Canberra Accord on Architectural Education

Type of Report: **Periodic Review**

Name of Accreditation, Validation or Recognition System Reviewed (hereafter referred to as 'Accreditation System'): National Architectural Accrediting Board (NAAB)

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Dates of Review Visit(s): 6 April - 12 April, 2019

Date of Review Report: 24 April, 2019

Status/Edition: Final

B. 1. Introduction

a) Summary

As a part of the Canberra Accord Rules and Procedures, through the coordination of the Canberra Accord (CA) Secretariat, the CA Review Team of Fernando Mora Mora, Accord Reviewer Representing Practice, and Jaepil Choi, Accord Reviewer Representing Education, visited The National Architectural Accrediting Board (NAAB) starting on April 6-10, 2019 in State College, Pennsylvania, and travelling to Washington, D.C. for the NAAB meeting from April 10-12, 2019, at their office in 1735 New York Avenue, NW Washington D. C.

On April 6, the CA Review Team along with team facilitator, Scott Veazey, Past President of NAAB, met with the NAAB Visiting Accreditation Team (NAAB Team for all occasions hereafter) to comment and to precise the visit agenda to take place from the 7 - 10 of April.

During the visit to Pennsylvania State University, to accredit the M. Arch program, the CA Review Team along with the NAAB Team composed by Kin Dubois (Team Chair-NCARB), Jennifer Charzewski (AIA), Danielle Willkens (ACSA), Mike Chiappa (AIAS), and non-voting member Michael Tunkey met with leaders of the program to begin the accreditation process, Ute Poerschke (Interim Department Head) and Rebecca Henn (Director of Graduate Studies). These meetings took place every morning at breakfast to look over the agenda and needed information for each day of the visit of both Teams.

The CA Review Team was integrated in the NAAB Team room, who included the CA Review Team in most of its daily activities according to the Visit Agenda, which made it possible to look over most of the accreditation process closely.

The main activities held by both teams were: view and evaluate the student work exhibit, that in this case was physical, but mostly digital with great information very well organized in the computers; attended various meetings with faculty, students and staff; visited exhibition spaces, studio areas of M. Arch students, library and other areas that integrate the Stuckeman School. The Teams heard from students, faculty and staff, report on how they viewed the school and their educational experience in the M. Arch. at Pennsylvania State University

Meetings were held with Pennsylvania State University President, Eric Barron, Vice President Provost Nicholas Jones, Barbara Korner, Dean of the College of Arts and Architecture, and Lelleanne Foster, Director of Stuckeman School. The visit concluded on April 10, with two closed Exit meetings by NAAB Team, one with University President and Vice-President Provost, and the other with Dean and Director. The third Exit meeting was open to faculty, students and staff.

After the Exit meetings and the conclusion of the visit of the NAAB Team, the CA Review Team traveled to Washington, D.C. on the afternoon of April 10, for the NAAB meeting of the next two days.

On April 11, the CA Review Team were received by NAAB Executive Director Helene Combs and Janet Rumbarger, NAAB Director for International Services. The first part

of the meeting was with staff of Education Evaluation Service for Architects (EESA), Terron Scott, Director of credentialing services and Nour Alhussaini, Assoc. AIA, manager special projects, for an overview of EESA processes and its relationship to the Canberra Accord. The second part of the meeting was with NAAB Executive Director, Helene Combs Dreiling, who offered information about the 2019 Accreditation Review Forum and the review of minutes of Board meetings, Bylaws, Rules of the Board, Anti-Harassment, Annual Statistical Reports, Confidentiality and Conflict of interest, among other aspects about The NAAB. The next meeting included Ellen Cathey, Associate Director, that gave information on the procedures for the NAAB Accreditation Processes. And finally with Janet Rumbarger that offered an overview of the NAAB international activities. Since all activities and information needs were covered on these meetings, the session considered for April 12 was not needed.

The CA Review Team wishes to thank the hospitality received throughout the visit from: Pennsylvania State University representatives, faculty and students, particularly Ute Poerschke and Rebecca Henn; The NAAB Visiting Accreditation Team, Kin Dubois (Team Chair), Jennifer Charzewski, Danielle Willkens, Mike Chiappa, and Michael Tunkey, for their willingness to offer explanations; The NAAB office representatives and staff, particularly Helene Combs Dreiling and Janet Rumbarger; and especially Scott Veazey for his assistance throughout the visit.

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B. 2. Recommendation

a) Recommendation to Canberra Accord signatory systems:

The CA Review Team recommends that the NAAB accreditation system be accepted by the other signatory systems, for a period of six years, as leading to outcomes substantially equivalent to those from the other signatory systems.

b) Operational and educational output standards

The CA Review Team considers that the overall operational and educational output standards were found to be substantially equivalent to those of other signatory systems in the Canberra Accord.

c) Compliance with criteria for substantial equivalence

All criteria were found to be substantially equivalent with evidences noted in the following text.

B. 3. Characteristics, Principles and Criteria for Assessing Substantial Equivalency

I. General Characteristics

Organizations running accreditation systems covered by the Accord are expected to have the following general characteristics:

a) be named organizations (authorities, agencies, or institutions) that are representative of the architecture profession and which have statutory powers or recognized professional authority for accrediting, validating or recognizing programs designed to satisfy the academic requirements for admission to the profession in the locality where accreditation, validation or recognition takes place, subject to additional requirements imposed by local regulations and practice requirements;

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   The NAAB was founded in 1940 by the American Institute of Architects (AIA), the Association of Collegiate Schools of Architecture (ACSA), and the National Council of Architectural Registration Boards (NCARB). In 1967, the NAAB was independently incorporated in the District of Columbia as a non-profit organization. The NAAB is the only agency recognized by NCARB and its member boards as having the authority to accredit professional degree programs in architecture.

b) be independent of the academic institutions, professional organizations, and government agencies delivering accredited programs within their jurisdiction;

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   The NAAB is an independently incorporated, non-profit organization.

c) have an active, robust accreditation system in place, with established processes, procedures, and practices that are well-documented;

   MET

   The NAAB has a long history of accreditation. Its well-established process, procedures, and practices can be found in the NAAB Conditions for Accreditation and the NAAB Procedures for Accreditation. The most recent revision of the NAAB Conditions for Accreditation was completed in 2014. The most recent review of the NAAB Procedures for Accreditation was completed in 2015.

d) have a record of accomplishment in accreditation with sufficient experience and magnitude of operation (normally a minimum of five programs over at least seven years).

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The NAAB has accredited the programs in architecture since 1945. Currently there are 158 NAAB-accredited programs at 136 institutions.

II. Common Agreed Principles

Systems for the accreditation of architecture programs are expected to be underpinned by common agreed principles such as:

a) the system must operate at all times in accordance with a high standard of professionalism, ethics, and objectivity;

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The NAAB has policies for defining and procedures for disclosing and managing conflicts of interest in the accreditation process.

b) the process must be transparent and consistent;

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The NAAB has policies and procedures for the following:

- Program approves visiting team chairs and visiting team members.
- Program reviews the Visiting Team Report for corrections of fact.
- Programs may request reconsideration of a decision on a term of accreditation.
- Programs may request an appeal of a decision not to approve a reconsideration request.

Conditions and Procedures documents are made available for public comment for 120 days prior to final adoption.

c) the activities must be conducted in relation to individual programs in confidence and with firmly established procedures and conditions for objective and consistent evaluation;

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The NAAB activities are wholly based on "2014 NAAB Conditions for Accreditation" and "NAAB Procedures for Accreditation" both of which guarantee the objective and consistent evaluation.

d) those involved in the accreditation process must be knowledgeable and competent in matters related to architectural accreditation, education, and practice;

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Individuals are nominated to the team member pool by the four organizations in architecture: AIA, AIAS, ACSA, and NCARB. The nominating agencies are expected to determine that these individuals are knowledgeable and competent in matters related to architecture accreditation, education, and practice.

Once nominated into the pool, all team members are required to complete annual training if assigned to a visiting team. Team chairs are required to complete annual chair training.

e) accreditation is of individual programs/academic awards/qualifications and not of institutions;

   MET

   The NAAB accredits individual programs and not institutions.

f) evaluations of specified academic programs are conducted by peer reviewers and must include review of the program's self-evaluation documents, a site visit, and inspection of student work;

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   Teams visiting programs for continuing accreditation are composed of at least four people representing the academy, the profession, students, and registration boards.

   All visit sequences begin with the preparation of a self-evaluation document called *Architecture Program Report* (APR). The APR is reviewed by the chair and the visiting team. The team conducts a visit. The visit includes meetings with key program and institutional leaders, review of policies and procedures, and the review of student work.

g) the standard of students' work should be the main criterion in determining accreditation;

   MET

   Review of student work to determine whether all graduates are achieving defined learning outcomes is the principal criterion for the NAAB accreditation.

h) levels of physical, financial, human, and information resources should be appropriate to the context of the institution.

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The NAAB standards include requirements for physical, financial, human, and information resources that are appropriate to the context of the institution. In 2009, the NAAB eliminated fixed, quantitative standards from its *Conditions*.

III. Criteria for Accreditation, Validation or Recognition

The criteria for accreditation, validation or recognition should address the following:

a) a suitable environment to deliver the program;

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"2014 *Conditions*: I.2.1-I.2.4 Resources" requires that the program should have a suitable environment.

b) adequate leadership for the program;

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"2014 *Conditions*: I.2.5 Administrative Structure" requires that the program should have an adequate leadership.

c) a team of suitably qualified people teaching in the program;

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"2014 *Conditions*: I.2.1 Human Resources and Human Resource Development" requires that the program should have a team of suitably qualified educators.

d) a curriculum providing a broad preparation for architectural practice;

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"2014 *Conditions*: II.1 Student Performance Criteria" and "2014 *Conditions*: II.2.2 Professional Degrees and Curriculum" require that the program should provide a broad and extensive preparation for architectural practice.

e) appropriate entry, progression, and exit standards;

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"2014 *Conditions*: II.2.2 Professional Degrees and Curriculum" clearly specifies the standard for progression and exit. "2014 *Conditions*: II.3 Evaluation of Preparatory Education" clearly specifies the standard for admission.

f) adequate human, physical, and financial resources to support the program;

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"2014 *Conditions*: I.2 Resources" requires that the program should have adequate human, physical, and financial resources.

g) periodic re-evaluation to maintain accreditation status;

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"2015 *Procedures*: Section 3. Terms of Accreditation, Section 4. Procedures for Candidacy and Initial Accreditation, and Section 5. Procedures for Continuing Accreditation" deal with periodic re-evaluation of the program to maintain accreditation status.

h) a period of academic study at, or in association with, a university/tertiary-level institution sufficient to demonstrate skills, abilities, attitudes and knowledge at a defined standard adequate for initial entry to the architecture profession; in order to gain the balanced acquisition of subjects and capabilities, this period of academic study should be normally not less than the equivalent of five years full-time studies.

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"2014 *Conditions*: II.2.2 Professional Degrees and Curriculum" clearly specifies that the period of academic study is not less than five years full-time.

IV. International Network of Quality Assurance Agencies in Higher Education (INQAAHE) *Guidelines of Good Practice*

As External Quality Assurance Agencies (EQAA), signatory systems should embrace the key principles of the *Guidelines of Good Practice* published by INQAAHE (revised edition 2006).

The EQAA:

a) has a written mission statement or set of objectives that takes into account its cultural and historical context.

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The written mission, vision & Values Statements is included in the Strategic Plan for NAAB – 2018-2020 approved October 20, 2018, and it is revised periodically.

b) has adequate and accessible human and financial resources to conduct external evaluation effectively and efficiently in accordance with its mission statement and its methodological approach.

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According to the 2019 Self-Evaluation Report, The NAAB has seven full-time staff members, six whom are involved with accreditation activities.

To carry on the accreditation processes, on The NAAB 2017 Annual Report on Architectural Education, Part 2, The NAAB visiting pool comprises 225 volunteers from the four collateral organizations: 74 (36%) from The AIA, 69 (31%) from NCARB, 51 (23%) from ACSA and 31 (14%) from the AIAS.

The NAAB Self-Evaluation Report as well as the Financial Documents delivered, demonstrate that the 2018 fiscal year operating budget for accreditation activities was US $1,262,983.00 provided by the four collaterals (AIA, ACSA, NCARB and AIAS, having a projected total of $ 1.94 million and projected total expenditures of $ 1.93 million complemented by the other two sources of revenue for the NAAB from the Substantial Equivalency fees and EESA evaluation fees.

c) has a system of continuous quality assurance of its own activities that emphasizes flexibility in response to the changing nature of higher education, the effectiveness of its operations, and its contribution towards the achievement of its objectives.

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Evidence is found on the NAAB 2014 Conditions for Accreditation, pages 5 to 8, and the Strategic Plan for NAAB 2018-2020.

To revise its accreditation system, The NAAB has a standing Assessment and Evaluation Committee. The committee's membership and responsibilities are defined in the *Rules of the Board*, page 8.

Every five years, the NAAB hosts an Accreditation Review Conference to consider whether changes should be made to the *Conditions for Accreditation*. The conference includes participants from the AIA, AIAS, ACSA, NCARB, the NAAB directors, members of the public, and representatives from related professional societies

d) informs and responds to the public in accordance with applicable legislation and the cultural context of the EQAA.

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The NAAB maintains an active presence through its website, www.naab.org. The NAAB published a monthly newsletter and sustains a presence on Facebook. In addition, the NAAB maintains two general email accounts that are available to the public: info@naab.org and forum@naab.org.

e) recognizes that institutional and programmatic quality and quality assurance are primarily the responsibility of the higher education institutions themselves; respects the academic autonomy, identity and integrity of the institutions or programs; applies standards or criteria that have been subject to reasonable consultation with stakeholders; and aims to contribute to both quality improvement and accountability of the institution.

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Statements that meet this requirement are found in the *Introduction to Accreditation* on page 5 of the NAAB 2014 Conditions for Accreditation, and on page 6 of the same document on the NAAB's Values Statement regarding *Constant Conditions for Diverse Contexts.*

f) has documents that indicate clearly what the EQAA expects of the institution.

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The 2014 *NAAB Conditions for Accreditation* outline the requirements that an accredited degree program must meet, and the current *NAAB Procedures for Accreditation* outline the measures that they and the visiting teams must follow to demonstrate (a) the achievement of minimum standards and (b) a uniform accrediting process.

g) has documentation concerning self-evaluation which explains the purposes, procedures, process and expectations in the self-evaluation process. The documents also include the standards used, the decision criteria, the reporting format, and other information needed by the higher education institution.

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Evidence found in Section I.1.6 Assessment, in the 2014 Conditions for Accreditation in which it states:

Program Self-Assessment: The program must demonstrate that it regularly assesses how well the program is progressing toward its mission and stated objectives; against its defined multiyear objectives; in addressing deficiencies and causes of concern identified at the time of the last visit; and strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities. The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

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

directors.

Evidence also found in NAAB 2015 Procedures for Accreditation, Section 5 with the description of the content and purpose of the Architecture Program Report as the primary self-assessment document. The template for the APR is provided by The NAAB.

h) has clear documentation concerning the external evaluation that states the standards used, assessment methods and processes, decision criteria, and other information necessary for external review.

MET

The documents that meet this requirement are:
- The 2014 NAAB Conditions for Accreditation,
- The 2015 NAAB Procedures for Accreditation and
- The NAAB Guide to the 2014 Conditions for Accreditation and Preparation of an Architecture Program Report.

i) evaluations address both the higher education institution's own self-assessment and external reference points, such as judgments by knowledgeable peers or relevant legislation.

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Evidence concerning the higher education's own self-assessment and external reference points were found in the NAAB 2014 Conditions for Accreditation, the 2015 Procedures for Accreditation and the Guide to the 2014 Conditions for Accreditation and Preparation of an Architecture Program Report.

For its own evaluation, NAAB's Assessment and Evaluation Committee maintains a multiyear work plan that includes both internal and external assessment, including annual surveys of program administrators and team chairs, as well as a board self-assessment survey.

j) has appropriate methods and policies for appeals.

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Evidence was found in NAAB 2015 Procedures for Accreditation, Sections 12-13.

k) collaborates with other EQAAs, if possible, in areas such as exchange of good practices, capacity building, review of decisions, provision of transnational education, joint projects, and staff exchanges.

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The NAAB benchmarks its operations against best practices within the realm of specialized and professional accrediting agencies. This is done through its membership in the Association of Specialized and Professional Accreditors (ASPA), but also within the Canberra Accord members and other agencies from other countries such as Brazil and Central America.

l) has policies relating to both imported and exported higher education.

MET

The NAAB supports a mutual recognition agreement between NAAB and the Canadian Architectural Certification Board-*Conseil Canadien de Certification en Architecture* (CACB-CCCA).

The NAAB is an original signatory member of the Canberra Accord and currently serves as the Secretariat for the Accord.

The NAAB also has a memorandum of understanding to exchange best practices and to provide technical assistance with the following agencies:

- Agencia de Calidad Acreditación y Prospectiva de las Universidades de Madrid (ACAP) to ACAP
- Conselho de Arquitectura e Urbanismo do Brasil (CAU/BR, Brazil)
- Agencia Centroamericana de Acreditación de Programas de Arquitectura y de Ingeniería (ACAAI, Central America)

The NAAB is an active member of the Association of Specialized and Professional Accreditors (ASPA) and exchanges information and best practices with its fellow member agencies.

V. UNESCO-UIA *Charter for Architectural Education*

A balance between benchmarking appropriate international standards and encouraging a variety of approach are central to the principles of the Accord.

- In any system of accreditation it is of prime importance to establish the standards of achievement to be attained and the means of assessment through peer group review.

- Of equal importance is the need to encourage diversity, innovation, and development.

Signatory systems should ensure the acquisition of generic student skills, knowledge, and competencies including the following, identified in the *UNESCO-UIA Charter*:

Evidence cited as the basis for recommendations in this section is found in the *2014 NAAB Conditions for Accreditation*, Part Two (II), Section 1 and the Matrix of UNESCO-UIA Charter for Architectural Education/NAAB Student Performance Criteria. To this matter, The NAAB uses two levels of accomplishment for its Student Performance Criteria (SPC): Understanding [1] and Ability [2]. And to facilitate its understanding and the relationships between each criterion, the SPC's are organized into 4 realms, and their particular areas:

Realm A: Critical Thinking and Representation,
Realm B: Building Practices, Technical Skills, and Knowledge.
Realm C: Integrated Architectural Solutions.
Realm D: Professional Practice.

As part of the Self-Evaluation report for the Canberra Accord 2019 Periodic Review, the Matrix for the UNESCO-UIA Charter for Architectural Education/NAAB Student Performance Criteria demonstrates that all 16 criterions are considered and evaluated for accreditation of a program. The Canberra Accord team evidenced the thorough assessment made by the NAAB visiting team at the accreditation process of Penn State University considered for the CA Periodic Review, with the following results:

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[1] The capacity to classify, compare, summarize, explain, and/or interpret information.
[2] Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

a) **an ability to create architectural designs that satisfy both aesthetic and technical requirements.**

   MET

   Evidence was found in the following areas: A.2 Design Thinking Skills, A.4 Architectural Design Skills, and C.3 Integrative Design

b) **an adequate knowledge of the history and theories of architecture and the related arts, technologies, and human sciences.**

   MET

Evidence was found in the following areas: A.5 Ordering Systems, A.6 Use of Precedents, A.7 History and Global Culture and A.8 Cultural Diversity and Social Equity

c) knowledge of the fine arts as an influence on the quality of architectural design.

MET

Evidence was found in the following areas: A.6 Use of Precedents and A.7 History and Global Culture

d) an adequate knowledge of urban design, planning, and the skills involved in the planning process.

MET

Evidence was found in the following areas: A.2 Design Thinking Skills, B.1 Pre-Design and B.2 Site Design

e) an understanding of the relationship between people and buildings, and between buildings and their environment, and of the need to relate buildings and the spaces between them to human needs and scale.

MET

Evidence was found in the following areas: A.8 Cultural Diversity and Social Equity and D.5 Professional Conduct

f) an understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take into account social factors.

MET

Evidence was found in the following areas: A.8 Cultural Diversity and D.4 Legal Responsibilities

g) an understanding of the methods of investigation and preparation of the brief for a design project.

MET

Evidence was found in the following areas: A.3 Investigative Skills and C.1 Research

h) an understanding of the structural design, constructional, and engineering problems associated with building design.

MET

Evidence was found in the following area: B.5 Structural Systems

i) an adequate knowledge of physical problems and technologies and of the function of buildings so as to provide them with internal conditions of comfort and protection against the climate.

MET

Evidence was found in the following areas: B.6, Environmental Systems, B.7 Building Envelope Systems & Assemblies, B.8 Building Materials & Assemblies and B.9 Building Service Systems

j) the design skills necessary to meet building users' requirements within the constraints imposed by cost factors and building regulations.

MET

Evidence was found in the following areas: A.4 Architectural Design Skills, B.3 Codes and Regulations and B.10 Financial Considerations

k) an adequate knowledge of the industries, organizations, regulations, and procedures involved in translating design concepts into buildings and integrating plans into overall planning.

MET

Evidence was found in the following areas: D.1, Stakeholder Roles in Architecture, D.2 Project Management and D.3 Business Practices

And, that the following special points be considered in the development of a curriculum:

l) awareness of responsibilities toward human, social, cultural, urban, architectural, and environmental values, as well as architectural heritage.

MET

Evidence was found in the following areas: A.2 Design Thinking Skills, A.7 History and Global Culture, A.8 Cultural Diversity and Social Equity, C.2 Integrated Evaluations & Decision-Making, D.1 Stakeholder Roles in Architecture and D.5 Professional Conduct

m) adequate knowledge of the means of achieving ecologically sustainable design and environmental conservation and rehabilitation.

MET

Evidence was found in the following areas: B.3 Codes and Regulations, B.6 Environmental Systems, B.7 Building Envelope Systems & Assemblies, B.8 Building Materials & Assemblies and B.9 Building Service Systems

n) development of a creative competence in building techniques, founded on a comprehensive understanding of the disciplines and construction methods related to architecture.

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Evidence was found in the following areas: B.4 Technical Documentation and C.3 Integrative Design

o) adequate knowledge of project financing, project management, cost control, and methods of project delivery.

MET

Evidence was found in the following area: B.10 Financial Considerations

p) training in research techniques as an inherent part of architectural learning, for both students and teachers.

MET

Evidence was found in the following areas: A.3 Investigative Skills and C.1 Research

B. 4. Commentary

a) Self-evaluation by signatory system

The CA Review Team received the document "2019 NAAB Signatory Self-Evaluation Canberra Accord Periodic Review" in February, 2019. It contains an extensive range of information with regard to the compliance to CA criteria in a very well organized manner, greatly assisting the Review Team in their evaluation. Some additional information such as annual budget was also available during the visit. In summary, the information provided by NAAB was sufficient and well-articulated for the Review Team to understand and evaluate the NAAB accreditation system.

b) Refer to any changes to system mapped against Accord compliance criteria (see section 1.0 of Rules and Procedures) and any recent challenges to system

Substantial changes have been made in the NAAB Conditions for Accreditation since the last periodic review in 2013.

Some of the changes were made in Sections 1 and 2 of Part I for clarity and to eliminate redundancy among other conditions in the previous version. Also, new five perspectives replaced the old five perspectives in Section 1.4 of Part I. They are:

- Collaboration and Leadership
- Design
- Professional Opportunity
- Stewardship of the Environment
- Community and Social Responsibility

Relatively extensive changes have been made in the Student Performance Criteria (SPC) in Section 1 of Part I. The realms of SPC have been increased from three to four realms, and some of the SPC's were deleted or merged with others and moved to the other realms :

Old Version
Realm A: Critical Thinking and Representation   11 SPC's
Realm B: Integrated Building Practices, Technical Skills and Knowledge   12 SPC's
Realm C: Leadership and Practice   09 SPC's

                                                                        Total of 32 SPC's

New Version
Realm A: Critical Thinking and Representation   08 SPC's
Realm B: Building Practices, Technical Skills and Knowledge   10 SPC's
Realm C: Integrated Architectural Solutions   03 SPC's
Realm D: Professional Practice   05 SPC's

                                                                        Total of 26 SPC's

In addition, the maximum term of accreditation was changed from 6 years to 8 years, as it was specified in the NAAB Procedures for Accreditation 2015.

c) Other documentation by signatory system

The CA Review Team was given all the necessary information before and during the periodic review visit. Most of the information was included in NAAB Self-Evaluation Report and the additional information was readily available from a cloud server.

d) Accreditation visit by signatory system

The CA Review Team observed the entire NAAB accreditation visit to the Master of Architecture Program at Pennsylvania State University from March 5 to March 10, 2019. The Review Team met the NAAB facilitator (Scott Veasey) and all of the accreditation team members on March 5. In the following 5 days, the Review Team joined all the tasks of the accreditation visit team (except the final deliberation). The Review Team was given full access not only to all documents and displays prepared for the accreditation visit but also to all the meetings with the university administrators, faculty and students. The Review Team was also able to observe the whole process of evaluation being made by the visit team members.

The Review Team sees that the accreditation visit to Penn State is excellently prepared and performed in a professional but rigorous manner by both the program and visit team members. All the observation and examination, meetings, and discussion were done strictly according to the procedures set by NAAB Procedures for Accreditation. All the evaluation was also made based on NAAB Conditions for Accreditation.

e) Meetings with representatives of signatory system

The CA Review Team had meetings with the representatives of NAAB on April 11, 2019.

Helene Combs Dreiling, Interim Executive Director gave an introduction of NAAB in general and later shared her thoughts on the current issues and future strategic plans for NAAB. She attended all the meetings thereafter.

Janet Rumbarger, Director of International Services, who prepared the NAAB self-assessment report and coordinated all the protocols for Canberra Accord Review, presented the international activities of NAAB, including substantial equivalence and accreditation for the programs located outside of the United States, and the implementation of Canberra Accord.

Ellen Cathey, Associate Director, presented the NAAB accreditation process and shared her insights on how to improve it.

Terron Scott, Director of Credentialing Services, and Nour Alhussaini, Manager of Special Projects introduced EESA (Education Evaluation Services for Architects) program.

During these meetings, need for modification and/or update of the content and format of CA Review Visit Report was also discussed.

f) Overview of criteria, policies, and procedures of the system

The NAAB is the only agency in the United States tasked with accrediting professional degree programs in architecture. Self-assessment and evaluation based on student performance criteria are the core of the NAAB Accreditation.

The NAAB accreditation system for professional degree programs within schools requires a self-assessment by the accredited degree program, an evaluation of that assessment by the NAAB, and a site visit by a NAAB team that concludes with a recommendation to the NAAB as to the term of accreditation. The decision regarding the term of accreditation is then made by the NAAB Board of Directors.

This CA Review Team reviewed all the NAAB documents provided prior to and in the course of the CA periodic review visit. The Team also observed the entire processes and procedures of the system through being present at a continuing accreditation visit to the architecture program of Pennsylvania State University.

The CA Review Team was impressed by the thoroughness of the NAAB documentation, both in terms of conditions and procedures, and found the robustness of the system most commendable. The Review Team is confident that the NAAB criteria, policies, and procedures are well developed and comprehensive.

g) Conclusion

Currently, the NAAB depends mostly on funding by its four collaterals, AIA, ACSA, NCARB and AIAS. In the near future, the NAAB may need to establish a business model for sustainability of NAAB and its activities.

Every five years, the NAAB holds a forum to update its accreditation processes according to the needs of architectural programs in ever changing world. In this sense, it may be necessary to also take on the task of readiness for the future in the context of technological advances and related issues with regard to extending the boundary of architecture.

B. 5. Attachments

a) Documentation provided prior to the review visit
   [List only; full documentation will be posted electronically]

- Penn State Visit Itinerary for the Accreditation Visit Members
- NAAB Visit Itinerary for the Canberra Accord Review Team
- 2019 NAAB Signatory Self-Evaluation Canberra Accord 2019 Periodic Review
- 2015 NAAB Procedures for Accreditation
- 2014 NAAB Conditions for Accreditation
- Penn State Master of Architecture Program Report 2019
- Periodic Review Report Template

b) Additional information supplied during the review visit
   [List only; full documentation will be posted electronically]

- 2018-2019 NAAB Organizational Chart
- NAAB 1975 Restructuring
- 2018-2020 Strategic Plan with Summary
- 2014 NAAB Rules of the Board
- 2014 NAAB Bylaws
- 2015 NAAB Procedures for Accreditation
- 2014 NAAB Conditions for Accreditation
- 2015 – 2019 Board Meeting Minutes
- Policies
  - NAAB Investment Policy Statement June 2, 2018
  - NAAB Code of Conduct and Whistleblower Policy
  - NAAB Accounting Policies and Procedures January 11, 2019
  - NAAB Conflicts of Interest Policy, Procedure, and Disclosure
  - NAAB Anti-Harassment Policy
  - NAAB Affirmation of Fiduciary Duty and Responsibility to Respect Confidentiality
- Financial Documents
  - Copy of NAAB Budget vs Actual, December 2018
  - Consolidated Statement of Financial Position, December 31, 2018
  - NAAB (Audited) Financial Statements, for the Years Ended December 31, 2017 and 2016
  - Return of Organization Exempt From Income Tax, 2017
  - Certificate of Exemption, 2000

c) Review visit agenda and record of meetings

The following table show the itinerary of the Review Team originally set up by NAAB Secretary. There have been some changes, especially the meetings with NAAB staff, of the itinerary, and the actual meetings that were held are noted elsewhere in this report.

Friday, April 5

Time	Activity	Notes/Comments/Details	Location
1:24	Scott Veazey (CA facilitator) arrives State College, Delta flight #4301 from Detroit Transfer to Nittany Lion Inn		University Park Airport Nittany Lion Inn 20 W. Park Avenue State College, PA 814 865 8500
TBD	Dinner with Kin DuBois		TBD

Saturday, April 6

Time	Activity	Notes/Comments/Details	Location
10:00 a.m.	Veazey: review team room with DuBois et al.		Meet in hotel lobby
2:04 p.m.	Jaepil Choi (CA reviewer) arrives State College, United #3959, from Wash DC Transfer to Nittany Lion Inn	Veazey will meet Choi at airport; details TBD	Nittany Lion Inn 20 W. Park Avenue State College, PA 814 865 8500

Time	Activity	Comments/Notes/Details	Location
6:00 p.m.	Choi and Veazey join NAAB team for dinner	NAAB team: Kin DuBois, team chair (NCARB) Jennifer Charzewski (AIA) Danielle Willkens (ACSA) Mike Chiappa (AIAS)	Nittany Lion Inn
8:30 p.m.	Fernando Mora Mora (CA reviewer) arrives State College, United #3822 from Chicago Transfer to Nittany Lion Inn	Veazey will meet Mora Mora at airport; details TBD	Nittany Lion Inn 20 W. Park Avenue State College, PA 814 865 8500

Sunday, April 7

Time	Activity	Comments/Notes/Details	Location
7:30 a.m.	Breakfast with NAAB team and program administrators	Ute Poerschke (interim department head) and Rebecca Henn (director of graduate studies)	Nittany Lion Inn
9:00 a.m.	Overview of team room		Team room, Stuckeman Building
9:15	Technology orientation		Team room
9:30-10:30 a.m.	Overview of NAAB Procedures with Veazey		TBD

10:45	Facility tour with NAAB team and selected faculty/staff	Library Hamer Center for Community Design Stuckeman Center for Design Computing Immersive Environmental Lab Gallery/ground floor computing/main offices Second-floor studios Third-floor crit rooms Fourth-floor studios/laser cutters Woodshop Digital Fabrication	Stuckeman School Building
12:00	Lunch with NAAB team and program administrators	Ute Poerschke, interim department head, architecture Rebecca Henn, director of graduate studies Kelleann Foster, director, Stuckeman School Moses Ling, associate professor, architectural engineering Lisa Iulo, Hamer Center José Duarte, director, SCDC	Crit space #1
1:30-3:00 p.m.	Review exhibits/free time		Team room
3:00 p.m.	Entrance meeting with architecture faculty		118 Library, Stuckeman School

Time	Activity	Comments/Notes/Details	Location
4:00 p.m.	Reception	NAAB team, Canberra Accord team, faculty, staff, administrators, students, AIAS, alumni, local practitioners, AIA	Stuckeman School, Third floor Wedge
5:30	Review of exhibits and records		Team room
7:30	Dinner with NAAB team		TBD

Monday, April 8

Time	Activity	Comments/Notes/Details	Location
7:30 a.m.	Breakfast with NAAB team and program administrators (Ute Poerschke (interim department head) and Rebecca Henn (director of graduate studies)		Nittany Lion Inn
8:45 a.m.	Walk to Old Main		
9:00 a.m.	Entrance meeting with university president and provost	Eric Barron, president, Penn State Nicholas Jones, provost	201 Old Main
9:30 a.m.	Walk to Borland Building		

Time	Activity	People	Location
9:45 a.m.	Observe entrance meeting with dean of College of Arts and Architecture and director of Stuckeman School	Barbara Korner, dean of Arts and Architecture Kelleanne Foster, director, Stuckeman School	Dean's office, Borland Building
10:15 a.m.	Walk to Stuckeman Building		
10:30 a.m.	Observe entrance meeting with staff		118 Library Stuckeman School
11:00	Review of exhibits and records OR free time		Team room
12:00	Lunch with M. Arch. faculty	Laia Celma, Eric Sutherland, Marcus Shaffer, Denise Costanzo, Pep Aviles, Cathy Braasch, Dan Willis, Sandra Staub, Felecia Davis	Crit Space #1
1:15 p.m.	Walk to Borland	Josette Kofando, graduate student representative	
1:30 p.m.	Entrance meeting with students		121 Borland

Time	Activity	Comments/Notes/Details	Location
2:30 p.m.	*Potential Studio Visits* *Arch 532 Architectural Design II* *Instructor: Laia Celma, Time: 1:25–5:25 pm Location: 4th Floor Stuckeman Family Building, South end* *Arch 534 Architectural Design IV* *Instructor: Eric Sutherland, Time: 1:25–5:25 pm* *Location: 4th Floor Stuckeman Family Building, South end*		Team room, Stuckeman Building
4:00 p.m.-5:30	Canberra Accord review panel, work session (in camera)		TBD

Tuesday, April 9

Time	Activity	Comments/Notes/Details	Location

7:30 a.m.	Breakfast with NAAB team and program administrators (Ute Poerschke (interim department head) and Rebecca Henn (director of graduate studies)		Nittany Lion Inn
8:45 a.m.	Review exhibits and records Potential Classroom Visits	*Arch 502 Analysis of Arch. Precedents: Modernism* Instructor: Pep Aviles, Time: 9:05-10:20 a.m. Location: 118 Library Stuckeman *Arch 504 Materials and Building Construction I*I Instructor: Eric Sutherland, Time: 10:35-11:50 a.m. Location: 111 Borland Bldg.	
12:00 p.m.	Lunch with student representatives		Mezzanine
1:15 p.m.	Review exhibits/records Potential studio visits Canberra Accord review panel work session (in camera)	**Arch 536 Design Inquiry** Instructors: Pep Aviles, Darla Lindberg, Time: 1:25–5:25 p.m. Location: 4th Floor Stuckeman Family Building	Stuckeman

		Arch 480 Technical Systems Integration Instructor: Eric Sutherland, Time: 3:05-4:20 pm Location: 4th Floor Stuckeman Family, south end	
TBD	Dinner (separate from NAAB team)		TBD

Wednesday, April 10

Time	Activity	Comments/Notes/Details	Location
7:30 a.m. Hotel check-out	Breakfast: Exit meeting with Ute Poerschke, and Rebecca Henn		Nittany Lion Inn
8:30 a.m.	Wrap-up; preparation for exit meetings		Team room
10:00 a.m.	Exit meeting: dean and department head	Barbara Korner, dean, College of Arts and Architecture	201 Old Main

		Ute Poerschke, Interim Department Head Rebecca Henn, Director of Graduate Studies	

Time	Activity	Comments/Notes/Details	Location
10:30 a.m.	Exit meeting: president and provost	Eric Barron, president, Penn State Nicholas Jones, provost, Penn State Ute Poerschke, interim department head Rebecca Henn, director, graduate studies	201 Old Main
11:15 a.m.	Exit meeting	Administration, faculty, staff, students	North Forum, Stuckeman Building
12:00 noon	Depart by car for DC with Helene Dreiling		Meet Dreiling at hotel
4:00 p.m	Arrive DC; hotel check-in		Eaton Hotel DC 1201 K Street, NW Washington DC 20005 202 289 7600
	Dinner on your own/free time	NAAB will reimburse expenses for dinner	

Thursday, April 11

Time	Activity	Comments/Notes/Details	Location
8:00 a.m.	Breakfast on your own	NAAB will reimburse expenses	

9:30 a.m.	Meeting in NAAB office: Entrance meeting with NAAB executive director Overview of NAAB activities Q&A re Penn State visit	Accreditation Review Forum 2019 Review minutes of Board meetings, Bylaws, Rules of the Board, Anti-Harassment, Annual Statistical Reports, Confidentiality, Conflict of Interest	Conference room: Sklarek (first floor) 1735 New York Avenue, NW Washington DC 20006 202 783 2007
12:00	Working lunch		
1:30 p.m.	Meet with staff of Education Evaluation Service for Architects (EESA)	Overview of EESA processes and relationship to Canberra Accord Staff: Terron Scott, director of credentialing services; Nour Alhussaini, manager, special projects	Conference room #
2:30 p.m.	Meet with director, international services	Overview of NAAB international activities Staff: Janet Rumbarger	
3:30 p.m.	Canberra Accord panel, work session (in camera)		
4:30 p.m.	Exit meeting with NAAB executive director	Not met conditions, causes of concern, met with distinction	

6:30	Dinner with NAAB		Old Ebbitt Grill 675 15th Street Washington DC 20005 202 347 4800

Friday, April 12

| Time	Activity	Comments/Notes/Details	Location
8:30 a.m.	Breakfast with NAAB		The Lafayette Hay-Adams Hotel 800 16th Street Washington DC 20006 202 638 6600
9:30 a.m.	Wrap-up, review panel work session (if necessary)		1735 New York Avenue, NW Washington DC 20006 202 783 2007
11:00 a.m.	Departures	Choi: Depart IAD, KE#094 @1:25 Mora Mora: Depart DCA, UA#6185 @ 2:36 (14:36) Veazey: Depart DCA, Delta #1933 @ 5:05	

B. 6. Report Signatures

Fernando Mora Mora, CAEJ, HAIA, HRAIC
Accord Reviewer Representing Practice
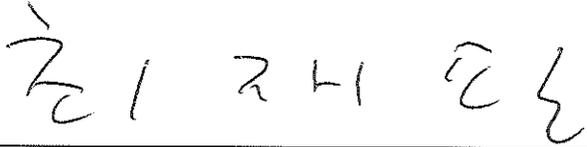
Jaepil Choi, Ph.D.
Accord Reviewer Representing Education
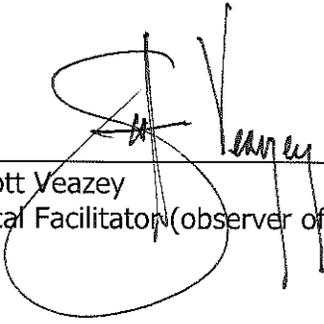
Scott Veazey
Local Facilitator (observer of above signatures)

ANPADEH MATERIAL

03 August 2019

MEMORANDUM

To: Canberra Accord Signatories
From: Janet Rumbarger, Canberra Accord Secretariat
Re: ANPADEH

The purpose of this memorandum is to certify that ANPADEH has met the expectations, as stated in the attached letter from the Secretariat to ANPADEH President Ginés Laucirica Guanche, to provide a draft of its Student Performance Criteria and evidence that these criteria have been implemented. The Secretariat received the documents on 23 December 2018.

The Secretariat recommends that these document be accepted as part of the ANPADEH system documentation.

The Secretariat further recommends that the signatories vote at the 7th General Meeting to accept the following process for resolving ANPADEH's status in the Accord:
:

1. At the 7th General Meeting, the signatories will vote to approve the appointment of a two-person panel to review ANPADEH's documents and serve as a mentor to help it identify and correct any remaining deficiencies.

2. The review process, including any changes to ANPADEH's criteria, will be completed by 2 December 2019.

3. The review panel will recommend one of the following courses of action: (1) reinstate ANPADEH's six-year term of substantial equivalency (and schedule its next visit for 2022), or (2) require a visit in 2020.

4. Before 31 December 2019, the signatories will vote, by email or teleconference call, on whether to accept the panel's recommended action.

18 June 2018

Ginés Laucirica Guanche, Architect MGPF
President
Acreditadora Nacional de Programas de Arquitectura y Disciplinas del Espacio Habitable
Antigua Academia de San Carlos
Emiliano Zapata 37, Centro Histórico
Ciudad de México 0600

Sent via electronic mail

Dear President Ginés:

At the interim meeting in London on 22 May 2018, the signatories to the Canberra Accord on Architectural Education reconsidered the period of signatory status for the Acreditadora Nacional de Programas de Arquitectura y Disciplinas del Espacio Habitable (ANPADEH). In a unanimous decision, all signatories present voted to keep ANPADEH's period of three (3) years in effect rather than extending the period to six (6) years.

In addition, the signatories respectfully request that a FINAL version of the Student Performance Criteria be provided by ANPADEH as part of the pre-review submission package to the Secretariat. To provide the details regarding the evaluation of – and expectations for – ANPADEH, we offer the following:

BACKGROUND:
- During the May 2017 meeting, the Canberra Accord signatories granted ANPADEH a three (3) year period rather than a six (6) year period. This determination included a proviso that ANPADEH provide a document outlining how the organization intends to correct the identified deficiencies.
- In accordance with this requirement, ANPADEH submitted a response on 12 October 2017, reporting on progress and providing the necessary outline for corrections. This report was shared with the original review team members, Lorraine Fowlow and Sang Jung Lee, AIA, PP, for review. The ANPADEH letter of 12 October 2017 indicated it would address each deficiency and concern as identified by the 2016 Canberra Accord review team.
- The review team assessed the response from ANPADEH in April 2018 and offered commentary, which was considered by the signatories.

EXPECTATIONS:
1. ANPADEH should provide a "DRAFT" of its Student Performance Criteria to the Canberra Accord Secretariat at the earliest possible time, when available. This will be retained as a part of the ANPADEH system documentation.

2. Some evidence that these specific criteria are now in place also must be submitted to the Secretariat by the signatory system; this will likewise become a part of the system's documentation.
3. Otherwise, ANPADEH'S general and specific strategies, as well as its plan to take actions in stages, are adequate and are found to satisfy the requirements.

Please keep in mind, relative to items 1 and 2, that the Canberra Accord *Rules and Procedures* provide for mentoring and support as needed by members of the Accord. Should you wish to avail yourselves of such services, kindly contact the Secretariat for assistance.

On behalf of the reviewers, the Accord signatories, and the Secretariat, I thank you for participating in this process. We fully understand, respect, and appreciate the fact that ANPADEH is undergoing reformation and adjustment to comply with the Canberra Accord requirements. We continue to be pleased to see progress toward this, and are likewise happy to provide support as necessary through the Secretariat.

We look forward to the presentation by ANPADEH of such progress at the Canberra Accord General Meeting in South Africa next August.

Best regards,

Zhuang Weimin
Chair, Canberra Accord on Architectural Education

cc: Jaepil Choi—KAAB
          Chen Marvin—HKIA
          Kevin Flynn—NAAB
          Mourad Mohand-Said—CACB/CCCA
          Fernando Mora Mora—ANPADEH
          Marella O'Reilly—SACAP
          Wang Xiaojing—NBAA
          Nadeesha Yahampath—CAA