Upon review of Draft 00 of the NAAB Conditions and Procedures of Accreditation, the American Institute of Architecture Students (AIAS) has chosen to prioritize and champion regulation that requires schools to provide:

1. Access to an interdisciplinary education
2. Actionable attempts at cultivating diversity
3. A healthy and enforceable Learning and Teaching Culture Policy
4. Fundamental environmental literacy

Reference the noted locations within Draft 00 of the Conditions and Procedures, and the provided commentary for further information. Reach out to president@aias.org before July 23, 2019 with comments, questions, or opinions about Draft 00.

Access to an Interdisciplinary Education
- Condition 2, Value #1
    - **Architects Use Design to Create a Better, Stronger, More Equitable and Sustainable Society, as Facilitators and Problem Solvers** (in theory and practice): … Design education also prepares students for multiple career paths…
- Condition 2, Value #4
    - **Scholarship, Research and Innovation: …**
        - *Innovation and invention are part of an interdisciplinary education*
- Condition 2, Value #5
    - **Leadership & Collaboration:** … collaborative, creative, empathetic enterprise with and for those for whom we work, leading to a sustained, action-oriented dialogue that is guided by collaborative leaders.
        - *A design degree that encourages leadership and service produces well-rounded architects*
- Condition 2, Value #6
    - **Professional Continuum and Lifelong Learning:** … The education of an architect is a shared responsibility between academic and practice settings, and is important for the continuous improvement of our field.
        - *Students are not expected to be educated solely to go to work*
        - *Students should be encouraged to pursue learning opportunities outside of school*
- Condition 4.1.1 Program Criteria - Educational Context
    - **Breadth of Education**–How does the Program ensure that students pursue a broad, interdisciplinary understanding of human knowledge through general studies?
        - *Students need time in their schedules to take minors, electives, and humanities*

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Actionable Attempts at Cultivating Diversity
- Condition 2, Value #2
    - **Societal Responsibility:** … Access to good design is a fundamental right…
        - *Access to becoming a good designer is also a fundamental right*
        - *In this instance, "Societal Responsibility" is referenced as including health, safety, and welfare as well as social equity*
- Condition 2, Value #3
    - **Architecture is Learned Profession:** … a through understanding of the discipline's histories and theories, and architecture's role within social, environmental, economic and built contexts
        - *This includes all histories and theories, not just those of privileged cultures and populations*
- Condition 2, Value #7
    - **Equity, Diversity and Inclusion:** Our commitment to equity is evidenced not just by the policies we adopt, but in the words we speak, the actions we take, and the buildings we design. It also is demonstrated in the environments we create that foster a positive and respectful learning, teaching, and working environment.
        - Increase fairness, social justice and equity in architecture education, in the profession, and in society
        - Increase affordability and access to architectural education for all
            - *The sub-value is not well-integrated into the value*
            - *The Values should be listed in alphabetical order, if not order of importance*
- Condition 4.2
    - Given accreditation's statutory relationship to licensure, the Program must demonstrate how students achieve an ability to apply the profession's societal responsibilities (e.g. laws, codes, and regulations that pertain to health, safety, and welfare) when solving design problems…
        - *Here, societal responsibility refers to HSW exclusively, when it should also refer to social equity (see above)*
- Condition 5.9 Informational Resources
    - The program must demonstrate that all students, faculty, and staff have convenient, equitable access to 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 information services that teach and develop the research, evaluative, and critical thinking skills necessary for professional practice and lifelong learning.
        - *Access to materials at school ensures that all students have what they need to succeed, regardless of income, tax bracket, scholarship status, or location.*

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Enforcing the Learning and Teaching Culture Policy
- Condition 4.1.1 Program Criteria - Educational Context
    - **Learning and Teaching Culture**-How does the Program foster a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, staff, and the profession, in all teaching and learning environments?
        - *This is the latest manifestation of the AIAS' push for a universal Studio Culture that enforces a healthy learning environment*
        - *However, the term "healthy" is missing from this definition*
- Condition 4.1.1 Evaluation Criteria
    - The program must provide: **Narrative and Evidence…**
        - *This is a lot less physical criteria than is featured in other sections; there should be Narrative, Evidence, Course Syllabus, Course Schedule, and Instruction Material*
- Condition 5.4 Learning and Teaching Culture
    - The program must update a written studio/coursework culture policy on a yearly basis… The LTC Policy must be easily accessible to all members of the learning community. It must be mentioned on and accessible from every course syllabus.
        - *If it must be mentioned on every course syllabus, then "Course Syllabus" should definitely be an Evaluation Criteria in Condition 4.1.1A.*
- Condition 5.10.2 Access to NAAB Conditions and Procedures
    - The program must make the following documents electronically available to all students, faculty, and the public: The 2020 Conditions for Accreditation, The Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit), The 2020 Procedures for Accreditation, The Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit).
        - *Knowing why a school is accredited, and what a school is supposed to be doing to remain accredited should be public knowledge.*

Requiring Environmental Literacy
- Condition 2, Value #3
    - **Architecture is Learned Profession:** … a through understanding … architecture's role within social, environmental, economic and built contexts
        - *Social, environmental, and economic influencers on architecture are inherent to its teaching*
- Condition 4.1.2 Program Criteria-Program Objectives
    - **Environmental Stewardship**—How does the Program promote and ensure that sustainability and resilience are integrated to define architectural issues and their resolution?

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- *Sustainability and resilience don't define architectural issues, they are the issues that architecture can solve*

Other Things Worth Looking Into:
- NAAB defines the values of our profession as:
    a. Architects Use Design to Create a Better, Stronger, More Equitable and Sustainable Society, as Facilitators and Problem Solvers (in theory and practice)
    b. Societal Responsibility
    c. Architecture is a Learned Profession
    d. Scholarship, Research and Innovation
    e. Leadership & Collaboration
    f. Professional Continuum and Lifelong Learning
    g. Equity, Diversity and Inclusion

- Typical Visit Schedule
    a. The program submits an Architecture Program Report (APR)
    b. The NAAB assigns a visiting team and a review of materials by the team is done digitally and through a site visit
    c. The visiting team submits a report to the NAAB Board
    d. The program submits , if necessary, a Plan to Correct any deficiencies
    e. The Board makes a decision on a term of accreditation

- Conditions 4.2.2 Student Learning Criteria-Student Learning Objectives
    - Option A: Integrative Design—The Program must demonstrate how the curriculum prepares students with the ability to apply and integrate the requirements of zoning/building codes, regulations, and the broader implications of health, safety, and welfare to a comprehensive building design displaying multiple building systems.
    - Option B: Integrative Design (Use existing copy from current C3 SPC)—The Program must demonstrate how the curriculum prepares students with the ability to demonstrate the skills associated with making integrated decisions across multiple building systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.
    - Option C: Should a new idea be explored? Is the term integrative design a twenty-year term that still has relevance? What are we expecting from the students?

- Even though the student team member must be in the AIAS, our organization is not named anywhere in either document.

- Section 9 is about how to submit complaints when your school is not in compliance with its accreditation requirements.

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