

National Architectural Accrediting Board, Inc.

July 30, 2015

Dr. Satish K. Tripathi
President
Office of the President
State University of New York at Buffalo
501 Capen Hall
Buffalo, NY 14260



Dear Dr. Tripathi:

At the July 2015 meeting of the National Architectural Accrediting Board (NAAB), the directors reviewed the Visiting Team Report (VTR) for State University of New York at Buffalo, School of Architecture and Planning.

As a result, the professional architecture program **Master of Architecture** was formally granted an eight-year term of continuing accreditation.

The term is effective January 1, 2015. The program is scheduled for its next visit for continuing accreditation in 2023.

Continuing accreditation is subject to two reporting requirements.

First, all programs must submit an Annual Statistical Report (see Section 10 of the NAAB *Procedures for Accreditation*, 2012 Edition, **Amended**). This report captures statistical information on the institution and the program.

Second, a program that receives an eight-year term of accreditation is required to submit an *Interim Progress Report* two years after a visit and again five years after the visit. This requirement is described in Section 11 of the 2012 NAAB *Procedures*. The next statistical report is due November 30, 2015; the first interim progress report is due November 2017.

Finally, under the terms of the 2012 *Procedures for Accreditation*, programs are required to make the Architecture Program Report, the VTR, and related documents available to the public. Please see Section 5 for additional information.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Shannon B. Kraus', is written over a blue circular stamp.

Shannon B. Kraus, FAIA, NCARB, MBA, FACHA
President

cc: Omar Khan, Chair
Cornelius "Kin" DuBois, FAIA, Visiting Team Chair

enc.

1101 Connecticut Ave, NW
Suite 410
Washington, DC 20036

tel 202.783.2007
fax 202.783.2822
www.naab.org
info@naab.org

**State University of New York at Buffalo
School of Architecture and Planning**

Visiting Team Report

Master of Architecture

Track I (pre-professional degree plus 64 graduate credit hours)

Track II (undergraduate degree plus 112 graduate credit hours)

The National Architectural Accrediting Board

April 1, 2015

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

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I. Summary of Team Findings

1. Team Comments and Visit Summary

The NAAB accreditation team thanks the State University of New York at Buffalo School of Architecture and Planning for its hospitality, assistance, and good spirits during our visit. The Department of Architecture is one of two departments in the School of Architecture and Planning. The other is the Department of Urban and Regional Planning.

The administration was extremely helpful in providing additional information as the team proceeded through the visit. Throughout the entire review, the faculty and students were receptive and available to provide valuable feedback. The team room was ample and extremely well organized, and student work provided was comprehensive, including preliminary studies, physical models, and final presentation material. This provided the team with the opportunity to develop an excellent perspective of the program and its accomplishments.

Students at the School of Architecture and Planning appear confident in their decision to attend the program and proud of the educational path that they are pursuing, as well as the prospect of career opportunities it will ultimately afford. The student body, both in the undergraduate and graduate degree programs, reflects the interest and rich balance of those with roots in Buffalo as well as a significant cadre of students from around the U.S. and abroad. This rich mix of cultural, language, and experiential backgrounds enhances and enriches the learning environment for all students.

Faculty members are deeply engaged in the program, and their commitment is reflected in teaching excellence and the pursuit of meaningful research. The faculty exhibit spoke of a broad engagement in academic pursuits beyond the classroom, and this also has a positive impact on the quality of the program, particularly with regard to the opportunities provided for students to work side by side with faculty in collaboration on research initiatives.

Research is an inherent part of the life of the architecture program. Led by administrators with a clear vision and an enthusiastic and committed faculty, the Department of Architecture embodies a culture of research that is perhaps unique in how it is balanced with strong design and scholarship values. Research, which includes initiatives in energy, water, and the environment, is not a separate, compartmentalized phenomenon but something inherent in the pedagogy of the program and the experience of every student. It also provides important opportunities to further the goals of the university as a whole through research undertaken in teamwork with other disciplines such as Health and Engineering, Media Study, and Management.

The architecture program is justifiably proud of a "culture of making" that melds classroom and studio work with hands-on learning. This is an essential part of the program, from the beginning of a course of study through major group engagement with challenges such as the Solar Decathlon and Habitat for Humanity.

The location of Buffalo, New York, is an essential aspect of the character of the program at SUNY at Buffalo. The setting of a city with a rich history and complex urban context gives faculty and students many opportunities for exciting and challenging studio assignments, as well as the study of local architectural and urban landmarks, and is the basis for much of the research in which the school community is engaged. The school also takes advantage of the industrial history of the region and has made important connections with industry, especially in the building materials and products sectors.

2. **Conditions Not Met**

B.1. Pre-Design

3. **Causes of Concern**

A. **Advising:** The team found concern among the student body regarding the lack of consistent availability of advising services. Students described a collegial relationship between accessible faculty and students, which allowed faculty to provide informal advising when the two formal advisors were not in a position to provide advisement on a particular topic or question. There was concern that the advising resources, while capable, were not adequate or sufficiently accessible to serve a student body of this size, particularly as the semester gets underway beyond the initial weeks.

B. **Learning Culture Policy:** The team found that the student body has not played a role in the formulation of the program's learning culture policy. The policy was physically posted in the studios. Students are aware of this policy and are able to address issues, should they arise, on the basis of the policy. However, in the team's meetings with the student body and with student leaders, there was no indication that students have been involved in the evolution of the policy, either during the original phase of its development or during its periodic assessment and re-evaluation.

C. **Information Resources:** The visiting team identified concerns regarding the Architecture and Planning Library. First, the declining budget for the purchase of books, journals, and databases has resulted in the inability to successfully meet the needs and demands of all faculty-submitted requests. Second, the space of the library does not provide adequate convenience for use by students, thereby maintaining an unwanted "temporary" feel. The use of the APL by health science students is seen as a deterrent for students of architecture and their ability to work in their designated spaces. While future solutions to the location of the library have been discussed, there are, as yet, no definitive plans.

4. **Progress Since the Previous Site Visit (2012)**

2009 Condition I.1.4, Long Range Planning: *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

Previous Team Report (2012): The APR did not provide a description of a long-range plan or the process the program has defined to develop a plan. There was no long-range planning document available in the team room for review.

The program did provide the visiting team with in-depth information about its current data gathering and information development program (see I.1.5) and how it utilizes this data to shape changes in learning objectives and course work (faculty meeting minutes dated Thursday, 19 May 2011). Faculty and staff did acknowledge in meetings and discussions that the data collection program is in its infancy (only a single year's data had been collected at the time of the visit) and is premature to determine trends. The new Dean has held a retreat with the faculty and has discussed future direction, but no long-range planning document was available in the team room.

2015 Visiting Team Assessment: This condition is now **Met**. The School of Architecture and Planning has set in place a 5-year strategic planning goal, which has an established mission and a vision with a focus on providing quality pre-professional and professional education in environmental design, architecture, and urban planning. This includes an emphasis on integration of all three areas, frequently using the vehicle of research. The program is revising its admissions policies and procedures, and intensifying its curricular goals to align more closely to this comprehensive and research-based program of architecture. The team found clear evidence in the APR that the long-range planning processes have been structured to consider, measure, and support the broad goals of the program and the school.

2009 Criterion B.1, Pre-design: *Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.*

Previous Team Report (2012): The team did not see evidence of ability to develop a comprehensive inventory for a building program, showing quantitative and qualitative characteristics of user requirements for a project. Ability to develop and apply site selection and design assessment criteria was not evident.

2015 Visiting Team Assessment: The pre-design criterion was found to be **Not Met**. Although previously identified deficiencies regarding this criterion (including the building program aspect identified during the previous visit) have been addressed, the team did not find evidence in students' studio work of analysis and the application of zoning principles and constraints. This crucial part of the criterion, defined as "a review of the relevant laws and standards and assessment of existing buildings," is only partially addressed via the building code analysis in ARC 504 Comprehensive Design. However, the team found that this is inadequate in fulfilling this aspect of pre-design. This evidence is of particular concern, considering that the program situates sites within the City of Buffalo in many design assignments.

2009 Criterion B.6, Comprehensive Design: *Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:*

A.2. Design Thinking Skills	B.2. Accessibility
A.4. Technical Documentation	B.3. Sustainability
A.5. Investigative Skills	B.4. Site Design
A.8. Ordering Systems	B.7. Environmental Systems
A.9. Historical Traditions and Global Culture	B.9. Structural Systems
B.5. Life Safety	

Previous Team Report (2012): For Track I students the visiting team found ARC 403: Design Studio 7-- Comprehensive Project deficit in meeting the requirements for technical documentation and environmental systems integration. For Track II students taking ARC 504: Design Studio 4 --

Comprehensive Project the visiting team found deficiencies for technical documentation, environmental systems, and structural systems.

2015 Visiting Team Assessment: This condition is now **Met**. This area is no longer a concern, with exceptional evidence found in student work in ARC 504 Design Studio 4: Comprehensive Design. This studio has incorporated a study and design sequence that provides students with a clear pathway for the exploration and integration of various sub-aspects of this SPC into student work. The team noted that certain areas were seen as particularly strong, including environmental systems, structural systems, and technical documentation. The team commends the collaboration aspect of the projects from start to finish, and was particularly impressed with the final projects displayed in the team room and the manner in which they were clearly unified. This criterion is **Met with Distinction**.

2009 Part II. Section 3, Evaluation of Preparatory/Preprofessional Education: *Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.*

In the event a program relies on the preparatory/pre-professional educational experience to ensure that 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. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

Previous Team Report (2012): The 2012 visiting team had the opportunity to review student folders to assess the specifics of the evaluation process for students entering the M. Arch program. The team focused specifically on those new students admitted to the 2-year Master program who did not graduate from the SUNY at Buffalo Bachelor of Science degree program. The team observed the assessment of this group of students was conducted in a more holistic and general manner. The files did not provide a detailed assessment of NAAB Student Performance Criteria that were required to be met for acceptance into the two-year M. Arch program. This observation was confirmed by student comments made at the all-school meeting.

2015 Visiting Team Assessment: This condition is now **Met**. The team found evidence of the process for the evaluation of preparatory/pre-professional education in the APR, the review of randomly selected application files for all categories of students, and the detailed review, along with the program director, of the steps of the process and the forms used.

The program has developed and implemented a thorough review process comprising several steps to evaluate student applications. This process serves to set up a uniform standard for students applying from a variety of academic backgrounds. This system is structured in a way that enables all graduates receiving the M. Arch. degree to have completed the same level of achievement.

II. Compliance with the 2009 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:

[X] The program has fulfilled this requirement for narrative and evidence.

2015 Team Assessment: The School of Architecture and Planning was founded on a broadly based concept of environmental design, and it is rooted in the systematic and humane processes, which emphasize technological and social issues. The goals of this program are achieved by the many notable administrators and faculty members involved in its growth, enrichment, and implementation of innovative approaches to the teaching of architecture and planning, and the thinking behind it.

The Department of Architecture is one of two departments in the School of Architecture and Planning, and it offers the only accredited graduate architecture program in the SUNY system.

The school's mission focuses on educating and developing engaged, innovative professionals, while simultaneously benefiting from opportunities provided by the university for multi-disciplinary sponsored research with breadth and a broad range of diversity. In 2013, the university was ranked 18th in the U.S. in international enrollment.

In Academic Year 2014-2015, the Department of Architecture has an enrollment of 315 undergraduate majors and 118 graduate students.

The school, as part of the university's RENEW Institute, has a multitude of opportunities for involvement in research focused on energy, water, and the environment. Currently, six faculty members from the department are affiliated with the institute, with one fully engaged in research.

The professional Master of Architecture (M. Arch.) provides opportunities for students to engage in four interdisciplinary Graduate Research Groups (GRGs) for research-based design inquiry, which are built around Inclusive Design, Ecological Practices, Material Culture, and Situated Technologies. Additionally, the Master of Science in Architecture (MS) provides specialization within Architecture and Urban Design in the areas of Inclusive Design, Situated Technologies, Built Environment, Sustainability, Historic Preservation, and Urban Design for students from the architecture curriculum, as well as from other disciplines.

I.1.2 Learning Culture and Social Equity:

- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of 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.*

Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *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 a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program 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. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

[X] The program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.

2015 Team Assessment: The School of Architecture and Planning, as a constituent unit of the State University of New York at Buffalo, follows the requirements of equal opportunity/affirmative action in all faculty and staff searches. The gender balance of tenured and tenure-track faculty is above the national average and profile. The faculty composition shows a greater proportion of females and Asians and a lower proportion of Black and Hispanic faculty members, compared to the average national composition. The school developed a Diversity Plan in 2012-2015, with six goals, including: publicly celebrating diversity; recruitment for underrepresented groups; post-graduate support for alumni relative to their careers; student development focused on underrepresented groups of students; promotion and tenure for faculty and staff; and community engagement to bring scholarship, service, and research to the Buffalo-Niagara Community.

The Department Chair is actively involved in recruiting qualified minority students. The Schomburg Fellowship program is the vehicle for attracting and recruiting minority graduate students. The Department has a student-led, faculty-supported, peer monitoring program to improve the learning experience of women.

I.1.3 Response to the Five Perspectives: *Programs must demonstrate, through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.*

- A. Architectural Education and the Academic Community.** *That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.¹ In addition, the program must describe its commitment to the holistic, practical, and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.*

[X] The program is responsive to this perspective.

2015 Team Assessment: The school has a collegial and highly intellectual faculty, with dedicated leaders heavily engaged in scholarly work alongside their teaching engagement. This is a great advantage for students who want to engage in research opportunities. The Master of Architecture program in the Department of Architecture has emerged out of a 150-year tradition of education and research at SUNY at Buffalo, the flagship research institution of the SUNY system.

¹ See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

The architecture program offers a holistic design education that focuses on integration inspired by factors adopted outside the boundaries of the architecture discipline and its paradigm. The Department promotes interdisciplinary research collaboration. Major advantages for the architecture program are its strong connection with the Department of Urban and Regional Planning, the appointments and interdisciplinary research that it shares with the Department of Media Study and Visual Arts, and the development of the cross-list courses between these fields.

Other interdisciplinary engagements are undoubtedly enriching, and providing further breadth and vitality to, the architectural education, and they are expanding the scope of students' design thinking ability and experience. These include the engagement with the Department of Industrial Engineering and Rehabilitation Sciences, cross-departmental teaching engagements with the Law School, exchange programs with the Bauhaus School of Design in Weimar, Germany, and the upcoming University College Dublin (UCD) exchange program.

- B. Architectural Education and Students.** *That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning.*

[X] The program is responsive to this perspective.

2015 Team Assessment: The students at the School of Architecture and Planning come from a variety of backgrounds with respect to both international origin and prior exposure to design fields. The most prominent reasons for students' attraction to the SUNY at Buffalo architecture program are the opportunity to engage in research, the resources of the geographical location, and an affordable education.

The graduate program consists of two tracks: the 2-year track for those with a baccalaureate degree in architecture and the 3.5-year track for students with non-architecture undergraduate bachelor degrees. There are opportunities for students in both tracks to take intensive research-based studio courses in five designated areas of concentration: inclusive design, material culture, ecological practices, situated technologies, and urban design. Students have opportunities to access faculty research and work side by side with faculty members in research inquiries. There are three principal centers in the department for students to engage in sponsored work: the Center for Inclusive Design and Environmental Access (IDEA), the Urban Design Project (UDP), and the Center for Architecture and Situated Technologies (CAST).

Additionally, there are active student organizations within the department, including the American Institute of Architecture Students (AIAS), the Graduate Student Association (GSA), the National Organization for Minority Architecture Students (NOMAS), Alpha Rho Chi (APX), and the Collective Student Government (CSG). Each of these organizations actively hosts various opportunities for students to engage in competitions, special tours, portfolio reviews, BIM and Revit workshops, and the organizations provide various types of scholarships. There are also opportunities for talented and qualified students facing financial hardship to receive scholarships, tuition waivers, or paid summer internships. The department also provides recognition for high-achieving students through awards and fellowships.

- C. Architectural Education and the Regulatory Environment.** *That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located; and, prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).*

[X] The program is responsive to this perspective.

2015 Team Assessment: The architecture curriculum at SUNY at Buffalo assertively provides a solid appreciation for the nuances of the profession and the importance of understanding the path to licensure. The current IDP Coordinator has been an active liaison between the school and the profession. He is instrumental in coaching students who are transitioning from academia to practice life. He coaches them on the internship development program requirements. Additionally, events are organized by a faculty member on behalf of the school to educate students and emerging architects on their path to licensure. Students are well aware of the IDP requirements. A large number of them have already enrolled in IDP and have started accumulating hours.

Other initiatives at the local level are organized by the school chapter of the AIAS in collaboration with the local AIA—along with a sub-group of the AIA, the Buffalo Emerging Professionals (BEP)—to support graduates in their aspirations to become licensed architects. These support opportunities include offering exam study groups, mentoring sessions, and portfolio reviews. Additionally, there are opportunities for students to seek mentorships from a large pool of full-time and part-time faculty, approximately 40% of whom are registered architects. A large number of faculty members practice architecture alongside their research and academic engagements.

- D. Architectural Education and the Profession.** *That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities; and to contribute to the growth and development of the profession.*

[X] The program is responsive to this perspective.

2015 Team Assessment: Architectural education at the SUNY at Buffalo School of Architecture and Planning is highly research oriented. However, with all of the focus on scholarly pursuits, the practical aspects of architecture have also been valued and supported. The school has been able to offer a balanced architecture program that nurtures its students and prepares its graduates with the necessary tools to function as enthusiastic problem solvers who are equipped to cope with the challenges of the professional world.

Students in the architecture program, in various courses from their freshman to their senior years, are exposed to the collaborative roles and multiple facets of practice. The design-build courses offered throughout the past decade and a half, and a long-term involvement with Habitat for Humanity, have exposed the students to, and engaged them in, various phases of an architectural project. This opportunity has been expanded and reinforced by the department's design-build relationships for projects and competitions sponsored by several local materials and construction industries.

Throughout the years that the SUNY at Buffalo architecture program has existed, three realms of concentration in bridging the design and practice of architecture have developed a firm ground for knowledge-based contributions. They are Universal Design, Sustainable Design, and Digital Technology. The published work of the faculty members indicates their fortes and the focus of their academic practical thinking.

In Digital Technology, the digital fabrication workshop and staff, the contributions from full-time faculty, and the studios and courses offered by the GRG in Situated Technologies have established the program as a national and international leader in this field.

- E. Architectural Education and the Public Good.** *That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation, and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.*

[X] The program is responsive to this perspective.

2015 Team Assessment: There is a multitude of evidence in student projects signifying the opportunities for students to participate in advancing the public good through service learning and inclusive design. Projects utilizing local and regional sites, in partnership with local community centers, have exposed the students to the importance of the socio-cultural issues of the built environment and their unique design considerations. The IDEA and CAST research centers, as well as various urban design projects, provide students with tangible exposure to various issues concerning the public good.

I.1.4 Long-Range Planning: *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

[X] The program's processes meet the standards as set by the NAAB.

2015 Team Assessment: The School of Architecture and Planning has set in place a 5-year strategic planning goal with a mission and vision focusing on:

1. Achieving distinction in a comprehensive design education that combines learning through making and research-based design inquiry;
2. Nurturing scholarship, research, and creative activity among faculty and students;
3. Supporting the work of faculty and students through the Graduate Research Groups;
4. Working with industry and professional practice to expand research and employment opportunities; and
5. Developing strategic connections with international institutions and attracting students from around the world.

Based on this 5-year plan, the mission of the School of Architecture and Planning focuses on providing quality pre-professional and professional education in environmental design, architecture, and urban planning, with a major emphasis on research initiatives integrating the three disciplines. Toward this goal, the department is revising its admissions policies and procedures, as well as intensifying its curricular goals toward a more genuinely comprehensive and research-based program of architecture.

Other measures have been taken toward supporting these goals, including: establishing a Dean junior faculty fund; hiring new faculty in the areas of Integrated Design, Digital Design and Fabrication, and Landscape Architecture; forming a strategic alliance with two local manufacturers of building products; hosting international conferences; and reinforcing exchange and dual-degree relationships with international institutions. These include the Bauhaus Universitat-Weimar, University College Dublin (UCD), and the University of Limerick, as well as summer abroad courses.

The 5-year long-range plan also focuses on implementing measures to diversify the make-up of the student population by moving toward more objectified admissions standards, renovating the facilities (currently under major remodeling to bring the studios under one roof), improving the computing infrastructure of the department, and supporting the research and creative ability of the faculty, and

strategically aligning it with four curricular areas of concentration: Inclusive Design, Material Culture, Ecological Practices, and Situated Technologies.

The 5-year goal also includes curriculum improvements by realigning the curriculum with the scholarly activity and research of the faculty members in the GRGs in the M. Arch. program, enhancing the 1.5-year Master of Science in Architecture (MS) student profile, developing certificate programs in areas of specialization, and implementing further measures for the empowerment of students and support for their enrichment during education.

I.1.5 Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges, and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
 - *Solicitation of faculty's, students', and graduates' views on the teaching, learning, and achievement opportunities provided by the curriculum.*
 - *Individual course evaluations.*
 - *Review and assessment of the focus and pedagogy of the program.*
 - *Institutional self-assessment, as determined by the institution.*

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

[X] The program's processes meet the standards as set by the NAAB.

2015 Team Assessment: The department's self-assessment of the curriculum and faculty is conducted on an annual basis. This includes end-of-year exhibitions, reviews, and one-on-one meetings of the Chair with faculty to review outcomes and recommendations, as well as an online survey that queries the achievement of the educational objectives derived from the NAAB SPCs.

The mission statement of the program, the department's multi-year goals, and the NAAB five perspectives were last revisited in a self-assessment session in September 2014.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

- *Faculty and Staff:*
 - *An accredited degree program must have 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. Programs are required to document personnel policies, which may include, but are not limited to, faculty and staff position descriptions.²*
 - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
 - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
 - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
 - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
 - *Accredited programs must document the criteria used for determining rank, reappointment, tenure, and promotion as well as eligibility requirements for professional development resources.*

[X] Human resources (faculty and staff) are adequate for the program.

2015 Team Assessment: The school has a sufficient administrative body consisting of the Dean's Office, the Chair as the principal administrator, the Director of Professional Studies, five Associate Deans (for school finances, management, institutional analysis, commencement, information technology and external affairs, and academic and faculty affairs), two Assistant Deans for undergraduate and graduate programs, a director of recruitment, and a director of IDP. The number of faculty and staff is appropriate for the size of the program offered in the Department of Architecture. However, it appears that students seek advising from faculty on architecture-related matters that require more professional knowledge and expertise.

- *Students:*
 - *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to, application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshmen, as well as transfers within and outside of the university.*
 - *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

[X] Human resources (students) are adequate for the program.

2015 Team Assessment: There is clear evidence that SUNY at Buffalo has documented its student admissions policies and procedures for the School of Architecture and Planning well on the department website (<http://ap.buffalo.edu/admissions.html>). The program describes clear guidelines for incoming and transfer students, while specifically breaking down the guidelines into the following realms: application instructions and necessary forms, requirements for admission to the program, procedures on admissions decisions, financial assistance, and scholarship, award, and

² A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

fellowship opportunities. The school clearly states the diversity initiatives in the latest version of its Diversity Plan in order to increase diversity across the campus and strive to uphold a commitment to "becoming a leader in diversity." The school also provides opportunities for students to engage in study abroad programs, volunteer with local non-profit organizations, and participate in collective research projects. In the student meeting, it was brought to the team's attention that the advising staff was spread thin, as mentioned above in Causes of Concern.

I.2.2 Administrative Structure and Governance:

- **Administrative Structure:** *An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.*

[X] Administrative structure is adequate for the program.

2015 Team Assessment: The APR included the organizational chart describing the architecture program's administrative structure and relationship to the School of Architecture and Planning. It was clear from meetings with the Dean, the Provost, and the President that the program enjoys both adequate autonomy and support from the university. SUNY at Buffalo is part of the American Association of Universities (AAU). Within the AAU, the architecture program "punches above its weight" in terms of research production (*State of the School, Progress on the Strategic Plan 2014-2015*). Through university-wide programs, such as the Communities of Excellence, the architecture program has earned additional support to pursue research and teaching, which reinforces the university's mission.

- **Governance:** *The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.*

[X] Governance opportunities are adequate for the program.

2015 Team Assessment: The program demonstrated that faculty, staff, and students have equitable opportunities to participate in the direction of the program. Students have opportunities to influence the program through course evaluations, access to participation in faculty meetings, and active participation in faculty searches. Student representatives, who are chosen to be committee members on faculty searches, vote and submit their own reports during faculty searches. It was clear, however, in the team's meeting with students that they have not been actively involved in the ongoing development of the school learning culture policy (as discussed above in Causes of Concern).

Faculty are active in university governance through the University Faculty Senate and the Provost Review Board, and, departmentally, through the Curriculum Committee. The Curriculum Committee proposes curriculum changes to the faculty and to the Chair for approval and implementation by the Chair and Director of Professional Studies. Ad hoc committees may be constituted by the Dean to address particular issues. Certain policies require the approval of the Dean.

Three school-wide retreats were held between 2011 and 2014 to engage faculty and staff in a review of the school's mission/vision, challenges, revenue opportunities, and current needs. The participation of the Assistant Dean for Graduate Education in developing and implementing the school's Diversity Plan is also an example of staff participation in institutional governance.

I.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to, the following:*

- *Space to support and encourage studio-based learning.*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.*

[X] Physical resources are adequate for the program.

2015 Team Assessment: Physical resources are both a challenge and a strategic asset for the program. A short-term challenge is the ongoing renovation of the program's facilities in Hayes Hall, which has caused the program to be dispersed to temporary, but nearby, locations. The program continues to use studio spaces in Crosby Hall, which are beginning to be renovated. Significant unexpected construction issues concerning the renovation of Hayes Hall have been resolved, but have delayed the school's return to this location. The return is now on track for November 2015. The renovation, when complete, will have addressed several life-safety and accessibility issues in both buildings. The program has leveraged the construction activity as a "teachable moment," with visits to the sites from students in construction technology courses.

Despite the temporary nature of some studio spaces, all are of adequate size. Some spaces are equipped with projectors, which can be checked out for other classrooms.

There is adequate space for lectures in Crosby Hall and in nearby Diefendorf Hall. Computer labs exist for media instruction in Crosby Hall. Current renovation will improve the quality, capacity, and infrastructure of the department's facilities for didactic and interactive learning.

The program's library is currently housed in the Health Sciences Library building. The school is considering whether to move the library back to Hayes Hall, where it could occupy the top, sky-lit floor, or to wait for the construction of a new building. It was clear from the team's visit to the temporary library location that the library is currently under-utilized and under-resourced.

Full-time faculty have dedicated, private office space for classroom preparation and mentoring, and will have generous office space in Hayes Hall by next fall.

The shop and fabrication lab are located in Parker Hall near Hayes and Crosby. The two facilities were consciously located next to each other to continue to foster the culture of making and collaboration that characterizes the program. The "fab lab" is well equipped with several 3D printers, two laser cutters, and two multi-axis CNC machines. The shop has metal working facilities, masonry tools, a kiln, and a robust collection of traditional woodworking tools. Both facilities are managed and maintained by staff and trained student workers.

Printing facilities for faculty and students are ample and readily available.

Neither faculty nor students expressed concern about the quality or adequacy of the temporary facilities or the facilities being renovated. In fact, there is excitement and optimism about returning to the newly renovated spaces. The scope of the Hayes and Crosby renovations demonstrates the university's commitment to the program's physical resources.

I.2.4 Financial Resources: *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

[X] Financial resources are adequate for the program.

2015 Team Assessment: The program has demonstrated that it has access to appropriate institutional and financial resources to support student learning, achievement, and research, which is a priority for both the university and the program. This research directly supports the advancement of the professional program. As a state university, SUNY at Buffalo receives most of its funds from tuition. SUNY at Buffalo has the only professional architecture program in the SUNY system. This fact has recently given the school the unique opportunity to increase tuition, which has helped improve its financial position.

The program has enjoyed a significant improvement in its financial resources, as calculated per student, since the last visit. Enrollment has been very stable over the last 4 years, while expenditures per student have increased from \$4,653 to \$7,625.

Program faculty have developed mutually beneficial relationships with local manufacturers, which provide support for student work and faculty research.

The Dean of the School of Architecture and Planning has provided strong leadership, including financial stewardship of the school, which has benefited the program. The Dean, who also serves as the campus architect, is well respected by the Provost and President. Under the leadership of the Dean and the Chair, the program has successfully competed for and retained university resources. Their successful proposals for supporting the university's "UB2020" effort and their participation in the university's Communities of Excellence initiatives have all resulted in an increase in the financial resources flowing to the program. The Dean and Chair have identified the program's strategic strengths and have demonstrated to the university how those strengths directly support the mission of the university.

In 2011, the university transferred the University at Buffalo Research Institute to the school. Consequently, research productivity has increased from \$1.2m to \$3.6m, much of which is in the architecture program. Strong financial stewardship of the school under the Dean is also clear from the fact that the renovation of Hayes Hall has proceeded despite a recent state moratorium on university construction.

1.2.5 Information Resources: *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

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

[X] Information resources are adequate for the program.

2015 Team Assessment: The team found the resources in the Architecture and Planning Library to be adequate in both hard copy and digital form, and these are easily accessible to both faculty and students. While the renovation of Hayes Hall has temporarily moved the library to the main library in Abbott Hall, the Architecture and Planning Library has its own floor for students and faculty to utilize. An orientation of how to fully engage the library's resources, including an in-depth understanding of the location of materials, is required for all first-year students. The university offers a Delivery+ system, which provides students with access to books on a different campus and delivers them directly to the circulation desk, if needed. In the meeting with students, it was clearly noted that the librarian on staff is exceptional in her job. She goes out of her way to make sure that students are provided with, and have access to, the materials they need, and will "go above and beyond" if students cannot find items that meet their needs. The team noted that the declining yearly budget is an issue that jeopardizes the ability to appropriately accommodate *all* desired books, journals, and databases. A second area of concern that was mentioned was that students do not feel comfortable in the library space. Historically, the library was a Health Sciences Library and, although the Health Sciences materials have been relocated, the Health Sciences

students still frequent the space, which causes the students of architecture to shy away from use of the space in the Architecture and Planning Library. In addition, the library still maintains a “temporary” feel, which is unwelcoming to student use. The team has confirmed that the resources of the library are indeed adequate, as defined for Condition I.2.5, and has noted the two issues above separately under Causes of Concern.

PART ONE (I): SECTION 3 – INSTITUTIONAL AND PROGRAM CHARACTERISTICS

I.3.1 Statistical Reports³: *Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.*

- *Program student characteristics*
 - *Demographics (race/ethnicity and gender) of all students enrolled in the accredited degree program(s).*
 - *Demographics compared to those recorded at the time of the previous visit.*
 - *Demographics compared to those of the student population for the institution overall.*
 - *Qualifications of students admitted in the fiscal year prior to the visit.*
 - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
 - *Time to graduation.*
 - *Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.*
 - *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*
- *Program faculty characteristics*
 - *Demographics (race/ethnicity and gender) for all full-time instructional faculty.*
 - *Demographics compared to those recorded at the time of the previous visit.*
 - *Demographics compared to those of the full-time instructional faculty at the institution overall.*
 - *Number of faculty promoted each year since last visit.*
 - *Compare to number of faculty promoted each year across the institution during the same period.*
 - *Number of faculty receiving tenure each year since last visit.*
 - *Compare to number of faculty receiving tenure at the institution during the same period.*
 - *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

[X] Statistical Reports were provided and provide the appropriate information.

2015 Team Assessment: The required Statistical Reports for the current year were provided in the APR, and student and faculty demographics recorded at the time of the previous visit were provided in the team room.

I.3.2. Annual Reports: *The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.*

The program must certify that all statistical data it submits to 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.

³ In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda, should also be included.

[X] Annual Reports and NAAB Responses were provided and provide the appropriate information.

2015 Team Assessment: The required Annual Reports for 2009 through 2014 were submitted in conjunction with the APR.

I.3.3 Faculty Credentials: *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history, and context of the institution.*

In addition, the program must provide evidence through a faculty exhibit⁴ that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

2015 Team Assessment: The team concluded that the faculty credentials are satisfactory, with varying expertise and experience in a range of subjects, as well as a depth of scholarship in many topics. Approximately 40% of the faculty members teaching a design studio are registered architects, and over 90% hold a Master's degree of some kind.

⁴ The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART ONE (I): SECTION 4 – POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room met the requirements of Appendix 3.

2015 Team Assessment: The required policies were included in the team room in digital form.

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:

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This ability includes facility with the wider range of media used to think about architecture, including writing, investigative skills, speaking, drawing, and model making. Students' learning aspirations include:

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

A. 1. Communication Skills: *Ability to read, write, speak, and listen effectively.*

[X] Met

2015 Team Assessment: This criterion is **Met**. Students display a range of communication skills, including clear writing in lecture and studio coursework. Students spoke articulately when they met with the NAAB visiting team. Some low-pass written work indicated weaker writing skills, but it was clear that these essay exercises were used as an opportunity to hone skills, especially for students with English as a second language.

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

2015 Team Assessment: This criterion is **Met**. The visiting team found evidence in studios ARC 501, 502, 503, and 605.

A. 3. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.*

[X] Met

2015 Team Assessment: This criterion is **Met**. The team found evidence in ARC 542 Construction Technology and ARC 611 Computer Modeling (Architectural Media).

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

[X] Met

2015 Team Assessment: This criterion is **Met**. The team found evidence in ARC 552 and ARC 553 (Structures I and II), ARC 542 Construction Technology, and ARC 555 Structures 3.

- A. 5. Investigative Skills:** *Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.*

[X] Met

2015 Team Assessment: This criterion is **Met**. The team found evidence in ARC 605, 606, and 607/8 – Research Design Studios 1, 2, and 3.

- A. 6. Fundamental Design Skills:** *Ability to effectively use basic architectural and environmental principles in design.*

[X] Met

2015 Team Assessment: This criterion is **Met**. The team found evidence in ARC 101, 102, and 201 in the undergraduate sequence, and in graduate level studios ARC 501, 502, and 503.

- A. 7. Use of Precedents:** *Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.*

[X] Met

2015 Team Assessment: This criterion is **Met**. The team found evidence in the ARC 503 Studio and in ARC 605 Research Design Studio 1.

- A. 8. Ordering Systems Skills:** *Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.*

[X] Met

2015 Team Assessment: This criterion is **Met**. The team found evidence in studios ARC 501, 502, and 503, and in ARC 504 Comprehensive Design Studio.

- A. 9. Historical Traditions and Global Culture:** *Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.*

[X] Met

2015 Team Assessment: This criterion is **Met**. The team found evidence in student quizzes and papers in ARC 531 Architectural History 1 (Ancient to 1450) and in ARC 534 Architectural History 2 (1450 to Modern).

- A. 10. **Cultural Diversity:** *Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.*

[X] Met

2015 Team Assessment: This criterion is **Met**. The team found evidence in student quizzes and papers in ARC 531 Architectural History 1 (Ancient to 1450) and in ARC 534 Architectural History 2 (1450 to Modern).

- A. 11. **Applied Research:** *Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.*

[X] Met

2015 Team Assessment: This criterion is **Met**. The team found evidence in ARC 605, 606, and 607 – Research Design Studios 1, 2, and 3.

This criterion is **Met with Distinction**. In upholding the mission of SUNY at Buffalo as a flagship research institution, research skills and values are integrated throughout the program.

Realm A. General Team Commentary: The 2015 visiting team finds that student work in the foundational criteria that comprise Realm A have been met. Communication skills (A.2) were found to be strong, both in student work and in the ability of students to communicate in the meetings and studio sessions observed by the team. Solid lecture class content (bibliographical content and lecture content as described in syllabi) leads to student work in courses in the Architectural History, Construction Technology, and Computer Modeling (Digital Media) curriculum. Other criteria that required demonstration of the level of ability were satisfied in the graduate-level studios, including ARC 504 Comprehensive Design Studio. For students in the 2-year graduate program who have received advanced standing after completing the undergraduate degree program at SUNY at Buffalo, there are strong lecture class and studio parallels with the 3.5-year program.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: *Architects are called upon to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to their services. Additionally, they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:*

- *Creating building designs with well-integrated systems.*
- *Comprehending constructability.*
- *Incorporating life safety systems.*
- *Integrating accessibility.*
- *Applying principles of sustainable design.*

- B. 1. **Pre-Design:** *Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of*

space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

[X] Not Met

2015 Team Assessment: This criterion is **Not Met** because of an absence of evidence in student studio work related to zoning laws and principles. The evidence in student work revealed a lack of ability in the proper consideration of the study and analysis of the impact of zoning on an architectural design. This important element of the criterion, defined as "a review of the relevant laws and standards and assessment of existing buildings," was partially treated in building code analysis performed in ARC 504 Comprehensive Design; however, no evidence was found—including in the review of additional materials requested by the team—to indicate the inclusion of zoning principles and regulations in student projects. Thus, this was found to be an insufficient treatment of this area of the Pre-Design criterion. The team concluded that the absence of this evidence is of particular concern for an architecture program that takes the rich urban context of the City of Buffalo as its source for many design assignments.

- B. 2. Accessibility: *Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.***

[X] Met

2015 Team Assessment: This criterion is **Met**. The team found evidence in student work in ARC 504 Design Studio 4: Comprehensive Design and in student work graphically presented in assignments in ARC 241/541 Introduction to Building Technology.

- B. 3. Sustainability: *Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.***

[X] Met

2015 Team Assessment: This criterion is **Met**. The team found evidence in student work in ARC 541 Building Technology and in the second semester of ARC 542 Construction Technology, as well as in ARC 504 Design Studio 4: Comprehensive Studio.

- B. 4. Site Design: *Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.***

[X] Met

2015 Team Assessment: This criterion is **Met**. The team found evidence in student graphic work in ARC 241/541 Introduction to Building Technology and in ARC 503 Design Studio 3.

- B. 5. Life Safety: *Ability to apply the basic principles of life-safety systems with an emphasis on egress.***

[X] Met

2015 Team Assessment: This criterion is **Met**. The team found evidence in ARC 504 Design Studio: Comprehensive Design, in student quizzes and exams in ARC 241/541 Introduction to Building Technology, and in written papers developed in ARC 582 Professional Practice.

- B. 6. Comprehensive Design: *Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:***

A.2. Design Thinking Skills	B.2. Accessibility
A.4. Technical Documentation	B.3. Sustainability
A.5. Investigative Skills	B.4. Site Design
A.8. Ordering Systems	B.7. Environmental Systems
A.9. Historical Traditions and Global Culture	B.9. Structural Systems
B.5. Life Safety	

[X] Met

2015 Team Assessment: This criterion is **Met**. The team found evidence in ARC 504 Design Studio 4: Comprehensive Design. This studio, which has its essentially identical parallel in Undergraduate Studio 302, has incorporated a sequence of study and design that provides students with a clear pathway for first exploring and then integrating the various sub-aspects of this SPC into a final design product and presentation. The integration of elements such as environmental systems and structural systems was seen as particularly strong, as was the technical documentation used by both high- and low-pass students to represent systems in scale and detail appropriate for this level of work. The team was also struck by the fact that the students' work in teams of two—from start to final presentation in this studio—and the final projects displayed in the team room show the results of efforts that are clearly unified and not divided.

This criterion is **Met with Distinction**.

- B. 7 Financial Considerations: *Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.***

[X] Met

2015 Team Assessment: This criterion is **Met**. The team found evidence in student quizzes and the final exam of ARC 582 Professional Practice.

- B. 8. Environmental Systems: *Understanding the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics, including the use of appropriate performance assessment tools.***

[X] Met

2015 Team Assessment: This criterion is **Met**. The team found evidence in ARC 575 Environmental Controls and in ARC 473/573 Environmental Controls 1 (for lighting and acoustics), as well as in ARC 241/541 Introduction to Building Technology (other building systems). Evidence was also found throughout the studio sequence.

- B. 9. Structural Systems: *Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.***

[X] Met

2015 Team Assessment: This criterion is **Met**. Evidence was found in student work in ARC 552 and ARC 553, Structures 1 and 2.

- B. 10. Building Envelope Systems: *Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.***

[X] Met

2015 Team Assessment: This criterion is **Met**. The team found evidence in work in ARC 504 Design Studio 4: Comprehensive Design and in student coursework (quizzes and papers) in ARC 541 Introduction to Building Technology and ARC 573 Environmental Controls.

- B. 11. Building Service Systems Integration: *Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems***

[X] Met

2015 Team Assessment: This criterion is **Met**. The team found evidence in student quizzes in ARC 573 Environmental Controls 1, in studio work in ARC 504 Comprehensive Design, and in ARC 241/541 for passive energy envelope strategies.

- B. 12. Building Materials and Assemblies Integration: *Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.***

[X] Met

2015 Team Assessment: This criterion is **Met**. The team found evidence in student work in ARC 442/542 Construction Technology.

Realm B. General Team Commentary: The team found all the criteria in Realm B to be met, with the exception of B.1. Pre-Design. This criterion is not met because of an absence of evidence of sufficient syllabus treatment in student studio work or, in particular, evidence of the study and analysis of the impact of zoning on a project design. Among the other criteria in this realm, one, B.6. Comprehensive Design, was identified by the team as met with distinction, and this is particularly significant in light of the fact that this criterion was found to be not met during the previous two accreditation visits. The team's review of the criteria in Realm B revealed an effective balance between the various modes of studio output: preliminary sketch and research work, exploration with model-making, and final presentation of solutions and analysis.

Realm C: Leadership and Practice:

Architects need to manage, advocate, and act legally, ethically, and critically for the good of the client, society, and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- *Knowing societal and professional responsibilities.*
- *Comprehending the business of building.*
- *Collaborating and negotiating with clients and consultants in the design process.*
- *Discerning the diverse roles of architects and those in related disciplines.*
- *Integrating community service into the practice of architecture.*

C. 1. Collaboration: *Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.*

[X] Met

2015 Team Assessment: This criterion is **Met**. The team found evidence of a strong culture of collaboration in ARC 504 Comprehensive Design Studio, where students work in pairs throughout the project assignment. Evidence of student teaming was also found in the undergraduate Housing Studio and in ARC 503. Students also collaborate with faculty in research in several areas. Group activities, such as the Solar Decathlon, engage students in collaboration with each other and with the faculty guiding this initiative.

This criterion is **Met with Distinction**.

C. 2. Human Behavior: *Understanding of the relationship between human behavior, the natural environment, and the design of the built environment.*

[X] Met

2015 Team Assessment: This criterion is **Met**. The team found evidence in ARC 531 Architectural History I and ARC 503 Design Studio 3.

C. 3. Client Role in Architecture: *Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.*

[X] Met

2015 Team Assessment: This criterion is **Met**. The team found evidence in student quizzes in ARC 582 Professional Practice.

- C. 4. Project Management: *Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods***

[X] Met

2015 Team Assessment: This criterion is **Met**. The team found evidence in student quizzes in ARC 582 Professional Practice.

- C. 5. Practice Management: *Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.***

[X] Met

2015 Team Assessment: This criterion is **Met**. The team found evidence in student quizzes in ARC 582 Professional Practice.

- C. 6. Leadership: *Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.***

[X] Met

2015 Team Assessment: This criterion is **Met**. The team found evidence of an understanding of the principles of leadership in student quizzes in ARC 582 Professional Practice.

- C. 7. Legal Responsibilities: *Understanding of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.***

[X] Met

2015 Team Assessment: This criterion is **Met**. The team found evidence in student quizzes in ARC 582 Professional Practice.

- C. 8. Ethics and Professional Judgment: *Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.***

[X] Met

2015 Team Assessment: This criterion is **Met**. The team found evidence in student quizzes in ARC 582 Professional Practice.

- C. 9. Community and Social Responsibility: *Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.***

[X] Met

2015 Team Assessment: This criterion is **Met**. The team found evidence in student quizzes in ARC 582 Professional Practice.

Realm C. General Team Commentary: The team found evidence for the majority of the criteria in Realm C in student work—primarily quizzes and exams—in ARC 582 Professional Practice. The curriculum for this course is comprehensive and thorough, covering each of the areas that fall under SPCs C.3. through C.9. The team found SPC C.1. Collaboration to be particularly strong, and this is noted as met with distinction.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: *The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following 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).*

[X] Met

2015 Team Assessment: SUNY at Buffalo has maintained continuous accreditation by the Middle States Commission on Higher Education (MSCHE) since 1921. A copy of the letter confirming accreditation status by the MSCHE, dated April 15, 2004, was included in Part 4.9 of the APR. The university was reaccredited through the Periodic Review Report of 2009, information concerning which is found at <http://www.buffalo.edu/provost/accreditation/middle-state.html>. The next decennial Self-Study Review was scheduled for 2013-2014.

II.2.2 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.*

[X] Met

2015 Team Assessment: SUNY at Buffalo's website states that the B.S. in Architecture "introduces concepts and skills upon which graduate accredited professional Master of Architecture (M. Arch) studies are based," which makes clear that the program is not a NAAB-accredited program. The website makes known the two tracks—the 2-year track and the 3.5-year track—in which students can obtain an M. Arch. degree. In speaking with students, it is apparent that they understand the difference between the non-accredited undergraduate B.S. in Architecture degree and the graduate M. Arch. degree. In addition, the student meeting offered insight into the structure of the curriculum and the requirement that students take courses revolving around professional studies, general studies, and electives.

II.2.3 Curriculum Review and Development: *The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.*

[X] Met

2015 Team Assessment: This condition is **Met**. As part of the administrative body of the school, the Chair of the program convenes a Curriculum Committee annually that reviews matters related to the curriculum, including proposed changes, approvals, and implementation. This committee works closely with the level coordinators to implement and execute the changes brought into the program. The APR includes the names of the faculty members of this committee from Academic Years 2011-2012 to 2014-2015. In the NAAB team meeting with the faculty, the current members of the Curriculum Committee were introduced, and they explained their roles in the committee and the committee's relationship with their responsibilities as level coordinators.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that 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. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

[X] Met

2015 Team Assessment: This condition is **Met**. The team found evidence in the description of the process for the evaluation of preparatory/pre-professional education in the APR, in the review of randomly selected application files for students in all categories, and in a detailed review of the process and forms used in this review with the program director.

The architecture program has developed and implemented a thorough and comprehensive review process comprising several steps for evaluating student applications:

1. The student must send a portfolio (electronically transmitted) and a transcript along with the application.
2. Two faculty members review the portfolio and assess the student's demonstration of ability or understanding against the NAAB criteria.
3. The Chair reviews the two faculty assessments and either accepts the more stringent assessment of the student's achievements or invites the student for a presentation in order to consider the assessment further.
4. If a more detailed review is required (against certain Student Performance Criteria, for instance), the Chair will assign specific subject or studio-area faculty to review the portfolio for a more detailed review.
5. A decision will then be made, if the student is accepted for admission, regarding which track to assign. The tracks are:
 - a. 3.5-year (112 credit hours) M. Arch. track. This is the full graduate track required for students from non-pre-professional degree backgrounds or for some students who, although they may have a pre-professional degree, fail to establish adequate academic achievement to be placed in the 2-year track.
 - b. 2-year M. Arch., Graduate Research Groups (GRGs) track (64 credit hours), primarily for graduates of the SUNY at Buffalo undergraduate program in architecture, during which they will have already completed the Comprehensive Design Studio in ARC 302.
 - c. 2-year M. Arch. Comprehensive Design (plus GRG) track, for students from other institutions with pre-professional degrees, but who have not demonstrated that they have met the requirements for B.6. Comprehensive Design.
 - d. 2-year M. Arch. Design (plus GRG) track, for students who, although qualifying for advanced standing with a pre-professional degree, may be deficient in studio design in some manner. This track is primarily followed by international students from schools abroad, who may be strong in engineering, technology, or other areas, but not in design.
6. In some cases, once a student is accepted, progress will be re-evaluated by faculty after the student has begun the program. In instances where the student is failing to show adequate preparation, additional course assignments may be made, in which case the student may be eligible for additional financial support.

This process serves to accommodate, and apply uniform standards to, students applying from a variety of academic backgrounds, so that graduates receiving the M. Arch. degree have attained the same ultimate level of achievement.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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

[X] Met

2015 Team Assessment: SUNY at Buffalo's School of Architecture and Planning website contains the exact language of the 2009 NAAB Conditions for Accreditation at: <http://ap.buffalo.edu/academics/Architecture/naab-accreditation.html>.

II.4.2 Access to NAAB Conditions and Procedures: *In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents, and faculty:*

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2015 Team Assessment: The 2009 NAAB Conditions for Accreditation and the 2012 amended NAAB Procedures for Accreditation are available to students, parents, and faculty on SUNY at Buffalo's School of Architecture and Planning website: <http://ap.buffalo.edu/academics/Architecture/naab-accreditation.html>.

II.4.3 Access to Career Development Information: *In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:*

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

www.NCARB.org

www.aia.org

www.aiaa.org

www.acsa-arch.org

[X] Met

2015 Team Assessment: Access to career development information is seen on the Career Services website for the School of Architecture and Planning at <http://ap.buffalo.edu/academics/related/online-resources/career-services.html>. The website contains specific information regarding: resume and cover-letter writing, the interview process, internships and job searches, and career exploration. Links available include resources for architects:

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects (available in the APL Library)

Toward an Evolution of Studio Culture (available in the APL Library)

The Emerging Professional's Companion: <http://www.epcompanion.org/>

www.NCARB.org
www.aia.org
www.aiaa.org
www.acsa-arch.org

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 available to the public:*

*All Annual Reports, including the narrative
All NAAB responses to the Annual Report
The final decision letter from the NAAB
The most recent APR
The final edition of the most recent Visiting Team Report, including attachments and addenda*

These documents must be housed together and be accessible to all. Programs are encouraged to make these documents available electronically from their websites.

[X] Met

2015 Team Assessment: All NAAB Annual Reports (including the narrative), NAAB Responses to the Annual Reports, the final decision letter from the NAAB, and the latest versions of both the Architecture Program Report (2015) and the SUNY at Buffalo Visiting Team Report (2012), including attachments and addenda, are made available to the public. These can be found online at: <http://ap.buffalo.edu/academics/Architecture/naab-accreditation.html>.

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

[X] Met

2015 Team Assessment: SUNY at Buffalo's Architect Registration Examination (ARE) Pass Rates are made available to the public online at: <http://ap.buffalo.edu/academics/Architecture/naab-accreditation.html>.

III. Appendices:

1. Program Information

[Taken from the *Architecture Program Report*, responses to Part One: Section 1 Identity and Self-Assessment]

A. History and Mission of the Institution (I.1.1)

Reference State University of New York at Buffalo, APR, pp. 4-7

B. History and Mission of the Program (I.1.1)

Reference State University of New York at Buffalo, APR, pp. 7-10

C. Long-Range Planning (I.1.4)

Reference State University of New York at Buffalo, APR, pp. 21-26

D. Self-Assessment (I.1.5)

Reference State University of New York at Buffalo, APR, pp. 26-27

2. Conditions Met with Distinction

- A.11. Applied Research
- B.6. Comprehensive Design
- C.1. Collaboration

3. The Visiting Team

Team Chair, Representing the NCARB
Cornelius "Kin" DuBois, FAIA
6070 Crestbrook Drive
Morrison, CO 80465
(303) 817-1884
kin.dubois@comcast.net

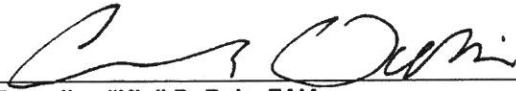
Representing the ACSA
Mitra Kanaani, D. Arch, MCP, AIA, ICC
Chair, Undergraduate Department
NewSchool of Architecture and Design
1249 F Street
San Diego, CA 92101-6634
(619) 235-4100, ext. 109
(858) 663-2127 mobile
mitra.kanaani@yahoo.com

Representing the AIAS
Michael A. Kemner 200
Bloomfield Avenue
Box 3094
West Hartford, CT 06117
(201) 388-5943
mkemner22@gmail.com

Representing the AIA
Thomas Ahleman, AIA, LEED®AP
Principal
Studio Talo Architecture, Inc.
1234 Sherman Avenue, Suite 202
Evanston, IL 60202
(847) 733-7300
(773) 620-7232 mobile
studiotalo@gmail.com

IV. Report Signatures

Respectfully Submitted,



Cornelius "Kin" DuBois, FAIA
Team Chair

Representing the NCARB



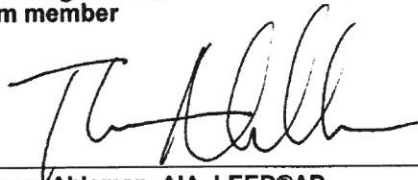
Mitra Kanaani, D. Arch, MCP, AIA, ICC
Team member

Representing the ACSA



Michael A. Kemner
Team member

Representing the AIAS



Thomas Ahleman, AIA, LEED®AP
Team member

Representing the AIA

Program Response to the Final Draft Visiting Team Report



University at Buffalo
The State University of New York

Department of Architecture
School of Architecture and Planning

May 28, 2015

NAAB Board of Directors
1101 Connecticut Ave, NW
Suite 410
Washington, DC 20036

Dear NAAB Board of Directors,

I would like to sincerely thank the NAAB visiting team, Cornelius "Kin" DuBois, Mitra Kanaani, Michael Kemner and Thomas Ahleman, for a very productive and engaging visit to our school. Their professionalism and openness was most appreciated. The report that they have produced is thorough, comprehensive and correctly assesses our program. There are two items that I would simply like to provide clarifications on which as written do not properly represent our program. They do not contradict the VT's assessment only better explain the facts:

I.1.4 Long-Range Planning: The assessment as written confuses the School of Architecture and Planning's planning goals with those of Department of Architecture. The School is composed of two distinct Departments; Architecture and Urban and Regional Planning, each with a chair and faculty that guide the Department's long range planning. Departmental goals build on the school's goals but with a focus on program improvement and faculty productivity.

The School of Architecture and Planning's strategic goals are:

1. Grow ladder faculty
2. Double current level of research funding
3. Strategically adjust our enrollment
4. Initiate and conduct major development campaign
5. Complete comprehensive restorations to facilities.
6. Develop a comprehensive diversity plan

The Department of Architecture's strategic goals build are:

1. Achieving distinction in a comprehensive design education that combines learning through making and research-based design inquiry;
2. Nurturing scholarship, research, and creative activity among faculty and students;
3. Supporting the work of faculty and students through the Graduate Research Groups;
4. Working with industry and professional practice to expand research and employment opportunities; and
5. Developing strategic connections with international institutions and attracting students from around the world.

II.2.3 Curriculum Review and Development: The assessment as written does not get the role of the curriculum committee precisely correct. The second of eth assessment should read:

The committee makes recommendations to the voting faculty, upon whose approval the Chair works with level coordinators and individual faculty to implement and execute the changes to the program.

Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink, appearing to be 'Omar Khan', with a long horizontal flourish extending to the right.

Omar Khan
Associate Professor and Chair
Department of Architecture