colleges include partnerships with many departments and programs.

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 nontraditional.

- The program must have adopted a written studio culture policy and a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition, 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 field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[X] Demonstrated

2018 Analysis/Review:

The “Aloha Spirit” creates a uniquely respectful and empowering learning environment for faculty, students, and administration in which to fulfill their interests and academic pursuits. The pillars of this concept—kindness, unity, agreeableness, humility, and patience—provide an exceptional learning and teaching culture. Both faculty and students are passionate about their positions and fuel the passion of others. This learning culture means that students are not only able to pursue their own interests, but are encouraged to engage in roles that benefit the school and community outside the curriculum.

The focus on research and design creates a culture of both curiosity and intense rigor. Each course pushes students to be high-achievement in their efforts and attitude toward collaboration. Students cited that this learning culture makes their program unique because rather than competing with their studio classmates, they are inspired and driven by each other to reach for high goals.

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 during the next two accreditation cycles as compared with the existing diversity of the faculty, staff, and students of the institution.
- 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.

[X] Demonstrated

2018 Analysis/Review:

As described in the APR (pages 12-13) and reported by the *Chronicle of Higher Education* in 2016, UHM is “the most diverse university in terms of students and faculty, with a student-body Diversity Index of 76—a full 22 points greater than the index for the U.S. population as of 2010—and a faculty index of 61.” Social equity and diversity is embedded in the fundamentals of “place” at UHM and the SOA. As observed by the Visiting Team, “In both fact and spirit, this diversity embodies the larger ethical context of Hawaiian culture and philosophy, nurtured by UHM’s commitment as an “indigenous-serving university.” All academic and administrative units operate within the moral circumference of a “Hawaiian Place of Learning,” fundamental to which is respect for the host culture, its language and customs, and the postcolonial realities that bind us into a single, diverse, modern community. Faculty have access to numerous social services, state and federally-mandated employment practices. Students have access to numerous campus social services and resources as well as equal opportunities for those with documented disabilities.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that affect the education and development of professional architects. The response to each perspective must further identify how these perspectives will continue to be addressed as part of the program’s long-range planning activities.

A. Collaboration and Leadership. The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles.

B. Design. The program must describe its approach for developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.

C. Professional Opportunity. The program must describe its approach for educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure. .

D. Stewardship of the Environment. The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.

E. Community and Social Responsibility. The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.

[X] Described

2018 Analysis/Review:

A. Collaboration and Leadership: There is a positive collaborative dynamic throughout the School. This is evident in the interaction among students and between the students and the faculty and the Dean. This was palpable in all Visting Team meetings with students, AIAS

leaders, and faculty. The curriculum itself encourages this dynamic nature by bringing together faculty from multiple disciplines in Comprehensive Design studios. Described in the APR (pages 13-14,) during the two semester D. Arch dissertation, Dissertation Committees are required to include members outside the School and outside the University.

Student leadership in the school is also particularly strong. The APR (page 14) states “The Hawai'i Chapter Board (AIAS) exemplifies collaborative spirit. Each successive AIAS board interprets and develops its own portfolio of events, activities and projects, building on the achievement of the previous board.”

B. Design: The school's context plays a large role in its responsibility to serve as the fountainhead for Hawaiian Design. The School's recent rebranding of “HIDESIGN” accentuates the identity of the school and its relationship to the community.

Page 15 of the APR sites that “The culture of the design pedagogy in the SOA is problem-based... as distinct from merely conceptual or theoretical exploration of process.” Studio design projects and programs of the school are seen as catalysts to drive solutions for environmental, cultural and social problems. This pedagogy feeds into the Hawaiian term “kuleana” which refers to a reciprocal relationship between the person who is responsible, and the thing which they are responsible for. Design theory at University of Hawai'i serves the people and community of Honolulu.

C. Professional Opportunity: The heart of the D.Arch. program is a focus on Praxis (practice, as distinguished from theory). ARCH 747 Professional Studio requires a unique “integrated internship which aims to multiply the value of academic instruction with concrete professional experiences, methods, skills, and vocabularies.” Student work provides evidence of their immersion into practice oriented educational experiences that include community design, thesis research, and internships. Since 2000, the school has placed over 300 students in 40-plus firms across 25 cities in North American, South America, Asia, and Europe. The School has a long tradition of local, regional, and national involvement in the professional community. The team met with alumni and local firms who verified their support and engagement with students, the school, and the AIA.

D. Stewardship of the Environment: Themes intrinsic to ahupua'a—responsibility, conservation, ecological balance, ratios of consumption and production, energy, equity, environmental ethics—commonly drive studio programs. This theme is evident in student projects, symposia, competitions, and community initiatives. Faculty expertise in the areas of coastal development, sea level rise, urban ecological design, building performance, energy management, and tropical architecture enrich the curriculum. Guest lecturers include a range of professionals with strong environmental practices that include researchers from the National Oceanic and Atmospheric Administration's UHM Sea Grant program. The UHM Environmental Research and Design Lab director's research has been applied to the creation of specific comprehensive energy planning for the entire campus as well as the construction of two net-zero campus buildings. The curriculum of the School of Architecture embodies the spirit of Hawaii's state model Ua mau ke ea o ka 'āina i ka pono—“The life of the land is perpetuated in righteousness” (APR pages 18-23).

E. Community and Social Responsibility: The idea of “Pono” is at the heart of the school’s current service-learning initiatives, which builds on a 40-year-long history of public-interest, social impact, and community design. Pages 20-23 of the APR detail in depth the program’s commitment to community and social responsibility. “Public interest practice constitutes a core value of our program” (APR page 20). At the center of this commitment is a dedication to problem-based studio instruction and public interest practice. Students understand the ethical role of the architect as a professional member of society through engagement with the University of Hawai'i Community Design Studio (UH CDC). The APR states that the “UH CDC has proved itself to be a highly effective hybrid teaching practice and outreach initiative, offering Hawai'i a new platform for faculty, professionals, and students to collaborate on interdisciplinary research and design projects that serve the public interest” (APR page 21). The CDC studio is elective. Student understanding of ethical responsibility is also evidenced by a large NCARB grant to AIAS who awarded the UH AIAS funding for their Freedom by Design project in 2017. In addition, many of the faculty engage in initiatives that foster community and social responsibility.

I.1.5 Long-Range Planning: The program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institutional mission and culture.

[X] Not Demonstrated

2018 Analysis/Review:

The APR describes a 2015 conversational process to identify five strategic priorities in place of engaging in a multi-year planning process. The SOA identified the following five priorities: tropical topics, pacific urbanism, critical landscapes, cultural currents, and building pono (APR page 20). These priorities recognize the program’s unique position in the Asia-Pacific region focusing on Pacific cities addressing issues of coastal cities, global migration, social equity, cultural diversity, and environmental events. Further, the priorities focus on the evolving “physical and intellectual” perspectives to foster a critical examination of the profession through the concept of building “pono” to analyze the issues relating to building performance (APR page 24). These strategic priorities have been guiding curriculum development, specifically research, scholarship, and creative works as well as professional and community engagement.

The 2015 SOA Strategic Plan Matrix linked the UH Mānoa Strategic Plan to the UH System Strategic Directions, 2015–2021. There is no evidence at this time of a multi-year strategic plan. The SOA leadership is currently in transition as the existing Dean is stepping down on July 31, 2018.

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 multiyear 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.

[X] Demonstrated

2018 Team Assessment:

The faculty regularly assesses student work completed for design studios as part of a “biannual all-faculty studio review” (APR page 26). The Visiting Team understands that usually faculty discuss their evaluation of the strengths and weaknesses and areas for improvement. These recommendations are forwarded to the Curriculum Committee, Faculty Senate, and the Dean. An example presented in the APR is revisiting “the seven concentration areas proposed in the first iteration of the undergraduate B.Env.D, degree” replacing the concentrations with a Master of Landscape Architecture (MLA) degree to increase student enrollment.

A specific exercise to identify strengths, challenges, and opportunities, to improve student learning was demonstrated by the example of the School’s request for students to “carefully review all 26 SPC, identify the ten that most embody the school’s strengths... placing one dot on each” thus providing visualization of the students’ perceptions of program strengths (APR pages 27-29). The University of Hawai'i Manoa has an Assessment Office to which the program submits an annual report regarding the D.Arch. program that details the program’s student learning outcomes which correspond to the NAAB SPCs. The report details communication of student learning outcomes, assessment goals, submitted evidence, how the evidence is evaluated, summarization of the results, conclusions, and how the results will be used. The Academic Program Assessment Reports were provided in supplemental information, and in conversations with faculty who cited the enthusiastic response of the Assessment Office to the SOA assessment reports. A Curriculum Committee meets once a month providing an ongoing review of the program.

Part One (I): Section 2 – Resources[hierarchy of heads, should this start on new pg?]

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. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architecture Licensing Advisor (ALA) has been appointed, is trained in the issues of the Architect Experience Program (AXP), has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including but not limited to academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2018 Team Assessment:

Balanced Faculty Workload: The APR states that the “School of Architecture is home to a diverse and outstanding faculty and staff with substantial academic, professional, technical, and administrative experience, demonstrated talent, and internationally recognized expertise” (APR page 34). Meetings with the faculty and review of the the faculty exhibition and student work confirm a well-qualified faculty. The school, university, and regents have policies that define the faculty workload to provide for faculty and student engagement that foster student success as evidenced by student work in the team room. The faculty authored and adopted the current “Workload Policy School of Architecture [for] Tenured and Tenure Track Faculty” in 2012, which defines the factors that affect teaching loads (APR page 37). The APR describes the annual reports that faculty submit. These reports detail workload and academic productivity and contract review periods of two years for tenure-track faculty and five years for tenured faculty (APR page 35). The Vice Chancellor annually reviews the Dean. The full-time tenure-track and tenured faculty are members of the University of Hawai'i Professional Assembly (UHPA), which represents faculty and negotiates salary ranges and related employment issues with the university to ensure a balanced workload (APR page 42).

The University follows federal regulations prohibiting discrimination, and “the school follows the policies of the university in all matters related to Equal Employment Opportunity and Affirmative Action” (APR page 36). The University of Hawai'i IDEAS initiative (Inclusion, Diversity, Equity, Access, Success) is a strategic goal that “honors and respects the differences and contributions of its students, faculty, staff, and administration” (APR pg 36). In meetings with faculty, students, staff and administration the team found a culture that deeply believes in this initiative. While the supplemental information includes the University of Hawai'i EEO/AA Policies that detail the procedures for Title IX complaints, the team did not find evidence of formal policies or

procedures within the SOA that address faculty or student grievances for other types of grievances.

Architecture Licensing Advisor: The program has a faculty Architecture Licensing Advisor (ALA), who serves on the Hawai'i Engineer, Architect, Surveyor, and Landscape Architect Licensing Board, is active in the National Council of Architectural Registration Boards (NCARB), and is trained in the Architect Experience Program (AXP). In meetings with the AIAS officers and the general student body a significant number of students knew of the ALA. Students confirmed that they receive regular communication about licensing requirements. In addition, the program has a Student Licensing Advisor, and the program works with the state ALA.

Faculty and Staff Development: Faculty have access to several development opportunities at both school and university levels that include start-up funds, support to sit for the Architecture Registration Exam (ARE), travel support, activities to support teaching and learning, sabbaticals, and clearly defined tenure and promotion guidelines. The four recent full-time faculty hire packages "included \$7000 start-up funds" (APR page 38). Faculty members have received funding for the cost of the ARE to complete the requirements for licensing (APR page 38). The APR details the amount of funding that each faculty has received for travel since 2012 (APR pages 38-40). For example, in 2016 12 faculty and the Dean received an average of \$4,874 in funding for travel. The Office of the Vice Chancellor for Research provides funds for faculty travel through the UHM Office of Research Services (APR page 38). Faculty described the process of applying for the ORS funds as very accessible. The University of Hawai'i supports teaching and learning development through the Center for Instructional Support (CIS), the Center for Teaching Excellence (CTE), and the Faculty Mentoring Program (FMP) (APR page 38). After six years of full-time employment, faculty may apply for a sabbatical with pay (APR page 38). The program has clearly defined requirements for tenure and promotion as mentioned in the "Workload Policy School of Architecture [for] Tenured and Tenure Track Faculty". The SOA Architecture Personnel Committee "reviews all contract renewal, promotion, tenure, or promotion and tenure cases, and issues recommendations to the dean" (APR page 42). The following documents were provided as supplemental materials: Criteria and Guidelines for Faculty Tenure/Promotion Application University of Hawai'i at Mānoa; Tenure and Promotion 2016–2017 Administrative Procedures and Timetable; School of Architecture Tenure and Promotion Requirements, Criteria, and Guidelines; and the Architecture Personnel Committee (APC) Procedures.

The visiting team did not find evidence of a formal mentoring process for tenure-track architecture faculty by senior faculty. While the university has a Faculty Mentoring Program managed by the Office of Faculty Development and Academic Support as evidenced by a review of the Faculty Mentor Program Dossier Library (http://www.fmp.hawaii.edu/publications/Dossier_Instructors.pdf), only one architecture faculty has participated in the program since 2012.

Student Support Services: The Director of Student Services (DSS) advises undergraduate and graduate students and works closely on advising issues with four faculty directors. Students

spoke very highly of their advising experience with the DSS, who works with the program directors to address specific issues of the school's students.

The SOA actively works to place students in the Praxis internship experience. The school maintains a list of firms, students submit materials to the school, and the school works with the firms to place students. Upon graduation there is an informal program to place graduates who are currently in high demand within the state.

In addition, as identified in meetings with the staff, the University of Hawai'i Manoa Career Center (<http://manoa.hawaii.edu/careercenter/students/>) offers career counseling, career fairs, internships, and other resources. Meetings with the students, AIAS Officers, staff and the AIAS faculty advisor revealed that the AIAS chapter hosts an annual career fair for students in which area firms participate.

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, the program must describe the effect (if any) that online, on-site, or hybrid formats have on digital and physical resources.

[x] Described

2018 Team Assessment:

The physical resources of the School are described on pages 52-54 of the APR. A tour of the Architecture Building, the Architecture Reading Room, and the university library verified the accuracy of the report.

The building works effectively to support and encourage studio-based learning as well as didactic and interactive learning including its labs, the shop and its equipment. Despite these factors, informal safety training and poor circulation in the woodshop have the potential to impact safety. There is space to support the full range of faculty and staff roles and responsibilities, including teaching, research, mentoring and student advising. Information

resources, both in the School and in the university, are in place to support all of the learning and other interactive and individual needs.

The open center courtyard in the building is a unique feature. It serves as the natural hub of the School and takes advantage of the geographic location and environmental beauty of Hawai'i. It furthers the already strong camaraderie at the School.

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

[] Demonstrated

2018 Team Assessment:

The SOA budget is described in the APR. In addition, meetings with the Interim Vice Chancellor, Dean, and faculty provided additional information on financial resources. The program's financial plan and processes "of resource allocation operate within the context of the university's fiscal system" (APR page 54). A significant portion of the program's funding consists of general funds from the university's operating budget distributed by the university's budget office. These funds are determined by student tuition and enrollment. In FY17 the school had a 9% budget increase over the previous fiscal year. In addition, the D. Arch. program has "special funds that flow into school accounts from the Outreach College, primarily generated by D.Arch. and Global Track enrollments" (APR page 55).

Enrollment has fluctuated over the past five years, as evidenced in supplemental enrollment information, as the program transitions from the seven-year D. Arch. to the 4-year B. EnvD. and the three-year D.Arch. The school has recently initiated a Master's of Landscape Architecture (MLA) to serve the needs of the area and to increase the school's overall enrollment. Within the larger context of the university through conversation with the Interim Vice Chancellor the university is undergoing a reorganization of merging several smaller colleges with larger ones to develop synergies and cost savings.

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 architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture 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

2018 Team Assessment:

Although there is no architecture library within the School of Architecture and the main campus library's architecture collection is distant and rather inaccessible, the Reading Room, located within the School of Architecture faculty office space, is curated by the faculty and provides

adequate and convenient access to literature pertinent to current courses for all students. The Reading Room is open 20 hours each week.

The GIS and Map Department within the main campus library is regularly utilized by architecture students for projects, and the students receive appropriate training to use the facility.

I.2.5 Administrative Structure and Governance:

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

[X] Described

2018 Team Assessment:

The APR provides a clear organizational chart identifying key personnel within the context of the entire institution on pages 62-63. Since 2004, the Architecture Faculty Senate (AFS) has provided a formal structure for academic governance and administrative accountability. The current AFS leadership, academic directors and the Dean are working together to explore models of shared governance based on collaborative approaches to the integration of academic and administrative functions within the school. An Executive Committee was formed by the Dean during the 2015-2016 academic year to improve communications that were constrained by an imbalance in shared governance initiatives. A challenging proposal to update the Senate Bylaws to provide a more collaborative approach to governance is part of an ongoing discussion.

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 each criterion.

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 study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

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 representational media appropriate for both within the profession and with the public.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 745 Advanced Professional Practice, ARCH 733 Advanced Design Communication II, and ARCH 786 Doctorate Project II.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 744 Architecture Studio V Comprehensive Design and ARCH 750 Architecture Studio.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 739 Research Methods Seminar, ARCH 781 Advanced Research Methods and Design Inquiry and ARCH 716 Architecture and Design Theory.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 742 Architecture Studio III Complex Buildings and ARCH 750 Architecture Studio.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for course ARCH 743 Architecture Studio IV Urban Design.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 750 Architecture Studio, ARCH 781 Advanced Research Methods and Design Inquiry, and ARCH 781 (GT) Advanced Research Methods and Design Inquiry.

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, ecological, and technological factors.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 715 Asia-Pacific Architectural History and Theory,

ARCH 716 Architecture and Urban Design Theory, and ARCH 743 Architecture Studio IV Urban Design.

A.8 Cultural Diversity and Social Equity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 715 Asia-Pacific Architectural History and Theory and ARCH 743 Architecture Studio IV Urban Design.

Realm A. General Team Commentary: Projects in Realm A demonstrate student ability in design thinking. No individual course covers any of the Realm A criteria on its own. The criteria addressed in this realm are pervasive throughout the courses and not stand-alone check marks. In both lecture and studio courses, students gain a notable understanding of the use of precedents, social equity, and history and culture.

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. In addition, 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 that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 740 Architecture Studio I Intro to Design and ARCH 742 Architecture Studio III.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 740 Architecture Studio I, ARCH 743 Architecture Studio IV and ARCH 744 Architecture Studio V Comprehensive Design.

B.3 Codes and Regulations: *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 742 Architecture Studio III, ARCH 743 Architecture Studio IV and ARCH 744 Architecture Studio V Comprehensive Design.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 723 Architecture Systems II Qualitative Bioclimatic and Structural Performance, ARCH 724 Architecture Systems III Quantitative Structural Analysis and Design, ARCH 733 Advanced Design Communication II and ARCH 744 Architecture Studio V Comprehensive Design.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 724 Architecture Systems III Quantitative Structural Analysis and Design.

B.6 Environmental Systems: *Ability* to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for

performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 723 Architecture Systems II Qualitative Bioclimatic Structural Performance and ARCH 725 Architecture Systems IV Environmental Technology, Sustainability and Analysis

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 744, Architecture Studio V Comprehensive Design.

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

[x] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses Arch 722 Architecture Systems I: Introduction to Systems and Arch 744, Architecture Studio V Comprehensive Design

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

[x] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses Arch 725, Architecture Systems IV Environmental Technology, Sustainability, and Analysis and Arch 745 Advanced Practice

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

[x] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 745 Advanced Professional Practice.

Realm B. General Team Commentary:

Driven by the focus on Praxis, technical aspects of design are well-integrated into student projects. All students complete internships, which support their research agendas and strengthen their knowledge of professional practice. Analytic approaches to the study of building materials and systems include the construction of scale models, preparation of construction documents, building code reviews as well as analysis of material and system alternatives.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations in this realm include:

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

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 739 Research Methods Seminar, ARCH 744 Architecture Studio V Comprehensive Design, ARCH 747 Professional Studio, ARCH 781 Advanced Research Methods and Design Inquiry and ARCH 784 Doctoral Project I.

The D. Arch. program emphasizes applied research at a high level.

C.2 Integrated Evaluations and Decision-Making Design Process: *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in

the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 739 Research Methods Seminar, ARCH 744 Architecture Studio V Comprehensive Design, ARCH 781 Advanced Research Methods and Design Inquiry and ARCH 784 Doctoral Project I.

Analysis, evaluation and effective decision making are well demonstrated in student projects.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 726 Architecture Systems V Building Systems Integration ARCH 744 Architecture Studio V Comprehensive Design

Student projects demonstrate the ability to integrate and evaluate design alternatives and solutions for complex architectural problems.

Realm C. General Team Commentary: The culmination of the Praxis model is the effective integration of architectural solutions in this realm. Student work demonstrates strong abilities to research and evaluate alternative design solutions within complex architecture and urban projects. The culture of design pedagogy in the SOA is problem-based, grounded in systemic realities, and is distinct from merely conceptual or theoretical exploration and process. All SPC within this realm are **Met With Distinction**.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act 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 relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—the architect's role to reconcile stakeholders needs.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 745 Advanced Practice and ARCH 747 Professional Studio.

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

[x] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 745 Advanced Practice and ARCH 747 Professional Studio.

D.3 Business Practices: *Understanding* of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

[x] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 745 Advanced Practice and ARCH 747 Professional Studio.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 745 Advanced Practice and ARCH 747 Professional Studio.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 745 Advanced Practice and ARCH 747 (Alpha) Professional Studio.

Realm D. General Team Commentary: In the Advanced Professional Practice course and the studio course experience, students are able to comprehend the business of architecture and construction, understand the roles of key stakeholders, and understand issues related to professional ethics as well as legal and professional responsibilities. For the most part, these topics are covered in an integrated or holistic and comprehensible way rather than as isolated subjects.

Part Two (II): Section 2 – Curricular Framework

II.2.1 Institutional Accreditation

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); or the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the United States and not accredited by a U.S. regional accrediting agency may pursue candidacy and accreditation of a professional degree program in architecture under the following circumstances:
 - a. The institution has explicit written permission from all applicable national education authorities in that program's country or region.
 - b. At least one of the agencies granting permission has a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation.

[X] Met

2018 Team Assessment:

Evidence has been found that the website states that the institution is accredited by the WASC.

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. The B. Arch., M. Arch., and/or D. Arch. are recognized by the public as accredited degrees and therefore should not be used by nonaccredited programs.

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

The number of credit hours for each degree is specified in the *2014 NAAB Conditions for Accreditation*. All accredited program must conform to the minimum credit hour requirements:

[X] Met

2018 Team Assessment:

As described in the APR on pages 73-79, the D.Arch. prepares and qualifies students for licensure as a registered architect in the 54 U.S. jurisdictions including Hawai'i. The D.Arch. is a professional degree program for students with an approved undergraduate preprofessional degree comprising 90 graduate-level semester credit hours in professional studies and electives. The D.Arch. curriculum integrates paid internships and professional course work with required dissertation-level research in diverse topic areas with a focus on "praxis"—a concentration on research through practice. As evidenced in the team room and constructed work on campus, students demonstrate their knowledge of advanced research methodology within the integrated design mandate. Projects include both physical and speculative design problems, at diverse scales, in diverse contexts.

In addition, and as described in the APR on pages 79-87, the School offers a three-year professional degree program resulting in an accredited (in China) Master of Architecture degree from the College of Architecture and Urban Planning at Tongji University in Shanghai, China, and the accredited Doctor of Architecture degree from the University of Hawai'i at Mānoa for both Chinese and American students. The Global Track combines summer internships primarily in China for American students and in the U.S. for Tongji students in a focused Praxis studio experience.

	<u>American UHM students</u>	<u>Chinese Tongji students</u>
Year 1	36 Credits	TRANSFER 22 Credits Maximum
Year 2	24 Credits	32 Credits
Completion of Year 2: Tongji University grants MArch to both American and Chinese students		
Year 3	30 Credits	36 Credits
Completion of Year 3: UHM grants DArch to both American and Chinese students		

Authoritative educational indexes rank Tongji's Civil Engineering, Architecture, and Transportation Engineering programs among the highest in China; and the Tongji architecture program is among the most selective. As one of China's leading centers for scientific research, the university has 5 premier laboratories and engineering research centers. With an area of nearly 10,000 square feet, the library collection boasts 150,000 volumes, 200 journals, and 3,000 master theses and doctoral dissertations. Tongji University is one of 38 universities that has passed the National Administration Board of Architectural Registration of the First Class Registered Architect, NABAR a member of the Canberra Accord.

UHM's Global Track Tongji program uses facilities within the College of Architecture and Urban Planning. The fully equipped Tongji studio space seats 20 students. Tongji assigns the resident UHM instructor a well-furnished, private, 150 sq. ft. office with wireless capability. Tongji grants students full access to digital fabrication facilities, the college library, the shop, and other college amenities, in addition to all visiting lectures.

The Global Track program is administered and budgeted as part of the UHM program on the UHM campus. The Dean annually appoints a Global Track Program Director, who serves as faculty administrator, overseeing admissions, the Global Track curriculum, and academic reporting. Individual faculty members assigned to Shanghai coordinate and teach the on-site component of the program, working directly with the Global Track Program Director and the Dean and are members of the UHM faculty and faculty senate. Five FTE staff support in the Office of Student Services. Administrative details for this program are outlined in the APR on pages 81-82. Current enrollment includes four UHM students and four Tongji students.

Part Two (II): Section 3 – Evaluation of Preparatory Education

The program must demonstrate that it has a thorough and equitable process for evaluating 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 course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.
- In the event a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate 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 before accepting the offer of admission. See also Condition II.4.6.

[X] Met

2018 Team Assessment:

As described in the APR on page 87, the School evaluates all entering D.Arch. students using program charts that evaluate SPC. The D.Arch. program directors meet with each entering student individually to review and assess required course work. At the end of every semester, the entire faculty reviews and evaluates graduate and undergraduate studio outcomes.

The Admissions Committee and the D.Arch. Program Director review the portfolios and transcripts of all students with non-preprofessional undergraduate degrees who apply for the D.Arch. program. If satisfaction of any of the SPC are not confirmed in the submittals, the faculty requires additional remedial course work through an accelerated semester "Bootcamp." The faculty also requires undergraduate course work in pre-calculus and physics as needed before the beginning of the graduate building systems sequence. English requirements are specified and required for students from the Tongji program.

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 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

2018 Team Assessment: Evidence has been found that the Statement of the NAAB-accredited degree is explained on the website at www.arch.hawaii.edu/ in the About > Accreditation page.

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

2018 Team Assessment:

Evidence has been found that the 2014 NAAB Conditions for Accreditation, the 2009 NAAB Conditions for Accreditation, and the 2015 NAAB Procedures for Accreditation are linked to the NAAB website through www.arch.hawaii.edu/ in the About > Accreditation page.

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

2018 Team Assessment:

Evidence has been found that Career Development Information is accessible on the website: www.arch.hawaii.edu under "Accreditation".

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

[X] Met

2018 Team Assessment:

Evidence has been found that the 2015-2017 Annual Reports, the 2017 APR, the NAAB responses to the Annual Reports, and the most recent decision letter from the NAAB which is the first page of the 2013 VTR are all linked through www.arch.hawaii.edu/ in the About > Accreditation page.

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

2018 Team Assessment:

Evidence has been found that ARE 4.0 Pass Rates are accessible on the website: www.arch.hawaii.edu under accreditation.

II.4.6 Admissions and Advising:

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

This documentation must include the following:

- Application forms and instructions.

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

[X] Met

2018 Team Assessment:

Evidence has been found on the website (www.arch.hawaii.edu) under 'admissions' that the policies and procedures for applicants for admission for first-time, first-year students as well as transfers within and outside the institution are clear and accessible and include: application forms and instructions; admission requirements, admission decision procedures, and decisions regarding remediation and advanced standing; forms and processes for the evaluation of preprofessional degree content; requirements and forms for applying for financial aid and scholarships; and 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.
- 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

2018 Team Assessment: Access to student financial information is available on the SOA website. Additional information is available through the Admissions advisor.

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

2018 Team Assessment:

Evidence has been found that the 2015-2017 are all linked through www.arch.hawaii.edu/ in the About > Accreditation page.

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

[X] Met

2018 Team Assessment:

N/A. All conditions and SPC were met from the previous visit, so there is no requirement for Interim Progress reports.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

(List number and title; include comments that describe the basis for the team's assessment)

I.1.2 Learning Culture. The “Aloha Spirit” creates a uniquely respectful and empowering learning environment for faculty, students, and administration to fulfill their interests and academic pursuits in a respectful community.

C.1 Research: The D. Arch. program emphasizes applied research at a high level.

C.2 Integrated Evaluations and Decision-Making Design Process: Analysis, evaluation and effective decision making is well demonstrated in student projects.

C.3 Integrative Design: Student projects demonstrate the ability to integrate and evaluate design alternatives and solutions for complex architectural problems.

Appendix 2. Team SPC Matrix

The team is required to complete an SPC matrix that identifies the course(s) in which student work was found that demonstrated the program's compliance with Part II, Section 1.

The program is required to provide the team with a blank matrix that identifies courses by number and title on the y axis and the NAAB SPC on the x axis. This matrix is to be completed in Excel and converted to Adobe PDF and then added to the final VTR.

Alpha	Beta	Gamma	Courses	Student Performance Criteria																									
				Realm A					Realm B					Realm C		Realm D													
				A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	D.1	D.2	D.3	D.4	D.5	
			SPC Matrix Required Courses																										
			A- Ability U- Understanding	A	A	A	A	A	A	U	U	A	A	A	A	A	A	U	U	U	U	U	U	A	A	U	U	U	U
ARCH 115	3		Asia-Pacific Architectural History and Theory							X	X																		
ARCH 116	3		Architecture and Urban Design Theory			X																							
ARCH 122	3		Architecture Systems I: Introduction to Systems																										
ARCH 123	3		Arch Sys II: Qualitative Bioclimatic Structural Performance											X		X						X							
ARCH 124	3		Arch Sys III: Quantitative Structural Analysis and Design											X		X													
ARCH 125	3		Arch Sys IV: Environmental Technology, Sustainability, and Analysis														X					X							
ARCH 126	3		Architecture Systems V: Building Systems Integration																						X				
ARCH 131	3		Advanced Design Communication I																										
ARCH 133	3		Advanced Design Communication II	X											X														
ARCH 139	3		Research Methods Seminar			X																		X					
ARCH 140	6		Architecture Studio I: Intro to Design									X	X																
ARCH 142	6		Architecture Studio III: Complex Buildings				X					X		X															
ARCH 143	6		Architecture Studio IV: Urban Design					X			X	X	X																
ARCH 144	6		Architecture Studio V: Comprehensive Design		X							X	X	X					X	X			X	X	X				
ARCH 145	3		Advanced Practice	X																X	X		X		X	X	X	X	X
ARCH 147	12		Professional Studio																				X		X	X	X	X	X
ARCH 150	6		Architecture Studio		X		X		X																X	X	X	X	X
ARCH 154	3		(G1) Research Seminar																										
ARCH 155	3		(G1) Advanced Global Practice																										
ARCH 171	3		World Architecture History & Theory																										
ARCH 181	3		Advanced Research Methods and Design Inquiry			X			X														X	X					
ARCH 182*	3		(G1) Case Studies and Analysis																										
ARCH 184	6		Doctorate Project I																				X	X					
ARCH 186	6		Doctorate Project II	X																									
ARCH 188	3		Doctorate Project III Extension																										

Appendix 3. The Visiting Team

Team Chair, Representing the ACSA

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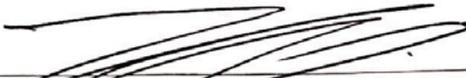
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V. Report Signatures

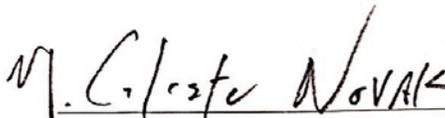
University of Hawai'i at Mānoa
Visiting Team Report
April 7-11, 2018

V. Report Signatures

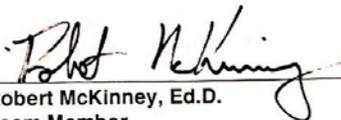
Respectfully Submitted,



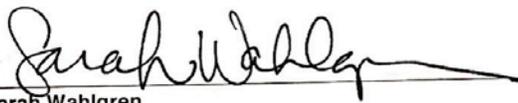
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