2023 Visiting Team Report
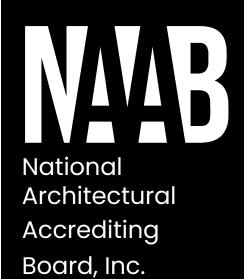
New Jersey Institute of Technology
School of Architecture

B.Arch.
M.Arch.

Continuing Accreditation Visit
April 24-26, 2023

NAAB

National
Architectural
Accrediting
Board, Inc.

Contents

I. Summary of Visit

a. Acknowledgments and Observations

The team would like to thank all the constituencies of the program and all the people involved who contributed in providing valuable information prior and during the visit. In particular, the team acknowledge and thank Professor Darius Sollohub, Director of the School of Architecture; HCAD Associate Dean John Cays; Undergraduate Coordinator Mark Bess; and Graduate Coordinator Gernot Riether for the hard work in drafting the Architecture Program Report (APR) and coordinating the entire visit process. The team also thanks the faculty, students, alumni, staff, and other administrators for sharing their perspectives about the program.

The team found that the students are engaged and committed to the learning experience. They care about their program and are willing to contribute to its on-going improvement. Alumni are very proud of their alma mater and grateful for the preparedness they achieved for their careers. They are also pleased with the hiring of program alumni, who continue to show a high level of creative and technical skills, especially in digital technology. Faculty are committed about providing a quality architectural education with an emphasis on research and technology, as well as facilitating real-world learning experiences in the studios or leveraging the opportunities offered by the program location in the New York City region. The faculty remain committed to fostering the community-driven program ethos, established since the founding of the school.

Staff are proud of their work and of their contributions to support the program. The program enjoys good relationships with the HCAD Dean Dr. Gabrielle Èsperdy, Provost Dhawan, President Lim, and the entire administration.

Research and innovation, digital technology and community engagement stand out as the distinctive strengths of the program. A particular point of pride is the program community engagement within the Newark area, and the ties with the local professional network, through the AIA chapter and the broad alumni base of the larger New Jersey and New York region. Among the challenges that need to be addressed moving forward are the learning culture, human and physical resources due to current and projected growth and workload, and support for student career development.

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

- PC7. Learning and Teaching Culture
- 5.4. Human Resources and Human Resource Development
- 5.6. Physical Resources
- 6.3. Access to Career Development Information

II. Progress Since the Previous Site Visit

2009 Conditions Not Met

I.2.1 Human Resources & Human Resource Development:
- *Students:*

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

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

Previous Team Report (2014): Commitment to student achievement in design studio courses and engagement with studio faculty is strongly present in both the B.Arch. and M. Arch programs—students widely appreciate the faculty commitment to their achievement in these settings. However, the commitment to student achievement is challenged in lecture courses particularly in the B. Arch program, where course enrollments range from 120:1 to 160:1 student faculty ratios in required coursework in Arch 223-323 Construction I-II, ARCH 251-252 History I-II and ARCH 381 History III, ARCH 227-327 Environmental Controls I-II, ARCH 229-329-429 Structures I-II-III, and ARCH 558 Professional Practice. Lecture course enrollment levels that have increased through recent enrollment growth present challenges to student achievement when teaching modes, as well as room capacities are stretched.

2020 Board IPR Review: After reviewing the 5-year Interim Progress Report (IPR) submitted by New Jersey Institute of Technology, the National Architectural Accrediting Board (NAAB) has concluded that the program has demonstrated satisfactory progress toward addressing deficiencies identified in the 2-Year Interim Progress Report. No further information is required at this time.

2023 Team Analysis:
The APR identified significant revisions that were implemented in 2021, since the 2019 IPR, with a reduction in the B.Arch. curriculum from 163 to 150 credits. The team noted that the 2019 IPR indicated that conditions were satisfied at that time. The 2014 VTR raised concerns over the size of the student to faculty ratio in lecture courses. There are eight B.Arch. lecture courses which range from 100 (ARCH 303 Structures 1, Fall 2022) to 125 students (ARCH 223 Construction 1, Fall 2022). There are now 35 TA graduate student assistantships who are assigned to larger lecture courses to maintain a ratio of 1:33 in all undergraduate lecture courses. As of Fall 2022, four upper-level studio courses are being offered in a hybrid format due to space constraints. Four courses are offered either online or in a hybrid mode. In our visits we learned of continued challenges with faculty workload and performance - see, in this report, Condition 5.4 HR and HR Development, not demonstrated). Given the rapid projected growth of the program there is also a concern about future resourcing to meet the conditions. This was confirmed through the APR and meetings with students, faculty and administration.

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.

2023 Team Analysis:
The APR identified many meaningful changes made in the program because of the changed accreditation conditions, which the team confirmed in its observations and discussions with administration, faculty, and students. NAAB Shared Values were responded to throughout the program in various ways and a survey is currently in progress identifying values unique to NJIT as they relate to NAAB Conditions. Major curricular changes included a reduction in B.Arch. credits from 163 to 150 and a reduction in M.Arch. credits from 102 to 90. The curriculum changed in both the B.Arch. and M.Arch. programs to develop a synthesis seminar and studio courses to directly address Conditions SC.5 and SC.6. Diversity is identified as a pillar of NJIT's strategic planning. Emphasis has been added on diversity, equality, and inclusion to the Learning Culture Policy and practices - see Condition 5.5. The program is actively engaged in diversifying faculty to resemble their student body. AIAS, working with advisors and ad hoc faculty, created a new policy changing from studio culture to a new Learning Culture Teaching Policy document -

see Condition PC.7. Strategic planning and assessment procedures shifted to respond to NAAB, reflecting measurable outcomes and added emphasis on assessment - see Condition 5.2.

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).

☒ **Described**

2023 Team Analysis:
From the APR:
[The New Jersey School of Architecture] NJSOA's goal is to produce creative thinkers, competent professionals, and engaged citizens who will meet their ethical responsibilities to the environment and to their society.

We do this in the context of [the Hillier College of Architecture and Design] HCAD's mission to prepare students with the skills and knowledge necessary for employment immediately upon graduation, in general and specialty design practices or to pursue research immediately. Across its programs, Hillier College has created and implemented new curricula that address the changing technological and professional demands of the 21st century while continuing to satisfy the requirements for accreditation by the National Architecture Accreditation Board (NAAB), Council on Interior Design Accreditation (CIDA) and National Association of Schools of Art and Design (NASAD.)

HCAD's mission is aligned with that of [the New Jersey Institute of Technology] as a whole: NJIT, the state's public polytechnic research university, is committed to excellence and global impact through:
- Education—preparing diverse students to be leaders, professionals, and citizens through innovative curricula, committed faculty, and expansive learning opportunities
- Research—advancing knowledge to address issues of local, national, and global importance emphasizing high impact basic, applied, and transdisciplinary scholarship
- Economic development—anticipating the needs of business, government, and civic organizations to foster growth, innovation, and entrepreneurship
- Engagement—applying our expertise to build partnerships, serve our community, and benefit society
- These four elements guide NJIT in contributing solutions for the grand challenges of the future and improving the quality of life today."

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The APR clearly illustrates the required aspects of the program's geographic and institutional context. The New Jersey Institute of Technology (NJIT) is located on a 48-acre campus in Newark, NJ. It was founded in 1881 "as a commuter school serving the need for technically skilled workers" (APR). It has now grown to a ranked public university of national and international reputation. It enrolls 11,901 students in 126-degree programs, generating $156 million in research. It serves Pell-eligible students (39% of incoming students), while 24% are the first to attend college for the first time in their families. The New Jersey School of Architecture (NJSoA) was established in 1973 and it is housed within the Hillier College of Architecture and Design (HCAD).

The impact of NJIT institutional context on the program is evidenced in many ways, including how the program is supported for design studio projects sited within the Newark region and to develop strong community relationships, as well as how the institute supports the program with "labs, workshops, and both software and hardware to graduate students with 21st century relevant skills" (APR).
The delivery format is primarily in-person. In Fall 2022, the program received approval to offer upper-level studios in hybrid mode (60% in-person and 40% in synchronous mode).

The relationship between the NJIT and the HCAD/NJSoA is centered around their shared focus on technology and research. NJIT is one of three R1 institutions in New Jersey, according to the Carnegie Classification of Institutions of Higher Education, the other two being Princeton University and Rutgers University. Among the several areas of multi-disciplinary research excellence at NJIT, the HCAD is involved in two in particular: (a) Environment and Sustainability (with the Center for Community Systems) and (b) Material Science and Engineering (with the Center for Building Knowledge and the Center for Resilient Design).

The program encourages students and faculty to learn both inside and outside the classroom through several programs and initiatives, such as the Honors College and dean's Scholars program, Study Abroad & Exchange Programs (particularly through a partnership with the University of Siena, in Siena, Italy), student clubs and organizations (AIAS, NOMAS, Alpha Rho Chi, and others), and rich lecture series featuring nationally and internationally recognized architects and designers.

The evidence was found in the APR, with its various links provided, and through conversations with students, faculty, staff, and administrators.

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)

☒ **Described**

2023 Team Analysis:
Design: The program's APR identifies integrated professional design thinking as a hallmark of their curriculum and core values. The program deals with multiple factors in the design process where history, sustainability, safety, equity of the built environment is emphasized. Recurring program assessment and long-range planning includes a NJSoA Curriculum Committee that continues to make course adjustments to reinforce design core values. This is illustrated by the new comprehensive seminar and advanced design studios focused on integrated design solutions.

Environmental Stewardship and Professional Responsibility: Sustainability is one of four pillars in the 2025 NJIT Strategic Plan which directly links to the College's vision. The school recently changed their approach to sustainability focusing on integrating a science-based approach. The College is actively engaged in transdisciplinary research on the environment and sustainability. Non-curricular offerings address environmental and equity issues. The program works with the Newark Design Collaborative which shares a sustainability and social equity mission. The school has organized two international LCA Symposia. Assessment takes place through the Curriculum Committee and is part of the current Strategic Planning process.

Equity, Diversity, and Inclusion: The program has a clear commitment towards DEI. While the African American community still needs to be more represented, the student body, faculty, staff and alumni are quite diverse, especially with regard to the Hispanic community. Students have several opportunities to advance their DEI mission through their organizations. The 2021-22 lecture series featured a high level of gender and racial diversity. HCAD is developing an agreement with the Orange Board of Education, a public school district with 100% minority students. NJIT, a Hispanic-Serving Institution, has just hired in the fall of 2022 its first Chief Diversity Officer.

Knowledge and Innovation: The program places a clear emphasis on research and innovation. This is accomplished through Options Research Studios and courses, non-curricular activities (such as the NJIT eLCAd virtual symposia on LCA in design), a robust record of faculty scholarly publications, the HCAD Research Centers (such as the Center for Building Knowledge, the Center for Community Systems, and the Center for Resilient Design), full-time faculty grants, and research-based award-winning practice of some of the faculty. The program plans to keep sustaining research and innovation, with a focus on both sustainability and emergent technologies for robotics and artificial intelligence.

Leadership, Collaboration, and Community Engagement: The APR identifies ways that students and faculty practice design inclusive of other disciplines in collaboration with the communities they serve. Through discussions and observations during the visit, the team found evidence of the program's commitment to the health, safety and well-being of the general public, with a focus on the homeless, at-risk youth, disaster relief, and the economically disadvantaged. The Community Engagement programs allow students to broaden and expand the lens of architecture and its impact on communities. Long-range

plans include new connections with area high schools and locating their Design Collaborative in downtown Newark.

Lifelong Learning: The APR identified the program's commitment to lifelong learning through engaging city government, community groups, nonprofits, planning agencies and private sector groups to support and educate. NJIT intends on maintaining a database of city documents and will strengthen their commitment to lifelong learning with its increased enrollment. The APR identified multiple courses in Architectural History & Urban Design that provide context for students to learn from past success and failures. The evidence was found in the APR and attached documents, and in conversations with faculty and students.

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)

B.Arch.
☒ **Met**

M.Arch.
☒ **Met**

2023 Team Analysis:
The college has recently added an academic advisor for undergraduate students due to the increase in enrollment. The dean, staff, and students believe there is a need for a third advisor. As the college's enrollment numbers increased, it became apparent that this hire was particularly needed. Based on the APR it appears that the program addresses, in the curriculum, career paths and promotes knowledge sharing of similar careers that could be available. In fact, there is evidence, as part of Arch 475 & 579G, that there is one lecture dedicated to a discussion around career paths. Based on the discussions with the dean, faculty, and students the close collaboration with the art, engineering and research colleges afford students visibility into many avenues of career paths.

Faculty perform self-assessment and review student evaluation of each course at the end of the semester. The School Curriculum Committee is heavily involved in this assessment process. The Kepler instruction management system plays helps in evaluating both the quality of work and determining whether standards have been met. These annual assessments are the basis for long range planning. An example of outcome of this assessment process is the Professional Practice courses, which are now offered earlier in the curriculum so that knowledge accrued could better influence studio work.
What is lacking is institutional support for access to career development information – see Condition 6.3, not met.

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)

B.Arch.
☒ **Met**

M.Arch.
☒ **Met**

2023 Team Analysis:
The APR identifies integrated professional design thinking as a hallmark of their curriculum and core values. The team observed and confirmed in discussions during the visit, by observing design studios, by analyzing curriculum, course work and extracurricular activities, that the program created a culture with an emphasis on the integration of design solutions, with particular regard to sustainability, safety, and equity of the built environment at multiple scales. Course descriptions in the studio sequence I through IV further illustrated this approach.

The long-range planning and assessment process includes a Curriculum Committee that continues to make course adjustments to that end on a recurring basis, such as the modifications introduced in the curriculum with the comprehensive seminar and advanced design studios focused on integrated design solutions. The program achieved their benchmark of 80% of students with C or better in most courses and used this information to make curriculum changes on a recurring basis.

Evidence of achievement of this criterion was demonstrated in course syllabi, schedules, of the four studio courses sequence I through IV in both the B.Arch. and M.Arch. curriculum including instructional materials, reading assignments, field trips, workshops, intended for learning outcomes. These studios build up to a comprehensive capstone project and studio and seminar highlighting design thinking and design integration are illustrated in student work. See SC-5 and SC-6.

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)

B.Arch.
☒ **Met**

M.Arch.
☒ **Met**

2023 Team Analysis:
The College recently made comprehensive changes to the undergraduate and graduate program to integrate ecological knowledge throughout the curriculum with an emphasis on science-based measured outcomes. This includes lecture courses, especially in the new Synthesis Seminar and studios at every level. Students must demonstrate the ability to analyze measurable environmental impacts. In addition, extracurricular activities offer the students opportunities to engage in sustainable design research and scholarship. The college also offers two sustainability concentrations. Assessment is through exams in the lecture courses and studio projects. Courses are evaluated against the NAAB criteria annually by the Curriculum Committee which recommends long range improvements. Evidence of achievement of this criterion was demonstrated in course syllabi and schedules of the four studio courses sequence I through IV in both the B.Arch. and M.Arch. curriculum, along with several related seminar and lecture courses. This was confirmed through the APR and in conversations with faculty and students.

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)

B.Arch.
☒ **Met**

M.Arch.
☒ **Met**

2023 Team Analysis:
The program has a solid and long tradition in the field of History & Theory. The continuation of such tradition is currently evidenced by the quality of the specific educational offerings that the team could verify in the array of courses, their syllabi, and the lecture contents. History & Theory faculty also have high level credentials. The program has a sound assessment process, which has resulted also in a recent change in the area offerings, by reducing to two courses the three required history survey courses, while still achieving the same learning objectives. This has allowed the offering of more H&T elective courses for a richer and more personalized student experience. The evidence was found in the APR, and in conversations with faculty and students.

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)

B.Arch.
☒ **Met**

M.Arch.
☒ **Met**

2023 Team Analysis:
Being NJIT an R-1 university, Research and Innovation is highly emphasized throughout the program. Except for the first year, design studios embed a research component within their semester programs. Extra-curricular opportunities are offered through the HCAD various research centers, such as the Newark Design Collaborative, the Building Energy and Built Environment Laboratory, the Material Dynamics Laboratory, the Building Dynamics Laboratory and the Design Computation Laboratory. The HCAD has also an Associate Dean of Research, who is also the Executive Director of the Center for Building Knowledge (CBK) and the Center for Resilient Design. The criterion is assessed on an on-going basis and the program plans to continue to foster research and innovation. The evidence was found in the APR, and in conversations with faculty and students.

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)

B.Arch.
☒ **Met**

M.Arch.
☒ **Met**

2023 Team Analysis:
Collaborative work is integrated throughout the undergraduate studios, after the first year, and all graduate studios. Groups perform site analyses, build models and other research topics. Students are asked to review each other's work and share insights in informal reviews. Real-world studio problems provide opportunities for groups to work together in a para-professional setting where they take on

leadership roles. Teams work together in the Graduate Synthesis seminar (561). The options Design/Build studio (Arch 463-464) and Solar Decathlon are team projects that require collaboration and mutual trust. Students can participate in the recently formed Newark Design Collaborative to work in collaboration with local practitioners on real-word challenges. In addition, through AIAS, students run the on-site 2D/3D printing services which provide leadership experience. Assessment takes place through annual analysis by the Curriculum Committee, faculty self-assessment and student evaluations and commentary. Efforts are underway to improve opportunities in this area by expanding the Newark Design Collaborative space and re-instituting an annual required "Brick Build" Design Build program. The evidence was found in the APR, and in conversations with faculty and students.

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)

B.Arch.
☒ **Not Met**

M.Arch.
☒ **Not Met**

2023 Team Analysis:
According to the APR last year the student body, AIAS Chapter, and faculty, both full time and adjunct faculty, wrote a new Learning and Teaching Culture Policy replacing the Studio Culture Policy written by the faculty. A link to the policy is part of the course syllabi. The policy covers professionalism, constructive evaluation, school-life-work balance, respectful stewardship, and it includes values and ethics of the university. Assessment is to be maintained by a committee of students, faculty, and administration.

However, in the visiting team's meeting and discussions with students and student leaders, several concerns with enforcement of this policy were expressed. Students raised concerns that the assessment committee had little faculty support. Most of all, they felt they were not being heard, that there were learning culture violations, grading conflicts, and a humiliating attitude by one adjunct faculty member. They talked of pressure and fear of the final advanced studios and the capstone project intensity which they noted was compounded by the imbalance of teaching styles of the adjunct faculty. The students have lamented a fast turnover of adjuncts. Students expressed concerns over the many curriculum changes over the last 5 years and because of the changes the need for more advising to keep from losing credits. They noted that there were no students on the curriculum committee. Further it was stated that there were ground level studio spaces deemed inappropriate for learning by the students. The students feel also that labs and equipment are insufficient to keep up with the increasing demand posed by continued growth. [See Condition 5.6 Physical Resources, not met.]

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)

B.Arch.
☒ **Met**

M.Arch.
☒ **Met**

2023 Team Analysis:
The team found that the program meets this Condition through curricular and extra-curricular activities. In the curriculum, courses such as ARCH 110 Tools & Techniques and the History survey sequence (ARCH 210 & 211) expose students from their very first semester, and into second year, to DEI issues and global cultures, including the history of settler colonialism, extractive economies, and indigenous and racial exploitation.

Student organizations, such as the NOMAS and the AIAS, and the Newark Design Collaborative contribute to offer students other opportunities to understand diverse cultural and social contexts, with a view to equitably support and include people of diverse background, resources, and abilities.
The school's Learning and Teaching Culture Policy emphasizes a commitment to diversity and solidarity and to the cultivation of an inclusive school culture. The policy was a result of a thorough assessment process of the former Studio Culture Policy which was found inadequate by faculty and students in recent years. The policy stresses also the importance of diversity in "the history we teach, the behaviors we model, and the buildings we design."

The LTCP is now reflected in required and elective classes at all levels and it undergoes an ongoing reevaluation with a view to long range planning at the NJSOA. The evidence was found in the APR, and in conversations with faculty and students.

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)

B.Arch.
☒ **Met**

M.Arch.
☒ **Met**

2023 Team Analysis:
The APR describes a studio course sequence in both the B.Arch. and M.Arch. curricula where the impact of health, safety, and welfare in the built environment in buildings and cities are integral to the core coursework. Further supporting technical courses such as Construction, Environmental Control Systems, and Landscape and Urbanism (B.Arch. 223, 314, 324 and M.Arch. 543G, 549G, 544G) all reinforce an understanding of this criterion. Course assessments are by faculty self-assessment and student evaluations occurring at the end of each semester and are assessed by the NJSoA Curriculum Committee to confirm curriculum goals are met. According to the APR the most significant outcome of these reviews led to the curriculum change of a three-course capstone sequence applying the knowledge and skills of this criterion on design decisions. Evidence of achievement of this criterion was confirmed in conversations with administration, faculty and students and found in course syllabi, schedules in both the B.Arch. and M.Arch. courses noted above, including instructional materials, reading assignments, field trips, and workshops.

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)

B.Arch.
☒ **Met**

M.Arch.
☒ **Met**

2023 Team Analysis:
Through provided course materials (lectures, syllabus, assignments, and exams for ARCH 475 & 579G), there is evidence that the students have an understanding of a vast range of codes, contracts, project delivery, client needs, zoning ordinances, ethics, project management and risk. The team often found students coming into the workforce ill equipped to do some of the minor and daily tasks, like sending a professional email. The assignment where students must write a proposal to a client does highlight areas where students need better understanding. Through the quantitative assessment on courses for NAAB, the Professional Practice course for B.Arch. & M.Arch. programs indicate a very high passing rate. The evidence was found in the APR and supplemented by course materials and in conversations with faculty and students.

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)

B.Arch.
☒ **Met**

M.Arch.
☒ **Met**

2023 Team Analysis:
Through evidence provided in the APR, course syllabi, lectures, assignments, and student work, it is evident that students are introduced to various codes (IBC and ADA) in multiple studios and Professional Practice (B.Arch 296, 475, 561 and M.Arch 503G, 569G). There is evidence through the quantitative assessment on courses for NAAB that the Synthesis Seminar is challenging for students as they bring together all the learned materials together to produce a project. The evidence was found in the APR and supplemented by course materials and in conversations with faculty and students.

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)

B.Arch.
☒ **Met**

M.Arch.
☒ **Met**

2023 Team Analysis:
This criterion is met through the Environmental Control Systems, Construction, and Structures sequences. The learning outcomes and the student experience and performance of all these courses are thoroughly assessed at the end of each semester, with the NJSoA Curriculum Committee playing a central role in evaluating these assessment outcomes in a comprehensive way. The Kepler database

system supports this assessment process. The evidence was found in the APR, and its attached documentation, and by class observation.

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)

B.Arch.
☒ **Met**

M.Arch.
☒ **Met**

2023 Team Analysis:
NJIT provided NAAB Student work from B.Arch. 595/561 and M.Arch. 506G/547G, these are described in the APR as "capstone project studios."   The program has made a commendable effort to design the pedagogy of the "capstone project studios" to align with the new NAAB SC.5. The approach taken, with only one studio dedicated to the criterion and a parallel seminar, taught in tandem with the studio, dedicated to the in-depth analysis, assessment, and circular feedback to the studio project on all the criterion components, is, in the opinion of the team, exemplary. The program also has a robust assessment process for this criterion.

The student work analyzed by the team looked consistently at a high level in the graduate studios, whereas in the undergraduate studios the same consistency was not found, with a few excellent projects but also a few projects at a minimum satisfactory level.

The evidence was found in the APR and in the student work examples.

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)

B.Arch.
☒ **Met**

M.Arch.
☒ **Met**

2023 Team Analysis:
NJIT provided NAAB Student work from B.Arch. 595/561 and M.Arch. 506G/547G, these are described in the APR as "capstone project studios." As for SC.5, also for this criterion the program has made a commendable effort to design the pedagogy of the "capstone project studios" to align with the new NAAB SC.6. The approach taken is the same as for SC.5, and therefore, it is, in the opinion of the team, exemplary. Among the various learning experiences, students are asked to address environmental control systems by researching and selecting elevators, MEP systems and their distribution for their individual project. Students also study the measurable environmental impact of their design by water and renewable energy studies, analyzing building envelope performance, identifying sustainable and low embodied materials and a whole building life cycle assessment. Building solutions are assessed against appropriateness to context, climate, and weather conditions. For SC.6, the program has a robust assessment process.

Like SC.5, the student work analyzed by the team looked consistently at a high level in the graduate studios, whereas in the undergraduate studios the same consistency was not found, with a few excellent projects but also a few projects at a minimum satisfactory level.

The evidence was found in the APR and in the student work examples.

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)

B.Arch.
☒ **Met**

M.Arch.
☒ **Met**

2023 Team Analysis:
NJIT is an institution accredited by the Middle States Commission on Higher Education. The accreditation was extended in 2022 and is scheduled for the next Mid-Point Peer review in 2026. The APR provided evidence through a link to the MSCHE website which confirmed the accreditation. The MSCHE does not issue letters.

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.

B.Arch.
☒ **Met**

M.Arch.
☒ **Met**

2023 Team Analysis:
The program has the following structure for its accredited degrees:
- B.Arch.: 86 cr/hrs of required Professional Studies, plus 37 cr/hrs of required General Education (19 of which required, 18 of which of free electives), plus 27 cr/hrs of free Architectural Electives, for a total of 150 cr/hrs.

- MArch: 78 required cr/hrs of Professional Studies, plus 12 required cr/hrs of free electives, for a total of 90 cr/hrs.

For the M.Arch. program, general education credits are reviewed through the admission process to ensure that applicants meet the NJIT requirements and to assess options for advanced standing. International applicants are required to provide a WES evaluation of their transcripts. If the required standard is not satisfied, the applicants are required to take additional courses at NJIT.

The evidence was found in the APR and through conversations with the program administrators and admission officers.

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.

2023 Team Analysis:
For the B.Arch., the evaluation of Preparatory Education is performed by HCAD Advisors and Program Coordinators through a Transfer Credit Evaluation tool. Applicants upload also the syllabi of courses taken onto a Google Drive folder for review by the BArch and BS Architecture Program Coordinator. Transfer students are also required to submit a portfolio for evaluating design studio proficiency. Transfer equivalencies for seven area community colleges are outlined in a Transfer Equivalencies Form. For the M.Arch., the evaluation of Preparatory Education is performed by the HCAD Advisor for graduate students and the M.Arch. and MS Architecture Program Coordinator. They use a M.Arch. Advanced Standing Google Form. Syllabi of courses taken are also uploaded onto a Google Drive folder for evaluation by appropriate faculty responsible for specific curricular areas, such as History & Theory, Construction, Structures, Environmental Control Systems, and Professional Practice.

The program does not rely on preparatory education standards for its admission process and every applicant's record is reviewed by the appointed staff and appropriate faculty to ensure that NAAB criteria are met.

The program has a sound admission process to ensure a proper evaluation of baccalaureate-degree or associate-degree content. Applicants are fully advised, by the HCAD advisors, about the evaluation process and the implications of being enrolled in the professional degree program prior to accepting an offer of admission.

The evidence was found in the APR, the program website, through conversations with the program administrators and admission officers, and the review of sample student files.

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.

  B.Arch.
  ☒ **Described**

  M.Arch.
  ☒ **Described**

2023 Team Analysis:
The APR describes the administrative structure for the program including an illustrative chart. Several leadership positions are currently held by interim leaders, including the Interim Dean of the College, the Interim Director of the School of Architecture and the Interim Director of the School of Art and Design. Opportunities for involvement in governance is provided through NJIT wide bodies such as the Faculty and Student Senates. Faculty, staff, and graduate students have opportunities to address work conditions through their union affiliations. Within the college, faculty meetings are held regularly, and administrative staff meet weekly among themselves. In conversations with students and staff, the team learned that they have no defined role in governance within the Architecture program. Staff may choose to attend faculty meetings. This information was gained through the APR review and discussions with administration, staff, students and faculty.

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.

  B.Arch.
  ☒ **Demonstrated**

  M.Arch.
  ☒ **Demonstrated**

2023 Team Analysis:
The School and College are in the process of updating its Strategic Plan in coordination with the NJIT 2025 Strategic Plan. Current multiyear strategic objectives include addressing the NAAB Conditions and their Shared Values. Faculty and staff engaged in the strategic planning process, which is now being finalized by the college and school administrators. Key performance indicators currently are based on the

NJIT strategic plan and the NAAB annual reporting requirements. KPIs for the ongoing strategic plan are under development along with specific actions for each strategic goal. The APR includes a long list of strengths, challenges, and opportunities for the program. Key strengths are the program's location within the New York region and opportunities for engagement within the Newark area. Challenges include retention and recruitment of diverse faculty, whose full-time quota remains also insufficient. The need to address future space to meet the expanding enrollment was a major topic throughout the meetings with staff, students, and faculty. Opportunities include expanding the Newark Design Collaborative and better connecting with the local community. Engagement with alumni occurs especially through the annual Design Showcase event. University-wide assessments take place through outside Middle States accreditation while the college goes through regular accreditation reviews, such as the one through NAAB. Assessments at the school level take place through faculty self-assessments, student surveys and course evaluations that are shared with the faculty. The Curriculum Committee meets regularly to review course effectiveness. This information was gained through the APR review and discussions with administration, staff, students, and faculty.

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.

B.Arch.
☒ **Demonstrated**

M.Arch.
☒ **Demonstrated**

2023 Team Analysis:
5.3.1. The program has an established assessment process for reviewing on a regular basis its compliance with the NAAB PC and SC Conditions. Students, faculty, and administrators are involved through various groups and committees. The NJSoA has a distinctive trait of inclusiveness in this regard as it invites all members of the instructional staff, including adjuncts and lecturers, to participate in curricular assessment.

5.3.2. Roles and responsibilities involved in curricular assessment and development are clearly outlined, starting with a NJSoA Curriculum Committee, composed of studio year coordinators, instructional area coordinators (e.g. B.Arch., M.Arch., History) and at-large members. Other players in the process include the school director, the dean of the college, the HCAD faculty, and the university-wide committees on Undergraduate Education or on Graduate Education, all reporting to the provost.

The evidence was found in the APR, and in conversations with faculty and students.

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.

B.Arch.
☒ **Not Demonstrated**

M.Arch.
☒ **Not Demonstrated**

2023 Team Analysis:

5.4.1: Per the APR, fulltime faculty workload is set at one studio and one lecture/elective course per semester with a multiplier for larger lecture courses. Large lecture classes provide TAs to maintain a student to instructor ratio of 30:1; B.Arch and M.Arch studios maintain a 15:1 ratio.   With the growing student body, the program greatly relies on adjunct faculty to provide studio and lecture support. Currently the low number of FT faculty [21 for 629 students, 30:1 stu/FT faculty ratio] and of tenured faculty far exceeds the average. The 2021 ACSA Institutional Data Report shows that programs had, on average, 1.16 adjuncts per each tenured faculty. At NJIT, with 39 adjuncts and 13 tenured faculty, out of the 21 FT listed, that ratio is 3.0. In addition, the same report [the last one available] shows that the national average for "student/tenured faculty" ratio was 29. NJIT has a student/tenured faculty ratio of 48, that is 65% higher than the national average. The team heard from faculty and students about the negative impact of the FT faculty workload and the program's excessive dependence on adjuncts. In the final integrative studio, there are eight sections led by adjuncts, some new to NJIT, overseen by one FT faculty, which led to inconsistent performance. The school anticipates continued growth in enrollment which leads to further concerns. As a result of these findings, the team found this sub-condition Not Demonstrated.

5.4.2 Mark Bess, AIA, NOMA, NCARB serves as the Architect Licensing Advisor, and he offers an on-going seminar session series for students along with supplemental events through student run organizations. He has attended all the NCARB training events. Demonstrated.

5.4.3 Following general NJIT policies and practices, full-time faculty have access to development opportunities such as research, teaching, training, professional events attendance (if giving a paper), mentoring, and sabbaticals. Workshops are available for new tenure-track faculty, and some are offered startup research funding when hired. All faculty have access to teaching training. The team heard in meetings with students that adjunct faculty training varies which leads to inconsistent use of protocols. There are no specific grants, research, or other development opportunities offered by the College which is inconsistent with most programs. Demonstrated.

5.4.4 Support Services: This was an area of concern in the 2014 VTR when the team identified one academic advisor for all students. The school now has two advisors, down from three in recent times, while the enrollment has grown to 629 students (566 undergrad and 63 graduate). The team heard from students that this proportion does not provide adequate support for academic advising; staff confirmed that they are extremely busy. Students also identified an atmosphere of "fear" and several expressed emotional concerns during the visit. The APR identifies mental health services at the NJIT level but nothing within the School of Architecture. While NJIT alumni proudly spoke of their regular hiring of the school graduates in their practices, career guidance is provided through periodical advising by HCAD's

alumni council and advisory board; a student-run career fair; and an online NJIT wide tool, Handshake. As a result of the visit, the team found this sub-condition Not Demonstrated.

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:

    5.4.5   Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

    5.4.6   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.

    5.4.7   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.

    5.4.8   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.

    5.4.9   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.

B.Arch.
☒ **Demonstrated**

M.Arch.
☒ **Demonstrated**

2023 Team Analysis:
The NJIT/HCAD show a high level of financial and human commitment to Social Equity, Diversity, and Inclusion by their recent hire in Fall 2022 of the first Chief Diversity Officer. The dean of HCAD acknowledged there is a large pull from immigrant and first-generation college students that is creating more diversity for the school. They plan to work on better messaging for recruiting in this area. HCAD has had a coordinator on staff for the last two years, that is actively reaching out to the high schools in New Jersey. They have been seeing diverse talent going elsewhere, Ivy League schools. The dean intends on putting additional named fellowships in place over the next two years to help draw more diversity. Summer programs are about $1,500 and some people cannot afford it, so they have been offering scholarships for people in those circumstances.

NJIT wants to elevate students in STEM fields using federal and state support to enhance the curriculum. NJIT is currently a NAP (Native American, Asian American and Pacific Islander Institution) and an Hispanic Institution.

NJIT is still lacking in the African American population; they believe because there is not enough outreach. Undergraduates are defined as 25% Hispanic, 5% Black, 14% Asian and 6% Alien, while the Graduate population are defined as 17% Hispanic, 8% Black, 11% Asian and 28% Alien. The student body, faculty, staff, and alumni are quite diverse, especially with regard to the Hispanic/Latino community. The APR indicates that some faculty/staff have left, due to retirement or personal reasons recently, five of them women. To replace these lost faculty and staff, the program wants to hire individuals that are diverse in culture, race, and gender. Currently the faculty are for their majority white, but the school has implemented guidelines for all faculty searches that create structure to broaden the applicant pool, minimize bias and create a welcoming culture.

Students have several opportunities to advance their DEI mission through their affiliated organizations (NOMA, AIAS, LTCP, design build, etc). NJIT is one of the most diverse in the nation, not just in race but demographics and worldwide pull.

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:

    5.4.10 Space to support and encourage studio-based learning.
    5.4.11 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
    5.4.12 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
    5.4.13 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.

B.Arch.
☒ **Not Demonstrated**

M.Arch.
☒ **Not Demonstrated**

2023 Team Analysis:
The New Jersey School of Architecture (NJSoA) is housed within the Hillier College of Architecture and Design (HCAD) and shares facilities with the School of Art and Design in Weston Hall, Colton Hall, and Campbell Hall. Weston Hall, where much of the architecture program is housed, recently had a major renovation addressing facility and space issues from the 2014 accreditation VTR including studio space, lecture hall space, furniture and audio/visual technology and shop and labs. The virtual facilities tour and additional tour with administration during the visit illustrated that the buildings are an inspiring place to work and study, filled with daylight. However, because of continued program growth the building is again taxed to support the program's pedagogy of studio-based learning.

The APR identified a potentially significant concern for continued program growth. As the program continues to grow as planned, the school will need to find ways to increase space and physical facilities and alternative teaching methods in the future. In meetings with students and student leaders several issues about facilities and continued program growth were raised. In general, they expressed increasing student crowding in studios as a major problem. They reported that four or five teachers share a studio space and as a result students are having difficulty hearing their instructors. They were also concerned about the lack of desk space and a place to store their personnel equipment. Students stated that because of overcrowding there were cramped windowless basement studio spaces being utilized, which lead, in the perception of the students, to potential health hazards. The students also felt that labs and equipment are insufficient to keep up with the increasing demand posed by continued growth. 2D printing was singled out as a space that was too small with demands that overwhelmed the AIAS volunteers who managed the program. This was particularly acute when projects were due, which created long queuing lines. Clearly these issues need to be addressed because they adversely affect student learning. Therefore, 5.4.10., 5.4.11, and 5.4.13 were not demonstrated; 5.4.11 was demonstrated.

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.

B.Arch.
☒ **Demonstrated**

M.Arch.
☒ **Demonstrated**

2023 Team Analysis:
There appears that the overall university needs to consider the growth of 30% of the undergraduate program and a growth of the graduate program by 75%. To increase revenue, required to run a larger program, there is the need to increase tuition. According to evidence of the provided NJSoA/NAAB/ARS Budget Spreadsheet from years 2015 through 2021, capital expenditures have gone down to $0 while Overhead Expenditures have continued to climb. The cost per student continued to increase from 2015 through 2020, but then declined in 2021. There is no evidence to explain why this has happened. There is a fundraising campaign to raise $1.5M for capital type projects to improve and expand studio space, exhibition spaces, and specific lecture halls. Evidence was not provided on how the program will achieve this.

The summer program for high school students seems successful as it is self-sustaining with tuition and fees collected by the university. There does appear to be a robust Scholarship/Fellowship program in place that supports merit, design excellence and diversity. Grant funding is highly encouraged both for faculty and students, in order to support research opportunities. To sustain the program's focus on research, some incoming faculty members are awarded start-up funds for up to their first three years to pursue research in a particular area, as their interests lead them.

While there was not a great deal of information on the subject of this Condition to review, the team felt that the program demonstrated its compliance with the Condition to the best of their ability.

The evidence was found in the APR and in conversations with faculty, students, staff and administrators.

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.

B.Arch.
☒ **Demonstrated**

M.Arch.
☒ **Demonstrated**

2023 Team Analysis:
The program relies on the Barbara & Leonard Littman Library, part of the NJIT library system. The library is in Weston Hall, thus being easily accessible to students and faculty. During a regular semester, it is open 72 hours a week over 7 days, and it is well staffed to serve the program population. The library is a

resource for the entire NJIT campus and the broader professional community in New Jersey and the New York area.

The collections have grown through the years to its current holdings of 26,867 print books, 18,314 of which are in the NA-NX range. It holds many relevant national and international journals, and other digital materials are available, as well as other resources in the NJIT Van Houten Library.

The evidence was found in the APR and through conversations with students, faculty, and the Librarian.

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.

B.Arch.
☒ **Met**

M.Arch.
☒ **Met**

2023 Team Analysis:
The exact language in the NAAB *Conditions for Accreditation, 2020 Edition, Appendix 2* was found on the program's website, posted on line and easily available to the public.

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)

B.Arch.
☒ **Met**

M.Arch.
☒ **Met**

2023 Team Analysis:
The *Conditions for Accreditation, 2020 Edition;* the *Conditions for Accreditation* in effect at the time of the last visit, 2009 Edition; the *Procedures for Accreditation, 2020 Edition;* the *Procedures for Accreditation, in* effect at the time of the last visit, 2012 Edition, were all found on the program's website and easily accessible and available to the public.

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.

B.Arch.
☒ **Not Met**

M.Arch.
☒ **Not Met**

2023 Team Analysis:
The APR provided only links to the main websites of related associations including AIA, AIAS, ACSA, NAAB and NCARB. No further information about career development services (such as a dedicated office and staff) at the school was provided, and no additional information was found during the visit or discussions with administrators and students.

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

B.Arch.
☒ **Met**

M.Arch.
☒ **Met**

2023 Team Analysis:
The team reviewed the program's website and APR links and found each of the following criteria:
   a. All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit were found on the program's website, posted on line and easily available to the public
   b. There are no 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 was found on the program's website, posted on line and easily available to the public.
   d. The Architecture Program Report submitted for the last visit was found on the program's website, posted on line and easily available to the public.
   e. The final edition of the most recent Visiting Team Report, including attachments and addenda were all found on the program's website, posted on line and easily available to the public.
   f. The program's optional response to the Visiting Team Report

    g. Plan to Correct (if applicable) NA.
    h. NCARB ARE pass rates were all found on the program's website, posted on line and easily available to the public.
    i. Statements and/or policies on learning and teaching culture were all found on the program's website, posted on line and easily available to the public.
    j. Statements and/or policies on diversity, equity, and inclusion were found on the program's website, posted on line and easily available to the public.

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

B.Arch.
☒ **Met**

M.Arch.
☒ **Met**

2023 Team Analysis:

All the required application and advising forms and instructions are easily available to students. Admission requirements and admission-decision procedures are clearly outlined on the website and communicated to the applicants and students through advising. Forms and a description of the process for evaluating non-accredited degree records are provided, as well as forms and requirements for financial aid and scholarships. The NJSoA pool of applicants is very diverse, also due to the demographics of the New Jersey and New York City region. The ratio of minority students with various backgrounds is monitored very closely. Spanish-speaking applicants in particular can rely on a diverse staff, advisors and faculty also fluent in Spanish.

The evidence was found in the APR and its attached links, and through conversations with administrators and advisors.

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.

B.Arch.
☒ **Met**

M.Arch.
☒ **Met**

2023 Team Analysis:

The APR included links to the NJIT website listing current tuition and fees including reference to the Architecture program. Financial aid information was also provided through a link to the NJIT website.

V.   Appendices

Appendix 1. Conditions Met with Distinction

PC5. Research and Innovation (B.Arch. and the M.Arch. programs)
The program places a clear emphasis on research and innovation. This is accomplished through:
a) Options Research Studios and courses, such as (for the BArch) the Andrzej Zarzycki Robotics studio, and (for the MArch) ARCH 626 Building Dynamics elective, ARCH 689 AI/VR in Architecture, ARCH 622 Life Cycle Assessment and Design, as well as graduate electives offered by the School of Art and Design programs;
b) non-curricular Activities, such as the NJIT eLCAd virtual symposia on LCA in design - faculty are sponsored through the college and students can attend for free;
c) a robust record of faculty scholarly publications, through renowned national and international journals and academic publishers;
d) the Newark Design Collaborative, with a focus on design for social impact and civic engagement;
e) HCAD Research Centers, winners of numerous grants: Center for Building Knowledge, Center for Community Systems, and the Center for Resilient Design;
f) full-time faculty grants, some of which also sponsored by the HCAD college;
g) research-based, and award winning, practice of some of the faculty, such as Maria Hurtado de Mendoza's "Estudio Estresito" and Georgine Theodore's "Interboro Partners."

The program has plans to continue to sustain research and innovation, with a special focus on both sustainability and emergent technologies for robotics and artificial intelligence.

SC.5 Design Synthesis (M.Arch.)
As mentioned in the team's assessment of the program's compliance with the criterion, the team found a commendable effort to design the pedagogy of the "capstone project studios" to align with the new NAAB SC.5. The approach taken, with only one studio dedicated to the criterion and a parallel seminar, taught in tandem with the studio, dedicated to the in-depth analysis, assessment and circular feedback to the studio project on all the criterion components, is, in the opinion of the team, exemplary. The program has also a robust assessment process for this criterion.

The student work analyzed by the team looked consistently at a high level in the three projects of the graduate studios, whereas in the twelve projects of the undergraduate studios the same consistency was not found, with a few excellent projects (at least three) but also a few projects (five) at a minimum satisfactory level.

SC.6 Building Integration (M.Arch.)
As mentioned in the team's assessment of the program's compliance with the criterion, also for SC.6 the program has made a commendable effort to design the pedagogy of the "capstone project studios" to align with the new NAAB criterion. The approach taken is the same as for SC.5, and therefore, it is, in the opinion of the team, exemplary. Among the various learning experiences, students are asked to address environmental control systems by researching and selecting elevators, MEP systems and their distribution for their individual project. Students also study the Measurable Environmental Impact of their design by water and renewable energy studies, analyzing building envelope performance, identifying sustainable and low embodied materials and a whole building life cycle assessment. Building solutions are assessed against appropriateness to context, climate and weather conditions. Also for SC.6, the program has a robust assessment process.

Similarly to SC.5, the student work analyzed by the team looked consistently at a high level in the three projects of the graduate studios, whereas in the twelve projects of the undergraduate studios the same

consistency was not found, with a few excellent projects (at least three) but also a few projects (five) at a minimum satisfactory level.

5.8. Information Resources (B.Arch. and M.Arch.)

The Barbara & Leonard Littman Library, located at the 4th floor of Weston Hall, is easily accessible to students and faculty. The Librarian, Maya Gervits, and her staff have created a library that goes beyond being the repository of information resources, by acting as an actual academic hub, with activities such as seminars, meetings, discussions and small exhibits.

The collections have grown through the years to its current holdings of 26,867 print books, 18,314 of which are in the NA-NX range. It holds many relevant national and international journals, including 36 titles out of 49 titles of the Top Tier "Fundamental Periodicals" in the Core List of the Association of Architecture Schools Librarians. With more than 18,000 volumes in the NA classification, the Littman Library compares with the Top Tier of other four US architecture programs with more than 15,000 volumes, according to the 2021 ACSA Institutional Data Report.

Appendix 2. Team SPC Matrix

NJIT NAAB 2020 Matrix Draft 1.0
10.13.2021

Key — Required Documentation

- (lightest) Support. Materials
- (medium) Narrative + Self Assess. + Support. Materials
- (dark) Narrative + Self Assess. + Support. Materials + Student Work

For the convenience of the team please first look for PC and SC evidence in the course documents from the course marked with the star

*

Column groups

- **Foundation — 1st Year**
  - Fall: ARCH 501G Architecture Studio I · ARCH 555G Tools and Techniques I · ARCH 528G History of Architecture I · ARCH 541G Construction I
  - Spring: ARCH 502G Architecture Studio II · ARCH 500G Tools and Techniques II · ARCH 529G History of Architecture II · ARCH 542G Construction II
- **Foundation — 2nd Year**
  - Fall: ARCH 503G Architecture Studio III · ARCH 545G Structures I · ARCH 543G Environmental Control Systems · ARCH 549G Landscape and Urbanism
  - Spring: ARCH 504G Architecture Studio IV · ARCH 548G Structures II · ARCH 544G Environmental Control Systems · Arch Elect
- **Integration — 3rd Year**
  - Fall: ARCH 505G Advanced Architecture Studio I · ARCH 569G Professional Practice I · Arch Elect · Arch Elect
  - Spring: ARCH 506G Advanced Architecture Studio II · ARCH 579G Professional Practice II · ARCH 547G Synthesis Seminar · Arch Elect
- **Non-Curricular Activity:** Lecture Series · Superjury · Example: Student Recycling Committee · Example: Day of Service · Newark Design Collaborative · Building Energy and Built Environment Laboratory · Material Dynamics Laboratory · Design Computation Laboratory · Building Dynamics Laboratory
- Preparatory Education

Values

Criterion	Filled (course / activity)
1 Design	ARCH 503G, ARCH 504G, ARCH 505G, Lecture Series, Superjury
2 Env. Stewardship & Professional Resp.	ARCH 503G, ARCH 504G, ARCH 505G, Lecture Series
3 Equity, Diversity & Inclusion	ARCH 503G, ARCH 504G, ARCH 505G, Lecture Series
4 Knowledge & Innovation	ARCH 503G, ARCH 504G, ARCH 505G, Lecture Series, Building Energy and Built Environment Laboratory, Material Dynamics Laboratory, Design Computation Laboratory, Building Dynamics Laboratory
5 Leadership, Collab. & Community Engmt.	ARCH 503G, ARCH 504G, ARCH 505G, Lecture Series, Day of Service
6 Lifelong Learning	ARCH 528G, ARCH 529G, ARCH 503G, ARCH 504G, ARCH 505G, Lecture Series

Program Criteria

Criterion	Filled (course / activity)
PC.1 Career Paths	ARCH 579G
PC.2 Design	ARCH 504G, ARCH 506G, ARCH 579G
PC.3 Ecological Know. & Respon.	ARCH 543G, ARCH 549G, ARCH 544G, ARCH 506G, ARCH 547G
PC.4 History & Theory	ARCH 528G, ARCH 529G
PC.5 Research & Innovation	ARCH 503G, ARCH 504G, Material Dynamics Laboratory, Design Computation Laboratory, Building Dynamics Laboratory
PC.6 Leadership & Collaboration	Newark Design Collaborative
PC.7 Learning & Teaching Culture	(row shaded — no entries)
PC.8 Social Equity & Inclusion	ARCH 505G, ARCH 569G, ARCH 506G

Student Criteria

Criterion	Filled (course / activity)
SC.1 HSW in the Built Environ.	ARCH 505G, ARCH 506G
SC.2 Professional Practice	ARCH 569G, ARCH 506G
SC.3 Regulatory Context	ARCH 545G, ARCH 569G, ARCH 547G
SC.4 Technical Knowledge	ARCH 541G, ARCH 542G, ARCH 545G, ARCH 543G, ARCH 548G, ARCH 544G
SC.5 Design Synthesis	ARCH 506G
SC.6 Building Integration	ARCH 506G, ARCH 547G

Appendix 3. The Visiting Team

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VI.   Report Signatures

Respectfully Submitted,

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