II. Compliance with the Conditions for Accreditation

(Note, every assessment should be accompanied by a brief narrative. In the case of SPCs being Met, the team is encouraged to identify the course or courses where evidence of student accomplishment was found. Likewise, if the assessment of the condition or SPC is negative, please include a narrative that indicates the reasoning behind the team's assessment.)

Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

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

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

2013 Team Assessment: As evidenced in the APR on pages 3–5, the college has described the history and mission. The school's mission can also be found on the G|SoA web site.

The team recognizes a lack of awareness of the mission and vision of the School of Architecture at the institutional level due in part to the lack of a university-level strategic plan.

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.

2013 Team Assessment: The narrative describing Learning Culture and Social Equity is found on pages 5 and 6 of the APR.

The Studio Culture Committee is a student-initiated organization, which has undertaken activities to improve the physical studio environment. Expectations of student behaviors are provided in the syllabus

for studios. A Studio Culture policy statement exists, which was jointly developed by the Studio Culture Committee and faculty representatives. Broader distribution of the written policy could be provided.

Students and faculty demonstrated mutual respect, and students are engaged with faculty. The student body and faculty are diverse. Student admission to the graduate program is governed by the University of Florida rules and regulations regarding equal opportunity and FERPA regulations. Design studies of conditions in Florida and around the world provide a culturally rich environment for teaching and learning.

***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.

   2013 Team Assessment: The SoA is actively engaged with the other programs in the college and is seeking increased opportunities. The school is also involved with Florida communities through Citylab–Orlando design projects that involve both students and faculty.

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.

   2013 Team Assessment: Evidenced by conversations in the student meeting and reception, students feel prepared to move into the profession. Provided with opportunities to study abroad as well as participate in culturally diverse studio projects, the students are made aware of the profession at a global scale.

   Feedback from alumni highlighted strengths in graduates for their rigor and well-rounded design abilities.

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.

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

2013 Team Assessment: Student meetings provided evidence they are knowledgeable about IDP, including early enrollment, examination, and licensing regulations. Many examples of student work demonstrated knowledge of planning ordinances and building codes including design and construction in coastal environments.

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.

2013 Team Assessment: The school actively engages statewide professionals in juries and critiques of studio work. Students in the graduate M. Arch program regularly do projects with "real" scenarios with client programming meetings and concluding presentations to the public entities. The Citylab–Orlando studio is integrally tied to the local profession with support by the local AIA chapter. The profession's support of the 2010 International Solar Decathlon is also noted.

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.

2013 Team Assessment: The students are encouraged to be active in the local, state, and international communities. The school has launched a certificate program in sustainable design and has a clear interest in the students learning the regional history of Florida. The Sao Paulo Studio is evidence of student participation in socially determined needs of a disadvantaged population. The Citylab–Orlando studio clearly engages the local neighborhoods in redevelopment exercises and in assisting to develop programs of needs as evidenced through a local school design.

***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.

2013 Team Assessment: The SoA administration annually solicits suggestions and criticisms from the faculty to formulate long-term implementation strategies, strategic adjustments or other scenarios to advance the program. The administration has implemented a three-year teaching schedule that targets long-term changes, leaves, retirements and anticipated faculty hires. Relative to space planning, a DCP Building Committee reviews proposals and makes recommendations to the dean for implementation. The

SoA submits an annual report to the dean and that is followed up by an annual college-wide retreat where all administrators and the dean gather to review long-range plans.

Over the past five years the university has imposed budget contractions that are immediate and impossible to plan for in advance. Efforts to raise development funds are being made and contribute approximately $1 million a year to help offset cuts, including the Pride in Place fundraising campaign. The school's budget and its effect on long-range planning is a cause for concern.

***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, 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.

2013 Team Assessment: The SoA has in place a process for conducting annual self-assessment through a number of avenues. Primarily, these include: twice-annual curricular review, including exhibition of student work; assessment of faculty via course evaluations; assessments by graduates; and self-assessment of the program's strengths and weaknesses. Due to the current institutional budget framework, however, and absence of institutional short- and long-range planning, planning at the school level is challenging.