

**Princeton University
School of Architecture**

Visiting Team Report

Master of Architecture

Track I (non-pre-professional degree plus 108 graduate credit hours)

Track II (pre-professional degree plus 72 graduate credit hours)

The National Architectural Accrediting Board
April 1, 2015

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

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I. Summary of Team Findings

1. Team Comments and Visit Summary

The team wishes to thank Princeton University and the School of Architecture for their hospitality, preparedness, and willingness to openly engage in this process.

2. Conditions Not Met

None

3. Causes of Concern

Social Equity:

This condition remains a cause of concern.

Faculty diversity

Gender, underrepresented minorities (URM)*

Student diversity

Gender, underrepresented minorities (URM)*

*URM is Princeton University nomenclature

4. Progress Since the Previous Site Visit (2009)

This program had no unmet conditions or criteria from its last visit.

2009 Causes of Concern:

Social Equity

Faculty diversity

Physical Resources

Current environment of the architecture library

Need for secured gallery space

Information Resources

Architecture faculty access to the arts library

II. Compliance with the 2009 Conditions for Accreditation

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

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

I.1.1 History and Mission:

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

2015 Team Assessment: The program enjoys a rich and storied history as well as a clear and articulate mission. There is substantial evidence that the program's constituents and stakeholders are widely aware of this legacy and benefit from unique synergies, events, and activities that occur as a result. Specifically, Princeton University self-identifies as a leading research institution with an emphasis on undergraduate liberal arts and doctoral education. Its mission also acknowledges the critical, but small, number of high-quality Master's degree programs, of which the Master of Architecture is one. The resulting opportunities for horizontal pedagogical integration between divisions across this context are clearly a strength, and the School of Architecture enjoys and appropriately exploits the aggregate opportunities that result. This is evident in narrative and practice.

I.1.2 Learning Culture and Social Equity:

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

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

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

- *Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

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

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

2015 Team Assessment: Regarding social equity, the program has demonstrated the existence of a positive and respectful learning environment as well as a rich learning culture; however, it has failed to identify a clear policy on diversity and the development and execution of a plan to mitigate the issue and

increase the diversity of its faculty and students when compared with the diversity of the institution during the term of the next two accreditation cycles. The failure to identify this policy persists despite the fact that it was identified as a cause of concern in 2009.

Additionally, each Annual Report discussed the NAAB Responses to areas of concern around the social equity condition and the lack of diversity among faculty and students. The school addressed this concern with respect to faculty through visiting appointments and guest lecturers. Increasing the diversity of the faculty and students, regarding both gender and minorities, was stated as a desire of the program, but no clear policy was submitted detailing how to achieve that goal over time. The Annual Reports state that there is institutional support from the President's office to increase diversity at both the faculty and graduate student level.

The Social Equity condition remains a cause of concern:

- Faculty diversity
 - Gender, underrepresented minorities (URM)*
 - Student diversity
 - Gender, underrepresented minorities (URM)*
- *URM is Princeton University nomenclature

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

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

[X] The program is responsive to this perspective.

2015 Team Assessment: The School of Architecture is deeply embedded in, and affected by, the larger university context within which it is situated and by its rich academic multidisciplinary environment. The School of Architecture is one of three professional schools at the university, including the Woodrow Wilson School of Public and International Affairs, and the School of Engineering and Applied Science. Therefore, the School of Architecture benefits from cross-disciplinary faculty appointments, potential research partnerships such as the Princeton-Mellon Initiative in Architecture, Urbanism, and the Humanities, and a range of coursework that, not only enables students to take advantage of the curricular offerings across the campus, but also allows students from other programs to take courses within architecture. Many courses offered by the school are cross-listed by these other professional schools as well as the Departments of Art and Archeology. The school also reciprocally cross-lists many courses with these and other departments, including Germanic Languages and Literatures and the Program in Latin American Studies and American Studies. This provides a diverse and enriched intellectual environment for both the students and the faculty at the school. The graduate program in Media and Modernity within the school also offers students from a wide range of fields the opportunity for interdisciplinary study. The faculty play an active role in the intellectual life and social engagement of the university through shared projects such as the Princeton-Mellon Initiative,

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

which is co-directed by a senior faculty member and an Acting Dean, and a faculty member from the Department of History. In addition, a new jointly appointed professorship in Energy and the Environment, shared with the School of Engineering and Applied Science, has enabled the expansion of research initiatives while simultaneously developing stronger ties between architecture and its allied fields.

The faculty members are extremely active in their production of creative scholarly work. They present papers at, and participate in, national and international conferences, curate and mount exhibitions of architectural work worldwide, and act as editors of international architectural journals, which expands the school's reach in relation to a larger academic community.

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

[X] The program is responsive to this perspective.

2015 Team Assessment: The program attracts some of the brightest minds and provides a safe, responsive environment for their development into practicing architects, well-rounded academics, and global design thinkers. Student-faculty collaboration and individual mentoring are strengths of the program and provide an individualized and unique education for each student. Research opportunities through both faculty partnerships and individual grants are abundant at the school. The Princeton model of interdisciplinary study permeates into the M. Arch. program, and students exercise their ability to take elective coursework outside the architecture building. Student work demonstrates complex thinking, advanced graphic representation, and well-researched conclusions. There is a high level of activity in student-driven organizations such as a lecture series; *Attention*, an audio journal; the Women-in-Design organization; and *Pidgin* magazine. These organizations, along with the educational opportunities in the school, foster the growth of individuals and their design achievements.

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

[X] The program is responsive to this perspective.

2015 Team Assessment: Most graduating students understand the need for their IDP records to be established and active, and about half of the M. Arch. student cohort has completed this effort. There is a general understanding of the precedents, procedures, and requirements to qualify to take the Architectural Registration Exam (ARE). With about half of the tenured faculty being licensed, and many of the visiting lecturers and part-time faculty also maintaining active practices, examples of the regulatory constraints and demands on licensees' practices are readily available. An IDP Coordinator exists and is active, and mentoring of IDP record holders is ongoing. Almost all M. Arch. students are not aware that most states require ARE candidates to hold an NAAB-accredited professional degree before they can sit for the ARE. Similarly, these same students are not aware that, to qualify for an NCARB Certificate, they must hold an NAAB-accredited professional degree or meet the NCARB minimum educational standards. Licensing statutes related to state regulation of the architecture profession (in this case, New Jersey) are covered in Arc 562 Professional Practice of Architecture and Arc 563 Business and Legal Issues in Architectural Practice.

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

[X] The program is responsive to this perspective.

2015 Team Assessment: This is a very small and strong collaborative architecture program. The school is educating students to be leading professionals in the field of architecture. Many faculty members have active design practices, and these experiences inform their teaching. Many students work during the summers in these design firms. There is strong emphasis on environmental, structural, and sustainable design practices. Design studios are located globally (this includes students' travel studios) or throughout the greater NYC area. Studios, both formally and informally, are organized so that technical faculty are involved in design decisions from the beginning. Students receive individualized advising to help them define their areas of interest. The school provides opportunities for student involvement at events at the AIA New York Chapter and the Architectural League.

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

[X] The program is responsive to this perspective.

2015 Team Assessment: The students and faculty are dedicated to a curriculum that reflects the best pedagogical practices of the architecture discipline. The program has travel, global study, history/theory, design, technological, and practice courses that reflect an awareness of the responsible and practical implications of decisions, obligations, and expectations that accompany such a rarified, customized, and intimate learning environment as well as respectful critiques of the professional, ethical, and public profiles that we all serve, support, and lead. Of note is the impact of initiatives emerging from teaching, research, and specialized seminar instruction, which, in turn, leads to externally funded support from the Mellon and Rockefeller Foundations for projects that significantly benefit the public good. These initiatives impact student-faculty research across all units of the School of Architecture as well as the broader university community and beyond. This practice exploits the best possibilities, given the history and mission of the school, which define it as a high-performing professional school within a university that is known for rich Ph.D. and undergraduate liberal arts strength.

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

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

2015 Team Assessment: Princeton University has procedures for continuous long-term strategic planning as well as institutional self-assessment and review by each school, department, and program. These include an Annual Report to the President and regularly scheduled meetings with senior administrative officers of the university. These processes occur in the context of an institutional strategic plan. The School of Architecture has outlined six long-range goals in its strategic plan as contributors to continuous program improvement:

The six long-range goals informing the school's strategic plan are:

1. To foster an increasingly productive dialogue between theory and practice.
2. To explore new methodologies of design that can respond effectively to new programs, new technologies, and unfamiliar sites.
3. To advance alternative modes of practice appropriate to a new global practice of architecture.
4. To consolidate our leadership in the history and theory of urbanism and its day-to-day practice under the changing conditions of contemporary urban life.
5. To create an atmosphere of communication, collaboration, and transparency in all areas of the School of Architecture.
6. To integrate new technologies into all areas of the curriculum.

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

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

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

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

2015 Team Assessment: Owing to the scale of the School of Architecture, it operates largely as a faculty of the whole. However, all of the school's procedures for self-assessment involve the solicitation of recommendations from students, faculty, staff, alumni, and outside voices, and the procedures are careful to include these views. Simultaneously, Princeton University has many procedures for continuous self-assessment and review by each school, department, and program. The School of Architecture has also instituted several additional procedures to monitor its performance, which include regular meetings with all constituent parties.

PART ONE (I): SECTION 2 – RESOURCES

1.2.1 Human Resources and Human Resource Development:

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

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

2015 Team Assessment: The faculty of the School of Architecture are well supported, and our review shows a keen vested interest in the continued health of the unit. Workloads, assignments, and opportunities for faculty appear equitable across the ranks. Full-time and part-time faculty are closely engaged in the maintenance of the school's academic and social culture. The Acting Associate Dean, as the IDP Coordinator, communicates with students concerning IDP training and development programs. The Acting Associate Dean is a temporary/interim position that may change once the new Dean for the School of Architecture is in place. While the intimacy of the school allows for open dialogue between students and faculty/staff, it also concentrates many administrative complexities in the offices of the Dean and the School Administrator (Department Manager). Unfortunately, during the 2009 accreditation visit, the staff members were not interviewed by the visiting team, and the institutional memory has been challenged by changes in staff. With the pending arrival of a new Dean and the relatively recent appointment of the School Administrator, the school staff are working through the reorganization and updating of job descriptions. It will be critical for all involved to stay cognizant of the importance of structured strategic planning of staff operations moving forward. Since the last accreditation visit, the full-time faculty have increased by four tenure-track hires who have increased expertise in energy and environmental systems engineering, computation, design, and history/theory. However, it remains a concern that the faculty hires since the last visit have not addressed the social equity expectations of the full-time faculty.

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

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

- *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

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

2015 Team Assessment: Student human resources are adequate for the program. Evaluation of preparatory/pre-professional education is extensive, thorough, and tailored for each individual student. Students hold undergraduate degrees in a variety of backgrounds, including some degrees from the most prestigious institutions. One area for improvement is in student diversity initiatives and outreach to students who may be qualified to attend Princeton, but do not apply.

1.2.2 Administrative Structure and Governance:

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

[X] Administrative structure is adequate for the program.

2015 Team Assessment: The School of Architecture functions as part of the Division of Humanities within the overall structure of the university. The Dean of Architecture reports to the Dean of Faculty for academic matters and to the Provost of the university for fiscal and administrative guidance. The Dean is supported by an Acting Associate Dean as well as a Director of Graduate Studies for Ph.D., Director of Graduate Studies for M. Arch., and a Departmental Representative, who comprise an Executive Committee. Faculty have direct access to the Dean. Currently, the Dean and Acting Associate Dean are serving in an acting capacity. A preferred candidate for Dean has been identified, but not named.

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

[X] Governance opportunities are adequate for the program.

2015 Team Assessment: The School of Architecture faculty governance is accomplished through meetings at two levels: Full Faculty meetings (all full-time and part-time faculty) and Core Faculty meetings (full-time faculty and visiting faculty with continuing appointments). Additionally, there is an overlay of organizational groups consisting of: 1) Senior Faculty, who address curriculum adjustments, salary issues, and tenure recommendations, and 2) the Executive Committee (Dean, two Directors of Graduate Studies, and the Undergraduate Departmental Representative), which is tasked with operational, financial, human resource management, and other tactical responsibilities.

School-wide governance is accomplished through regularly scheduled meetings of the entire School of Architecture family (faculty, staff, and students). Student governance is accomplished through meetings between the elected student representatives and members of the school administration. The School of Architecture staff hold separate meetings. The governance structure and procedural operations are sufficient for the needs of the school.

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

- *Space to support and encourage studio-based learning.*
- *Space to support and encourage didactic and interactive learning.*

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

[X] Physical resources are adequate for the program.

2015 Team Assessment: The School of Architecture building is located in the heart of the campus and is coupled with the Architectural Laboratory, which is a 10-minute walk from the School of Architecture building in the university's science neighborhood. The Architectural Laboratory is scheduled for substantial reconstruction and renovation in the coming months. While the program enjoys generous facilities in an attractive setting, there are significant space pressures—concerning faculty offices and secured gallery space/exhibitions—and fabrication limitations. The School of Architecture is a victim of its own success in that a recent expansion of faculty interests and research opportunities, and an increase in the number of visiting scholars, have put a strain on space for faculty offices, “build” spaces, seminar rooms, and lecture classrooms. The Acting Dean has recently engaged with university planning consultants charged with campus-wide analysis of space needs.

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

[X] Financial resources are adequate for the program.

2015 Team Assessment: This condition is **Well Met**. The financial resources for the school are very robust in relation to faculty, operations, and student scholarship, and the support from the university is very strong. The program enjoys a needs-blind admissions process, supports many student travel and research opportunities, and is carefully managed with respect to consideration of the mission of the School of Architecture.

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

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

[X] Information resources are adequate for the program.

2015 Team Assessment: The School of Architecture Library is resident in the School of Architecture building and convenient to students and faculty while also supporting affiliated departments and schools (the History, American Studies, Art and Archaeology, and Sociology departments, and the School of Engineering). Major architectural resources for students and faculty are also located close by in the Marquand Library, which is housed in McCormick Hall/Art Museum, and the School of Engineering Library. These three satellite locations and six satellite locations in other specialties, in conjunction with the main library, constitute a substantial research resource.

Library resources consist of 85,000 volumes (1/3rd on site), video collections, over 300 architecture-related journals and periodicals, extensive architecture- and design-related databases, and other electronic resources. Catalogs of the library resources are all available online. Additionally, the school has access to regional collections (New York City Library, Columbia University) and an extensive archive and image collection.

The School of Architecture Library has a specifically assigned librarian, with paraprofessional staff available to all students and faculty. Additionally, the Archive and Audio-Visual Resources Collection has a dedicated manager and assistants available to facilitate access to extensive digital media and provide multi-media support (DVRs, cameras, projectors, etc.).

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

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

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

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

2015 Team Assessment: The required student characteristic information was present and clear in the APR, and additional information was provided by the university. Student qualifications prove that Princeton admits intellectually advanced students from national and international institutions.

Full Statistical Reports showing faculty demographics, promotions, and licensure were provided in the Architecture Program Report and were supplemented by additional information outlining these characteristics in relation to individual faculty.

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

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

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

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

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

2015 Team Assessment: The Annual Reports were submitted as requested, and the appropriate information was provided.

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

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

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

2015 Team Assessment: Faculty credentials were provided in the APR, and the faculty matrix indicated the background for each faculty member's area of specialization. Faculty credentials were also provided within the team room, which included an exhibition of faculty design work and research as well as an extensive and impressive collection of faculty publications, including many seminal texts within the field. The faculty, as a whole, represent a wide range of expertise, from highly experienced licensed practitioners with internationally recognized award-winning architectural design practices to those with advanced doctoral degrees and specialized academic research backgrounds in history and theory, building technology, energy and environmental systems, computation, and urbanism. Many of these faculty members have achieved notable acclaim within the discipline and are among the top tier of scholars within their particular areas of specialization. In addition, the visiting faculty substantially expand the curricular offerings of the school. These faculty members range from highly distinguished, internationally recognized design practitioners to those that teach specialized courses in history/theory, technology, and/or professional practice, and have had long-standing part-time faculty appointments at the school. The extremely high caliber of the faculty's academic, scholarly, and professional qualifications is truly impressive. This is one of the substantial strengths of the program.

Further, almost all of the full-time tenured/tenure-track faculty teaching within the design studio are practicing architects, and, of these, 86% are licensed. Of the part-time faculty, 35% are licensed architects or engineers, which includes almost all of those who are teaching in the design studio and 100% of those teaching specialized courses in structures, environmental systems, and professional practice.

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

PART ONE (I): SECTION 4 – POLICY REVIEW

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

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

2015 Team Assessment: All items were found in a binder, as required, in the team room.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

Realm A: Critical Thinking and Representation:

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

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

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

[X] Met

2015 Team Assessment: This criterion is **Met with Distinction** through the Arc 549 History and Theory of Architecture - 20th Century term papers.

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

[X] Met

2015 Team Assessment: This criterion is **Met** through the Thesis project, Arc 507/508 Master of Architecture Thesis Studio.

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

[X] Met

2015 Team Assessment: This criterion is **Met** through Arc 547 Introduction to Formal Analysis work in digital media and abstract representation.

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

[X] Met

2015 Team Assessment: Student work in Arc 509 Integrated Building Systems demonstrates an ability to develop technical documents. Evidence is also found in Arc 503 Comprehensive Design Studio.

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

[X] Met

2015 Team Assessment: This criterion is **Met with Distinction** through Arc 507/508 Master of Architecture Thesis Studio.

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

[X] Met

2015 Team Assessment: This criterion is **Met**. Clear evidence of fundamental design skills is exhibited in Arc 501 and Arc 502, the core Architecture Design Studios.

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

[X] Met

2015 Team Assessment: This criterion is **Well Met**. This is exhibited in Arc 501, Arc 502, and Arc 505 Architecture Design Studio; Arc 547 Introduction to Formal Analysis; and Arc 507/508 Master of Architecture Thesis Studio.

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

[X] Met

2015 Team Assessment: This criterion is **Met**. Evidence of an understanding of fundamental ordering systems is clearly demonstrated in Arch 547 Introduction to Formal Analysis, and in Arc 501 and 502 Architecture Design Studio.

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

[X] Met

2015 Team Assessment: This criterion is **Met**, with evidence found in Arc 549 History and Theory of Architecture – 20th Century.

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

[X] Met

2015 Team Assessment: This criterion is **Met**. Evidence of this understanding exists in Arc 505/506 Architecture Design Studio through projects focused on remote sites located in regions from South America to Asia, which incorporate an understanding and analysis of diverse cultures and their impact on the role of architecture and the architect.

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

[X] Met

2015 Team Assessment: This criterion is **Met**. Students engage in research and its application throughout the advanced design studio sequence, advanced history and theory seminars, and advanced technology coursework. Evidence of this understanding is most clearly exhibited in Arc 530 Master Thesis Preparation Seminar and Arc 507/508 Master of Architecture Thesis Studio.

Realm A. General Team Commentary: Students demonstrate strong communication skills through reading and writing, design thinking skills through assignments, presentations, and class discussions in design studios, and strong representational and visual communication skills across a wide range of media. They demonstrate the ability to generate in-depth formal analyses of precedents and convey both design understanding and intent. Students exhibit highly developed investigative skills, supported by a strong emphasis on historical and contemporary urban and architectural models within the history and theory course sequence. They also have an understanding of global culture, which is emphasized in upper-level urban work and in architectural design studios that are focused on cities and sites throughout the world.

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

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

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

[X] Met

2015 Team Assessment: This criterion is **Met**. Evidence of pre-design as an ability is documented in the student work and practices of Arc 507/508 Master of Architecture Thesis Studio.

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

[X] Met

2015 Team Assessment: Students have the ability to design sites and buildings that respond to issues of accessibility. The Arc 503 Comprehensive Design Studio program project highlighted issues of accessibility as a main part of the design solution. Arc 509 Integrated Building Systems has an accessibility workshop, and Arc 562 Professional Practice of Architecture focuses on ADA issues while discussing codes.

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

[X] Met

2015 Team Assessment: This criterion is **Well Met**. Evidence of sustainability as an ability is documented in the student work and practices of Arc 514/515.

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

[X] Met

2015 Team Assessment: Evidence of this criterion is seen in all design studios, with a focus on site design issues in Arc 503 Comprehensive Design Studio.

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

[X] Met

2015 Team Assessment: Evidence of this ability is in Arc 509 Integrated Building Systems, where a workshop has students address issues of egress. This course also addresses life-safety systems.

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

A.2. Design Thinking Skills

B.2. Accessibility

A.4. Technical Documentation

B.3. Sustainability

A.5. Investigative Skills

B.4. Site Design

A.8. Ordering Systems

B.7. Environmental Systems

A.9. Historical Traditions and
Global Culture

B.9. Structural Systems

B.5. Life Safety

[X] Met

2015 Team Assessment: This criterion is **Met with Distinction**. Students demonstrated design thinking and investigative skills in the development of complex and complete comprehensive projects. A deep understanding of environmental, structural, sustainable, and building assembly solutions was evident in Arc 503 and Arc 504 Comprehensive Design Studio. The team was impressed by the incorporation of four workshops into the studio structure, which partner an environmental engineer and a structural engineer with the design instructor to review and critique student work throughout the semester.

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

[X] Met

2015 Team Assessment: This criterion is **Met**. An understanding of financial considerations is documented in the course content, student work, and practices of Arc 562 Professional Practice of Architecture.

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

[X] Met

2015 Team Assessment: This criterion is **Met with Distinction**. An understanding of environmental systems is documented in the student work and practices of Arc 514/515.

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

[X] Met

2015 Team Assessment: This criterion is **Met with Distinction**. An understanding of structural systems is documented in the course content, student work, and practices of Arc 510/511.

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

[X] Met

2015 Team Assessment: This criterion is **Met**. An understanding of building envelope systems is documented in the course content, student work, and practices of Arc 509 Integrated Building Systems.

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

[X] Met

2015 Team Assessment: This criterion is **Met**. An understanding of building service systems integration is documented in the student work and practices of Arc 514/515.

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

[X] Met

2015 Team Assessment: Building materials and assemblies integration is addressed in Arc 509 Integrated Building Systems.

Realm B. General Team Commentary: The program is very strong in its teaching of technical skills and knowledge of integrated building practices. There is a seamless integration of technical and design faculty in the teaching of both the seminar and design studio courses. The program's environmental and structural engineers are leaders in their respective fields. In addition to the study of building assembly precedents through technical drawings and material selection, the coursework culminates with a final team project in which a full-scale tectonically innovative structure is designed and fabricated.

Realm C: Leadership and Practice:

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

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

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

[X] Met

2015 Team Assessment: An adequate demonstration of this ability was found primarily in the student work in Arc 504 Integrated Building Studio and Arc 509 Integrated Building Systems, and secondarily in Arc 501 Architecture Design Studio, Arc 502 Architecture Design Studio, Arc 503 Integrated Building Studio, Arc 505 Architecture Design Studio, Arc 506 Architecture Design Studio, and Arc 507 Master of Architecture Thesis Studio.

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

[X] Met

2015 Team Assessment: Evidence was found for an understanding of this criterion in the materials provided for Arc 504 Integrated Building Studio and Arc 507 Master of Architecture Thesis Studio.

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

[X] Met

2015 Team Assessment: Evidence was found for an understanding of this criterion in the materials provided for Arc 562 Professional Practice of Architecture and Arc 563 Business and Legal Issues in Architectural Practice.

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

[X] Met

2015 Team Assessment: Evidence was found for an understanding of this criterion in the materials provided for Arc 562 Professional Practice of Architecture and Arc 563 Business and Legal Issues in Architectural Practice.

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

[X] Met

2015 Team Assessment: Evidence was found for an understanding of this criterion in the materials provided for Arc 562 Professional Practice of Architecture and Arc 563 Business and Legal Issues in Architectural Practice.

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

[X] Met

2015 Team Assessment: Evidence was found for an understanding of this criterion in the materials provided for Arc 507 Master of Architecture Thesis Studio, Arc 562 Professional Practice of Architecture, and Arc 563 Business and Legal Issues in Architectural Practice. Additional supporting evidence was found in the building technology courses relative to this SPC.

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

[X] Met

2015 Team Assessment: Evidence was found for an understanding of this criterion in the materials provided for Arc 562 Professional Practice of Architecture and Arc 563 Business and Legal Issues in Architectural Practice.

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

[X] Met

2015 Team Assessment: Evidence was found for an understanding of this criterion in the materials provided for Arc 562 Professional Practice of Architecture and Arc 563 Business and Legal Issues in Architectural Practice.

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

[X] Met

2015 Team Assessment: Evidence was found for an understanding of this criterion in the materials provided for Arc 562 Professional Practice of Architecture and Arc 563 Business and Legal Issues in Architectural Practice.

Realm C. General Team Commentary: This realm is **Met with Distinction**. A review of Realm C's SPCs was accomplished easily since the majority of the criteria in this realm are fulfilled by two courses, one of which is required. This is notable since both courses are well taught by the same person, who, thus, carries disproportionate responsibility relative to all SPCs. This may be a topic for future consideration in strategic planning.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: *The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).*

[X] Met

2015 Team Assessment: This condition is **Met**. The Middle States Commission on Higher Education accredits Princeton University. This accreditation is current.

II.2.2 Professional Degrees and Curriculum: *The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

[X] Met

2015 Team Assessment: This condition is **Met**. The 3-year Master of Architecture degree requires a non-pre-professional degree and the completion of 24 courses, for a total of 108 credits at the graduate level. A minimum of 96 semester credit hours is required for admission to the 3-year program, with a minimum of 40 semester credit hours in general studies. Students admitted with advanced standing require an evaluated pre-professional degree and the completion of 16 courses, for a total of 72 credit hours at the graduate level. The program has addressed the standing nomenclature issues with the current Post-Professional Master of Architecture, with the proposal to change the name of that program to Master of Science in Architecture.

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

[X] Met

2015 Team Assessment: This condition is **Met**. Given the size of the School of Architecture, the review and the development of the 3-year Master of Architecture degree are executed in the context of the entire faculty. Curricular initiatives emerge from the faculty as well as the Dean, and student representatives are involved in discussions. The school maintains an active advisory council of peer colleagues and professionals that meets roughly every 18 months. This body met most recently in November 2013 and included students. Forty-three percent of the senior faculty and 35% of the part-time faculty are licensed professionals.

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

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

In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

[X] Met

2015 Team Assessment: This condition is **Met**. Applicants to the School of Architecture with a non-pre-professional degree are required to have an undergraduate degree from an accredited college or university with a minimum of 120 credit hours, a statement of academic purpose, a resume, transcripts, recommendation letters, GRE general test scores, TOEFL or IELTS scores (international applicants only), and a design portfolio. Applicants with advanced standing have the same general application requirements and undergo the same evaluation process for admission as the non-pre-professional M. Arch applicants, with the additional component of an extensive undergraduate architectural education from recognized schools with rigorous curricula. A review of student admission and advising files confirmed these practices.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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

[X] Met

2015 Team Assessment: The statement was found on the link provided to the School of Architecture website; however, the link provided for the Graduate Catalog was not found specifically. The Graduate Catalog web link was only a general connection to its opening menu.

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

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2015 Team Assessment: The 2009 Conditions for Accreditation and the 2012 Procedures for Accreditation were found on the School of Architecture website, with web links to the NAAB site.

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

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

www.NCARB.org

www.aia.org

www.aia.org

www.acsa-arch.org

[X] Met

2015 Team Assessment: All of the listed references and links were found on the School of Architecture website and were consolidated on one web page, including a link to the ARE Pass Rates.

II.4.4 Public Access to APRs and VTRs: *In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:*

All Annual Reports, including the narrative

All NAAB responses to the Annual Report

The final decision letter from the NAAB

The most recent APR

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

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

[X] Met

2015 Team Assessment: All of the referenced information was found as hardcopy in the Dean's Office and verified as current.

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

[X] Met

2015 Team Assessment: The ARE Pass Rates were found, as noted above, on the link provided for Career Development Information. The link provided in the APR for this category is a general link, and the pass rates were much more difficult to find.

III. Appendices:

1. Program Information

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

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

Reference Princeton University, APR, pp. 7-8

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

Reference Princeton University, APR, pp. 8-11

C. Long-Range Planning (I.1.4)

Reference Princeton University, APR, pp. 20-25

D. Self-Assessment (I.1.5)

Reference Princeton University, APR, pp. 25-31

2. Conditions Met with Distinction

A.1. Communication Skills

A.5. Investigative Skills

B.6. Comprehensive Design

B.8. Environmental Systems

B.9. Structural Systems

Realm C: Leadership and Practice

3. The Visiting Team

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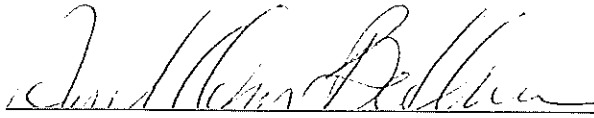
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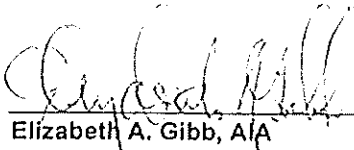
IV. Report Signatures

Respectfully Submitted,



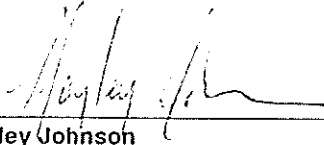
Nathaniel Quincy Belcher, AIA
Team Chair

Representing the ACSA



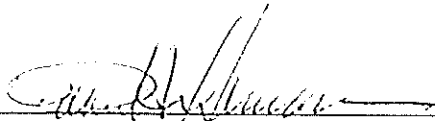
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Team member

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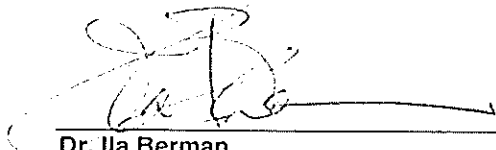
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David L. Hoffman, FAIA
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