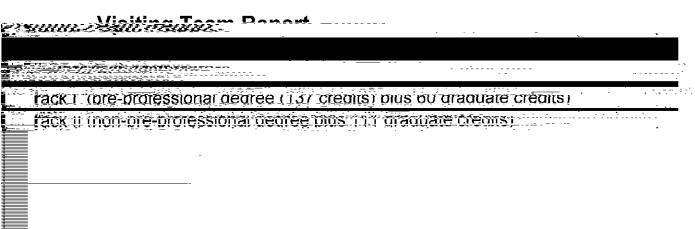
The Catholic University of America School of Architecture and Planning



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to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of

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- I. Summary of Team Findings
- 1. Team Comments and Visit Summary

Hospitality

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The Catholic University of America (CUA) in supporting the visiting team. We are especially appreciative of the time that President Garvey made available to us. The well-organized team from demonstrated that the school was prepared for the visit

Overview of the Program

Unique Mission of CUA

ne unique mission oi The iocids orocids at the tour est CUVijarchitanti reseabashap "Bi vidina Stowardshia" is well Income was represented in the following range of programs:

- the connection of building design to the Cultural Studies and Sacred Space Program.
- the unique design-build opportunity, "Spirit of Place," where students collaborate to

Design course, where they work in teams in consultation with local turns that, in many

endigentiales consectors in decimalistical and in the consecution of the consector of the consecution of the

laculty triat is uniquely intitit-disciplinary.

he students are a mature, collecter, and remarkably interactive group, and there is excellent

Jacuary and make success and argraduate pro-professional program students from graduate

a norm Films l'annonce male al elle mais account d'aux collis le solite sulle sancie d'adrice

separate undergraduate pre-professional program students from graduate students are not apparent. The team feels that it is important to acknowledge the patience and understanding that the student body has shown as the program transitions toward stability during challenging.

nnanciai cut-packs.

and founding member of CIVA-ASHRAF. This organization is a recent recipient of the university's "In Spirit of the Mission Service Award." The award recognizes a student organization's services that executively and structure are supported to the committee of the

Day, and hosting educational seminars.

Staff

sunnorting the program and adjusting to changes arising from hudget cuts

___Dha.Grough,Cepter,for,Atchitertural,Studias./Grough,Cepter)..a.formet.nxmnasium..contributes to

and learning happens. The team commends the program for placing the advanced technology

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Financial and Long-Range Planning

the financial ups and downs since the last visit. The number of ideas that have been presented by the university as potential options for the next steps, including teaching efficiency documentation, show that there is a costinuing effort to find the best year to make the program forward.

2.-- Conditions Not Met

instructional areas, was a significant decision.

- 12.1 Human Resources and Human Resource Develonment: Faculty and Staff
- I.2.3 Physical Resources
- 12.4 Financial Resources
- ί.υ. Γοιαποποαι ποροπο
- II.2.3 Curriculum Review and Development
- B.1. Pre-Design
- B.2. Accessibility
- B.5. Life Safety
- B.T. Mancial Considerations

3. Causes of Concern

1. Human Resources—

There is concern that the tenure-track faculty do not have adequate resources to

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outside firms of these faculty members to improve building design projects and to establish summer internship and future employment connections. Therefore, the reduction is funding for hiring adjunct faculty is of consorp.

There is a need to restore core support staff for the program in order to stabilize it:

Treeti to brovide release (inferior raconto to assist with student advisind. As the

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Shop Supervisor Davide Prete, Computer Technician Daryoush Ghalambor, and Assistant to the Dean Pat Dudley.

- The team has health and safety concerns regarding the HVAC's extreme temperature fluctuations, which create difficult working conditions within the space.

 Space.
 - The buzzing lights, given the high use of the design studio spaces, are a distraction and an annoyance to students, faculty, and visiting critics, and disrupt the quality of the educational experience.
- The upgrade of the dust collection/ventilation system for the lower-level support shop is needed as an immediate fix to mitigate the migration of fumes from material cuttion on the lower level to the upper level of the building. Moving the

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5. Curriculum and Development

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Previous Team Report (2009): This condition is not met. A first attempt at a Studio Culture	1
Policy has been provided but there is no consistent understanding amond the faculty and	
Folk kunderseers de verklêre de gestele be selesse onderstêre le bestele genêre het de se fer een de le commen De de le se de le comment	
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issues redarding studio culture need to be addressed in a systemic way. The culture has been hedgewer in a systemic way. The culture has been hedgewer in a systemic way. The culture has been hedgewer in a systemic way. The culture has been	
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Tribus tour trought reven mer somework to make their sounds provide the response	
student/faculty ratio. The support staff is hard working but minimal for the si and does not provide for growth. Students, faculty and staff expressed strong	
lack of administrative clarity within the school. Frustration over organization	al structure and the
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English states and the

Trong course evaluations. This adverserv anected the quality of course enectiveness and communication. Additionally, the team has concern over the lack of the critical nature of the course evaluation questions which may inhibit the quality of the feedback.

tion is the contraction of the c

The integral communication in a configuration of the configuration of th

The support staff is much smaller now than it was at the time of the last visit, having decreased by more than half, while the number of students has decreased by less than aman rang panggapi penggapan kang panggapan panggapan panggapan kang panggapan kang panggapan kang panggapan k

rusiration over the geolation-making process and me rack of clear communication was

scheduling, as well as consistency in faculty expectations and grading rubrics.

2004 Condition 9. Physical Pasaurone: The appropriate degree program must around the

CONCRETE STREET OF STREET ริสวิทธิรัฐราชาธิราชาวิทธิราชาวิทธิราชาวิทธิราชาวิทธิราชาวิทธิราชาวิทธิราชาวิทธิราชาวิทธิราชาวิทธิราชาวิทธิรา นิบบที่ทำบันนั้นนี้ บันนับ ที่ทำบันที่ บันบันที่ทำบันนับ ที่ บันนับที่ ก็ได้นับที่ทำทำนับในนับ บานบบที่ทาง นิทนาบบที่ทางกั

space to accommodate both didactic and interactive learning: office space for the exclusive use of each full-time faculty member: and related instructional support space. The facilities must also he in compliance with the Americans with Disabilities Act (ADA) and applicable building codes

Previous Team Report (2009): This condition is not met. Although every student, except the freshmen, has a dedicated desk space, there is not adequate layout or pin up space or adequate snace at each station. The desk snace is so tight it hampers the proper execution of a design. problem. The freshmen share a desk. Even in this area there is a problem with adequate space for proper seating and alignment to drawing boards.

ne raculty nas ageguate office solace, nowever many offices by not have windows and there is r Tilbood faalloon agaalee ----

(To decembrable for several

Land the state of the state of

The woodworking shop is adequate and safety precautions are observed and students are being trained on the use of the equipment. However, the ventilation and dust exhaust system is a concern.

The storage in the building is not adequate.

2015 Visiting Team Assessment: This condition is still Not Met. The	2009.visit.wa
made at της ρεάκ οι υυΑ student enrollment, which created a unique set of	
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inefficient spaces, but, as a whole, it is adequate in size for the current needs. The	i
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The Confidence in the new particular and an analysis of the confidence of the confid	
First Constitution or depression of emergina to be defined that the buildest makes income	2.354
	1.73
Likewise, the uneven, uncontrollable HVAC system is not conducive to teaching or	U

The woodworking, print, and tabrication laboratories have been recently renovated and processing reconstruction. The early continued were installed following the rood process and process

required credit hours within architecture inhibits students from either pursuing special interests

program (Track I) now requires 60 credit hours. The Track II Master's program requires 3 years and 111 credit hours.

2004 Critorion 13.0, Non Mostorn Traditionar Understanding of parallel and divergent cano and traditions of architecture and urban design in the non-twestern world.

Previous Team Report (2009): This criterion is not met. While there is evidence of awareness through loctures, the team did not find evidence of the understanding of the common and traditions of the architecture and urban design in the non-Western world. Elective courses

2016 Viciting Team Accessment: This criterion is Met in APDI-211/511 Wistory of Architecture II. Non-western traditions are extensively and effectively covered in both the lecture slides and the student essay resonance on tests. Students are demonstrating a robust understanding of the course.

material in their accounted on tests. Students understand the narelial and

2004 Chieffon 15.11, Site Conditions. Abinty-to respond to natural and built site characteristics in the development of a program and the design of a project.

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April 11-15, 2015

2015 Visiting Team Assessment: This criterion is Met. The program has exhibited progress since the 2009 visit. Students in ARPL 602 Comprehensive Building Design Studio. (CBDS) demonstrate extensive use of site characteristics to shape their design.

process. Students show an awareness of the existing urban context of their projects and the impact that their designs have on that context. Students also demonstrate a strong processary in the impact that their designs have on that context. Students also demonstrate a strong processary in the impact of their projects and some the impact of their projects and the impact of t

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integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design.

2015 Visiting Taam Assassment. This criterion is Mat. Students' studin work for ARPI

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1.1 Historv and Mission:	
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Further, the program must demonstrate that it encourages students and faculty to appreciate these values as quiding principles of professional conduct throughout their careers, and it

<u>es antagrados por astronos a</u>

water was summer. Sincly, the program must decument, through norrollic and attente, the affects to another them.

The learning community deculty, staff, and attents are aware of those objectives from the programment of the second control of t

orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning

program's human, physical, and financial resources. Finally, the program must demonstrate that it

<u>[X] The program has demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.</u>

team found a program that, for the most part, provides a positive and respectful learning environment. Students and faculty are supportive of their peers and feel free to share their concerns with each other and the students and the university. The team found that students and

faculty were frustrated regarding the timeliness and transparency of communication from the administration.

Further, evidence was found that the program instills values of professional conduct and addresses the animal state of the section is sues as time management for the section of the secti

It was clear to the visiting team that the program provides a culturally rich educational environment for all participants. Students with mobility or learning disabilities are accommodated, although the team would profes

policy on diversity, which is communicated through the website, and statistics indicate that the students are diverse in terms of gender and ethnicity with consistently improving ratios in this regard. Since the last team visit, the program has clearly made an effort to increase gender and ethnic diversity among the faculty.

TO DE DESCRIPTION OF THE PROPERTY OF STATE OF THE PROPERTY OF

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must describe its commitment to the honsic, practical, and liberal ans-based education or architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

[X] The program is responsive to this perspective.

2015 Team Assessment: The university seeks to preserve its tradition of collegial governance

opportunities to influence deliberation and choice. The School of Architecture and Planning at Child is dedicated to the professional advection of these who will also design to the conserve the built environment. The school aims at cultivating a holistic view of architecture, planning, and design so that students, future architects, and planners can assume a personal responsibility for the beauty, equity, and well-being of the world. Its ultimate goal is to force

renresented in the following range of programs:

The unique acoign-band ປອກວາດກັບ, ອກການ ການຄວາມ ເພື່ອການ ເພື່ອການ

¹ See Boyer, Ernest L. Scholarship Reconsidered: Priorities of the Professoriate. Carnegie Foundation for the

Catholic University of America Visiting Team Report April 11-15, 2015

Design course, where they work in teams in consultation with local firms that, in many cases, have national and international reputations. Architectural Education and Studente That cludente enrolled in the accordited degree program are prepared: to live and work in a global world where diversity distinctiveness selfworth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession: to understand the bracelly of exstancional appartunities: to make the 2015 Toom Assessment: The processme immersion at identificities alchal community ับนี้ "ที่จะได้เกิด" รถในและเราไปเกมียนและเกมียนสามารถเกมียนเกมียนเกมียน เกมียนผู้เกมียนเกมียน เกมียน medicouvra vyorennes en nor nousoilos usitusennos. The state of the second regulatory environments. Further, the high percentage of licensed architects within the CUA

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2015 Team Assessment: The school has the advantage of being located in a major metro city that draws its population from around the world. This same magnetic energy attracts	I
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The program is responsive to this perspective	1
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1.1.5 Self-Assessment Procedures: The program must demonstrate that it regularly assesses the	
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Self-assessment procedures shall include, but are not limited to:	
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PART ONE (I): SECTION 2 - RESOURCES

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An accredited degree program must have appropriate human resources to support student

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[X] Human resources (faculty and staff) are inadequate for the program.....

2015 Team Assessment: This condition is still Not Met and continues to be a concern of this visiting team.

The support staff work hard (and they appear to enjoy what they are doing), but the staff are minimal in number for the size of the program. This team is concerned that, because the total number of the size of the program. The total number of the size of the program the size of the

number of sunnort staff nositions was 42 at the time of the last visit. Currently, there are only 4

The text harrise created his the cones of the medical entering adming the factor was 504, which was peak enrollment (376 undergraduates and 128 graduates). At this visit, the actual numbers are 233 undergraduates and 111 graduates. With a 75% reduction in staff in the 6-was period between visits, the team has a consorn that the school and subsequently the program

2008-2009 academic year.

The faculty have concerns regarding course scheduling. Some faculty report that they are not always sure how many students they will have for a course—sometimes during the first few days of class, enrollment doubles from the number initially projected. University faculty recently voted to shorten the student drepland period as that there would be more cartainty with regard to place excellment.

<u>numbers at the start of each semester</u>

Students:

้นที่ จักราลิก์เลิก เกิดเกล้ากับแล้ว ที่ถูกภาพอาที่ โดยต่อเหลาที่ อาทากโดยตามที่เกิดตามที่ เพลาสถึงเคลา โทโดย

requirements, admissions decisions procedures, financial aid and scholarships procedures, and

transfers within and outside of the university.

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

2015 Team Assessment: This condition is Met. In addition, the visiting team commends the school

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2.2 Administrative Structure and Governance:

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administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions

X) Administrative structure is adequate for the program...

team tinnuedralete non trothe reaministiculation observes occurred, which will be built and see some thoughour to brevious assumbliftes not insulated in the script of the second new of the sec

[X] Governance opportunities are adequate for the program.

2015 Team Assessment: The APR states that the architecture faculty, students, and staff all participate to the formulation of molicies and procedures at all levels of the institution. The dean

school's student body in the Cardinal Student Association, and faculty and students are appointed to

I.2.3 Physical Resources: The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited, to the following:

Space to support and encourage studio-based learning.

un a comunità de la companya de la c

Space to support and encourage didactic and interactive learning

April 11-15, 2015	015	20	15.	1-1	1	April	Α
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respulte Developinent, there is concern about

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IXI Physical resources are inadequate for the program

_2015 Team Assessment: The Crough Center is a converted gymnasium with many inefficient epaces, நக்கு கண்கள், நிருந்து இருந்தில் இருந்தில் இருந்து இருந்தில் இருந்து இருந்து இருந்தில் இருந்து இரு இ

Are the primary source of studio illumination. They emit a very loud, very distraction noise, and are expensive to operate. Students conducted an energy audit and recommended turning off the lights during daylight hours and using only the natural light. The first year's savings were reported to be about \$10,000. Studies indicate that better illumination and greater savings could be achieved by replacing the lighting, wiring, and controls.

____Likewise_the uneven_uncontrollable HVAC system is not conducive to teaching or learning. The

appropriate institutional and financial resources to support student learning and achievement.

IVI Einensigh ตอดจพระจะ เพละโทรติกามกัก ก็อาษักการกระยะกามและ...

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iotal entoliment. With 12 total start members to support the program. At this visit, the stair countries

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At the time of the team visit, a university odoget had not yet been approved for hext year, which also concerns the team.

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Visiting Team Report April 11-15, 2015

2015 Team Assessment: Since the 2009 team visit, the Architecture and Planning Library has been

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Further, the CUA library is a founding member of the Washington Research Library Consortium

users of the Architecture and Planning Library have access to anningimately 12 million titles through

specific to architecture, including access to architectural and rendering software tutorials, and materials and product literature.

dultimo livarutochnicios, a asptitima libror sociologiused 13 chistorius iliana librorimi il moderni il modern In librorimi il asptitima il moderni il moderni

"that complement the tonics of the new Master's program. Ms. Hules provides instruction to the students (both in groups and one-on-one). The instruction includes how to use a subject-specific

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Se excorectose exposeos:

- Program student characteristics
 - Damographics (recelethnicity and gender) of all students enrolled in the accredited degree program(s).
 - Demographics compared to those recorded at the time of the previous visit.
 - Demographics compared to those of the student population for the institution overall.
 - Compared to those admitted in the fiscal year prior to the uncoming visit
 - Time to graduation.
- varience community....Perceptane of matriculation students who complete the accredited decree organism........ With the thornal line to completion for each academic viant since the menions.

visit

- Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.
- Program faculty characteristics

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o Demographics (race/ethnicity and gender) for all full-time instructional faculty.

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- Number of faculty receiving tenure each year since last visit.
 - Compare to number of faculty receiving tenure at the institution during the same period.
- o Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit,

A Statistical Reports up not provide the appropriate mornancion information

ZUTS Team Assessment: Statistical Reports are provided. However, not all of the required information is available or easily accessible.

Expensive demographics during the period since the last team visit. While it is possible to obtain changes in demographics during the period since the last team visit. While it is possible to obtain independent of the changes of the reports from 2000 and from this year, the changes are too complex to allow a useful comparative reading. More data needs to be provided to allow better analysis of troods that gauge the effectiveness of the social equity policy.

The team did not find data on the percentage of matriculating students who complete their degree program within the normal time to completion or within 150% of the normal time to completion.

While and the 2009 visit was not provided.

gipus andrew versige ver	No data was provided on the number of faculty receiving promotion or tenure. Data is provided on the number of faculty who have licenses in U.S. jurisdictions. However, little data is provided on where the are licensed.	y
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linning/	NPR and the faculty exhibit presented the team with a well-documented collection of materials to	

Visiting Team Report April 11-15, 2015

The breadth and diversity of faculty achievement and competence is more than evident. The faculty exhibit demonstrated energetic faculty research and related achievements, as well as a wide solection of books and publications, in addition to built projects, produced by the faculty. Additionally, the ongoing emphasis toward research-oriented and practice-oriented projects is a positive development.

TAKI ONE III. SECTION AT FULICIA REVIEW PORTER

The information required in the three continue described above is to be addressed in the ADD. In addition the three thre

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PART TWO (II): SECTION 1 - STUDENT PERFORMANCE - EDUCATIONAL REALMS AND STUDENT PERFORMANCE - EDUCATIONAL REALM	ENT PERFORMANCE	
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on research and analysis of multiple theoretical, social, political, economic, cultural, ar contexts. This ability includes facility with the wider range of media used to think about	t architecture,	
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analyses, both theoretically and practically. The range of examples from this cours	e show an ability t	0
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nhysical and digital means is demonstrated. Students have mastered diagramming and modeling as ways to communicate.

A. 4. Technical Documentation: Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identificing the assembly of materials, systems, and components appropriate for a building design.

[X] Met

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2015 Toom Accessment: This evitories has been Met. Evidence of this ability in found in the documents and sample projects in the following course hinders for Track I: ARPL 301: Architectural Design I, and ARPL 333: Construction 1: Assemblies and Detailing, and in the following course hinders for Track II: ARPL 633: Construction 1: Assemblies and Detailing, ARPL 502: Architectural Design II, and ARPL 634: Construction II: Materials and Methods.

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[X] Met

X) Met

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2015 Team As	sessment: This criterion is Met in ARPL 211/511	1: History of Architecture Land ARPI	
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by the consistent and excellent emphasis on presedent studies throughout the program.

Realm B: Integrated Building Practices, Technical Skills and Knowledge:

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B. 2. Accessibility: Ability to design sites, facilities, and systems to provide independent

[X] Not Met

with regard to the accessibility requirements of this criterion.

and hult-popuress, provide healthful environments for cooupants lisers and

generations through means such as carbon-neutral design, blockimatic design, and energy efficiency.

[X] Met

that sustainable design is a priority and has been built into many of the courses in the program including the foundation course. ARPL 231: Introduction to Sustainability. Student work in ARPL 402/602: Comprehensive Building Design Studio (CBDS) and the ARPL 696 courses: Capstone and Independent Thesis demonstrates this ability well.

B.4. Site Design: Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

[X] Met

2005 Team Accessment: Fuidence of cite decumentation and site medals is found in ADDI. 201/502:

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R.5. Life Safety: A hility to apply the basic principles of life safety systems with an

emphasis on egress.

IX1 Not Met

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D.Z. ACCESSIDING

A.4. Technical Documentation

B.3. Sustainability

A.5. Investigative Skills

B.4. Site Design

A.8. Ordering Systems

B.7. Environmental Systems

A.9. Historical Traditions and

Global Culture

B.9.Structural Systems

B.5. Life Safety

[X] Met

Trock II in APRI 602: Comprehensive Building Design Studio (CRDS). However, the team the 12th the Tright Building Design Studio (CRDS). However, the team the 12th the Tright Building Read to Building Read to the 18th th

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In this as consumeric countries with local erchitecture of the work with local erchitecture.

provided an option to develop an independent study thesis project based on an approved proposal.

B. 7. Financial Considerations: *Understanding* of the fundamentals of building costs.

operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

[X] Not Met

ZU15 Learn Assessment: This criterion is Not wet. The program needs to an	igress ungerstanging
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[X] Met	

2015 Team Assessment: This criterion has been Met. Evidence is found in the following Track II courses: ARPL 333: Construction I, ARPL 331: Environmental Design, and ARPL 434: Construction II

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Track II, in ARPL 532: Environmental Design I. This course provides an understanding of the design of aging individual surface in the surface of the surface

B. 42. Building Materials and Assemblies Integration: Understanding of the basic was an employed and assemblies, based on their inherent characteristics and assemblies, based on their inherent characteristics and assemblies and participants.

[X] Met

2015 Team Assessment: This criterion has been Met. The team found evidence that Track I students are achieving at the level of understanding required for the building materials and assemblies integration criterion. Student examinations and work from ARPL 333 and ARPL 434: Construction I: Assemblies and Detailing and Construction II: Materials and Methods demonstrate this understanding. For Track II students, examinations and coursework from ARPL 633 and ARPL 634: Construction I:

Realm R General Team Commentary: Generally, students in the program are meeting the criteria within Realm B. However, deficiencies in Financial Considerations, Life Safety, and Accessibility indicate a need to address the details of building-cost analysis and the application of life safety and accessibility reactives consistently across the comment.

Realm C: Leadership and Practice:

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[X] Met

2015 Team Assessment: This criterion is Met with Distinction. Student notes in the notebooks

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April 11-15, 2015

Recause of the expectation that all graduates meet the SPC (see Section 1 above), the program must ... individuals อยู่มีเมื่อน้ำอนัก เมื่อ NAAR-อยากอย่อง ข้องคลากกระบาย

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In the event a program relies on the preparatory/pre-professional educational experience to ensure that etudente have met contain SPC, the program much demonstrate it has cotablished standards for ensuring those SPC-are-met-and-for-determining-whether-any-gaps-exist-Likewise, the-pregram-must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited <u>kinato d produkom. Tipin lalaka kalmand alinitipi inalakulimbantak ili alintukulia akumadian ana amitaina siina</u>

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[X] Met

2015 Team Assessment: Only the graduate-level programs are being assessed during this visit. Students admitted to the Track II program for non-pre-professionals must have completed two prerequisites for acceptance: college-level calculus and an introductory course in physics emphasizing mechanics. Students with pre-professional degrees are admitted to the Track Uprogram. Select students ngustationing at Address of the property of the land in the land of the land o advanced standing thereby reducing graduate study from four semesters (2, years) to three semesters (one-and-a-half years). Each case is individually evaluated.

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www.aia.org www.aias.org

2015 Team Assessment: This criterion has been Met. The team reviewed the available information and found the architectural education and the career nathways to be available to graduates of accredited degree programs, and round resources for air siddents, parents, stan, and ractify. There is a jou link to

Several other useful links are provided, such as "CUA Office of Career Services," which help all CUA students and alumni to prepare for their careers, acquire experience, learn job-search skills, and find employment opportunities.

[X] Met

2015 Team Assessment Allegaries decreases exclobe electronically through the institution's

available to the public. However, the electronic site currently requires a password and DIN for access to Annual Reports and the APR. The school is encouraged to make this information even more accessible to the public.

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2015 Team Assessment: The School of Architecture and Planning has included its alumni ARE Pass

III. Appendices:1 Program Information I Sent deservation III (Lax Reference The Catholic University of America: APR: 66, 28-32

2. - Conditions Met with Distinction - - -

- I.2.5 Information Resources
- A.7. Use of Precedents
- B.3. Sustainability
- C.6. Leadership
- C.9. Community and Social Responsibility

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IV.	Repo	ort Sic	natures
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Representing the AIA

Thomas Fowler, IV, AIA

Representing the ACSA

Team Member

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