Columbia University
Graduate School of Architecture, Planning and Preservation

2021 Visiting Team Report

Master of Architecture [Pre-professional degree + 108 graduate credit hours]

The National Architectural Accrediting Board
September 27-29, 2021

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

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

Contents

I. Summary of Visit

a. Acknowledgments and Observations

The team would like to thank the Graduate School of the Architecture, Planning, and Preservation (GSAPP), Danielle Smoller, Associate Dean; Stephan van Eeden, Assistant Director of Accreditation; Amale Andraos, Dean; the sequence directors; the university administration; faculty; staff; students; and student leaders for their enormous efforts in preparing for the accreditation visit.

Your work began by having a clear and informative Architecture Program Report (APR). It continued with an interactive website, and the gathering of all the student examples in an electronic manner – all during COVID, which has allowed us to do our work in an efficient and effective manner during this virtual visit.

The hiring of Amale Andraos, GSAPP Dean and Program Director of the Master of Architecture program since the last visit, has made a tremendous difference in the life of the program. We applaud her leadership, energy, sustained enthusiasm, and collaborative spirit, which has inspired faculty, encouraged students, and dramatically enhanced the professional program at GSAPP.

Dean Andraos' commitment and ability to work with the faculty to organize a collaborative group of sequence directors to lead the curriculum, integrate coursework, and to invigorate climate action, social justice, and diversity of thought and design is commendable.

The Master of Architecture program at GSAPP has clearly maximized their location in New York City and the region as a learning laboratory across studio and technology courses. Affirmation of this came from our interactions with student leaders, and the sequence directors. The program's strength is found in its diverse student and faculty cohort, strong sense of community within the school, and interaction with the city. The M. Arch. students' mixture of backgrounds has created a strong intellectual community. An open, accessible, and respectful environment as well as a broad appreciation for each other's talents, opinions, and contributions has led to a unique culture in the school.

The team applauds the faculty, staff and administration's leadership, energy, and continued enthusiasm in sustaining this program during COVID. Their deep passion and commitment to the development of their students is evident in the trust exhibited between them and the community that has been created. Students especially commended Associate Dean Smoller's approachability and support.

We wish Dean Andraos well in her new role as Special Advisor to the President at Columbia University, which will involve a particular focus on the work of the Columbia Climate School.

On behalf of the National Architectural Accrediting Board, the members of the visiting team extend appreciation to the program faculty, staff, students, and institutional leadership for their cooperation in this virtual accreditation visit.

b. Conditions Not Achieved (list number and title)

B.4 Technical Documentation
B.9 Building Service Systems
D.2 Project Management
D.3 Business Practices

II. Progress Since the Previous Site Visit

2009 Student Performance Criterion 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.

Previous Team Report (2013): As in the 2007 Visiting Team Report, this team did not find evidence of writing of outline specifications in any student work or assignment. The topic of specifications is discussed in a lecture in A4560 Professional Practice but the team found no evidence to demonstrate the required level of ability.

The team found evidence of wall section models prepared by students in A4111 Architectural Technology I. The rudimentary level of craft in these models was not consistent with the exceptional clarity and sophistication of computer-enabled graphics throughout the program, including details, technical diagrams, and other architectural drawings.

2021 Visiting Team Assessment: Evidence of student ability to prepare clear technical drawings and identification of materials, systems and assemblies was found in the plans, sections and associated documentation for work in A4114 and A4115 Architectural Technologies. While specifications are discussed in A4560 Professional Practice, the student work still does not demonstrate a clear ability to write outline specifications for projects as noted in the previous visit.

2009 Student Performance Criterion 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.

Previous Team Report (2013): No evidence was found in any student course work.

2021 Visiting Team Assessment: In the *2009 Conditions for Accreditation* Financial Considerations was found in B.7. In the *2013 Conditions for Accreditation* this criterion is now B. 10. Evidence of student achievement at the prescribed level was found in lectures on development and finance for A4003 Core Studio III; in a financial viability report that entails quantity and cost take-offs for A4114 Architectural Technology IV; and in lectures and the final exam for A4560 Professional Practice: Turning Designs into Buildings.

2009 Student Performance Criterion B.11, Building Service Systems: *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.

Previous Team Report (2013): The team did not find any evidence of student work demonstrating understanding of fire protection, plumbing, electrical, and security systems. Although coursework integrating mechanical systems is extremely comprehensive, there is no evidence except for a single lecture in the A4112 course with no associated exam questions or assignments of these systems.

2021 Visiting Team Assessment: In the *2009 Conditions for Accreditation* Building Services Systems was found in B.11. In the *2013 Conditions for Accreditation* this criterion is now B. 9. Evidence of student understanding at the prescribed level for lighting, mechanical, plumbing, electrical, and vertical transportation was found in student work prepared for A4111 Architectural Technology I, A4114 Architectural Technology IV, and A4115 Architectural Technology V in plans, sections and diagrams of building systems. However, evidence of the understanding of communication, security and fire protection systems was not found in any student work.

III. Compliance with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT
This part addresses the commitment of the institution, its faculty, staff, and students to the development and evolution of the program over time.

Part One (I): Section 1 – Identity and Self-Assessment

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

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

[X] Described

2021 Analysis/Review: Established in 1754, Columbia University, is a world-renowned center of research and learning which recognizes the importance of its location in New York City and connects research and teaching to the vast resources of the city around it. It is committed to supporting a diverse faculty and student body, and aspires to advance knowledge and learning at the highest level of scholarly and professional excellence and to share the products of its efforts with the world (www.columbia.edu/content/about-columbia; APR p. 5).

The architecture program (founded in 1881) was envisioned as the synthesis of a Beaux-Arts-inspired professional style and research-based scholarship, supported by a research library (which has since evolved into the Avery Architectural and Fine Arts Library). This dual anchor in research/history and practical concerns continues to guide the program's pedagogy (www.arch.columbia.edu/history; APR p.5). The program draws on the resources of the city around it, while encouraging the exploration of ideas, issues, and practices from around the world. The M. Arch program is committed to producing new knowledge about architecture and the built environment, thus cultivating an understanding of architecture as inseparable from the broader questions of our world. The newly initiated Anti-Racism Action Plan has the potential to fundamentally reshape the program's next era in the coming years (APR pp. 5-6).

GSAPP is highly integrated into the wider University and benefits the institution through its research, open courses, and collaborative teaching, and acts as an important venue for public conversation. In turn, the program benefits from its unique position as part of one of the leading research institutions in the world. Over the last decade, GSAPP's research capacity and output has expanded through the establishment of multiple, issue focused research labs. These labs bring together talent from across the university, producing numerous interdisciplinary collaborations. GSAPP's public programs, publications, and exhibitions contribute to the intellectual life of the University (APR pp. 6-7).

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

- The program must have adopted a written studio culture policy and a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and

continuous improvement or revision. In addition, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.

- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include but are not limited to field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[X] Demonstrated

2021 Analysis/Review: According to the APR pp. 7 - 10, GSAPP provides a positive and respectful learning environment where optimism, respect, collaboration, and engagement are required. Students are supported by a wealth of resources, opportunities, and ways to provide feedback. The program sequence is designed to encourage collaborative thinking among students, peers, and faculty. Although students seem unaware of the written policy, they, along with faculty, administration and staff described and emphasized the feeling of comradery strengthened even more during the COVID hardship. Students acknowledged the open-door policy and testified of their support.

The APR also illustrates the various opportunities to learn outside the classroom via student organizations, working groups and student-led initiatives. GSAPP shows numerous diverse student groups, yet it does not have an AIAS Chapter. A list of the various organizations can be found at: https://www.arch.columbia.edu/student-organization. During the meeting with student leaders, the team learned about the growing collaboration with other schools of architecture such as MIT, Yale, and Harvard.

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

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

[X] Demonstrated

2021 Analysis/Review: Columbia and GSAPP address Social Equity on both a university and program level (APR pp. 10-14). The University has several programs in place to provide equal opportunities to staff of underrepresented groups. Columbia maintains an office for Equal Opportunity and Affirmative Action. GSAPP itself has an advisory council specifically for faculty diversity. The statistics provided show an increase in overall faculty diversity, including tenure track faculty, since the previous visit.

For student enrollment, GSAPP has shown a steady increase in diversity of the student population. Financial aid is available including a specific scholarship fund targeted at historically underrepresented groups. The program has identified multiple programs for recruiting and outreach to increase the diversity of the student population.

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

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

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

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

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

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

[X] Described

2021 Analysis/Review: The GSAPP M. Arch embeds collaboration and leadership in a series of areas of the program. The studio space is the core of these experiences with peer-to-peer learning and mentoring in the form of Teaching Assistantships. Reviews and GSAPP's 'roving engineers' initiative also allow students to learn in a collaborative environment. The program provides diverse experiences that enable a range of varying perspectives about architecture to be considered through cross programming, joint and interdisciplinary courses (that are open to all across the school), lectures, colloquia, publications, and gallery exhibits. Collaborative and empathetic, the Common Circle orientation course is at the core of the program's commitment to a culturally aware program that is intended to create an atmosphere of collegiality and an institution committed to anti-racism.

GSAPP's commitment to design can be seen in an ongoing feedback loop between studio and various courses across the curriculum. Design is thought to be an integration of what is taught in the classroom and then explored within the space of studio. It is considered a mode of critical thinking, bringing together knowledge, technical expertise, creativity, skills, and professional ethos understood across the curriculum.

Students are offered career information in a multitude of formats. GSAPP offers presentations on various career paths, symposia on practice approaches, and classes on licensing requirements such as the AXP program. Since 2010, the GSAPP Alumni Board has fostered various initiatives including the Alumni Conversation series, the Alumni-Student Mentorship Program, informational mentorship sessions called Tuesday Talks, and the GSAPP Office Hours alumni project presentations (APR p.16). Established in 2015, GSAPP's Career Services office arranges career fairs, networking events, provides cover letter and resume review, counseling sessions, connections to alumni and numerous job boards and publications including the pamphlet "How to Get a Job" which offers straight-forward information and advice (www.arch.columbia.edu/career-services).

The APR describes the Building Science and Technology Sequence to be central in stewardship of the environment, in particular the course A4111 Architectural Technology I. Additionally, students can choose to participate in one or more of the many conferences, talks and exhibitions or extracurricular activities offered several times per semester. One of the student organizations, GreenSAPP is focused on fostering a more sustainable built environment.

The curriculum at GSAPP encompasses community and social responsibility on several levels. There are projects throughout the required studio classes that demonstrate a commitment to understanding the ethical responsibilities of architecture professionals, including an entire studio course focused on housing across multiple contexts. GSAPP supports numerous organizations for underrepresented groups and has

formulated an Anti-Racism Action Plan to continue to address awareness of community and social responsibilities.

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

[X] Demonstrated

2021 Analysis/Review: GSAPP's long-range planning processes revolve around discussions at various levels including the dean with her executive committee, search committees, student Program Council feedback loops, and various modes of reviews including tenure track progress, faculty progress, student portfolios, curriculum, those for the annual Provost level of the program's long-term objectives, and periodic focused priorities discussions with the University. The processes are directed toward continuously improving the program through feedback loops, committees that come out of the various level discussions, task forces that study and make recommendations relating to issues such as the curriculum, policy, school priorities and faculty searches, culminating in initiatives that are targeted to address the findings.

The areas within the institutional mission and culture that GSAPP has identified as 'key priorities' are in the diversity and breadth of the faculty; increased support of students; the expansion of areas of expertise and interdisciplinarity in the pedagogy of the program that are focused on climate change and social and racial equity in the built environment; the research culture of the school focused on building science and making; advanced computation and visualization; the pursuit of enhanced professional connections; and upgrading of the School's facilities. GSAPP's long term planning extends to its professional development and connections. Utilizing an alumni survey/feedback process that shows an interest in continuing education, the School has created a Professional Development Committee and an Alumni Panel to address post-pandemic practice. Additionally, GSAPP has identified key spatial priorities, such as the two primary auditorium spaces and the GSAPP cafe that need upgrades to better represent the public face of the school.

In order to measure the success of the long-range planning processes, the program observes information and feedback loops from a series of areas including: the quantity and quality of student applicants, the quality of faculty applicants, student course evaluations, feedback from the student Program Council, course enrollment statistics, faculty review of student work, visitor feedback from studio reviews, comments from the provost and University leaders, commentary from graduates and employers, the quantity and quality of faculty publications, reviews of school publications and exhibitions, and faculty, student, and graduate successes in the field such as in competitions, exhibitions, fellowships, and commissions.

I.1.6 Assessment:

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

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multiyear objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

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

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

[X] Demonstrated

2021 Analysis/Review:

Program Self-Assessment Procedures: Self-assessment is an active process involving periodic formal analysis and on-going informal assessments. The most recent formal self-analysis of all the programs in the School was completed in October 2018 at the University's request. The review offers an in-depth assessment of GSAPP's progress regarding its mission and objectives, academic programs, faculty and student affairs, research, outreach, facilities, and administration (Supplemental Materials: GSAPP Self-Study Report, Oct 2018). This report addressed many of the deficiencies and causes of concern identified in the last accreditation visit. Day-to-day self-assessment is a shared responsibility of the Dean and the various Program Directors and Directors of key curricular areas. Through regular contact with both students and teaching faculty, the group is positioned to evaluate and communicate strengths, weaknesses, and criticisms from within and without and respond to comments and criticism regarding the M. Arch program's structure, course content, organization, and pedagogical effectiveness. The group also meets regularly with the elected student representatives of the Program Council. Anonymous course evaluations are completed by students in all classes each semester. These evaluations are utilized to improve content and teaching methods and to advise and encourage changes and adjustments to promote student success (APR pp. 22-23).

Curricular Assessment and Development: Curricular review is a continuous, multi-dimensional process, and an integral part of long-term planning for the program. In consultation with the dean and the Executive Committee, faculty task forces are periodically developed to review areas of the curriculum, or the program, and then make recommendations, and monitor any changes made. Task force leaders are typically the Director in charge of that section of the curriculum, but the team can include teachers from other areas, tenured and untenured faculty, and members of the administration with responsibilities in that subject matter. These groups carry out in-depth analysis, consulting with all relevant faculty, staff, and student representatives. Parties in the Curricular Assessment Task Force include the Dean, Associate Dean, and the Program Directors. Proposals for change can include the revision or elimination of existing classes, new classes, sequences of classes, type of classes, types of teachers, and type of assignments. Search committees provide recommendations for new faculty hires which include curricular recommendations that act as guidelines of an incoming faculty member's contribution to the curriculum. Additionally, continuous reviews of studio lottery results, class sizes, students of faculty, faculty of students, student portfolios, tenure-track faculty, and more, are used to make ongoing adjustments to the curriculum. Directors work closely with the coordinators of subsections of the curriculum to design, monitor, and refine the classes. The final portfolio review done prior to approving a student's graduation, offers a clear view of the program's integrated impact and acts as an important guide to curricular refinement (APR pp. 23-24).

Part One (I): Section 2 – Resources

I.2.1 Human Resources and Human Resource Development:

The program must demonstrate that it has appropriate human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff.

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

[X] Demonstrated

2021 Team Assessment: The GSAPP program has demonstrated that it is providing their faculty and support staff with the appropriate measures in place to support student learning and achievement. The current faculty at GSAPP includes 36 full time members, including 21 tenured and seven tenure track. Other faculty members include professional practitioners and lecturers. Faculty are provided with financial and academic support for their continued growth in the field and contributions to their student's success. A mentoring program has also been established to share their experience with newer colleagues.

The University provides the benefits to the staff and support administration separate from the GSAPP. Appropriate human resources have been provided for these staff positions.

Adjunct Professor Paul Segal has been identified as the ALA for the program. He teaches the professional practice class and associated licensure discussion, and is involved with the AXP community.

Faculty have been provided with opportunities to pursue professional development through the program's access to grant funding for research and scholarship opportunities as well as publication opportunities through GSAPP's architectural printing press, which is operated in-house. In addition to offering faculty attendance to conferences, the program has also hosted several large-scale professional conferences, and provided funding for faculty and staff to attend exhibitions and biennales both domestically and internationally.

Student support services have been provided on multiple levels. Academic advising is available from faculty through established office hours. Student mentoring is provided through senior architecture students acting as student mentors to first year studios, as well as a peer advisor program. At the end of each semester students have an opportunity to submit course feedback through a formalized evaluation process. They are also given opportunities to travel locally and internationally with funding available for those with financial need.

GSAPP has an established Office of Academic and Student Affairs that coordinates with the multitude of student organizations within the program and works with them on providing academic and professional programming. There are numerous student-led organizations within GSAPP that cover a broad range of topics and student identities. GSAPP has established an Alumni-Student Mentorship program available to all architecture students.

There is university wide access to physical and mental healthcare, as well as student support groups offered by the University Student Life division. GSAPP also collaborates with the University Office of Equal Opportunity and Affirmative Action.

GSAPP has an established Career Services office available to all students, which includes access to career fairs (partially held virtually now) and networking events as well as career counseling and resume review services. There is an Elective Internship program available to students which offers course credit for those looking to add professional experience to their academic course load.

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

Physical resources include but are not limited to the following:

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

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, on-site, or hybrid formats have on digital and physical resources.

[X] Described

2021 Team Assessment: The video tour of GSAPP's facilities shared with the team as part of the program's evidence along with the floor plans (APR pp. 43 - 52), describes the spaces dedicated to the program in Avery Hall, the Arthur Ross Architecture Gallery and Temple Hoyne Buell Center. Additional pictures found on the Virtual Team Room exemplify different events and uses for the Arthur Ross Gallery and hybrid pedagogy spaces. The three top floors of Avery Hall house open studios where desks are linearly arranged; each student's desk is equipped with its own laptop or desktop computer. In addition to the plotter room, students have access to two printers within the studio space. Throughout Avery Hall, there are many open lounges and pin up areas which serve as informal meeting points. GSAPP offers 24 hr. secure access to Avery Hall as well as to their making studio, where students can use equipment varying from CNC routers to 3D printing, laser cutters, plotters as well as several woodshop tools. The Architecture Avery Library is the largest architecture library in the world and is also located on the 200 level of Avery Hall, the same building as the student's studios giving them easy access to the library's resources. It should be noted that due to the program's urban location, space is constrained in the existing buildings. There does not appear to be space available for future expansion of programs.

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

[X] Demonstrated

2021 Team Assessment: Each year the dean submits to the Provost and CFO a budget for the upcoming academic year. Across the university all individual budgets are then consolidated and presented annually to Columbia's Board of Trustees. GSAPP has control over operating expenditures such as instruction and educational administrations, instruction and faculty support, student services, external affairs and fundraising, general and financial administration, information technology, research, and major equipment. They also have influence over their government grants and contracts, as well as

private gifts, grants, and contracts. Currently GSAPP does not see any significant reductions or increases in their enrollment, funding, or funding models.

In the past six years, $1.4 million in grants has been awarded to support faculty researchers, student research assistants, faculty members and administrative officers, over half of which has been awarded to M. Arch faculty (APR p. 54). GSAPP is currently in a major fundraising effort to support merit-based, tuition-relieving, and non-tuition financial aid for student scholarships and fellowships. Additionally, a GSAPP Incubator Prize has been established for recent graduates, and the program is in partnership with a university-wide campaign to endow funds for financial aid, student travel, and professorships (APR p. 55).

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

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

[X] Demonstrated

2021 Team Assessment: The Avery Architectural and Fine Arts Library is housed in Avery Hall, the main building for GSAPP. The program has demonstrated that all students, faculty, and staff have convenient, equitable access to literature and information through descriptions and links to library websites. All Columbia University undergraduate and graduate students, faculty, and teaching assistants are eligible for semester loan privileges in most libraries. Columbia University Libraries website maintains extensive guides to using Avery Library and other campus resources, collections available at Avery, user privileges and services, program specific online research guides, online research support, and digital collections. The site also provides extensive information on architectural library staff and their roles. Avery is staffed by approximately twenty-five full-time employees and twenty-five part-time workers.

Avery's extensive collections of architecture and art volumes, rare books and architectural prints, photographs and other original works speaks to the breadth and depth to which the students, faculty, and staff are exposed at GSAPP. The Digital Libraries Collections (DLC) website provides access to over 523,000 digital reproductions, posters, drawings, objects, ephemera, and manuscripts from Columbia's rare and special collections. The GSAPP Skill Tree/Skills Trails is an open resource online platform for learning architectural software tools as well as Geographic Information Systems (GIS). The Center for Spatial Research (CSR) provides data literacy in the form of open-source platforms that are used in GSAPP courses. CSR provides tutorials to GSAPP students so that they may learn how to maximize the platforms and resources in their respective software. The program also lists a series of Centers, Labs, and Initiatives as part of the many resources available to students, faculty, and staff. The Centers include Temple Hoyne Buell Center for the Study of American Architecture, Center for Urban Real Estate, Center for Spatial Research, and Center for Resilient Cities and Landscapes. GSAPP's Office of Publications has supported numerous student publications over the years and currently publishes such student publications as *URBAN, Vacuum, The Morning After: The Blind Dates,* and *FreePost. Abstract* documents faculty selected student work, guests and critics to review, and the End of Year Show Exhibition. Access to student work is also provided through the GSAPP website as are events, communications, and news. The GSAPP website coupled with active postings on Twitter, Facebook, and Instagram round out the online and social media presence. The program also maintains a Media Archive that is populated by podcasts from GSAPP Conversations, Constructing Practice, UD Sessions, Preservation Lecture Series and Natural Materials, which have been produced by Columbia University radio journalism students and distributed by iTunes and SoundCloud. GSAPP also sees exhibitions, that occur at the Arthur Ross Gallery and throughout Avery Hall, and the End of Year Show as important resources that are open to all students, faculty, staff, and visitors and are often researched, designed, installed, and attended by students (various web links shared and in pp. 58-71 of the APR.)

I.2.5 Administrative Structure and Governance:

• **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and school, college, and institution.

• **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2021 Team Assessment: GSAPP is directed by the Dean working, with the Program's Sequence Directors to oversee the M. Arch curriculum and its pedagogical goals. The M. Arch is administered through extensive collaboration and exchange, with each faculty member responsible for one sector of the curriculum but working as part of an organic whole. In 2014, GSAPP began restructuring its administrative backbone, reshaping it to meet its operational burdens more effectively. Academic and student affairs, faculty affairs, human resources, and other administrative responsibilities were redistributed amongst the Associate Deans. New offices were established, positions were created, and responsibilities were realigned to satisfy personnel, financial, student, and administrative needs. The organization chart indicates both the structure of the various aspects of the administration and the key personnel in each position. It was noted that currently 13% of the administrative positions are listed as vacant (APR pp.72-74; Supplemental Material: Organization charts, Staff List).

The twenty-one tenured faculty make up the Executive Committee (EC) which conducts the faculty review processes, and provides mentorship and advising of junior faculty. Separate review processes are utilized for Tenure-track faculty, Professor of Professional Practice (PoPP), and Lecturer in Discipline (LiD) junior faculty. Following these reviews, the Dean ultimately makes a determination regarding the PoPP, and LiD junior faculty, while the Provost determines which candidates should be recommended to the President and Trustees for tenure. The Dean appoints EC members, full-time, and adjunct faculty members to review committees as well as committees and task forces on other topics as needed. (APR pp. 74-75; Supplemental Material: Tenure-Track Review Guidelines, Professional Practice Review Guidelines, Lecture in Discipline Review Guidelines).

The Program Council (PC) is composed of students from each program, elected by their peers, who act as coordinators and communicators between the students, faculty, and administration. The PC meets independently with the entire student body as well as with the Dean and other members of GSAPP administration. The PC is a key component in the student assessment of the overall learning culture and handles issues ranging from suggestions on curriculum to IT needs and facilities' issues. The PC is also responsible for administering the Studio Lottery, a system for selecting and assigning students to studio critics. Currently the School is reviewing the student government structure in consultation with a student-led working group with the goal of transforming the PC into a more theme-based Student Council (www.arch.columbia.edu/program-council; www.arch.columbia.edu/student-organizations; APR pp.75-76).

CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

Part Two (II): Section 1 – Student Performance – Educational Realms and Student Performance Criteria

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

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

Student learning aspirations for this realm include

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

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

[X] Met

2021 Team Assessment: Evidence of written communications skills was found in the research papers prepared for the course A4349 Questions in Architectural History II. Student's ability to speak effectively was seen during the A4001 Core I Studio Pin-Up, other course observations, and during conversations with them. The team also found evidence of representational media skills in the floor plans and sections with standard use of line weights in black and white drawings as well as use of color for diagrams prepared for the A4001 Core Studio course.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for A4001 Core Studio I; A4003 Core Studio III; and A4024 Architectural Drawing and Representation II through diagrams exploring existing structures as well as concept diagrams, site analysis plans and space analysis documentation.

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for A4001 Core Studio I; A4003 Core Studio III; and A4348 Questions in Architectural History I through analytical drawings based on research culled from data, written material, spatial scenarios, and architectural precedents, as well as through academic papers.

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for A4001 Core Studio I; A4002 Core Studio II; and A4003 Core Studio III through diagrams, sections describing environmental strategies, two dimensional plans and site plans, and three-dimensional digital models.

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for A4001 Core Studio I; A4004 Advanced Studio IV; A4024 Architectural Drawing and Representation II through diagrams, drawings and full scale mock-ups describing both natural and/or formal ordering systems and their defining characteristics.

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for A4002 Core Studio II through diagrammatic analysis of precedents in floor plans and sections and then incorporating those lessons learned in their design proposals.

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for A4348 Questions in Architectural History I and A4349 Questions in Architectural History II through reports, analysis documents of existing historical structures and diagrams illustrating design concepts of existing buildings.

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for A4003 Core Studio III; A4348 Questions in Architectural History I; and A4349 Questions in Architectural History II through analytical drawings and data analysis into housing policy and critical neighborhood identification for use in studio projects; as well as in papers, discussions and lectures that look critically at modern architectural historical discourse and the profession as a means of interrogating how various populations are granted or denied access to architecture and societal forms.

Realm A. General Team Commentary: The students are proficient at sophisticated graphical digital representation. Their work also features high levels of investigative skills, precedent studies, and applications. Critical thinking was observed across research papers. The Technology V projects are particularly strong evidence of ordering systems and design thinking. Students' work also demonstrated an understanding of cultural diversity and social equity. These are especially addressed in the Questions in Architectural History courses where students are challenged to critically look at modern architecture case studies and the impact or reaction of its surrounding culture.

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

Student learning aspirations for this realm include

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

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the level of ability was found in student projects and assignments prepared for A4003 Core Studio III; A4114 Architectural Technology IV, and A4115 Architectural Technology V.

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for A4001 Core Studio I; A4003 Core Studio III and A4115 Architectural Technology V. Diagrams, site plans, site sections, and system details were used to analyze urban and natural site conditions and adjacent forces, and then to incorporate and respond to these characteristics in their assignments.

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

[X] Met

2021 Team Assessment: Evidence of student ability to design with life safety regulations and appropriate code regulations was found on occupancy calculations, egress width and number of exits required, along with egress path diagrams prepared for A4002 Core Studio 2; A4003 Core Studio 3; A4114 Architectural Technology IV and A4115 Architectural Technology V.

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

[X] Not Met

2021 Team Assessment: Evidence of student achievement at the prescribed level for the ability to make technically clear drawings and models was found in student work prepared for A4003 Core Studio III; A4114 Architectural Technology IV and A4115 Architectural Technology V through technical plans, details and sections illustrating detailed components of structures. Materials and systems were appropriately called out in these documents. However, clear evidence of outline specification development was not found in the student work.

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for A4002 Core Studio II; A4112 Architectural Technology II and A4114 Architectural Technology IV through structural diagrams and drawings, wall sections, isometric details, and models of structural systems; and by analytical drawings of precedents using force diagrams, free body diagrams, calculations, dimensional studies, structural typological studies, written textual descriptions and computational modeling.

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for A4002 Core Studio II; A4111 Architectural Technology I and A4114 Architectural Technology IV. Massing models, flow and computational diagrams were used to analyze environmental conditions. Mechanical drawings (including plans, sections and details) provided a comprehensive design of the various building materials and mechanical systems utilized to respond to these conditions.

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

[X] Met

2021 Team Assessment: Evidence of student understanding of selection and application of building systems envelopes was found at the A4113 Architectural Technology III course. Drawings included images of facade precedents, followed by detailed elevations, plans, section details, and exploded assembly diagrams, construction details at the base, top, and fenestrations, as well as glazing schedules with U-values and solar heat gain coefficients.

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in lectures, readings assigned, projects and course assignments prepared for A4113 Architectural Technology III.

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

[X] Not Met

2021 Team Assessment: Evidence of student understanding at the prescribed level for lighting, mechanical, plumbing, and electrical and vertical transportation was found in student work prepared for A4111 Architectural Technology I; A4114 Architectural Technology IV and A4115 Architectural Technology V in plans, sections, and building diagrams of systems. However, sufficient evidence of the understanding of communication, security and fire protection systems was not found in student work.

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for A4003 Core Studio III; A4114 Architectural Technology IV and A4560 Professional Practice: Turning Designs into Buildings through lectures on development and finance, final exams, and financial viability reports of construction hard costs, along with quantity and cost take-offs which were submitted with the construction document set.

Realm B. General Team Commentary: Student achievement is demonstrated with some deficiencies that are apparent in certain portions of its technical criteria. Student work shows that they are exposed to a range of consultants and learn to critically evaluate technical systems necessary for the realization of projects. As design proposals increase in complexity, there is increasing ability to synthesize a wide range of variables in their documents. There is evidence of building designs with well-integrated systems; comprehension of constructability; and the integration of the principles of environmental stewardship. The student's Design Development documents are well organized and integrate site concerns within programming, along with technical considerations of environmental issues. Meetings with consultants on technical matters are evident in these drawing sets. Core design studios show initial facility with this realm, but the technical courses exhibit the strongest evidence in this area.

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

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

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for A4001 Core Studio I; A4003 Core Studio III and A4349 Questions in Architectural History II through the use of analytical diagrams, mock-ups, detailed drawings, and essays which demonstrated various research methodologies and explored numerous means to present, analyze, and synthesize the applicable data and information.

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for A4002 Core Studio II; A4003 Core Studio III and A4115 Architectural Technology V through analytical and conceptual drawings, prototype models, site plans, and design drawings which demonstrated the ability to identify problems, analyze elements, and evaluate potential solutions.

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for A4002 Core Studio II; A4003 Core Studio III; A4114 Architectural Technology IV and A4115 Architectural Technology V. Within these series of courses, students prepared design drawings indicating the flow and operation of the building systems, along with a comprehensive and detailed Design Development drawing set for a building utilizing schematic and technical drawings and details to fully describe the integration of a multitude of materials and systems into the overall building design.

Realm C. General Team Commentary: Research is considered a critical component of the design process and is incorporated throughout the curriculum in numerous studies and designs developed by the students. The process is introduced in the design studio in the first semester and continues at increasing levels of complexity throughout the course sequences. Student work shows that they are exposed to multiple research methodologies and learn to critically evaluate information sources and

references and set clear criteria for their work. As projects become more complex, they show an increasing ability to synthesize a wide range of variables in their design proposals.

Overlapping projects completed in the Design Studio (A4003 Core Studio III) and the Building Science and Technology courses (A4114 Architectural Technology IV and A4115 Architectural Technology V) further enhance the students' ability to integrate multiple systems and factors into a cohesive design solution. They generate a comprehensive analysis and then produce a Design Development document set for their building. During the process, students meet on a weekly basis with a team of consultants and critics, who are understood as active collaborators in the design process.

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

Student learning aspirations for this realm include:

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

D.1 **Stakeholder Roles in Architecture:** *Understanding* of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—the architect's role to reconcile stakeholders needs.

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in the course syllabi and outline, pre-recorded lectures, and the final exam prepared for A4560 Professional Practice: Turning Designs into Buildings.

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

[X] Not Met

2021 Team Assessment: The syllabus and lecture outlines for A4560 Professional Practice: Turning Designs into Buildings indicates that the various aspects of project management are presented in this course. However, no evidence of student understanding of this information is provided.

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

[X] Not Met

2021 Team Assessment: Evidence of student's understanding of basic principles of a firm practice was not found consistently through the provided student work. The team found evidence of understanding in the final exam for the A4560 Professional Practice: Turning Design into Buildings during the 2018 term. However, no student work was provided from the 2019 cohort and the 2020 class received a different exam that did not demonstrate an understanding of business practices.

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for A4560 Professional Practice: Turning Designs into Buildings through the course syllabus, outline notes and responses to the final exam.

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for A4560 Professional Practice: Turning Designs into Buildings through recorded lectures, discussions, weekly assignments, and in the final exam.

Realm D. General Team Commentary: Professional practice and the critical understanding of business, legal and ethical practices are an essential component of a student's architectural education. In this realm, three out of the five SPCs have been met. While A4560 Professional Practice: Turning Designs into Buildings did show sufficient evidence to demonstrate an understanding of stakeholder roles, legal responsibilities and professional conduct, evidence was not found in the recent student work for an understanding of project management or business practices. These topics appear to only be covered in lectures and in supplemental course documentation. Evidence did show previous student understanding of the concepts but the relevant assignments to document this were not given in the last two years.

Part Two (II): Section 2 – Curricular Framework

II.2.1 Institutional Accreditation

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

1. The institution offering the accredited degree program must be or be part of an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); or the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the United States and not accredited by a U.S. regional accrediting agency may pursue candidacy and accreditation of a professional degree program in architecture under the following circumstances:

    a. The institution has explicit written permission from all applicable national education authorities in that program's country or region.

b. At least one of the agencies granting permission has a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation.

[X] Met

2021 Team Assessment: The visiting team found reference to the reaffirmation of the accreditation of the University by the Middle States Commission on Higher Education in the APR (p.105) and is confirmed by a copy of a June 24, 2016 letter from the MSCHE, which is included in the APR (pp. 106-109). Additional information is also available at https://www.msche.org/institution/0298.

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

The B. Arch., M. Arch., and/or D. Arch. are titles used exclusively with NAAB-accredited professional degree programs. The B. Arch., M. Arch., and/or D. Arch. are recognized by the public as accredited degrees and therefore should not be used by nonaccredited programs.

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

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

[X] Met

2021 Team Assessment: The curriculum description provided in the APR (pp. 111-119) indicates that a student is required to have 108 graduate-level course points to graduate with an M. Arch. The breakdown of the course points is laid out as: 54 points in design studio (six courses); 18 points in History/Theory (six courses); 15 points required plus an additional 3 elective points in Technology (six courses); 3 points required plus an additional 3 elective points in Visual Studies (two courses); 6 points in Methods and Practice (two courses); and 6 points for Optional or Elective Studies (two courses), for a total of 108 points, 12 of which students may choose according to their interests. The GSAPP *M. Arch Degree Requirement* link on the web: https://www.arch.columbia.edu/programs/1-master-of-architecture/degree-requirements has a chart of the curriculum distribution plus the associated text description for each subject grouping semester-by-semester.

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

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

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

[X] Met

2021 Team Assessment: The APR, pgs. 121-123 describes the process used to evaluate preparatory education for the Master of Architecture degree. This program is designed to be a first professional degree for those students with non-professional bachelor's degrees. Those with a professional degree are not eligible to apply for an M. Arch. All applicants must have an undergraduate degree in any subject, with a minimum of 45 credit hours of general studies. Those with no prior background in architecture must take additional courses in graphic presentation. Additionally, to fulfill the prerequisites for history/theory or building science and technology, all applicants must have taken both a three-credit course in architectural history, and one in either general physics or calculus.

Students who have earned an undergraduate degree in a non-accredited architecture program may have the possibility of obtaining advanced standing for some course work. Placement into a more advanced studio is determined by a faculty committee based on the portfolio required during the admission process. A limited number of students may receive advanced standing points for Architecture A4001 and A4002 Core Studio I and II, thereby reducing the number of required studios. In non-studio courses, students may apply for advanced standing or the transferring (waiver) of credit for the class. An application is reviewed by the sequence director of the appropriate subject. The student must provide documentation including an official transcript, course descriptions, and evidence of work completed during the class, which may be shown by providing a syllabus, course notes, tests, homework, and course-project documentation. A course may be waived under three circumstances: 1) professional experience in the related subject matter; 2) passing a formal exam; or 3) presenting evidence of passing the relevant course. Waivers do not carry course credit; therefore, elective courses must be taken to fulfill the point requirement for the M. Arch degree.

Part Two (II): Section 4 – Public Information

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

II.4.1 Statement on NAAB-Accredited Degrees:

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

[x] Met

2021 Team Assessment: The statement on NAAB-Accredited Degrees found on the website and provided on p. 124 of the APR includes the exact language as required by the NAAB *2014 Conditions for Accreditation*.

II.4.2 Access to NAAB Conditions and Procedures:

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

The 2014 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2021 Team Assessment: The evidence for this was found on the GSAPP M. Arch. Degree Requirements webpage and in the APR on p. 124. At the bottom of this page under the NAAB Public Information link there are hyperlinks for both the *2014 Conditions for Accreditation* and the *2015 Procedures for Accreditation*, both were tested and directed to a PDF of the correlating NAAB Accreditation document.

II.4.3 Access to Career Development Information:

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

[X] Met

2021 Team Assessment: The link found on p. 124 of the APR (https://www.arch.columbia.edu/career-services) contains evidence of services provided to students for their career development such as job boards, "how to get a job" guides, job search and salary resources, information about licensure, and contacts for dedicated career advisors.

II.4.4 Public Access to APRs and VTRs:

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

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most recent APR.[1]
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2021 Team Assessment: The team found the Interim Reports, the most recent APR, NAAB decision letter and final VTR edition publicly accessible at https://www.arch.columbia.edu/programs/1-master-of-architecture/naab.

II.4.5 ARE Pass Rates:

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

[X] Met

2021 Team Assessment: The visiting team used the link provided on page 124 of the APR, and on the GSAPP NAAB Public Information website to connect to the results for Columbia University https://cdn.filepicker.io/api/file/YCROh4khQ9GvJCqcboPQ?&fit=max as well as for all NAAB-accredited programs at https://www.ncarb.org/pass-the-are/pass-rates/are5-pass-rates-school.

II.4.6 Admissions and Advising:

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

This documentation must include the following:

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

[X] Met

2021 Team Assessment: On page 125 of the APR, links were provided for the public documents for all policies and procedures that govern how applicants to the M. Arch are evaluated for admission and advising at https://www.arch.columbia.edu/admissions/application-process, and https://www.arch.columbia.edu/march-advising).

II.4.7 Student Financial Information:

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

[X] Met

2021 Team Assessment: Student financial aid information was found on page 125 of the APR and confirmed on the GSAPP NAAB Public Information website, and at the GSAPP Student Resources link to financial aid. These resources demonstrate that students have access to information and advice for making decisions regarding tuition, fees, books, and supplies during their full course of study for their M. Arch at https://www.arch.columbia.edu/admissions/tuition-aid, https://www.sfs.columbia.edu/sfp-gsapp#coa, and https://www.sfs.columbia.edu/content/financing-planner.

PART THREE (III): ANNUAL AND INTERIM REPORTS

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

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

[X] Met

2021 Team Assessment: The program has submitted the required reports to NAAB and provided a certification letter that all data submitted in the Annual Statistical Report is accurate and meets the requirements of III.1.

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

[X] Met

2021 Team Assessment: The program has submitted the required reports to NAAB.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

A.8 Cultural Diversity and Social Equity: This criterion is met with distinction due to materials found in Core Studio III that critically look at how, where and for whom housing projects in New York City have traditionally been planned and built; paper topics in both Questions in Architectural History I and II that question architectural discourse and modernity relative to what sectors of populations have traditionally been granted entree to architecture and the profession, and which have been structurally denied such access. The program has also implemented an introductory orientation class called Common Circle - that came out of an Anti-Racism Action Plan at the School - that sets the groundwork for the courses highlighted in this criterion. GSAPP's commitment to equity and the understanding of architecture's role in relation to access for underrepresented communities is well considered as part of the curriculum and the program's planning processes.

B.2 Site Design: The team was impressed by the integration of site and context – as requisite design considerations – in all design studio teaching, as well as in building technology courses. By directly interacting with the existing physical conditions of New York City, students work with a high-degree of site specificity, in analyzing and responding to the city's developmental patterning, historical fabric, topography, ecology, climate, and building orientation.

B.6 Environmental Systems: Throughout the projects presented for review, the team found exemplary work on the design of both active and passive environmental systems. Site design was carefully incorporated into the selected systems and presented through a variety of means including models and comprehensive diagrams. The assortment of systems researched, studied, and utilized in the projects was impressive.

Additional Recognition: Even though this is technically not a specific Condition or SPC Met with Distinction, the team would like to applaud GSAPP's use of New York City and the region as a laboratory to research architecture and urban issues. The program makes great use of its location by tapping into the enormous resources, professionals, and culture that are readily accessible in the area. This mentality is evident throughout the design proposals for studio projects as well as within the building science and technology sequence of courses.

Appendix 2. Team SPC Matrix

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

Table 1.
Student Performance Criteria Matrix

		REALM A								REALM B										REALM C			REALM D				
		A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
STUDIO																											
A4001	Core Studio I	X	X	X	X	X					X									X							
A4002	Core Studio II				X		X					X		X	X						X	X					
A4003	Core Studio III		X	X	X				X	X	X	X							X	X	X	X					
A4004	Advanced Studio IV					X																					
A4005	Advanced Studio V																										
A4006	Advanced Studio VI																										
BUILDING SCIENCE and TECHNOLOGY																											
A4111	Architectural Technology I														X												
A4112	Architectural Technology II													X													
A4113	Architectural Technology III															X	X										
A4114	Architectural Technology IV									X		X		X	X				X			X					
A4115	Architectural Technology V									X	X	X									X	X					
A4115	Building Science and Technology Distribution																										
HISTORY / THEORY																											
A4348	Questions in Architectural History I			X				X	X																		
A4349	Questions in Architectural History II	X						X	X											X							
AXXXX	History Distribution 1 (pre-1800)																										
AXXXX	History Distribution 2 (post-1800) N/S																										
AXXXX	History Distribution 3 (post-1800) E/W																										
AXXXX	History Distribution 4																										
VISUAL STUDIES																											
A4024	Architectural Drawing and Representation II		X			X																					
AXXXX	Visual Studies Distribution																										
METHODS / PROFESSIONAL PRACTICE																											
A4023	Architectural Drawing and Representation I																										
A4560	Professional Practice: Turning Designs into Buildings																		X				X			X	X

Appendix 3. The Visiting Team

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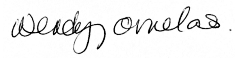
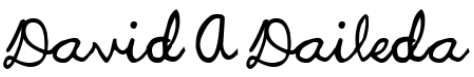
V. Report Signatures

Respectfully Submitted,



Wendy Ornelas, FAIA
Team Chair



David Daileda, FAIA
Team Member

Greg Overkamp, AIA
Team Member

Nyx Valerdy, AIAS
Team Member

David Leven, FAIA
Non-Voting Team Member