THE CATHOLIC UNIVERSITY OF AMERICA

May 9, 2024

National Architectural Accrediting Board
107 S. West St.
Suite 707
Alexandria, VA 22314

Re: Catholic University of America, School of Architecture and Planning, Plan-to-Correct

Dear NAAB Colleagues,

Please find below the Program's Plan-to-Correct and its progress toward correcting the Not Met/Demonstrated conditions cited in the Visiting Team Report and in your December 4, 2023 letter addressed to Provost Dominguez.

5.4 Human Resources and Human Resource Development

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.~~

Not Demonstrated. *The program did not provide sufficient information to meet the requirements of this Condition. The program provided sufficient evidence of compliance with three of the four sub-conditions: 5.4.1, 5.4.3 and 5.4.4 but needs to provide evidence of compliance with 5.4.2 In their Optional Response, the program committed to recruiting a person to serve as ALA who will fulfill the functions described in the condition, and the program also committed to supporting the work of the ALA. Evidence for compliance with sub-condition 5.4.2 requires having an ALA in place that performs the said functions.*

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The School of Architecture and Planning hired David Lanetti as a part-time coordinator from its pool of lecturers. This position, entitled ***William "Trip" Hereford Endowment in the Office for Internships and Employment*** serves as ALA and has committed to attending the biannual NCARB Licensing Advisor Summit 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. The responsibilities for this position are listed below:

- Compliance with NAAB/NCARB: Fulfill the NCARB requirement of having an Architect Licensing Advisor who actively performs duties outlined in the NCARB position description. This includes attending biannual NCARB Licensing Advisor Summits and other training opportunities to stay current on licensure requirements.

- Licensure Guidance**:** Actively advise students on their path to architectural licensure, ensuring they are well-informed and prepared for the necessary steps towards achieving this crucial professional milestone.

- Integrated Path to Architecture Licensure (IPAL): Offer comprehensive advice on IPAL, including preparing and submitting an annual report to the National Council of Architectural Registration Boards (NCARB) to maintain and enhance our program's alignment with industry standards.

- Career Enhancement Advice: Guide students in identifying and pursuing "resume boosters" such as the LEED Green Associate Exam, WELL AP Exam, Construction Documents Technologist Exam, and certifications like the ICAA's Certificate in Classical Architecture (subject to design studio approval) and the Classic Planning Academy.

- AIAS Career Fair Preparation:
    - Organize and conduct workshops on creating resumes, cover letters, thank-you letters, and portfolios.
    - Facilitate mock interviews to enhance students' confidence and readiness for actual job interviews.

- Job Opportunity Screening: Evaluate and screen job opportunities submitted to the school to ensure they align with our educational standards and student career aspirations.

- NCARB and IPAL Coordination with the Professional Practice Course: Coordinate advising on NCARB and IPAL matters, ensuring a cohesive and comprehensive educational experience for students.

- Networking Coordination: Facilitate student networking opportunities at significant events and venues, such as the Designers and Architects Collaborative, National Building Museum, and various chapters of the Institute of Classical Architecture & Art.

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- Cultural and Educational Programming:
    - Develop and implement engaging student events like ARE Jeopardy and architecture trivia happy hours.
    - Organize educational tours, including "DC Then and Now" sketching tours of key monuments, visits to local architectural firms, and construction site walk-throughs.

5.5 Social Equity, Diversity, and Inclusion

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

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

Not Demonstrated. *The program did not provide sufficient information to meet the requirements of this Condition. The program provided sufficient evidence of compliance with four of five sub-conditions: 5.5.2, 5.5.3, 5.5.4 and 5.5.5 but needs to provide evidence of compliance with 5.5.1 directly connected to the program demonstrating an equitable, diverse, and inclusive distribution.*

The School of Architecture and Planning at the Catholic University of America has a deep, living commitment to social equity, diversity, and inclusion. The Catholic Church is one of the most diverse institutions on the planet; this is one of its greatest strengths, and it is one of the greatest blessings enjoyed by students and faculty at the Catholic University. Building and maintaining a culture of equity and inclusion are essential to fulfilling our mission to build socially engaged, critically empowered architects, and ultimately fulfilling our obligation to, in the words of Pope Leo XIII, "give the nation her best citizens." Here are some of the ways in which we show our commitment to diversity in the distribution of its human, physical, and financial resources:

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- Faculty & Hiring: Our full-time faculty and staff benefit from the inclusion of female, African-descended, Latino, and Asian professors and administrators. Our part-time faculty are no less diverse, and semester-long temporary hiring often allows us the opportunity to increase instructor diversity even more. We are, indeed, committed to continually enhancing the diversity of our leaders and we put this value forward in all of our job advertisements and put it to work in our applicant selection process, as far as this is legally appropriate. This applies to every decision we make, from faculty, to teaching assistants, research assistants, lecturers, and visiting critics.

- Faith & Community Diversity: While most of our faculty are, of course, Roman Catholic, we are also fortunate to include talented people of Muslim, Jewish, Protestant Christians, and agnostics, and relish the dynamic richness that this pluralism brings to our school's ever-evolving debates on architecture and urbanism. More to this point, our students emerge from the school capable of serving clients and communities of every possible makeup and persuasion, and earning their degrees in a collegial environment of diverse mentors, colleagues, and friends empowers them to do so.

- International Graduate Recruiting: Our students are, in fact, at least as diverse as faculty and staff—thanks in part to active international recruiting and scholarship programs of the University as a whole—and they repeatedly affirm their appreciation for seeing leaders who reflect their own racial, ethnic, or religious origins. Setting the stage for our living, breathing culture of diversity, equity, and inclusion is our large, bustling, and at times wonderfully chaotic open studio environment, which students have specifically praised for breaking down barriers, disrupting cliques, and exposing one and all to the rich swirl of ideas and expressions that diversity naturally produces.

- School Supported Student Groups: Our NOMAS (National Organization of Minority Architects Students) chapter is very much alive and active. They have an official full-time faculty liaison who meets with them regularly and serves as a communication agent between the students and faculty and staff at large. Fundraisers for NOMAS included, to cite one recent example, a full-time faculty member running a marathon on their behalf and collecting thousands of dollars in pledges. NOMAS spends this money effectively, hosting cinema nights in our main lecture hall with documentaries and films dedicated to minority experiences in architecture and urbanism (a recent screening featured *Hollywood's Architect: The Paul R. Williams Story*), with the kinds of comforting snacks that are guaranteed to attract a crowd of architecture students. NOMAS also used our main exhibition space to host an international culinary arts and architecture festival last fall. They elevate our scholarly life and design culture on a routine basis, and have figured out the right alchemy of architecture and nourishment to command an attentive audience.

- Funded Spring/Fall Lecture Series: The leaders of NOMAS also work with the faculty directors of our official Spring lecture series to ensure a lineup of guest speakers who address their interests and concerns. Recent lecturer examples include emerging and well-

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established figures such as Tim Fu, Yasmeen Lari, Maria Sanchez and Pedro Godoy of Studio Urbano, Toni Griffin, Delma Palma, and Anna Herringer. This is a regular part of our academic cultural programming and allocates thousands of dollars to inspire and animate ongoing conversations about diversity, equity, and inclusion in our school.

- University Student Journal: The students have also stepped forward to speak for themselves with the creation of a new student journal named *CROW* in playful homage to the rambunctious life of Crough, our studio building. *CROW* will regularly feature a section called Voices Column which highlights minority life and knowledge in the school. In the words of the students: "By systematically recording the experiences and observations of the BIPOC subset of the CUArch community, the [Voices columns] are seen as nutrients fostering growth and allowing our community to evolve into a healthy and thriving educational environment." This journal is funded by donations to the School of Architecture that have already risen to the level that guarantees several years of production and printing, depending upon ongoing student leadership.

- Design/Build Crough Library: The student journal will be proudly featured in a new student library and lounge space—which students helped design themselves—opening in the next academic year. A special fund has been allocated for books and artifacts representing traditional and modern architectures from beyond the West, to help expand our students' horizons and fill them with the inspiration that, again, diversity naturally ignites.

- Course Assessments & Makeup: It would be difficult to summarize the ways that a culture of diversity, equity, and inclusion is fostered in our classrooms, because this grows organically and constantly. It is a part of our official student learning outcomes in many classes and it is also a part of our assessment regime. Global coverage in pursued in all of our history surveys and theory courses—even our *Classical Language of Architecture* course, which to casual onlookers might summon images of Greek and Roman togas and little else, takes students, to cite a few examples, to the National Museum of Asian art to explore Chinese bracketed architecture, exposes them to the architecture of Mezcala and the Maya, and asks them to explore the colonnades of the Asante and the Ethiopians as well as those of the Italians and the English. One example of a history elective, *The Architecture of Memory*, is fully dedicated to the history of slavery and race in the United States and the ways our narratives about this have been told by monuments and memorials; students are required to directly engaged with our profoundly imperfect American commemorative landscape by designing, to cite the most recent case, a civic monument honoring Harriet Tubman and curating a formal show of their designs in our studio exhibition space, with all printing and framing costs provided by the school.

There are many other examples of this kind of intentional, well-funded, and well-supported work filling our classrooms and halls at the School of Architecture.

6.6 Student Financial Information

- ~~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.

Not Met. *The program did not provide sufficient information to meet the requirements of this Condition. The program provided sufficient evidence of compliance with 6.6.1 but needs to provide evidence of compliance of 6.6.2 by providing full estimate including cost of "specialized materials that may be required."*

The School of Architecture & Planning has a helpful Frequently Asked Questions (FAQ) guide on its website that lists estimated costs for *all tuition, fees, books, general supplies, and specialized materials.* These encompass all the costs associated with completing our NAAB-accredited degree programs. As University cost relies heavily on the type of student, type of degree, on/off campus living, and other diverse factors, the School of Architecture & Planning relies heavily on the University's Office of Student Financial Assistance for precise information about all items not directly related to additional architecture costs. This information is linked to the description, providing resources for additional information.

https://architecture.catholic.edu/admission/parents-faq/index.html

This page is not only listed on the front page of the Architecture School website (under the admission category), but is listed on the side-bar of every page that is related to admissions.

This concludes our response to the Visiting Team Report. Thank you for your consideration.

Sincerely yours,

Mark Ferguson

Dean

School of Architecture and Planning

Cc: Office of the Provost
Stephen Schreiber, President

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