

2024 Visiting Team Report

University of Nebraska- Lincoln
College of Architecture

M.Arch.

Track: pre-professional degree (58 credit hours)

Track: non pre-professional degree (92 credit
hours)

Continuing Accreditation Visit
April 7-10, 2024

NAAB

National
Architectural
Accrediting
Board, Inc.

Contents

| <u>Section</u> | <u>Page</u> |
|---|-------------|
| I. Summary of Visit | 3 |
| II. Progress Since the Previous Site Visit | 4 |
| III. Program Changes | 4 |
| IV. Compliance with the 2020 Conditions for Accreditation | 5 |
| 1. Context and Mission | |
| 2. Shared Values of the Discipline and Profession | |
| 3. Program and Student Criteria | |
| 4. Curricular Framework | |
| 5. Resources | |
| 6. Public Information | |
| V. Appendices | 33 |
| 1. Team PC/SC Matrix | |
| 2. The Visiting Team | |
| VI. Report Signatures | 37 |

I. Summary of Visit

a. Acknowledgments and Observations

The NAAB visiting team would like to thank Executive Vice Chancellor Katherine Ankersen, Dean Kevin Van Den Wymelenberg, and the UNL architecture program's faculty, staff, and students for their courtesy and their commitment to the principles of accreditation. We extend special thanks to Program Director David Karle for his patience and diligent efforts in providing us with information and access to your academic community. We are especially thankful for the displays of student work after weeks of digging into files to view digital presentations. All of these efforts enabled the team's work both before and during the visit, allowing the team to work proactively with the program to address questions and complete our tasks.

The team preceded the visit with a thorough exploration of the curricula that serve the accredited degree program. It was a treat for team members to arrive on campus after three years of virtual visits. The meetings held with engaged faculty, staff, and students allowed the team to perceive a robust optimism that can only be suggested in the documents we had been studying. During the visit, we sensed that the College of Architecture was in the midst of an exciting transformation, the results of which cannot yet be fully measured. In addition to the enrollment growth and physical expansion underway, there is support from the university leadership, a new dean ready to set the stage for imagining the next strategic plan, and there are two new faculty members bringing fresh energy next year. In addition, construction of the major addition to the building is scheduled for completion by the end of the summer.

Our team followed a rigorous process of review and consensus to produce a report that will inform the NAAB board of your adherence to the conditions of accreditation. Our meetings of the past two days were necessary to verify and clarify our understanding of the information in the materials that we had been reviewing. More importantly, they helped to give color and texture to the program as a community. We greatly enjoyed candid conversations with all the participants.

There are many strengths that the team observed, first as a hazy collection of various acronyms, and then on site as a variety of themes and activities that slowly cohered. Ultimately, they are all in service of the students, who inspire their teachers and mentors, and who will be the next leaders of the profession. The outward-facing activities are rooted in the land grant tradition of the university extension mission: faculty take students out to communities across the state regularly to assist communities with their own expressed needs. The inward-oriented activities combine to provide students with a robust safety net: together with regular academic advising, there are supports such as the Smart Start course to orient undergraduates to the realities of the college curricula, and the presence of an Academic Navigator who can focus on a few individuals with the greatest needs.

The college is currently a visible locus of great energy on campus. The architecture programs are growing while university enrollment as a whole has not rebounded from pandemic-related declines, and the construction of a substantial addition is the visible symbol of a vibrant and dynamic place of learning. The faculty quite rightly take pride in this recognition of the importance and relevance of their work—their teaching, their research, and their ability to model collaborative knowledge sharing within the college and beyond through partnerships in the profession. Collaboration is the center-point at every scale of endeavor: it ripples throughout the courses, throughout curriculum design and pedagogy, and through projects with communities and other external partners. Collaboration is not a buzzword or a haphazard fad; it is intentional and impactful. The college is also a leader in taking advantage of the university's investment in the Innovation Campus.

The visiting team thoroughly enjoyed our conversations with students. They are well aware of the demands of the profession, and they are not daunted. The student leaders are reaching back to assist the newer students in understanding this context and acquiring the skills for personal

success and for leadership. Graduates of the program continue to draw meaning from their experiences at UNL, with many coming back to teach and train. It was not difficult to connect their passion for leadership in augmenting academic excellence and professional development to the faculty that daily model commitment to those values. The students were impressively clear about their choices and their options.

The program does have some significant issues to address in meeting the conditions set by the profession as a whole, but none of them are out of reach. As required by the 2020 Conditions for Accreditation, we were highly focused on curricular assessment. While there is still work to be done, we were truly impressed with the faculty investments that were uniformly thorough and thoughtful. The library, displaced and downsized, is still a work in progress. But the studios, soon to be decongested, are mostly lofty and well-lit spaces for the primary activities of architectural exploration, critique, and presentation.

We sincerely thank everyone who has participated in the visit preparation and all the meetings for the opportunity to engage with the culture of your campus and college.

b. Conditions with a Team Recommendation to the Board as Not Achieved (*list number and title*)

PC.4 History and Theory
PC.8 Social Equity and Inclusion
SC.1 Health, Safety, and Welfare in the Built Environment
SC.2 Professional Practice
SC.5 Design Synthesis
5.8 Information Resources

II. Progress Since the Previous Site Visit

2009 Conditions Not Met

At the last site visit held in 2015, the visiting team and NAAB Board of Directors had no findings of non-compliance with the 2009 Conditions.

2024 Team Analysis: The merger of the College of Architecture with the Hixson-Lied College of Fine and Performing Arts under discussion at the time of the visit did not move forward. There was no substantive change to the organizational structure in which the accredited program operates.

III. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program because of changes in the Conditions is required.

2024 Team Analysis: A major curriculum change was in progress at the time of the last visit in 2014. This established a common first year curriculum across the three undergraduate disciplines in the college at that time and also strengthened the presence of research and collaboration within the studio sequence, in keeping with changing priorities in the profession and the 2014 Conditions for Accreditation. In 2019, the course ARCH 544 Design Thesis Prep was added to the optional thesis sequence for the M.Arch. program. This course supports students in research and argumentation skills as they prepare a proposal for an independent thesis project and is required for any student wishing to pursue the thesis option.

In response to the changes in the 2020 Conditions for Accreditation, the program worked with an instructional specialist, Amy Ort, with assessment expertise. The faculty established teaching teams in accordance with disciplinary focus on design, history/theory, and technology. The teams were intended to

work together on course sequencing, coordination of content, and scaffolding knowledge. They worked together to identify where competency would be assessed, and how previous courses would prepare students within the major curricular streams. This provided a foundation for developing a three-step process of assessment for all required courses.

The design faculty also serve as coordinators to the studios at the 200-, 300- and 400-levels to assure that part-time faculty teaching studio understand the requirements of assessment in general, and the learning outcomes assigned to each studio level. The faculty coordinator of each studio team meets with the whole team before, during, and after each semester. The faculty member produces the Instructor Reflections, summaries of the assessments for which their course or studio level is responsible.

Lastly, the program determined how best to meet the requirements of SC.5 and SC.6. They chose to target the last studio in the undergraduate, non-accredited program, ARCH 411 Integrate, along with a supporting course, ARCH 430 Building Integration. Since most students in the M.Arch. program are graduates of their own undergraduate program, this allows the M.Arch. studios greater flexibility in content and approach. Teaching teams in ARCH 411 and 430 worked in close coordination in the initial course roll-out, and in spring 2023 they produced a shared course rubric that directly addresses the components of SC.5 and SC.6.

An over-arching design intention for the UNL curriculum was to fulfill all the program and student criteria of the 2020 Conditions in the non-accredited undergraduate BS Architectural Studies program. This freed the four semesters of the two-year M.Arch. (2M) to offer studio options and elective seminars that could provide depth to various specializations or timely issues, or in alignment with faculty research areas.

IV. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission (*Guidelines, p. 5*)

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program’s mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program’s role in and relationship to its academic context and university community, including how the program benefits—and benefits from—its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university’s academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Team Findings:

Met

Program Summary Statement of 1 – Context and Mission

The Architecture Program is guided by the mission to ‘provide the educational foundation for intellectually aware and self-realizing architecture professionals. We promote collaboration and engagement through excellence in design research and creative scholarship.’ Our faculty, staff, and students actively

participate in teaching, research, service, and engagement roles at the Program, College, and University levels to strengthen our collaborations and foster new ideas.

The Program is strengthened by the College of Architecture's mission to 'create a resilient, healthy and beautiful world, within a diverse and inclusive culture of rigorous inquiry and innovation, united by the transformative power of planning and design. The College builds a culture where our intellectual environment thrives because of our diverse perspectives, dynamic close-knit community, and pursuit of meaningful impact.' The College's Strategic Plan identifies three core capacities: 'Connection and Collaboration,' 'Culture and Environment,' and 'Innovation and Impact,' which guide us into the future.

Our Program benefits from the University of Nebraska–Lincoln as a public land-grant Carnegie Classification Research I Institute that is guided by the N2025 strategic plan. The N2025 Strategic Plan outlines the aims, strategies, expectations, and targets for the first five years of the 25-year vision articulated within the N150 Commission Report.

2024 Team Analysis: The University of Nebraska-Lincoln is the state's oldest and largest university and the flagship institution of the University of Nebraska system. The institution is a public land-grant, with Higher Learning Commission accreditation, and an enrollment of over 23,000 students. It is in the city of Lincoln, Nebraska's capital, with a population of roughly 280,000 people. The university has a College of Architecture that offers degrees in Architecture, Interior Design, Landscape Architecture and Community & Regional Planning.

UNL has three missions: to teach, to research, and to serve. These missions, independent but intertwined, will produce graduates prepared to lead successful lives, innovation to expand our horizons and economy, creative activities that improve the quality of our lives, and a connection to the needs and aspirations of Nebraska. The program mission states that they "provide the educational foundation for intellectually aware and self-realizing architecture professionals. We promote collaboration and engagement through excellence in design research and creative scholarship."

The program offers two tracks: a two-year M.Arch. for students with an undergraduate degree in architecture, and a three-year M.Arch. for students with undergraduate degrees in other areas. Approximately ninety percent (90%) of the students enrolled in the two-year M.Arch. track have graduated from UNL Bachelor of Science in Design- Architectural studies. The program takes advantage of being part of a university with different colleges promoting multidisciplinary education through minor degrees that exposed the architecture students to the disciplines of Business, Art, Landscape Architecture, Product Design, and Community & Regional Planning.

2—Shared Values of the Discipline and Profession *(Guidelines, p. 6)*

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession. *(p.7)*

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them. *(p.7)*

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in

the profession and in society and support a range of pathways for students seeking access to an architecture education. (p.7)

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline. (p.8)

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work. (p.8)

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings. (p.8)

Team Findings:

Met

2024 Team Analysis:

Design: The APR describes how design thinking and integrated design solutions are intrinsic to the program's four curricular strands ("disciplinary," "design," "building technology," and "technique"). The "design" strand is the studio sequence where curriculum strands align to incrementally introduce and repeat knowledge, preparing students to address evolving issues of increasing complexity. The rigor of the undergraduate design strand provides the educational foundation for the M.Arch. program, where students take graduate design-research vertical studios. As evidenced during the visit through review of student work and conversations with faculty and students, by engaging in design and research problems of contemporary significance, these studios prepare students to be self-motivated, collaborative professionals capable of using design to work through problems and generate new architectural knowledge. Design outcomes from courses throughout the program are assessed by faculty at the end of each semester as part of the College's long-range planning process.

Environmental Stewardship and Professional Responsibility: The architectural program notes that this value is achieved by "providing the educational foundation for intellectually aware and self-realizing architecture professionals." Foundational understanding of this is provided through coursework and studio work introduced at early levels (DSNG 101) through the graduate level Design Thesis. Collaborative studios with landscape architecture students, site-based design studios, and adjunct faculty providing additional professional viewpoints give the students hands-on exposure to this value. Students have multiple opportunities for investigation outside of coursework through internships, student organizations and student advising.

Equity, Diversity, and Inclusion: The university has an Office of Diversity and Inclusion, which establishes strategies for inclusion and equity. They also have a Vice Chancellor for Diversity and Inclusion, who has initiated a Path Towards Inclusive Excellence and requested all colleges to prepare a diversity and inclusion plan. The College of Architecture has a Diversity and Inclusion website, which provides students with direct access to resources on the topics of diversity, inclusion, and professional development. The program promotes awareness of diverse cultures through its history, theory, and design courses. In addition, they have a lecture program with alumni from diverse cultural and social context. In 2022 the program sponsored and hosted the SAY IT OUT LOUD exhibition, showcasing the work of minorities working in the built environment.

Knowledge and Innovation: As a Carnegie R1 Research Institute, research is the impetus for innovation and the generation of new knowledge and serves as the foundation for the program's pedagogy. The APR describes how students participate in research within the academy and profession through the

optional University Undergraduate Creative Activities and Research Experience (UCARE) program, and projects undertaken at the Nebraska Innovation Campus (NIC) and Nebraska Innovation Studio (NIS). The college seeks to be continually reinvigorated with outside voices through the Hyde Lecture Series and the Hyde Chair of Excellence visiting professorship. The program houses several faculty-led research and collaboration labs, including ASSIST: Community Engagement, Research & Design Studio, Computational Architecture Research Lab (CARL), Fabrication and Construction Team (FACT) (Day), and Plain Design-Build. Within the curriculum, inquiry and innovation are taught in ARCH 489: Design Research and explored in the M. Arch Design-Research studios. The entire M.Arch. curriculum is constructed to support faculty- and student-initiated design research agendas. The optional Design Thesis studio allows students the opportunity to further investigate a subject of relevance to a larger architecture audience through scholarly research and the generation of new creative content.

Leadership, Collaboration, Community Engagement: The program emphasizes this value through interdisciplinary courses in both first- and fourth-year studios where architecture, interior design, and landscape architecture students work together. Collaboration was emphasized throughout the site visit by administration, faculty, and students. Faculty members from multiple disciplines instruct and mentor this value, including facilitating a “Team-Building Week”. Community engagement efforts include stakeholder activities at studio project sites, particularly in the design-build studios with projects located throughout Nebraska. Leadership options are encouraged through the many student organizations, undergraduate and graduate learning assistants, Graduate Teaching Assistantships, and some research options.

Lifelong Learning: The student experience in the undergraduate program includes breadth of knowledge through the common first year interdisciplinary studios, and again in the fourth-year collaboration studio and other coursework. Throughout the curriculum, *process* is prioritized over *product*, encouraging students to develop capacity for self-directed inquiry. ARCH 680 Professional Practice highlights the stages of a career and the necessity for ongoing professional development in defining one’s own path in or outside the discipline. The Hyde Lecture Series provides students an awareness of constant change in the profession, and a model for ongoing inquiry throughout the professional career. Attention to the value of lifelong learning as an element of long-range planning is assessed in end-of-semester faculty meetings.

3—Program and Student Criteria *(Guidelines, p. 9)*

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC) *(Guidelines, p. 9)*

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline’s skills and knowledge. *(p.9)*

Team Findings:

Met

2024 Team Analysis: As described within the APR, the program has developed a d.ONE curriculum for the freshman year, where students interested in architecture, interior design and landscape architecture are introduced to the tasks, roles and responsibilities of these career paths. The DSGN 101 Introduction to Design and ARCH 680 Professional Practice courses also enable students to be exposed to optional paths. Optional activities include a summer internship, ARCH 689 and Career Path Mini-Courses ARCH 492/592/892 taught by the College of Architecture Friends Association (CAFA).

Supporting materials include three quizzes from first year DSGN 101 regarding Professional Overlaps & Origins, Professional Distinctions, and Architecture. Fourth year Professional Practice ARCH 680 includes lectures and panel discussion on professional licensing, firm sizes, pro bono and alternative practices, culminating in a career mission project in which students speculate on their own career goals. Assessment from student work includes the majority of graded scores in the 80% to 100% range, showing student understanding. According to the PC.1 Executive Summary, the program is considering administering a pre-test to determine the growth of student knowledge by the end of the semester. It is also considering collecting data on students that attend the AXP information meetings in DSGN 101, ARCH 262, and ARCH 680.

In site visit meetings with both students and faculty, this was described in detail, including coursework, classroom lectures by visiting professionals outlining both traditional and alternative career paths, and various internship and career fair opportunities for students.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities. (p.9)

Team Findings:

Met

2024 Team Analysis: The APR describes how students are taught to develop a holistic, interdisciplinary design process that can be applied in different settings and at multiple scales. The entire design studio sequence incrementally introduces and repeats essential design knowledge gained throughout the curriculum, culminating in the ARCH 411 (M2 students) and ARCH 511i (M3 students) Integrate design studios which serve as the capstone of the design sequence demonstrating the architect's professional responsibility to design integrated building proposals.

The program assesses PC.2 in the two-year track through the undergraduate DSGN 410 Collaborate studio and in the three-year track through course ARCH 511i. 2M students with undergraduate architecture degrees from other institutions found to have not satisfied the PC.2 criteria are required to take ARCH 511i.

Student performance is evaluated according to rubrics published in the syllabi and measured incrementally throughout the course. Student grade data and self-assessments were provided as evidence. The program regularly completes a three-step program assessment framework to collect, reflect, and consider. At the end of each semester, the design studio faculty collect design work and reflect on the outcomes individually, with the teaching team, and with the entire faculty. Summaries of the teaching team discussions of course outcomes were provided in the digital documentation. Several examples of curricula modifications based on the assessment process were also noted in the APR (pp. 34-37) for each assessed course.

Syllabi, schedules, and project statements and assignments for multiple sections of DSGN 410 and for ARCH 511i were found in the digital documentation. There were also Executive Summaries of assessments for each course.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities. (p.9)

Team Findings:

Met

2024 Team Analysis: The program identified nine required courses that are focused on Ecological Knowledge and Responsibility. ARCH 360 Site Context Issues is identified as the assessment point. This course is taken by third year undergraduate students during the Spring Semester. In addition, students have access to an annual lecture series that hosts experts in ecological approaches within the architecture profession. The AIAS organizes events that promote ecological understanding and sustainable practices in architecture.

The program made adjustments to ARCH 360 Site Context Issues to align it more fully with PC.3 beginning in Spring 2023. Their assessment method for PC.3 in this course includes one project and two quizzes. The project consists of a booklet analyzing COTE Top Ten award-winning architectural projects, and diagramming how the ecological strategies could be applied to their design projects. One of the quizzes covers principles of ecological systems and building performance. The other quiz covered principles of resilience and adaptability. One student withdrew from the course, all other students passed the project and both quizzes with an average score above 90%. The professor's reflection of the course mentioned that he will make further adjustments to the course, including the integration of short exercises that will allow students the opportunity to develop their understanding of ecological knowledge and responsibility. In addition to a variety of adjustments to content, assignments, and quizzes, the instructor is planning to develop a "library" of supplemental readings, podcasts and videos aimed at contextualizing the knowledge of the course within broader curricular topics and disciplinary responsibilities that they can continue to reference in subsequent semesters.

During the visit, the team was able to observe how ecological principles like building orientation, and envelope design considerations were integrated as part of the ARCH 411 Architectural Design Studio – Integrate course. Solar analysis software was also used by students during their design exercises for this course. During the team meeting with the students, they mentioned that some students were exposed to ecological and sustainable principles through UCARE research opportunities.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally. (p.9)

Team Findings:

Not Met

2024 Team Analysis: The program describes a set of four required courses that are focused on history and/or theory of architecture and design, one of which is identified as the assessment point, ARCH 240 Architecture History and Theory, taken by students in year two of the undergraduate program. They also identify three additional courses that naturally have substantial historical and theoretical content in the undergraduate program. M.Arch. students take a required elective in history and theory. These are more narrowly defined topics that allow students to choose areas of interest for greater depth of study. In addition, students have access to the annual lecture series, possible research opportunities through the UCARE program, and the opportunity to study abroad.

The course that is identified as the assessment point, ARCH 240 Architecture History and Theory I, has three graded exams and a research paper that is broken into seven graded steps. A complete set of course materials were available in the digital team room. The quizzes provided as evidence are defined by specific content areas and consist of questions that are primarily factual. The research paper requires a "thorough analysis of the social, cultural, economic, and/or political context" of a selected built work; however, the evidence in the digital team room did not include a rubric for grading on these elements.

Assessment takes the form of an instructor's summary and reflection on the course. Data analysis consists primarily of percentages of students achieving various grades on each course element plus the final course grades. One additional input is a survey of students on their knowledge achieved based on the expectations of PC.4. The instructor used these data points and the ongoing priorities of the

history/theory faculty group to plan three course improvements that will be gradually introduced over the next three years: adjustments to exams to more evenly test knowledge of their various contents, increased preparation for scholarly writing to help students achieve conceptual depth, and greater emphasis on economic and political contexts in lectures and exams.

Thus far, the condition is not met because the assessment elements of the course (quizzes, paper) are not clearly correlated to the elements of the criterion

Supporting materials, including syllabus, course schedule, assignments and reading samples, were provided as primary evidence in the digital documentation.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field. (p.9)

Team Findings:

Met

2024 Team Analysis: The program's role relative to research and innovation is to prepare students to engage these processes in and outside the academy, where graduates are positioned to test and evaluate innovations as a lifelong pursuit. The program offers numerous opportunities for students to engage in academic and professional research such as ASSIST: Community Engagement, Research & Design Studio, Computational Architecture Research Lab (CARL), Fabrication and Construction Team (FACT), Plain Design-Build, the Nebraska Innovation Campus (NIC) and Nebraska Innovation Studio (NIS), and the University Undergraduate Creative Activities and Research Experience (UCARE) program.

Research and innovation is embedded in a sequence of core courses (DSGN 110, ARCH 231, ARCH 341, DSGN 410 and ARCH 411), focused elective courses (ARCH 4XX/5XX/8XX), and extracurricular activities. It begins with introductory Design Thinking at the undergraduate level and culminating in the advanced research studios at the master's level.

The curricular assessment point for research and innovation is DSGN 489 Design Research, offering a comprehensive overview of the complementary and contributory relationship between research and design. The course is framed as preparation for entering the M.Arch. Design Research studios and eventually the professional field, preparing students to test and evaluate innovation.

The APR and PC.5 assessment executive summary, provided as evidence during the visit, summarized major themes from student self-assessments; average grades for ARCH 489 assignments; and the overall course, faculty reflection, and recommended changes based on overall assessment. The criterion is assessed regularly at the end of each semester with recommended changes incorporated into the following semester's course material. The course syllabus, schedule, assignments and lectures, and student reflection data were provided as additional evidence for how the program achieves the required learning outcomes.

Supporting materials, including syllabus, course schedule, assignments and reading samples, were provided as primary evidence in the digital documentation.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems. (p.9)

Team Findings:

Met

2024 Team Analysis: Students are nurtured in "healthy collaboration" at three levels: individual, group, and community. Communication skills and self-awareness are embedded in the studio pedagogies from

the start. Group leadership is practiced in some coursework as well as in student organizations and other extracurricular opportunities. Collaboration is key to leadership in groups and in serving communities. Students also have the opportunity to serve as Learning Assistants at the undergraduate and graduate levels, assisting faculty with course development and delivery.

Student organizations (RSOs) include AIAS, NOMAS, and Alpha Rho Chi. Each organization has leadership positions that require engagement with the college faculty and staff, and with local professionals. Service learning opportunities arise with the Undergraduate Creative Activities and Research Experience (UCARE) and with the Rural Prosperity Nebraska's Rural Fellows program. The leaders of these organizations understand their responsibilities to train the next cohort of leaders.

The curricular assessment point for leadership and collaboration is the DSGN 410 Collaborate studio for two-year M.Arch. (2M) students, and ARCH511i Integrated studio for three-year M.Arch. (3M) students. The Collaborate studio is interdisciplinary: architecture students work in design teams with interior design and landscape architecture students in the development of a design project. Work is evaluated by the instructors at four points each semester; the syllabus states the weight of each milestone with respect to the course grade. Some of the DSGN 410 studios also use a Peer and Student Evaluation (PSE) at each milestone, combining the instructor's and student's scores. The ARCH 511i Integrate studios are not interdisciplinary, but the work is produced by teams of two or three students. Collaboration is experienced in three ways: studio-wide collaboration for research and analysis, peer collaboration in teams of two or three for project generation, and collaboration with external partners.

The Executive Summary of DSGN 410 discusses the aggregation of grading data across different sections of DSGN 410 over the course of two years. The coordinator holds a meeting with all teaching faculty to reflect as a team on the teaching experience and the implications of the data. The Peer and Self Evaluation is the primary means of assessing this criterion. They are not open-ended reflections, but answers to questions specific to the collaborative experience. These are scored, and the results are combined with the project evaluation to provide a course grade. The coordinator recommends that this PSE process become required for all sections with an improved PSE that will clarify elements of collaboration and those of leadership. The value of these skills will be further emphasized; with the compilation of a reading list for collaboration and leadership topics.

Students confirmed in meetings with the visiting team that they experienced design as a team effort more frequently than an individual endeavor. They see collaboration as an important skill for practice. There were minor concerns for individual development expressed; some instructors give students a choice to work individually or in partnership in the Integrate studio.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff. [\(p.9\)](#)

Team Findings:

Met

2024 Team Analysis: Values that underpin the program culture are the organizing principles of the college's strategic plan: *Demand Excellence, Be Courageous, Practice Empathy, Look Beyond, and Inspire Impact*. The cultural norms and expectations that flow from these values are made explicit in the Learning Culture Policy, readily available on the college website. This 2015 document addresses the responsibilities of faculty members and students; it is currently being updated and revised.

The program fosters professionalism as a part of their teaching and learning culture through various opportunities to engage with practitioners. The program orients new undergraduate students to the tools and resources necessary to succeed with a mini-course called Smart Start. The program shares cultural norms with new faculty through a mandatory mentorship program. There are numerous non-curricular

opportunities for students and faculty to work together, creating a culture of knowledge sharing and support among students at different levels and individually between faculty members and students. Students also participate in governance through membership on faculty committees and the Student Advisory Board.

A primary means of assessing the teaching and learning culture is an exit survey that is administered to graduating B.S.D. and M.Arch. students annually. The survey includes questions on facilities, faculty, and educational experience in studios, H/T electives, and building technology courses. A table comparing 2022 and 2023 results as averages on a likert scale is provided in the APR (p. 56).

Course evaluations provide another means of assessment, also summarized in a table comparing 2022 and 2023 results. Patterns that spread across courses are discussed and addressed in the faculty retreat. An example provided is the student sense that feedback was somewhat insufficient. As a result, faculty agreed to provide grades at the four-week point as well as at mid-term. It was noted that there was no process in place to address individual course evaluations at the program level. There is now a plan to do so in order to determine program averages and to set goals for improvement regularly.

The team confirmed the evidence provided in on-site meetings with faculty and students as well as with the evidence provided in the documentation. In addition, there was awareness of setting parameters for work-life balance in the restriction of building access and in the provision of recommendations for limits on hours of paid work per week in relation to credit hours in a given semester.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities. (p.9)

Team Findings:

Not Met

2024 Team Analysis: The architecture program recognizes that to achieve diversity among students and faculty, they must first provide equity and inclusion to underrepresented populations. This is stressed through conversations within studios, seminars, lectures, and other public forums. Some studio projects have underrepresented populations as non-profit clients. Coursework in ARCH 461 Urbanism focuses on the diversity and development of major European and US settlements, including authoritarianism, environmental change, and redlining. historic segregation and their impact on the built environment.

Quiz work within ARCH 461 consists of two quizzes and a Self-Reflection essay. The evidence provided was based on students self-reporting an increased understanding of the topic, but with no specificity. The assessment evidence was not detailed enough for the team to accurately assess that a student's understanding is deepened. The condition is not met because the assessment elements of the course (quizzes, paper) are not clearly correlated to the elements of the criterion.

The team's general impression of the priorities in coursework from meetings and from course evidence provided did not include an emphasis on diversity of cultural and social contexts. Course content available did not reflect this condition.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes (Guidelines, p. 10)

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety, and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. (p.10)

Team Findings:

Not Met

2024 Team Analysis: The APR notes multiple courses throughout the undergraduate and graduate level sequence which support student exposure to and understanding of the impact of this criteria. Coursework in DSGN 140 History of Design, ARCH 211 Represent Design Studio and ARCH 262 Building Organization describe relevant content from a historical context, at the city scale and at the building scale, but no syllabus or student content was provided. The APR identified ARCH 333 Environmental Systems as the primary course to address this criterion. Content provided for this course is primarily focused on building scale impact and understanding primarily from a mechanical systems viewpoint. This does not satisfy the SC.1 criterion for understanding the impact of the built environment on human health, safety, and welfare at multiple scales from buildings to cities.

The Executive Summary for ARCH 333 is largely descriptive; it does not address student performance on quizzes and/or assignments, and it is focused on the building interior-. Four exams assess learning in the four topic areas of the course: indoor environment, heating and cooling loads, HVAC and refrigeration, and plumbing systems. This knowledge is essential to health, safety, and welfare, but does not sufficiently “map” to this criterion. Most importantly, it does not appear to address HSW issues at the urban level. Therefore, this criterion is not met

Syllabus, schedule, and exam statistics were available in the digital documentation.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects. (p.10)

Team Findings:

Not Met

2024 Team Analysis: Aspects of professional practice are inherent to several courses in the undergraduate program, but the main point of direct instruction and assessment is in ARCH 680 Professional Practice. The course has three main goals: define the role and function of the profession in society; follow a project path through all phases of marketing, contracting, design and production, and construction; to define ethical and business principles. Complete course documents were provided in the digital team room.

This condition is also addressed through an elective, ARCH 695 Internship. This optional summer experience gives students a chance to begin or further their AXP requirements and to gain firsthand knowledge of aspects of practice. In addition, the College of Architecture Friends Association offers courses, and student organizations sponsor firm tours and skill-building sessions on resumes, portfolios, and interviewing in preparation for the Career Fair. These were verified in meetings with students and faculty.

ARCH 680 Professional Practice uses three assignments to assess student learning with respect to: practice types and the connection between mission, financial, and legal implications; business development and marketing; and site visit issues during construction administration. Two quizzes are designed to assess learning from assigned ProPEL units: Firm Finance and Fees. The course grade includes a score for participation as well.

Current assessment is based on course grades and the instructor’s reflection. Average grades on four graded elements were strong: 88% and above. Participation had an average score of 85% for a class of 48 students. The instructor’s recommendation for continuous improvement focused on techniques to improve participation.

The Instructor Reflection also states that additional processes will be developed to include alumni, the Professional Advisory Committee, Professional Lecturer/T faculty, and invited professionals to provide

feedback on the course, and to “review evidence of student learning related to professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.”

Thus far, the condition is not met because the student learning elements of the course are not currently correlated to the elements of the criterion; fundamental business processes are assessed through two quizzes on financial aspects and through two projects on establishing mission and vision and marketing strategy). Professional ethics and regulatory requirements are not clearly mapped into these course elements.

The improvement suggested by the instructor reflection is focused on participation rather than student learning measures. The explicit learning elements are expected to be assessed in the future with support from external professionals. This plan will need to be enacted to close the assessment cycle.

Supporting material including syllabus, course schedule, assignments, and lecture slides were provided as primary evidence. In addition, the course has had the construction of a building addition available as a learning lab for construction administration.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project. (p.10)

Team Findings:

Met

2024 Team Analysis: The APR highlights several undergraduate courses, culminating in the ARCH 360 Site as the primary studio. The studio work and syllabi focus primarily with site issues and analysis such as zoning, site accessibility, land use and ecology. Building systems and life safety related to buildings, structures and interior elements are found in ARCH 411. The outline for the project booklet within ARCH 411/511i/430 provides a thorough and systematic presentation of building regulatory issues for life safety, environmental systems, accessibility, code review and thermal (envelope) systems.

The syllabus and student quizzes and project work in ARCH 360 showed understanding of the site related regulatory issues. The project booklet outline and schedule for ARCH 411 shows exposure and understanding of regulatory issues within the building. Assessment of these courses was noted through student quiz scores in the 85% to 90% range for regulatory content. Self-assessment occurs through end of semester faculty collaborative sessions. The instructor plans to introduce weekly in-class exercises to augment the learning evidence of the course quizzes. The instructor also plans improvements to the quizzes, adding different kinds of questions.

Understanding of regulatory issues for site and building were shown in student studio work from ARCH 411 and ARCH 511i, within the team room.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. (p.10)

Team Findings:

Met

2024 Team Analysis: To provide students with the technical knowledge to address current and future material use and construction challenges, the student learning outcomes of this criterion are introduced

across five required courses and then synthesized in ARCH 430 and ARCH 411. ARCH 231 Structural Fundamentals, ARCH 331 Structural Mechanics, and ARCH 332 Structural Optimization ladder students' understanding of structural concepts from essential elements to quantitative analysis of structural design options. ARCH 232 Materials and Assemblies introduces materials and methods of construction and the implications of different factors (materiality, physical constraint, labor, skill, and technology) on projects from a diverse range of contexts. ARCH 333: Environmental Systems explores the characteristics and performance of the built environment with respect to thermal and psychrometric factors related to human comfort, heat gain/loss, ventilation, natural energy systems, sustainable design principles, and plumbing and life safety systems in the built environment. ARCH 430: Building Integration (along with the design studio [2M] ARCH 411/[3M] 511i) are seen together as a "design capstone" to the technology, materials and construction sequences in the curriculum. Content generated in both courses make up the comprehensive Project Book assignment. The grading for the book's content is divided between both courses. The ARCH 430 content is organized into: Module 1: Building Codes; Module 2: Building Materials, Assemblies, and Envelopes; Module 3: Building Services Systems and Performance; and Module 4: Technical Documentation.

Data provided in the SC.4 Assessment Approach narrative was organized according to the three-step assessment process. Collecting: Students had a mix of individual and group assignments along with a quiz at the end of each module. Data points from individual assignments, group assignments, group exercises, and the final exam were provided including the average grade for each. The topics assessed for student understanding include HVAC systems, environmental impact, structural systems, a cartoon set documenting building assemblies, cost estimate, and energy code analysis. The final exam covered issues related to code, materials, constructability, and sustainability. An instructor self-reflection narrative was provided concluding with the final "considering" step which provided recommendations for changes based on the collected assessment points. To address the suggested changes, assignments on Climate Studio and Energy Code were introduced beginning in Spring 2022. The APR noted the same outcomes will be re-examined beginning in Spring 2024 as part of the ongoing assessment process.

Supporting material including syllabi, course schedule, assignments and lectures, and the Project Book description and grading rubric was provided as primary evidence.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. (p. 12)

Team Findings:

Not Met

2024 Team Analysis: The program describes how the SC.5 criteria are intended to be met through the comprehensive Project Book assignment produced through the combined work of ARCH 430 Building Integration and ARCH 411/511i Integrate Studio. The Project Book Rubric assigns grade points for user requirements, regulatory requirements, site conditions, and environmental impact. Accessible design is referenced as being covered under the site and building plans portion of the book requirements, but not separately assigned points for compliance. The studio course contains a group Egress Diagram assignment which requires development of a floor plan meeting all the requirements in the 2010 ADA standards and accessible parking calculations were included in the project code summaries; however, the team did not find satisfactory evidence that accessible design was synthesized in the project designs at the level of "ability" at either the building or site scale. The faculty acknowledged that this is an area of weakness in the assessments, noting the Egress Diagram average grade of 79% and Site and Building Plan – Accessible Design. 82% Passing C and above, 18% Failing C-and below.

The detailed Project Book grading rubric combined with the faculty reflection narrative and end of semester faculty review presentations create a comprehensive assessment process for evaluating

student learning related to the criteria each semester. The program effectively adapts its approach on a regular basis in response to the assessment process.

Selected student work from the ARCH 430 Building Integration and ARCH 411/511i Integrate Studios' Project Book assignment was reviewed as evidence during the visit. The course syllabi and faculty reflections for these courses were reviewed to evaluate the course assessment process.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. (p. 12)

Team Findings:

Met

2024 Team Analysis: The APR notes a sequence of technical courses and design studios that contribute to developing the student's ability to integrate multiple systems into a holistic building design: ARCH 210 Represent, ARCH 231 Structural Fundamentals, ARCH 222 Materials and Assemblies, ARCH 310 Organize, ARCH 311 Situate, and ARCH 333 Environmental Systems. The integrated design studios, ARCH 411 for the two-year Master's and ARCH 511i for the three-year master's were highlighted as the culmination of the student's ability for this criterion.

The student deliverable for the integrated design studios is a Project Book with required sections that map explicitly to the elements of this criterion. The grading rubric is based on this organization as well. The outcomes of the integrated studios are evaluated at the end of every semester.

Using the grading rubric provided within the team room documentation, the student work was consistently high in building systems related to structure, environmental and life safety standards. Passing, yet significantly lower grades occurred within wall sections/details and building performance areas. The visiting team reviewed the student work and also found that the life safety/building egress and building accessibility areas were adequate but could also be improved.

The faculty self-assessment noted that student performance in the detailing and building performance areas was improving over previous years but can continue to be improved. Some dysfunctional teams also contributed to poor performance. Several suggestions have been noted, including emphasizing technical drawing in earlier coursework, and streamlining the amount of booklet drawings to allow for more focused building performance work. The faculty noted that "strategies for dysfunctional team dynamics will be developed for the next course offering."

The visiting team confirmed that student work from ARCH 411 Integrate Design Studio and ARCH 511i Integrate Design Studio demonstrate this criterion.

4—Curricular Framework (Guidelines, p. 13)

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation (Guidelines, p. 13)

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)

- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

Team Findings:

Met

2024 Team Analysis: The University of Nebraska-Lincoln is accredited by the Higher Learning Commission. In a letter of January 30, 2017, HLC confirmed continuing institutional accreditation, with the next reaffirmation due in 2026-2027. This letter is found in the appendices of the APR (p. 152).

4.2 Professional Degrees and Curriculum *(Guidelines, p. 13)*

The NAAB accredits 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.

- 4.2.1 **Professional Studies.** Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students. *(p.13)*
- 4.2.2 **General Studies.** An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge. In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution. *(p.14)*
- 4.2.3 **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors. *(p.14)*

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor.

- 4.2.4 **Bachelor of Architecture.** The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.
- 4.2.5 **Master of Architecture.** The M. Arch. degree consists of a minimum of 168 semester credit

hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

- 4.2.6 **Doctor of Architecture.** The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Team Findings:

Met

2024 Team Analysis:

4.2.1 The UNL School of Architecture offers two tracks for the NAAB-accredited M.Arch. degree program. The two-year track (2M) requires a pre-professional undergraduate degree + 58 graduate credit hours for students holding a pre-professional Bachelor of Science in Architecture or equivalent. The UNL pre-professional degree, a B.S. in Design, requires 120 credit hours, making a total of 178 hours combined. The three-year track (3M) requires an undergraduate degree + 92 credit hours.

Required professional studies courses total 89 credits in the undergraduate pre-professional program, and 23 credits in the two-year M.Arch. track, totaling 112 credits of professional studies. There are 40 credits of remedial undergraduate professional coursework and 33 credits of graduate professional studies in the three-year M.Arch. program.

The program provides the full list of course numbers and titles in tables in the APR (pp. 94-95). The curricula can also be found on the program's website:

two-year M.Arch. curriculum: https://architecture.unl.edu/UNL_Curr_ARCH_16_1110.11.14.pdf

three-year M.Arch. curriculum: https://architecture.unl.edu/UNL_Curr_3M.ARCH_16_0801.pdf

4.2.2 The university requires 30 undergraduate credit hours of general studies, however some courses within the discipline can be counted if they have learning outcomes that align with the UNL Achievement Centered Education (ACE) rubric. The undergraduate Bachelor of Science in Design--Architecture Studies (B.S.D.-Architectural Studies) program meets this requirement with 13 credit hours of general education coursework outside of Design and Architecture curricula, and the remainder with required and elective professional studies coursework. There is no minimum number of general studies credits required by the institutional accreditor.

Advisors use pre-established course equivalency resources to determine transfer credit for general studies courses. General studies electives obtained at the undergraduate level are not re-evaluated for entry into the Master of Architecture program.

4.2.3 M.Arch two-year (2M) students can take eighteen credit hours of elective courses in the major, three credits in another discipline in the college, three credits of open elective, and six credits outside the College of Architecture. M.Arch three-year (3M) students can take nine credit hours of electives in the major, three credits in another discipline in the college, and three credits of an open elective.

M.Arch two-year (2M) students have the option to pursue a dual degree in Community and Regional Planning (CRPL) and in Business (MBA). Students may also choose to enroll in the Community and Regional Planning (CRPL) Program's Urban Design Certificate.

4.2.4 Not applicable.

4.2.5 The UNL Bachelor of Science in Design- Architectural Studies degree has a total of 120 semester credits, and the two-year M.Arch. degree requires 58 semester credits, a total of 178 semester credits—exceeding the 168 credit requirement. The complete listing of all courses were provided in the APR (pp. 94-95).

4.2.6 Not applicable.

4.3 Evaluation of Preparatory Education *(Guidelines, p. 16)*

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

- 4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.
- 4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.
- 4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Team Findings:

Met

2024 Team Analysis:

4.3.1: The M.Arch two-year (2M) track requires all applicants to hold a bachelor's-level pre-professional degree from an accredited institution as stated on its website: <https://architecture.unl.edu/degree-programs/applying-admission/master-architecture-two-year-application>. The M.Arch. three-year (3M) program requires all students to hold a bachelor's degree in any field and to have completed a college-level calculus course (three credits) prior to beginning coursework. Applicants who have obtained the Bachelor of Science in Design- Architectural Studies degree from UNL meeting GPA requirements are automatically admitted into the two-year M.Arch. program.

2M applicants from another NAAB-accredited institution are reviewed by the Student Affairs Committee (SAC) admission committee. After reviewing the student's application, the committee makes a recommendation to the program director. The 2M applicant requirements are a personal statement, resume, portfolio, and transcript.

3M applicants are required to submit a full application, including a transcript from a bachelor's degree in another field to be reviewed by our Student Affairs Committee (SAC) admission committee. After reviewing the student's application, the committee makes a recommendation to the program director. The 3M applicant requirements are a personal statement, resume, optional portfolio, and a transcript, and

international students are required to submit test scores documenting English language proficiency. The evaluation process is the same as for external 2M students.

4.3.2 For 2M applicants from outside institutions, the program director evaluates the applicant's transcripts to ensure accreditation criteria are met and to identify any deficiencies using the M.Arch. Course Equivalent form. Deficiencies must be completed before or while enrolled in the professional degree courses. All incoming students, regardless of previous courses, are required to take the Integrate Design Studio (ARCH 411 or ARCH 511i) and ARCH 430, though exceptions may be made if a student's work is clearly competent. The team reviewed completed forms for two recent applicants as evidence.

4.3.3 Transfer credit is evaluated at the college level for general coursework and at the program level for technical, professional, and non-accredited credits. Upon acceptance of their track designation, the transfer students' application material is reviewed by the architecture program director to determine course equivalents. M.Arch. students are provided final documentation of how credit has been evaluated in the official degree audit, which students can access at any time and is updated and maintained by the Student Success Office.

The team verified the processes described in the APR during the visit through conversations with the Program Director and Director of Advising.

5—Resources

5.1 Structure and Governance *(Guidelines, p. 18)*

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

- 5.1.1 **Administrative Structure:** Describe the administrative structure and identify key personnel in the program and school, college, and institution.
- 5.1.2 **Governance:** Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Team Findings:

Met

2024 Team Analysis:

5.1.1 The College of Architecture comprises four programs: Architecture, Interior Design, Landscape Architecture, and Community and Regional Planning. The Dean of the College of Architecture, Kevin Van Den Wymelenberg, is the chief administrative officer for the College. The dean reports directly to the Executive Vice Chancellor for Academic Affairs, Katherine Ankerson, former dean of the college.

The Dean's Office is the governing body of the College of Architecture and acts as the liaison to the University administration, the Dean of Libraries, and the University Foundation. The dean has a staff consisting of an administrative assistant, student workers, a secretary, an accountant, a Student Success Coordinator, and a development officer, along with several technicians. The dean has an Associate Dean of Faculty and Academic Programs and an Associate Dean of Research to support students and faculty. The dean oversees the four program directors, including Architecture Program Director David Karle. Each program director oversees their program faculty.

5.1.2 The architecture program is an independent unit administered by the Director of the architecture program. There are three principal faculty committees: Faculty Affairs (FAC), Student Affairs (SAC), and Professional Program (PPC). The duties for each of these committees are defined in the Program Bylaws and Appendix. In addition, there is a Chair of Graduate Studies (Zac Porter) who assists in coordinating with the Graduate College for the administration of post-professional studies. This person is elected by the faculty and serves a three-year-term.

Membership on the standing committees is distributed equitably across the program faculty and is determined either by faculty vote or appointment by the Director. Membership on standing committees is subject to a three-year term, and it is the tradition of the program to allow faculty to rotate between committees when their terms end. The program holds monthly faculty meetings, plus additional meetings at the beginning and end of each semester. All curriculum decisions are first reviewed by the Professional Program Committee, then brought before the full faculty for discussion and action. All course changes, including the creation of elective courses, are subject to faculty approval.

5.2 Planning and Assessment *(Guidelines, p. 18)*

The program must demonstrate that it has a planning process for continuous improvement that identifies:

- 5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
- 5.2.2 Key performance indicators used by the unit and the institution.
- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

Team Findings:

Met

2024 Team Analysis:

5.2.1 In 2019, the college of Architecture developed the [N2025 Strategic Plan](#), which addresses the Architecture program's priorities within that larger college strategic plan: to "recruit, enroll, and retain diverse populations of students who will positively contribute to our mission," to "emphasize student wellness, professionalism, and responsibilities," and "increase curricular flexibility and accessibility." Teaching teams and faculty meet at minimum annually to review and assess the curriculum for compliance with NAAB Conditions as part of the planning process for continual improvement. Presentations and notes from these reviews were provided as evidence and found to be comprehensive.

5.2.2 The college's strategic plan identifies 1-2 year and 3-5 year action steps which list specific strategies, expectations, and measurable benchmarks. The performance indicators reflect typical metrics of higher education institutions such as student retention, graduation rates, enrollment, diversity, research and engagement participation, and professional development.

5.2.3 The APR (p. 101) describes the college's goals since the last accreditation report and details how they were met. Additionally, APR (pp.108-110) thoroughly details how the program achieves its three main strategies listed in 5.2.1.

5.2.4 The APR (pp. 110-112) identifies three strengths: a strong alumni group who support the program by teaching courses and hiring students, the interdisciplinary first-year d.ONE and fourth-year studios, and the M.Arch. design research studios which often gain recognition in the form of awards, conference papers, media attention, and community engagement. The architecture program has increased enrollment by 30% in the undergraduate program and 18% in the M.Arch. program. The increase is both a signal of strength and presents a challenge to ensure all students meet objectives and feel engaged in the community. Additional challenges include identifying funding for graduate-level scholarships and travel opportunities and mitigating the burden of increasing materials costs for students. Opportunities to strengthen the program include growing the M.Arch. three-year program, promoting faculty-led research foci in the M.Arch. research studios, exploring online and hybrid courses with remote experts, and implementing a three-week pre-session term offering elective courses.

5.2.5 The program continually seeks dialogue with students, faculty, and outside stakeholders to improve learning outcomes and opportunities. The program has several faculty who serve in academic and professional leadership roles, including NCARB, NAAB Board, ACSA Board, AIA-NE Board, State Board of Architects & Engineers, and numerous others. Each semester the program has 15-25 local professionals teaching courses with many more supporting mid-and end-of-semester reviews. Students and faculty share course approaches and outcomes with the Professional Advisory Council (PAC) which comprises 30 alumni and professionals who provide the dean and college leadership with professionally focused feedback and insight each semester. The program has also initiated two novel student scholarships, which bring in an external jury.

The program actively engages in dialogue on both the curriculum and self-assessment at monthly faculty meetings, the start-of-semester retreat, the end-of-semester faculty review, professional program committee meetings, and teaching-team coordination meetings. During each assessment step, faculty consider adjustments to course content and their pedagogical approach. The college also has a valuable resource available to aid in development of sound assessment processes in the dedicated Instructional Designer provided by UNL Center for Transformative Teaching. These details of the APR narrative were confirmed by conversations with the provost, dean, faculty, and program administrators during the site visit.

5.3 Curricular Development *(Guidelines, p. 19)*

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. The program must identify:

- 5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.
- 5.3.2 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.

Team Findings:

Met

2024 Team Analysis:

5.3.1 The whole faculty participates in a retreat at the end of every semester. Each faculty member produces an Instructor Reflection on the course or courses just completed. The reflection process was developed with the aid of a university-level instructional specialist; it recommends a three-step process of course preparation and evaluation. The program's embodiment of this process is a standard Instructor Reflection (also referred to as the Executive Summary) that includes Collecting (description of major course elements including learning objectives and the elements of the course grade), Reflecting (combined results of the grading process), and Considering (conclusions drawn regarding student performance and possible course adjustments). These are shared with the whole faculty at the retreat. This was verified by the meeting materials.

In preparation for this accreditation review, the Reflections were used to identify various course contributions to the NAAB PCs and SCs. This exercise was used to identify missing assessment points, and to assign them to the most appropriate course, as reflected in the matrix. Changes made to the courses to address particular criteria were then assessed in the subsequent Instructor Reflection. The end-of-semester meetings assure that every course is at least self-assessed with the same frequency as it is taught; there is not a set time-table for wider faculty discussion and recommendations for improvements. In general, the team found these end-of-course summaries to be thorough and thoughtful, however they did not specify specific learning outcomes achieved by each assignment and quiz.

5.3.2 Individual faculty or the Professional Program Committee may propose course changes. Proposals are subject to discussion and vote by the full faculty. Significant changes of objectives or content are

subsequently reviewed by the College Curricular and Student Affairs Committee, and subject to the approval of the dean.

5.4 Human Resources and Human Resource Development *(Guidelines, p. 19)*

The program must demonstrate that it has appropriate and adequately funded 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:

- 5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.
- 5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.
- 5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- 5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Team Findings:

Met

2024 Team Analysis:

5.4.1 The APR notes that the architecture program Full-Time Employment (FTE) teaches 2 courses each semester and mentors a thesis student. The teaching workload includes one studio per semester and one seminar/core course, which corresponds to a 70-75% teaching FTE. The remaining faculty workload includes 15 % research and 10% service time for college related work. The APR provides a recommendation/ guideline chart for student workload (employment hours) to course load (credit hours). This also limits credit hours for students holding research or teaching assistantships.

<https://catalog.unl.edu/undergraduate/architecture> Unfortunately, this link is not easily found on the College of Architecture website.

5.4.2 The APR identifies Associate Professor of Architecture Brian M. Kelly, AIA as the licensing advisor. He has attended the 3 most recent Advising Summits in 2019, 2021, and 2023. He is also the chair of the Nebraska Board of Engineers and Architects. The team met with Prof. Kelly and students verified his availability and influence on their understanding of AXP and professional licensure issues.

5.4.3 The APR provided a link to the University of Nebraska Promotion and Tenure website, and the College of Architecture Promotion and Tenure Guidelines, a 16-page document that outlines requirements for teaching, research and service. There are guidelines for faculty sabbaticals, funding opportunities, and discretionary funding for conference attendance. The Associate Dean of Research is a liaison for faculty seeking research funding. In meeting with the faculty, they felt supported by both the University and College of Architecture, particularly in the Faculty Development Leave (sabbatical) program available to them.

5.4.4 The APR describes the College of Architecture Student Success Office, operated by the Director of Advising, one Undergraduate Admission Coordinator & Advisor, one Undergraduate Advisor, and one graduate & professional recruiter. Additionally, the University of Nebraska has student health & wellbeing services for Counseling and Psychological Services (CAPS), Services for Students with Disabilities (SSD), and the University Health Center. Career support is provided through the University Career Services, College of Architecture Director of Advising, ALA advisor, College Career Fair committee, and Internship / Job Opportunities link on the College of Architecture website. During the visit, it was noted on

numerous occasions the value and extremely important role that the Student Success Officer Stephanie Kuenning provides for the students and faculty.

5.5 Social Equity, Diversity, and Inclusion *(Guidelines, p. 20)*

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

- 5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.
- 5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.
- 5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.
- 5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.
- 5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

Team Findings:

Met

2024 Team Analysis:

5.5.1 The APR describes resources available for students and the full UNL community for greater understanding and exposure to diversity, equity, and inclusion issues. This includes awareness activities and events noted within the UNL Office of Diversity and Inclusion activities calendar, professional and student profiles, and news articles. The College of Architecture also has resources noted within their website for faculty and student organizations, services, and activity areas such as the Jackie Gaughan Multicultural Center attached to the Student Union.

5.5.2 The APR lists the diversity among the College of Architecture faculty as 24% faculty of color and 24% female faculty. The numbers of minority and women faculty remain persistently low, but it must be noted that it is a very small faculty. At the time of the APR, there were only 13 full-time faculty members in the program. The APR states that "The Program is committed to increasing the diversity among the faculty, with 2 faculty searches occurring in Spring 2024." The visiting team was told that the two new hires were successful and would bring more diversity to the faculty. These hires show awareness and effort to continue to diversify the permanent faculty. Adjunct and visiting studio faculty also bring diversity to the program.

5.5.3 The APR lists the College of Architecture student diversity as 29% students of color and 53% female students. Within the architecture program, students of color represent 32%, and female students 32%. This is among a population of 307 students (2022). The State of Nebraska population is 22% people of color (2020). The stated goal of the program is to increase diversity of student enrollment by 1.5% through its current recruiting programs with NOMA panel discussions, alumni lectures. A chapter of the NOMAS has recently been organized. Student diversity was evident to the visiting team.

5.5.4 The University of Nebraska is an EEO/AA employer, and its policies apply to the hiring processes within the School of Architecture. The University also has a program entitled, "BRIDGE: Breakthrough Recruitment for Inclusive Diversity Growth and Excellence." This describes processes and policies for hiring.

5.5.5 The University has a number of resources available within the Services for Students with Disabilities (SSD), Disability Laws, Rights & Accommodations, and the Writing Center for all students. Within the College of Architecture, an emphasis on one-on-one student advising is intended to help create a supportive learning environment for all students. The College of Architecture is currently undergoing an expansion and renovation which will provide more accessibility and accommodations for students and faculty.

5.6 Physical Resources *(Guidelines, p. 21)*

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

- 5.6.1 Space to support and encourage studio-based learning.
- 5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
- 5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- 5.6.4 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, off-site, or hybrid formats have on digital and physical resources.

Team Findings:

Met

2024 Team Analysis:

5.6.1 Architecture Hall houses the facilities and physical resources utilized to meet the requirements in criteria 5.6.1 through 5.6.4. The building has three large, multi-section studio-based learning areas that hold 34 sections of design studios. All three multi-section studio-based learning areas have formal and informal pin-up space along with larger collaboration desks and monitors on rolling carts. Recent growth in the college has resulted in the co-opting of open space for studio and classroom use. An Architecture Hall addition scheduled for completion in Summer 2024 will add 14 new studios, increase the size of the building's existing lecture hall, and include an entry with a lobby, a gallery, and flex space. This addition will allow for dedicated studio desk space for students.

5.6.2 A fall 2022 consolidation and relocation of the library to the first floor of the Architecture Hall provides library stacks in one room and a student learning commons across the hall with open seating area for 30-40 students, two private study rooms, and one consultation room. This space is administered by the university library system; the college is seeking some partnership in how it can best serve the college needs. Additional meeting rooms and display spaces, a computer lab, a Media Center for plotting and digital fabrication, gallery space, faculty offices, and administrative offices (Student Success Office) are housed in Architecture Hall.

There are relatively few (five at the time of the visit) dedicated classrooms, but there are many flexible spaces that serve multiple purposes—crit space and classroom, as needed. The single lecture hall is currently under renovation along with the construction of the addition. This will take many of the larger classes that currently get assigned to rooms in other nearby campus buildings: Brace and Richards Halls.

5.6.3 Faculty have dedicated offices while part-time lecturers share an office with hot desk space for 5-10 faculty. Faculty offices and spaces within the Student Success Office support teaching preparation, research, mentoring, and advising.

5.6.4 The program offers a select few courses as web-conferencing/hybrid remote, with in-person instruction several times a semester. Web-conferencing/hybrid courses utilize classroom or studio space

in Architecture Hall for students. The program requests that hybrid courses take place on campus at least once a semester.

The Nebraska Innovation Studio (NIS) is an offsite community-oriented makerspace that serves as a hub for innovators, artists, and entrepreneurs. NIS is one of the nation's top makerspaces, a 16,000 square foot facility with a full metal shop, wood shop, rapid prototyping room, art studio, ceramics studio, textiles equipment, and more. Several College of Architecture courses and design studios utilize this facility each semester, and the program regularly schedules one or two courses at NIS to maximize use of and access to the equipment.

Evidence of physical resources to support the pedagogical approach and student/faculty achievement has been comprehensively provided by the APR (pp.127-129) and verified during facility tours by the visiting team. The visiting team confirmed these resources were adequate through discussions with faculty, staff, and students.

5.7 Financial Resources *(Guidelines, p. 21)*

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Team Findings:

Met

2024 Team Analysis: The College of Architecture has three primary sources of funding: state appropriations, tuition revenue, and a percentage of research grant funding obtained by faculty. State funding has been significantly reduced (15%) since 2019. The college budget covers salaries for all faculty, staff, and other instructional costs, as well as operating expenses. The program also receives an annual allocation from the college to meet the part-time instructional hires that course delivery is dependent upon. A substantial increase in enrollment has increased the need for this instructional support, and additional funding is therefore needed.

There is also an allocation for discretionary spending, which is amplified by \$50,000 from the NU Foundation. These funds are for external critics, exhibits, and other enrichment activities. They can also be used to support student travel and student competitions. Since 2022, the program has also benefited from two industry-based grants that support design and fabrication research and instruction.

Support for faculty: The university has a faculty Research Council that advises the administration on the distribution of internal grants (funded by the University of Nebraska Foundation) for research, scholarship, and creative activities. Grant applications are submitted each October; two of these internal grants are available at a level up to \$10,000 and the third is up to \$20,000. The Office of Research offers two other funding opportunities through annual competitions, as well as providing information on other funding opportunities. The college has an annual awards program for outstanding achievement in teaching, research and creative activity, and outreach/engagement. There are also a number of funded professorships. Lastly, the college has a discretionary fund for aiding in dissemination of research.

Support for students: The university has two scholarship programs for students—one for academic merit, and another for financial need. The college and the program have scholarships that are administered through faculty committees. Awards in the amounts of \$140,000 and \$53,000 are made at the end of each academic year and apply to the following year.

Changes in enrollments and funding: The M.Arch. program has had a significant jump in enrollment since 2014, going from 63 students total to 82 students in 2023. While this represents a significant increase in tuition revenue, it has required three additional tenure-track faculty and two professors of practice since 2017. Two additional positions were advertised at the time of the writing of the APR. The

increased enrollment also raised the pressure for building renovations (approx. \$4.25 million) as well as an addition (approx. \$19.30 million) to Architecture Hall, funded by the university.

The level of state funding for the operating budget of the college has been each year since 2021, 10.99% spread over three years (FY21-FY23), and another 3.48% in FY24. These cuts have been addressed by major reductions in the number of student positions as teaching and learning assistants. Cuts were also made in events and staffing, and faculty travel funding levels were reduced.

In-progress institutional development effort: The “Only in Nebraska” campaign to raise \$3 billion for the University of Nebraska system entered its public phase in November 2022. The college goal was initially set at \$16 million but was subsequently revised to \$20 million to be applied to three overarching themes: student access and success (\$11 million); faculty and academic excellence (\$6 million); and research and innovation (\$3 million).

5.8 Information Resources *(Guidelines, p. 22)*

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture 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 discipline-relevant information services that support teaching and research.

Team Findings:

☒ Not Met

2024 Team Analysis: The Architecture Library was downsized and relocated in the fall of 2022, a move that enabled the new addition to be well integrated to the existing structures. The stacks occupy a single large room along an entry corridor, while a room on the opposite side is a learning commons or study space. The visiting team found the primary library space uninviting, and the stacks cramped; these conditions could discourage students from using the resources. However, the team understands that the program and college will need to partner with the UNL Library system to address and improve these conditions.

The library offers a 9,200-volume print collection, along with learning and research collaborative spaces. The thoughtful curation was based on the teaching curriculum and research needs of the college, and the use of materials, reference needs, and course materials. The UNL architecture collection encompasses approximately 6,500 books, 2,200 journal volumes, and 430 media titles. The rest of the collection was moved to the main campus library or the Love Depository and Retrieval Center. These resources can be requested online, with delivery in a day or two. The main library offers a research collection containing 107,000 books, numerous ejournal packages, and multimedia. collections. Students have access to over 88,000 electronic journals and over 1,200,000 electronic books. Approximately 20 electronic databases are listed on our research guides for all students to use for assignments and research.

The Architecture Library is open 73 hours per week. During the academic year, and 45 hours per week during the summer months. Full-time staff are available Monday-Friday, 8am-5pm. Student assistants operate the library during other hours. The college maintains two computer labs in Architecture Hall that are open to all students and faculty for education, research, and public service activities. The facility includes graphics and printer terminals, as well as numerous computers. All workstation computers in the computer labs are equipped with dual monitors or dual monitor capability. All computer workstations are equipped with the primary software used in all the College’s programs. The college has a designated IT staff person who monitors the labs and maintains the computer and software webpage that provides resources information.

The architecture library is overseen by an Operations Supervisor and staffed by student assistants. The Operations Supervisor is available to work with students and faculty on their projects, and to provide instruction in advanced library use and research methods upon faculty request. However, this condition requires the program to be served by an architecture librarian and visual resources professional. For this reason, the condition was found to be “not met.”

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees (Guidelines, p. 23)

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB *Conditions for Accreditation, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program’s website.

Team Findings:

Met

2024 Team Analysis: The program provided links (APR p. 136) to the undergraduate catalog page for the architecture major: <https://catalog.unl.edu/undergraduate/architecture/architecture/> and a page on the college website: <https://architecture.unl.edu/naab-accreditation-documents>. In addition, the text is found on the landing page for prospective graduate students: <https://architecture.unl.edu/degree-programs/architecture>.

6.2 Access to NAAB Conditions and Procedures (Guidelines, p. 23)

The program must make the following documents available to all students, faculty, and the public, via the program’s website:

- a) *Conditions for Accreditation, 2020 Edition*
- b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- c) *Procedures for Accreditation, 2020 Edition*
- d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Team Findings:

Met

2024 Team Analysis: The APR provided a link to the College of Architecture website “NAAB Accreditation Documents,” <https://architecture.unl.edu/naab-accreditation-documents>, which lists the 2020 Conditions for Accreditation, the 2009 & 2014 Conditions for Accreditation, the 2020 Procedures for Accreditation and the 2012 Procedures for Accreditation. This was verified by the team.

6.3 Access to Career Development Information (Guidelines, p. 23)

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Team Findings:

Met

2024 Team Analysis: The APR states the program is supported by the University's Career Services. The career services staff help students make academic and career decisions, gain experience, and pursue employment or further their education. Additionally, the College of Architecture's Director of Student Success participates on the Career Team and serves as a liaison between UNL, the College, and students.

The College Career Fair annually invites 60-64 local and regional firms to interview students for full-time and summer employment. Over the last five years, the architecture program has had a 96% job placement rate for graduating M.Arch. students, one of the highest job placement rates at UNL. The AIAS facilitates office tours and mentoring opportunities expanding students' professional network. Additionally, the Professional Practice course and alumni presentations to students help them develop, evaluate, and implement career, education, and employment plans.

6.4 Public Access to Accreditation Reports and Related Documents *(Guidelines, p. 23)*

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
- c) The most recent decision letter from the NAAB
- d) The Architecture Program Report submitted for the last visit
- e) The final edition of the most recent Visiting Team Report, including attachments and addenda
- f) The program's optional response to the Visiting Team Report
- g) Plan to Correct (if applicable)
- h) NCARB ARE pass rates
- i) Statements and/or policies on learning and teaching culture
- j) Statements and/or policies on diversity, equity, and inclusion

Team Findings:

Met

2024 Team Analysis: The program offers a website <https://architecture.unl.edu/naab-accreditation-documents> with that includes the following information:

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit.
- b) A Plan to Correct was not applicable, therefore there is no NAAB response.
- c) The most recent decision letter from the NAAB was provided.
- d) The Architecture Program Report submitted for the last visit.
- e) The final edition of the most recent Visiting Team Report, including attachments and addenda.
- f) The program did not have an optional response to the Visiting Team Report
- g) A Plan to Correct was not applicable.
- h) NCARB ARE pass rates. For this, they include a document with detailed information of their program pass rates from November 2016 through December 2020. They also include a direct link to the NCARB pass rates website.
- i) The learning and teaching culture policy can be found at <https://architecture.unl.edu/resources/Learning-culture-policy>
- j) The college's Diversity plan can be found at <https://architecture.unl.edu/CoA%20Diversity%20Plan.pdf>

6.5 Admissions and Advising *(Guidelines, p. 24)*

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as

well as transfers from within and outside the institution. This documentation must include the following:

- a) Application forms and instructions
- b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- c) Forms and a description of the process for evaluating the content of a non-accredited degrees
- d) Requirements and forms for applying for financial aid and scholarships
- e) Explanation of how student diversity goals affect admission procedures

Team Findings:

Met

2024 Team Analysis: The visiting team found evidence of this criterion being met in documentation and links provided in the APR (p.137) and from assessing the following web links:

- A. Application forms and instructions for first-time, first year and transfer students were found at: the UNL Admissions and the College of Architecture webpage.
- B. Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing were described at: the College of Architecture Undergraduate Admissions and the Program of Architecture Admissions pages.
- C. The process for evaluating the content of non-accredited degrees is described as evaluation by the director and/or appropriate program representatives with non-architecture credits evaluated by the appropriate university department on the College of Architecture Undergraduate Admissions and the Program of Architecture Admissions pages.
- D. Requirements and forms for applying for financial aid and scholarships were found at: the Office of Scholarships & Financial Aid, and Husker Hub page.
- E. The College of Architecture's 2019-2024 strategic plan outlines the goal to increase student diversity by 1.5% by making changes to recruitment and enrollment strategies. The College's Diversity and Inclusion webpage describes their initiatives and links to student resources. The College's Diversity Plan details their DEI priorities, initiatives and metrics.

The visiting team confirmed these policies and procedures are followed through conversations with the Program Director and the Director of Advising for the College of Architecture. The visiting team noted the dedication and consistent personalized attention by advisors in the Student Success Office was particularly admirable and directly resulted in robust alumni support of the program.

6.6 Student Financial Information *(Guidelines, p. 24)*

- 6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.
- 6.6.2 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.

Team Findings:

Met

2024 Team Analysis:

6.6.1 The APR provided a link to the University of Nebraska Office of Scholarships Financial Aid, <https://financialaid.unl.edu/>, although this link is not found on the School of Architecture website. The APR also provided links to the "Husker Hub," <https://huskerhub.unl.edu/>, although this link is also not found on the School of Architecture website. The APR also provided a third link to Collegewide Scholarships,

<https://architecture.unl.edu/resources/collegewide-scholarships>, which is found within the School of Architecture website. Additional scholarship information is found on the School of Architecture website. The visiting team meeting with students confirmed this understanding.

6.6.2 The APR provided a link for the College of Architecture - undergraduate program cost estimator, <https://architecture.unl.edu/prospective-student/undergraduate-programs>, which has a link to the University wide educational cost estimator, <https://admissions.unl.edu/cost/>. This link only provides for a single year cost of tuition and living expenses, not the potential cost of the full course of study required for completing the NAAB-accredited degree program. The APR also provided a similar link for the College of Architecture graduate degree program cost estimator, <https://architecture.unl.edu/prospective-student/graduate-programs>, with a link to another single year tuition estimator, <https://studentaccounts.unl.edu/tuition-fees>. This does not provide an estimate of the full course of study for completing the NAAB-accredited Master of Architecture degree program.

V. Appendices

Appendix 1. Team PC/SC Matrix

University of Nebraska-Lincoln
23-Jan-24

| | 3-year M.Arch | | | | | | | | | | | | | | | | | | | | | | | | Student Evaluations Student Exit Survey | | Non-Curricular Activity | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--------------|----------|------------------|----------|----------|----------|----------|----------|--------------|----------|--------|----------|------------------|--------|--|---------------------|--------------------------|---------------------------------------|-----------|----------------------------------|--------------------------------|------------------------------------|-------------|--|----------------------------|-------------------------------------|--------------------------------|--|--|--|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | 3M M.Arch Year 1 | | | | | | | | | | | | 3M M.Arch Year 2 | | | | | | | | | | 3M M.Arch Year 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Fall | | | | | | Spring | | | | | | Fall | | | | | Spring | | | | | Fall | | | | | Spring | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ARCH 500 | ARCH 489 | ARCH 231 | ARCH 241 | ARCH 360 | ARCH 262 | ARCH 232 | ARCH 501 | ARCH 461 | ARCH 240 | ARCH 510/610 | ARCH 333 | ARCH 331 | ARCH 341 | ARCH 511 | ARCH 430 | ARCH 332 | ARCH 544 | ARCH 510/610 | ARCH 680 | varies | ARCH 613 | ARCH 511/611 | varies | ARCH 614 | Hyde Lecture Series | Hyde Chair of Excellence | Registered Student Organization (RSO) | UNL UCARE | Program Committee (Student Rep.) | College Student Advisory Board | Learning Assistant (JLA, GLA, GTA) | NCARB / APX | Engagement / Outreach / Industry partnership | Professional Lunch-n-Learn | Project 20xx Exhibition + Symposium | Education Abroad Opportunities | IG - Where They Are Now / Who We Are Now | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Shared Values | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Design | O | | | | | | | O | | | | | | | | | | | | O | | | | | | O | | | | | | | | | | | | | | | | X | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Env. Stewardship & Professional Respon. | | | | | | O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Equity, Diversity & Inclusion | | | | O | | | | | O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Knowledge & Innovation | | O | | | | | | | | | O | | | | | O | | | | O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Leadership, Collab. & Community Engmt. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lifelong Learning | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Program Criteria | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PC.1 Career Paths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PC.2 Design | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PC.3 Ecological Know. & Respon. | | | | | | | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PC.4 History & Theory | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PC.5 Research & Innovation | | | | | | | | O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PC.6 Leadership & Collaboration | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PC.7 Learning & Teaching Culture | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PC.8 Social Equity & Inclusion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Criteria | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SC.1 HSW in the Built Environ. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SC.2 Professional Practice | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SC.3 Regulatory Context | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SC.4 Technical Knowledge | | | | | | | | O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SC.5 Design Synthesis | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SC.6 Building Integration | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Key

- C: Identified course w/ evidence-- confirmed
- N: Identified course w/ evidence --not confirmed
- O: Other course found by team to support
- X: Awareness of contribution of non-course experiences

Appendix 2. The Visiting Team

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VI. Report Signatures

Respectfully Submitted,

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