



Universidad Europea de Madrid
School of Architecture, Engineering and Design

2021 Visiting Team Report
Continuing NAAB International Certification
November 29- December 1, 2021

Bachelor's Degree in Fundamentals of Architecture (Freshman admission + 300 credits)
Master's Degree in Architecture (Bachelor's degree in Fundamentals of Architecture +60 credits)

The National Architectural Accrediting Board

Date of last visit: November 2-5, 2014

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

Contents

I. Summary of Visit.....	01
II. Compliance with the 2019 Conditions for International Certification.....	04
Part One: Institutional Support and Commitment to Continuous Improvement.....	04
Part Two: Educational Outcomes and Curriculum.....	16
Appendix 1: Conditions Met with Distinction.....	30
Appendix 2: Team SPC Matrix.....	31
Appendix 3: Visiting Team Roster.....	32
Report Signatures.....	33



Studio Presentation – Internet Photo

I. Summary of Visit

a. Acknowledgments and Observations:

The 2021 visit to the Universidad Europea de Madrid (UEM) was undertaken as part of the digital assessment program so the team's ability to experience the studio culture, faculty interaction, and in-depth assessment of the onsite operations of the program were confined to the documents submitted and the scheduled Zoom sessions over the allotted three-day visit. Even under those conditions the visiting team was warmly welcomed to the school by the school representatives and designated leadership, faculty, and students with a great level of enthusiasm and commitment to ensure that our task on behalf of the NAAB was seen as an important part of a larger strategy of positioning the program, the school, and the university within the international community. The documents and exhibits that were digitally provided were exceptionally assembled, well organized that allowed our visiting team to get a well-rounded, in-depth look at the student work, faculty pedagogy, and an insight to the program curriculum and outcomes. Simultaneously, the team found the students, faculty, administration, and staff to be warm, open, and appreciative during our scheduled video conferences.

The program appears to be committed to comply with all the NAAB criterium required to fulfill their compliance with the NAAB Conditions for Accreditation and Substantial Equivalency while compliant to both the Spanish Government Regulations and the European Union Guidelines. The Spanish system of higher education is comprehensive and recently changing, closely prescribing the structure, nomenclature of degree programs, along with expectations for faculty credentials. A unique aspect of this program is their ability for the professional program to be delivered in both English and Spanish—first as parallel tracks, and since 2011, all students have the option of taking individual courses in either language, further allowing their graduates to operate in an international arena.

Our team found the following items that should be acknowledged in this report.

- The UEM administration is committed to transforming students into global citizen architects.
- The faculty is committed to scholarship, research, and advancing the art and science of architecture and design.
- The program is continuously seeking improvement and therefore advancing the professional community it serves in Spain and abroad.
- This program has a strong sense of community with a culture of care, nurturing, and mentoring.
- The program is guided by a clear vision and strong focus in being recognized as an international leader in our profession.
- The program has a strong commitment to social responsibilities and environmental stewardship.
- This program has embraced Project Based Learning as a core value where architecture, engineering, and design are treated as an integrated discipline.
- The Institution embraces diversity amongst faculty and students from gender to nationality and is committed to maintain this balance.
- The UEM provides their students with a rich bilingual education where the school has found its niche offering its students an international perspective that can lead to a global practice.
- We found a program with a well-conceived long-range growth plan that should allow the school of architecture to remain the jewel program of the Universidad Europea de Madrid.
- Overall, we found that the work offered for our review as demonstration of the students' performance criteria, in both the bachelor's and master's courses were thorough, comprehensive, and at times, remarkable.

Our team would like to express our sincere and heartfelt thanks to, Rector, Dr. Elena Gazapo, Provost, Dr. Miguel Carmelo, Dean, Dr. Alberto Sols, Professor Adolfo Jordan, Professor Francisco Domouso, and Professor Dr. Jose Jurado Egea for their cooperation and participation on this year International Certification visit at the Universidad Europea the Madrid.

2021 NAAB Visiting Team



Nestor Infanzon, FAIA
Team Chair



Paul May, AIA
Team Member



Nicole Becker, AIA
Team Member



Patricia Romallo, AIA
Team Member



Dr. Pablo Olalquiaga Bescos
UEM Facilitator

b. Conditions/Student Performance Criteria Not Achieved

Conditions Not Described or Demonstrated	Conditions Not Met	SPC Not Met
Not Applicable	Not Applicable	A.1 Professional Communication Skills B.10 Financial Considerations D.2 Project Management

c. Items to Address

- **Financial Support for students:** Prior to the current Covid pandemic the EUM began to promote and advance their financial support for students to travel abroad thus complying with their expectations for their students to experience both the culture and working conditions outside Spain and Madrid. As the travel restrictions begin to be relaxed, we would expect that the University will continue to advance this program.
- **ICert Program Information:** During our review of the documents and text published on the program’s website, the team became aware of the slight discrepancies in the meaning of the information presented between the Spanish and English text. In addition, we became aware of the need for the students to get a better understanding of the international certification.
- **SPC Not Met:** The program needs to continue improving their ability and commitment to educate their students in the integration of the three targeted professional arenas for their students to practice after graduation - Spain, Europe, and the United States.

d. Progress Since the Previous Visit

- **Faculty Development:** The UEM continues to advance their governmental requirement to hire and promote the faculty to hold a Doctorate degree. This opportunity has allowed their faculty to increase the number of their faculty that hold a Doctorate degree since the last International Certification visit.
- **Term of Initial Substantial Equivalency and Annual Reports:** This team found that the program has been able to transition from the 2013 Conditions and their proposed 2011 curriculum transition that was started during the previous NAAB visit.

A. 7. Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

2014 Visiting Team Assessment of A.7. **Not Met:** Although there were instances where the ability to use precedents in student projects was clearly present, this ability was not consistently evidenced throughout. The team felt that the lack of process sketches for most projects within the team room did not allow verification of this criterion.

2021 Visiting Team Assessment:

A.7 Use of Precedent is Met

Evidence of student achievement at the prescribed level was not found in student work prepared for 204 – Drawing Workshop III, 308 – History of Art and Architecture I, and Design Workshop M1.

As in the 2014 Assessment by the NAAB Team found that the student work submitted for the team review illustrated that students are exposed and instructed on how to identify, analyze and the use of Precedents in their design process. The team found, within the project exhibits, we found various examples of the apparent understanding on how precedents can impact a project and we found a display of students applying those precedents to their design process at a level consistent with the ability this SPC requires. The team did find improvement from the previous team visit sufficient to meet NAAB's expectations.



Image from the UEM Institution provided facility video tour

II. COMPLIANCE WITH THE 2019 CONDITIONS FOR NAAB INTERNATIONAL CERTIFICATION

Part One: Institutional Support and Commitment to Continuous Improvement

This part addresses the commitment of the institution, and its faculty, staff, and students to the development and evolution of the program over time.

Part One (I): Section 1—Identity and Self-Assessment

I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how those shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

[X] Described

2021 Analysis/Review of I.1.1:

As described within the Program Self-Evaluation Report (PSER), the Universidad Europea de Madrid (UEM) was founded as the "Centro Europeo de Estudios Superiores" (CEES). UEM was recognized as a center affiliated with the Universidad Complutense de Madrid through Royal Decree 1725/1991, dated November 22, approving its affiliation to the Universidad Complutense de Madrid through the "Colegio Universitario de la Fundación Cultura y Libertad", forerunner of UEM.

Mission: To provide our students with a holistic education, shaping leaders and professionals prepared to respond to the demands of a global world, which will add value to their professional fields and contribute to social progress with their entrepreneurial spirit and ethical values. To generate and transfer knowledge through applied research, contributing in the same way to social progress and positioning ourselves at the cutting edge of intellectual and technical development.

Vision: UEM considers academic excellence as one of its strategic pillars. Thus, its educational model has embraced the principles of the European Higher Education Area based on holistic learning of the person. In this model, the teacher is a leader and a mentor who accompanies students throughout their college lives. Students, meanwhile, plan their own training path by developing the knowledge, skills, abilities, and values demanded by today's society. The model puts special emphasis on the student's maturity and autonomy, so that the student learns to adapt to an increasingly complex and constantly changing world.

Core Values: Collaborative, International, Analytical, Trustworthy, Audacious, Responsible.

The current School of Architecture, Engineering and Design at Universidad Europea de Madrid was officially established as a private school of architecture in 1996. The School of Architecture began by offering an associate degree (pre-Bologna system) in Architecture and an associate degree in Fine Arts; the combination of both academic areas was given the name School of Art and Architecture of Higher Education. The relationship between Art and Architecture runs so deep that a dual degree in Art and Architecture was created in 1998, combining both curriculums according to a credit recognition matrix. In 2000 a new area was included, Arquitectura Técnica (Technical Architecture, which is comparable to Building Engineering). In 2014, the School of Architecture and the School of Engineering underwent a process of integration and became a single School of Architecture and Engineering. Since then, this integration of schools has provided opportunities for multidisciplinary collaborations between sciences and technology and architecture and engineering.

The mission of the School of Architecture, Engineering and Design at Universidad Europea de Madrid is to train first-class professionals equipped with the personal, technical, and intellectual abilities to meet the challenges and demands within the fields of Architecture, Engineering and Design. In today's highly competitive world and ever-more demanding society, universities must include the best available educational facilities and tools. This ambitious objective is expressed and fulfilled by the following mission items:

1. Student-centered learning:
2. Project-based Learning
3. Professional connections
4. International perspective
5. Quality
6. Integration of disciplines

After reviewing the UEM responses as described in the PSER, the visiting team is of the opinion that this section does describes the History and Mission of the institution and thus complies with the 2019 NAAB Conditions for International Certification.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

- The program must describe how faculty, staff, and students been able to participate in the development of policies related to learning culture and the ongoing assessment and evaluation of those policies.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[X] Described

2021 Analysis/Review of I.1.2: The program's learning model is focused on experiential learning, which combines face-to-face and virtual classrooms. Students learn by participating in an interactive learning modality in space such as classroom and workshops that is complemented with international and domestic academic trips. This provides the students with an immersive learning environment. A large component of the faculty is made up of part-time professionals that take time from their ongoing practice. Professors receive ongoing training to develop pedagogical skills and teaching-learning methodologies.

The university has an ongoing agreement with firms that provide support and assistance within their professional practice and other professionally related activities. The office of Project-based Schools (PBS) supports faculty in implementing experiential learning through a variety of well-defined activities that include such options like design competitions, real-life projects, exhibitions, etc.

The assessment and outcome criteria of each course are shared and discussed with students. Coaching and mentoring session are regular events are utilized to monitor each student. The follow-up, assessment, and development of the academic model and policies are carried out through meetings with committees and assembled think tanks. These groups are composed of departmental leaders, students, and the general faculty members, along with assessments instruments such as quality surveys. Similarly, students can identify areas that could use improvement in their training received. These assessments are collected through regular meetings, student and school delegate participation, and surveys providing detailed data and commentary on the annual improvement plan. In addition, the Professional Advisory Council also advises the school in its efforts to comply with the current and future needs of the professional area.

The UEM has rules in place to strengthen academic integrity within their student body, and faculty have access to anti-plagiarism tools for virtual settings as a tool to promote ethical behaviors from their

constituency. The university also has set up a protocol to prevent and educate their students, faculty, and staff regarding sexual harassment and discrimination in their program. These regulations are applicable to all students and equally shared with collaborating businesses and suppliers. The regulations are driven with added safeguards that have been provided and enforced by the Spanish legal systems. Both, the sexual harassment and discrimination protocol and the student code of conduct, are easily accessible from the university's website.

After reviewing the UEM responses as described in the PSER, the visiting team is of the opinion that this section does describes the learning culture of the program and thus complies with the 2019 NAAB Conditions for International Certification.

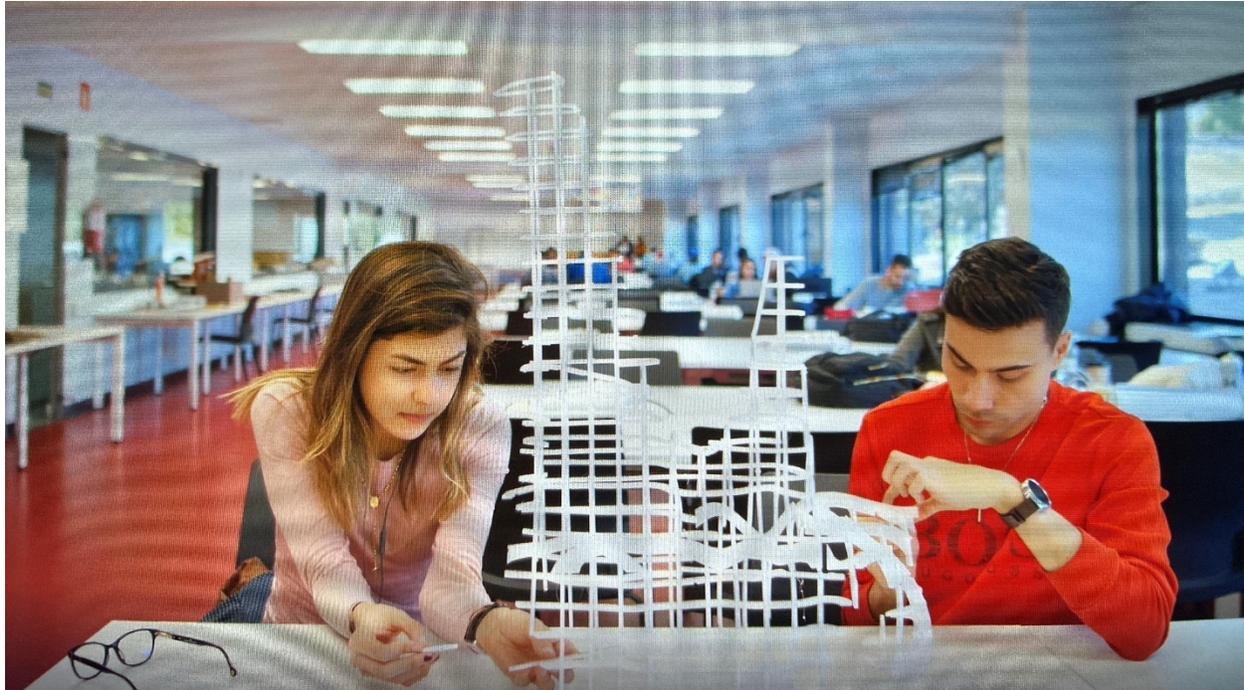


Image from the UEM Institution provided facility video tour

I.1.3 Social Equity: The program must describe how social equity is defined within the context of the institution or the country in which it is located.

- The program must describe its approach to providing faculty, students, and staff with a culturally rich educational environment in which each person is equitably able to learn, teach, and work.
- The program must describe how its graduates have been prepared to be sensitive to differences in gender, culture, and customs, and be encouraged to assume responsibility as professionals in society.

[X] Described

2021 Analysis/Review of I.1.3: Based on the documents provided by the UEM, the University promotes social equity throughout its *“six pillars: social endeavor, curricular sustainability, volunteering, collaboration with the relevant actors in social responsibility, environmental action and awareness-raising campaigns.”* The University wide diversity policy elaborates on the compliance with current Spanish legislation and the conviction that diversity of ability, culture, race, gender, sexual orientation, age, ideology, or any other social or economic condition contributes to an environment of creativity and innovation. The PSER articulates the role that the Universidad Europea de Madrid believes in that education does play in improving lives and that higher education can be a catalyst for change, mobilizing students, and society. The program

follows the Universidad Europea de Madrid Equity Plan on objective hiring processes that regulates equal treatment and equal opportunities. In 2018, the Gender Observatory was established to give visibility to any issues regarding impacting gender equality. The Observatory's goals are to: "provide visibility on the role of women in history, encourage the presence of women in leadership position within the STEM (science, technology, engineering, mathematics) community and business leadership".

The program incorporates diverse international cases and topics into their core curriculum and academic programs, creating the opportunity and environment for students to analyze the cultural background of these diverse cultures before developing solutions in their design problems. These projects teach a multiplicity of design precedents that include as well as, sociology, economy, land, climate, and history. Yearly, there are collaborative and community workshops held that give students the opportunity to contribute to the development of under-represented groups and different cultures. Most recently, the design and construction of a temporary kitchen and dining area for a school in Arequipa, Peru was completed in 2020. Students are also engaged in activities, courses, and workshops on diversity. Students and faculty validated this during the visit, showing enthusiasm for the broad social, cultural, and societal contexts they engage in throughout the coursework.

After reviewing the UEM responses as described in the PSER, the visiting team is of the opinion that this section does describes the Social Equity requirements of the institution and thus complies with the 2019 NAAB Conditions for International Certification.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that affect the education and development of professional architects. The response to each perspective must further identify how these perspectives will continue to be addressed as part of the program's long-range planning activities.

- A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles.
- B. Design.** The program must describe its approach to developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.
- C. Professional Opportunity.** The program must describe its approach to educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure.
- D. Stewardship of the Environment.** The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.
- E. Community and Social Responsibility.** The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.

[X] Described

2021 Visiting Team Analysis/Review:

- A. Collaboration and Leadership.** The program included the following information for our team to review and assess as part of their compliance to the NAAB accreditation. The cross-curricular skills of teamwork and leadership are developed methodically throughout the program, from the accreditation report and the specifications of each subject's course syllabus to the Learning Guides and the implementation of each academic course. Each course then is allowed to undertake specific activities that promote and emphasizes Communication Skills, History of Art and Architecture, Urbanism, Construction, and so on, especially those intended for integrating skills, such as Technology Projects Workshops, Sustainability in the Building Environment. Part of this effort which was interrupted during our current Covid-19 pandemic included their work in Kenya, (Community and Social

Responsibility); a pavilion for ARE – Architecture for Rural Environment (Cantabria, Spain), which was nominated for the FAD Awards. Their program is also driven by a collaborative and integrative format which in-turn is supplemented with PBS (Project-Based School) projects at the school level in which architecture students form teams with students from other programs. Additionally, students are encouraged to work collaboratively in student clubs and workshops such as HANDS+Thinking in which they define and organize various free workshops on innovative formats in architecture, design, and engineering, financed by the school and open to the entire program. Based on the documents provided, review of the links included in the PSER, and through our discussion with faculty, staff, and students this program appears to be well focused in providing their students a strong collaborative culture and leadership as a strong trait to have.

- B. Design.** In reviewing the PSER, the program outlined a series of opportunities and expectations for their program to instill into their student when it came to Design as a Defining Perspective. At the core of their commitment stands this statement: “The program is deeply committed to a creative, technical, realistic, and pluralistic approach to architecture; that is, a holistic attitude that deals with the different conditions and needs to prepare students to think out of the box, to be flexible and open to innovation and the need for subsequent integration in order to provide value to society.” Their studios are focused in dealing with current and contemporary community issues that impact the built environment allowing each student to understand history, construction, structures, urban planning, and technology as they are blended into a specific foundation that is modified to conform to each student personal skill sets and believes. Their approach is again driven by creating collaborative environments that then further enhanced by their hands on approach to problem solving. In addition to their faculty the program further interjects national and international visiting professors that further expands their global perspective.
- C. Professional Opportunity.** Considering that professional internship of architecture students, obligatory under Spanish law, and that this program has a requirement for a minimum of 12 ECTS (300 hours) of work-based experience, this program appears to have a strong foundation within the context of professional opportunities. In addition, counting with a large faculty component as stated in their document reaches an 80% of their academic staff work part time and are active, renowned, independent design professionals based in Madrid the program again has a strong foundation towards a healthy professional connection. Their professional opportunities are further subdivided into five areas of experience such as construction, urban planning, real estate, drawing, and design it further allows their students to understand the depth and breadth of the architect’s role in their community. Their current studio also mimics the working environment one will find and work under a traditional workplace. Added to the program commitment to engaging their programs with accreditation agencies like NAAB and RIBA, the program also participates in the ERAMUS exchange program a bilateral agreement with schools of architecture throughout Europe, as a strong aspect of their educational development. This program allows for international stays and collaborations with other European Academic Institution such as the annual master’s workshop in London, thus allowing their students to visit to the most prestigious studios in various countries within the EU. In addition the program has close ties to the Colegio Oficial de Arquitectos de Madrid (COAM), and Consejo Superior de Arquitectos de España (CSAE) which they consider critical to their educational program and is maintained by a “permanent dialogue, endorsed by a special agreement with the COAM, and is materialized in regular sessions and events at the COAM itself as well as shared courses and the inclusion of COAM members in the final degree project (TFG and TFM) committee”.
- D. Stewardship of the Environment.** Embedded within the program responsibility of providing their students with a strong commitment to the stewardship of the environment is felt. From their projects, courses, and community participatory projects, the students at the Universidad Europea de Madrid are exposed to a strong value system that will impact their career for years to come. Their students have the opportunity and the advantage to be influenced by two parallel degrees to the Master of Architecture. These two programs allowed for supplementing their basic architectural education by exposing and allowing their students to different perspectives and specializations, both the Master’s in Sustainable Architecture and Bioconstruction, Master’s in Ecological Transition or the Master’s in Sustainable Mobility are a benefit and an example of the programs interest

to be a steward of our environment. Additionally, the UEM research team - ELAN (Estrategias Locales Arquitectura y Naturaleza, (Local Strategies for Architecture and Nature) is just one more of the many facets that provides additional evidence that the program is invested in the school academic commitment to sustainability.

- E. Community and Social Responsibility. As stated in the programs PSER “the mission of the university, school and program places ethical, social and environmental commitment as a fundamental component in student training.” The program has a multi venue approach starting with focusing in exposing students to raise their awareness of diversity, inequality and ethical issues in our community. They are infused into their curriculum through studio projects critiques that include members of the community, and training students on ethical values and commitments. One of their unique programs in their program- Deontology and Values. Their involvement with community-based projects like the ARE pavilion in Cantabria, the NGO projects for orphans in Kenya, Projects in Peru, and projects in Senegal. Some of their community-based projects are being performed under the Club de Cooperación which is directly linked with the Diversity Unit of the Vice-Rectorate of Faculty & Research which in-turn is an essential complement to channel the concern of student’s engagements in order to partake in community-based action and get involved in society and its “hands-on” participation, while contributing to the architects-in-training component.

After reviewing the UEM responses as described in the PSER, the visiting team is of the opinion that this section does describes the Defining Perspectives requirements of the institution and thus complies with the 2019 NAAB Conditions for International Certification.

I.1.5 Long-Range Planning: An ICert degree program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institutional and program mission and culture. In addition, the program must describe its process for collecting data and using the data to inform its plan for continuous improvement.

[X] Described

2021 Analysis/Review of I.1.5: Even though the strategic plan for this institution is prescribed by Spanish Government, the school still maintains a three-tier long range plan.

1. Based on items discussions with Dr. Elena Gazapo, the university’s strategic plan typically focuses on the main strategic pillars (e.g., 1. Create value, 2. Simplify and 3. Profit growth). It promotes new resources and work formats (e.g., Digitalization as a driving force) and implements new tools for promoting and monitoring (e.g., cross-curricular skills through the new end-of-studies certification “Talent-UE”, substituting the previous LPA (Laureate Professional Assessment), and monitored by the PIEA).
2. The school’s strategic plan, on the other hand, outlines its own specific goals and stipulates the actions that should be implemented based on the following goals.
 - a. Positioning the school as a STEAM (Science, Technology, Engineering, Arts & Architecture, Mathematics) as a reference in Europe, for its PBL (Project-Based Learning) methodology.
 - b. Improve student satisfaction with the university experience (clubs, personal/professional relations, internships, professional career).
 - c. Improve the employability of our graduates by updating methodologies and procedures as the profession innovates (BIM, digital twins, simulations, management software, documentation, and visualization, etc.)
 - d. Positioning in innovation and sustainability: Organize, sponsor, or host at least one international/national event of acknowledged prestige in the field of innovative and/or sustainable design. Improve the academic level of the teaching staff regarding the percentage of professors with doctorates and accredited doctorates.
 - e. Improve English language skills in the faculty to increase the percentage of professors with a C1 or superior level of English.
 - f. Enhance the internationalization of the school, increasing number and quality of the international agreements and student mobility.

- g. Reach new collaboration agreements of certain relevance with a business or organization.
 - h. Improve new enrollments at the school and its contribution margin in the university.
3. In the Program Improvement Plans (bachelor's degree and master's degree), specific issues of the program are outlined, and improvement actions are defined, such as reinforcement of site visits (after COVID-19 pandemic), promote specific integration formats, intensify project reports. The implementation of the strategic plan in the architecture program is led by the Vice-Dean, the Program Manager, the Head of the Department, and assisted by the Program Coordinator.

The program multi-layer strategic plans provide a sound foundation for the program to thrive and improve its curriculum and educational model over the next accreditation cycle. After reviewing the UEM responses as described in the PSER, the visiting team is of the opinion that this section does describes the Long-Range Planning requirements of the institution and thus complies with the 2019 NAAB Conditions.

In conversations with Dr. Elena Gazapo, Dr. Alberto Sols, Dr. Adolfo Jordan, and Dr. Francisco Domouso the team was made aware that the institution and the school are focused on quality of education rather than quantity of students. They stressed their vision for a program of around 350 students over the current 193 that they currently have. The institution views the architecture program as the jewel of the institution.

I.1.6 Assessment:

A. Program Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multiyear objectives.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

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

[X] Described

2021 Analysis/Review of I.1.6:

According to the UEM, the university has an internal quality assurance system, SGIC. This system or program is based on the directives proposed by the Spanish National Agency for Quality Assurance and Accreditation (ANECA), that serves as a set of guidelines on the process and procedures for the entire university to ensure its proper operation and quality education.

Based on that program, the institution has various mechanisms for assessments and decision-making protocols that are established to ensure continuous improvement, assess compliance, and identify opportunities within the institution. As established by those protocols' diverse stakeholders, including faculty, school personnel, and students, are represented and involved in the committees and other units that are responsible for guiding self-assessment and improvement mechanisms at the university and school levels.

A high-level description of the results of the International Certification program assessments, including the various mechanisms established for continuous self-assessment, have been included in the exhibit submitted for our review. The document as provided also contains information on how the recent pandemic has

affected the curriculum and learning programs as a means for the institution to develop and modify their assessment program.

After reviewing the UEM responses as described in the PSER, the visiting team is of the opinion that this section does describes the Assessment requirements of the institution and thus complies with the 2019 NAAB Conditions for International Certification.

Part One (I): Section 2—Resources

I.2.1 Human Resources and Human Resource Development: The program must demonstrate that it has appropriate human resources to support student learning and achievement. This includes full- and part-time instructional faculty; administrative leadership; and technical, administrative, and other support staff.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2021 Team Assessment of I.2.1:

As provided in the school's PSER, links to faculty resumes and research documents were accessible to the visiting team, and such information was then verified in our discussions during our various scheduled virtual visits. The UEM has demonstrated that it has the appropriate resources to support and promote student learning and achievement. The faculty is under a pedagogy and mission of tuition (teaching), research and academic management are at the center of their expected educational performance.

Tuition, a term that the UEM uses for the teaching aspects of the faculty activities involve development and preparing instruction work, classroom/studio time, student advising, peer sessions with other faculty, and extracurricular activities. Faculty research is encouraged and supported by internal funding by UEM for projects within the University, as well as external projects awarded to the faculty through external funding including competitions. Academic scholarships and academic sabbaticals are available for faculty as a means towards their development. Opportunities for Academic management involving leadership positions for faculty within the department and University are available for those faculty members who wish to be involved in the management of the program. These positions include student recruitment, curriculum management, outreach seminars, program promotion, and new initiatives for academic and quality improvements.

The objectives and evaluations of these faculty responsibilities were noted, which include formal reviews by the Dean or Head of Architecture at the start, mid-term, and end of each academic year.

After reviewing the UEM responses as described in the PSER, the visiting team is of the opinion that this section does demonstrates the Human Resources and Human Resource Development requirements of the institution and thus complies with the 2019 NAAB Conditions for International Certification.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited to, the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information 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, for example, if online course delivery is employed to complement or supplement on-site learning, then the program must describe the effect (if any) that online, on-site, or hybrid formats have on digital and physical resources.

[X] Demonstrated

2021 Team Assessment of I.2.2: Facilities at the university are designed to enhance and adapt to the learning culture at UEM. The studio spaces are flexible and located near exhibition space for student work and a variety of teaching formats. Students are offered a variety of spaces to work, including the "BOLERA" which is a communal studio space where students and faculty can collaborate outside of class. The bolero is centrally located, giving the program and the student's work high visibility and access to campus amenities such as the library and cafeteria. The latest in digital technologies and fabrication are provided through the FabLab, a member of the MIT FabLab network. The lab creates a space where students can use technologies such as plotters, 3D printers, laser cutters, and CNC machines as part of their studio work. In addition to the digital machines, the UEM has also space allotted for hand and table tools to compliment the students learning experience. Their FabLab has recently been expanded to include the addition of a new CNC machine and to offer training for FabAcademy. Currently the FabLab is staffed with three student assistants to ensure that the students of the Architecture, Engineering, and Design programs have full time access to their facilities.

In addition to the FabLab, the UEM provides the students the opportunity to use a material and testing laboratory with a wind tunnel, equipment for destructive testing and compressive testing, metering devices (such as thermographic camera and luxmeters), microscopes, kiln, to name a few key pieces of equipment the students can utilize during their program. Adjacent to the materials and testing laboratory the UEM provides a workshop for sculpture, manufacturing prototypes, woodcutting, plaster, ceramics, etc. There are also three robots in the adjoining lab. A second workshop allows for the production, prototyping, and manipulation of metal, wood, plaster, and plastic through hand and table tools. The XR Lab is in adjacent building, which gives students access to advanced technology in AR/VR as well as research.

Since the previous certification visit the University has added a few additional labs. A new "XR lab" has been created as well as a new research space for the AirLab has been installed. A new space called The Design Hub has also been created that offers a multi-functional space for presentations, master classes, or group activities. Students and faculty have access to seven fully equipped computer labs. The faculty are assigned teaching/staff offices that are central to the student's studios configured in an open studio layout that provides them with individual workstations and meeting tables to facilitate faculty collaboration. Next to the offices, there is a specific meeting room to be used for tutorials.

After reviewing the UEM responses as described in the PSER through their Facility Video, the visiting team is of the opinion that this section does demonstrates the Physical Resources requirements of the institution and thus complies with the 2019 NAAB Conditions for International Certification.



Image from the UEM Institution provided facility video tour

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Demonstrated

2021 Team Assessment of I.2.3:

The UEM and the Architecture School provided the consolidated accounts for 2019-2020 and 2018-1018, demonstrating healthy financial resources and implemented measures to maintain a steady enrollment growth in enrollment in the upcoming years. In 2020 academic year some of the planned expenses by the program and the university had to be shifted to adapt to the impact of the COVID-19 pandemic with significant enhancements of the IT Infrastructure and equipment to be able to provide flexible learning resources for students and faculty. Our team was advised by the leadership of the institution that they normally have a five-year budget cycle but since the start of the COVID-19 pandemic they have converted their program into a three-year planning cycle.

Initial enrollment estimates, previously impacted by the economic depression of 2009, have been steadily growing since the 2018/2019 academic year. The school attracts students through grants and the expansion of postgraduate academic offers.

No significant changes to the funding models have been reported since the last NAAB visit. Expenses in facilities and reconfiguration of expenses were detailed.

After reviewing the UEM responses as described in the PSER, the visiting team is of the opinion that this section does demonstrates the Financial Resources requirements of the institution and thus complies with the 2019 NAAB Conditions for International Certification.

I.2.4 Information 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 the field of 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.

[X] Demonstrated

2021 Team Assessment of I.2.4:

As described in the PSER, the provided facilities video of the CRAI Library, links to numerous informational resources and publications, and verified in our discussions with students and faculty during our virtual visit, the school has demonstrated access to visual and digital Informational Resources to support student learning and achievement.

The CRAI Library is centrally located on campus, accessible, and provides a variety of work and study areas in addition to the academic collection of 21,000 printed books, periodicals, 49,000 e-books and 6000 digital periodicals. A digital resources library is also available 24/365 from any student or faculty computer connected to the University internet.

The CRAI Library has support staff available to students and faculty for assistance with of individual and group research, training, and advice.

After reviewing the UEM responses as described in the PSER, the visiting team is of the opinion that this section does demonstrates the Informational Resources requirements of the institution and thus complies with the 2019 NAAB Conditions for International Certification.

I.2.5 Administrative Structure and Governance

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

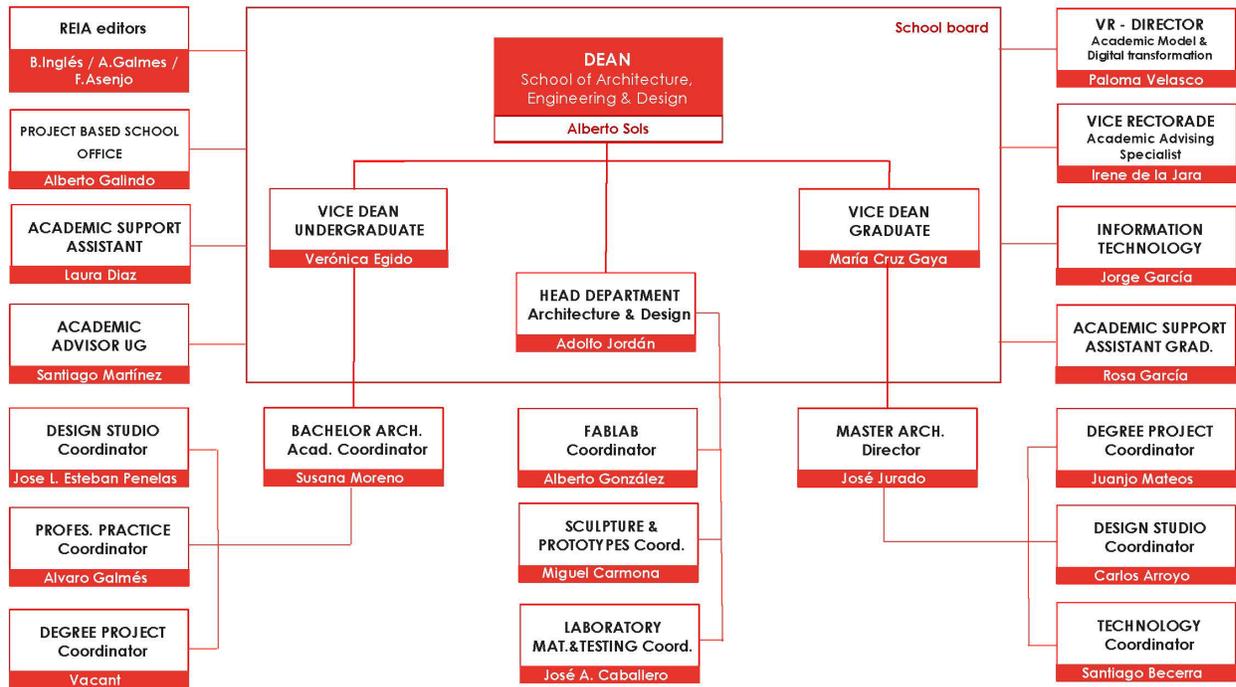
[X] Demonstrated

2021 Team Assessment of I.2.5: When it comes to the Administrative Structure, the Universidad Europea de Madrid provided within the PSER multiple organizational charts that illustrated the diverse and layered aspects of their administrative structure. Starting from at the most senior management level and those teams that are responsible for the different academic levels. Under the illustrated structure then management moves down to the Rectors level, the Vice-Rectors level, and then to the Dean of the Architecture, Engineering & Design level in the system. In turn the Dean has a further breakdown of the architecture leadership and their unique roles. This structure provided opportunities for further involvement in the program governance. The professors have distinctive roles that allows them hands on involvement that allows for participation in school management. In addition, one must consider that under Spanish Law and the new current European Union guidelines for academic programs are more prescriptive than the United States is.

Concerning the Governance of the program, the PSER and additional information provided provides a clear view opportunity for the faculty, staff, and students to be engaged in the governance of the program. The organizational chart provided by the program provides a clear pathway for opportunities extended to every member of the program to contribute. At the start of our visit the NAAB team was advised of the recent appointment of Dr. Francisco Domouso as the new vice dean for Architecture and Design to augment the existing leadership.

After reviewing the UEM responses as described in the PSER, the visiting team is of the opinion that this section does demonstrate the Administrative Structure and Governance requirements of the institution and thus complies with the 2019 NAAB Conditions for International Certification.

Universidad Europea de Madrid Organizational Chart



Document provided by the institution prior to the appointment of Dr. Francisco Domouso as vice dean for Architecture & Design programs.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

This part has four sections that address the following:

- **STUDENT PERFORMANCE.** This section includes the Student Performance Criteria (SPC). Internationally certified degree programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this part. Compliance will be evaluated through the review of student work.
- **CURRICULAR FRAMEWORK.** This section addresses institutional quality assurance and national authorization, credit hour requirements, general education, and access to optional studies.
- **EVALUATION OF PREPARATORY EDUCATION.** The NAAB recognizes that students entering a professional degree program from a preprofessional program and those entering from a non-preprofessional degree program have different needs, aptitudes, and knowledge bases. In this section, programs are required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences at other institutions have indeed been met.
- **PUBLIC INFORMATION.** The NAAB expects internationally certified degree programs to provide information to the public about International Certification activities and the relationship between the program and the NAAB, admissions and advising, and career information.

Programs demonstrate their compliance with Part Two in four ways:

- A narrative report that briefly responds to each request to “describe, document, or demonstrate.”
- A review of evidence, artifacts, and observations by the visiting team, as well as through interviews conducted during the visit.
- A review of student work that demonstrates student achievement of the SPC at the required level of learning.
- A review of websites, URLs, and other electronic materials.



Image from the UEM Institution provided facility video tour

Part II, Section 1: Student Performance—Education Realms and Student Performance Criteria

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Instructions to the team:

1. *When an SPC is MET, the team is required to identify the course or courses where evidence of student accomplishment was found.*
2. *If an SPC is NOT MET, the team must include a narrative that indicates the reasoning behind the team's assessment.*
3. *After completing the VTR, the team must prepare an SPC matrix (using a blank matrix provided by the program) that identifies the courses in which the team found the evidence of student achievement. The team's matrix is to be appended to the VTR as Appendix 2.*

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1 Professional Communication Skills: Ability to write and speak effectively and use appropriate representational media for both, within the profession and with the public.

[X] Not Met

2021 Team Assessment of A.1: Evidence of student (written) achievement at the prescribed level was found in student work prepared for 508 Graduation Project (bachelor's degree) and 603 Graduation Project (Master's degree).

Due to the nature of a virtual visit, with no video or audio evidence provided, and a minimal student attendance at the scheduled student meetings this team was unable to find consistent evidence of the student's ability to speak effectively.

A.2 Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

[X] Met

2021 Team Assessment of A.2: Evidence of student achievement at the prescribed level was found in student work prepared for 204. Drawing Workshop III, 504 Design Workshop G7, and 601 Design Workshop M1 master's degree.

A.3 Investigative Skills: *Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.*

[X] Met

2021 Team Assessment of A.3: Evidence of student achievement at the prescribed level was found in student work prepared for 203 Art and Architecture of the 20th and 21st Centuries, 403 History of Art and Architecture II, and 505 Graphic Expression R&D. Additional courses such as 508 Graduation Project and Graduation Project (master's degree) also show evidence of investigative abilities.

A.4 Architectural Design Skills: *Ability to effectively use basic formal, organizational, and environmental principles, and the capacity of each to inform two- and three-dimensional design.*

[X] Met

2021 Team Assessment of A.4: Evidence of student achievement at the prescribed level was found in student work prepared for courses: 504 Design Workshop G7, Design Workshop M1 master's degree, and Graduation Project master's degree.

A.5 Ordering Systems: *Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.*

[X] Met

2021 Team Assessment of A.5: Evidence of student achievement at the prescribed level was found in student work prepared for 204 – Drawing Workshop III and 505 – Graphic Expression R&D.

A.6 Use of Precedents: *Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.*

[X] Met

2021 Team Assessment of A.6: Evidence of student achievement at the prescribed level was found in student work prepared for 204 – Drawing Workshop III, 308 – History of Art and Architecture I, and Design Workshop M1. Additional evidence was found in the work documented in 303 Urban Planning and 508 Spring Graduation Project bachelor's degree.

A.7 History and Culture: *Understanding of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, and technological factors.*

[X] Met

2021 Team Assessment of A.7: Evidence of student achievement at the prescribed level was found in student work prepared for 308 History of Art and Architecture I and 403 History of Art and Architecture II.

A.8 Cultural Diversity and Social Equity: *Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.*

[X] Met

2021 Team Assessment of A.8: Evidence of student achievement at the prescribed level was found in student work prepared for 208 Urban Areas and Sustainable Design, 503 Sustainability in Building Environments, and the work presented for 508 Graduation project and Graduation project (master's degree), although the depth varies depending on the research subject in the latter.

Realm A. General Team Commentary: After careful review of the digital documentation provided by the University the visiting team found that the student projects provide quite ample evidence to indicate the quality of education that the architecture program delivers to its students. The areas where students excelled included design thinking and investigative skills. Understanding the prescribed curricular framework and the unique teaching approach, this program provides a solid foundation to the practice of architecture.

Realm B: Building Practices, Technical Skills and Knowledge: Graduates from internationally certified degree program must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

B.1 Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] Met

2021 Team Assessment of B.1: Evidence of student achievement at the prescribed level was found in student work prepared for 603 Graduation Project master's degree and additional supporting information was also found on 508 Spring Graduation Project bachelor's degree.

B.2 Site Design: *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.

[X] Met

2021 Team Assessment of B.2: Evidence of student achievement at the prescribed level was found in student work prepared for 208 Urban Areas and Sustainable Design, 504 Design Workshop G7 and 603 Graduation Project (master's degree).

B.3 Codes and Regulations: *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of local life-safety and accessibility standards.

[X] Met

2021 Team Assessment of B.3: Evidence of student achievement at the prescribed level was found in student work prepared for 307 Structural Dimensioning, 408 Deontology and Values, 506 Technology Project Workshop, and Technology Projects Workshop M1.

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

[X] Met

2021 Team Assessment of B.4: Evidence of student achievement at the prescribed level was found in student work prepared for 301 – Building Facilities and 506 – Technology Project Workshop.

B.5 Structural Systems: *Ability to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.*

[X] Met

2021 Team Assessment of B.5: Evidence of student achievement at the prescribed level was found in student work prepared 306 Construction II Structures, 307 Structural Dimensioning, 407 Structural Design and Foundations, and 603 Graduation project (master's degree).

B.6 Environmental Systems: *Ability to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.*

[X] Met

2021 Team Assessment of B.6: Evidence of student achievement at the prescribed level was found in student work prepared for 406 Technical Systems, 506 Technology Project Workshop, and Technology Projects Workshop M1.

B.7 Building Envelope Systems and Assemblies: *Understanding of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.*

[X] Met

2021 Team Assessment of B.7: Evidence of student achievement at the prescribed level was found in student work prepared for courses 402 Construction IV Envelope Systems, 506 Technology Projects Workshop, and Graduation Project master's degree.

B.8 Building Materials and Assemblies: *Understanding of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.*

[X] Met – with Distinction

2021 Team Assessment of B.8: Evidence of student achievement at the prescribed level was found in student work prepared for 201 – Construction II Materials and 506 – Technology Project Workshop.

Refer to Appendix 1: Conditions Met with Distinction

B.9 Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

[X] Met

2021 Team Assessment of B.9: Evidence of student achievement at the prescribed level was found in student work prepared for 206 Conditioning Techniques, 301 Building Facilities, 506 Technology Project Workshop.

B.10 Financial Considerations: *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Not Met

2021 Team Assessment of B.10: Evidence of all the student achievement considerations at the prescribed level was not found in student work prepared for 407 Structural Design and Foundations, 408 Deontology and Values, and 506 Technology Project Workshop. Particularly lacking was project financing methods and feasibility, construction scheduling, and life-cycle costs.

Realm B. General Team Commentary: The active participation of local professionals in the studios is a welcome asset to the architecture program and to the outcomes their students deliver. After reviewing the work associated with this realm and recognizing the program emphasis on technology, building systems, and structure the team is able to recognize the student's ability towards integration of materials, construction technologies, and building assemblies.

Realm C: Integrated Architectural Solutions.

Graduates from internationally certified degree program must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations for this realm include

- Comprehending the importance of research pursuits to inform the design process.
- Evaluating options and reconciling the implications of design decisions across systems and scales.
- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Knowing societal and professional responsibilities

The internationally certified degree program must demonstrate that each graduate possesses skills in the following areas:

C.1 Research: *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

[X] Met – with distinction

2021 Team Assessment of C.1: Evidence of student achievement at the prescribed level was found in student work prepared for 508 – Graduation Project.

Refer to Appendix 1: Conditions Met with Distinction

C.2 Integrated Evaluations and Decision-Making Design Process: *Ability to demonstrate the skills associated with making integrated decisions across multiple 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.*

[X] Met – with distinction

2021 Team Assessment of C.2 Evidence of student achievement at the prescribed level was found in student work prepared for courses 303 Urban Planning, 406 Technical Systems, and 602 Design Workshop M1 master's degree.

Refer to Appendix 1: Conditions Met with Distinction

C.3 Integrative Design: *Ability to make design decisions within a complex architecture project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.*

[X] Met – with distinction

2021 Team Assessment of C.3: Evidence of student achievement at the prescribed level was found in student work prepared for 506 Technology Project Workshop, 601 Technology Projects Workshop M1 (master's degree) and 603 Graduation projects (master's degree).

Refer to Appendix 1: Conditions Met with Distinction

Realm C. General Team Commentary: After careful review of the student work and upon discussion with the faculty and students during the video conferences the Universidad Europea de Madrid has a strong handle on how to educate their students on how to build a strong professional foundation. These are the core values of this student performance criteria. The students' abilities are well documented within the student work, and it did allow the visiting team to get a strong understanding on the student's capabilities for integrating all aspects one finds within the design process. This realm is the strongest set of student work that this program has used to demonstrate their compliance to the 2019 NAAB Criteria with distinction.

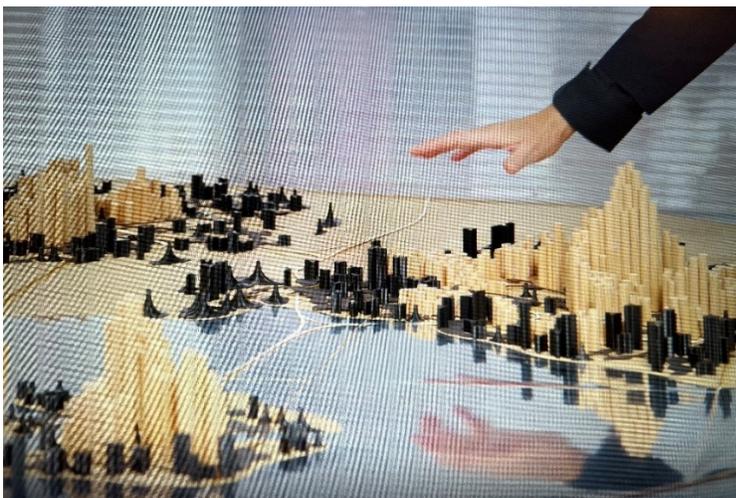


Image from the UEM Institution provided facility video tour

Realm D: Professional Practice.

Graduates from internationally certified degree program must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

The internationally certified degree program must demonstrate that each graduate possesses skills in the following areas:

D.1 Stakeholder Roles in Architecture: *Understanding* of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect’s role to reconcile stakeholder needs.

[X] Met

2021 Team Assessment of D.1: Evidence of student achievement at the prescribed level was found in student work prepared for 301 Business Management and 408 Deontology and values.

D.2 Project Management: *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

[X] Not Met

2021 Team Assessment of D.2: Evidence of student achievement at the prescribed level was not found in student work prepared for 408 Deontology and values.

D.3 Business Practices: *Understanding* of the basic principles of a firm’s business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

[X] Met

2021 Team Assessment of D.3: Evidence of student achievement at the prescribed level was found in student work prepared for 302 Business Management.

D.4 Legal Responsibilities: *Understanding* of the architect’s responsibility to the public and the client as determined by local regulations and legal considerations involving the practice of architecture and professional service contracts.

[X] Met

2021 Team Assessment D.4: Evidence of student achievement at the prescribed level partially found in student work prepared for 408 Deontology and Values. Additional supporting evidence was found in the student work prepared for 603 Graduation Project master’s degree and 508 Spring Graduation Project bachelor’s degree.

D.5 Professional Conduct: *Understanding of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of local rules of conduct and ethical practice.*

[X] Met

2021 Team Assessment D.5: Evidence of student achievement at the prescribed level was found in student work prepared for 408 Deontology and values.

Realm D. General Team Commentary: The visiting team carefully reviewed this criterium as most of the burden of compliance relies on the work submitted in course 408 Deontology and Values. The course, projects, and assignments demonstrate that students were introduced to issues and challenges that provide them with sufficient exposure to all the requirements of Realm D. Critical aspects usually found within the Project Management Student Performance Criteria were validated through our conversations with faculty and students. Simultaneously the overall content of the project management criteria was not found when compared between the role of the architect in Spain to the United States. The inclusion of alumni, consultants, and adjunct faculty throughout their education in this and other courses allows for the students to receive a balanced exposure to critical aspects of the architecture profession.

Part II, Section 2: Curricular Framework

II.2.1 National Authorization and Institutional Quality Assurance: The institution offering the internationally certified degree program must be or be part of an institution that has been duly authorized to offer higher education in the country in which it is located. Such authorization may come from a government ministry or other type of agency.

The institution must have explicit, written permission from all applicable national education authorities in that program's country or region. At least one of the agencies granting permission must have a system of institutional quality assurance and review which the institution is subject to, and which includes periodic evaluation.

[X] Met

2021 Team Assessment of II.2.1: Based on documents provided in the PSER and with verbal confirmation with various individuals we met with, the UEM complies with this criterium. The University is under the oversight of the Ministerio de Educacion, Cultura y Deporte. And certified under the Royal Decree 1393/2007, 29 October, which legislates the organization and planning of official university education, establishes the monitoring procedures for official bachelor's and master's degrees through an evaluation process that guarantees the quality of the Spanish university system. Additionally, the accreditation of the program also complies "with the directives and lines of action agreed for this process within the framework of the Spanish Network of University Quality Assurance Agencies (REACU), and the criteria and directives that assure quality in accordance with the EEES (EHEA), as well as the Salzburg principles and recommendations for doctoral studies". Quality assurance is provided under the stewardship of the "Fundación para el Conocimiento madrid", recognized and integrated into the European Union bodies of quality assurance, the European Association for Quality Assurance in Higher Education (ENQA) and the European Quality Assurance Register for Higher Education (EQAR).

II.2.2 Professional Degrees and Curriculum:

For International Certification, the NAAB requires degree programs in architecture to demonstrate that the program is comparable in all significant aspects to a program offered by a U.S. institution. Further, the program must demonstrate that the degree awarded at the conclusion of this program of study entitles the graduate to practice architecture in his/her home country, subject to meeting any requirements for experience and/or examination. Internationally Certified degree programs must include (or otherwise acknowledge) general studies, professional studies, and electives.

Curricular requirements are defined as follows:

- **General Studies.** A professional degree program must include general studies in the arts, humanities, and sciences, either as an admission requirement or as part of the curriculum. It must ensure that students have the prerequisite general studies to undertake professional studies. The curriculum leading to the architecture degree must include a course of study comparable to 1.5 years of study or 30% of the total number of credits for an undergraduate degree. These courses must be outside architectural studies either as general studies or as electives with content other than architecture.

Nota Bene: If this education is acquired prior to university-level education, the program must describe the system for general studies education in the local context, and how it is substantially equivalent to the requirement stated above.

- **Professional Studies.** The core of a professional degree program consists of the required courses that satisfy the NAAB Student Performance Criteria (SPC). The professional degree program has the discretion to require additional courses including electives to address its mission or institutional context.

- **Electives.** A professional degree program must allow students to pursue their special interests. The curriculum must be flexible enough to allow students to complete minors or develop areas of concentration, inside or outside the program.

[X] Met

2021 Team Assessment of II.2.2:

Although the two programs do not align precisely with the NAAB's requirements, all significant aspects are substantially equivalent and met.

General studies credits covered in the bachelor's degree through elective or required courses are complemented by general education provided at the tertiary school level required for admission. Completion of a bachelor's degree in Fundamentals of Architecture is a prerequisite to the master's degree.

The professional courses offered satisfy NAAB's Student Performance Criteria as well as requirements established by the Spanish Education Ministry for architecture studies. The same conditions impact the number of electives offered in both programs—allowing students less flexibility than a typical NAAB-accredited program. However, students can pursue and develop specific areas of interest through participation in a combination of electives, dual degree program options, and off-campus workshops and seminars, many of which include domestic and international travel and collaboration with other universities.

Part II, Section 3: Evaluation of Preparatory Education

The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or preprofessional education of individuals admitted to the ICert degree program.

- Programs must document their processes for evaluating a student's prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.
- In the event a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist.

[X] Demonstrated

2021 Team Assessment: During our video visit with the Dean Professor Alberto Sols, he described in detail the process that program undergoes when a transfer student is accepted into the program. Beginning with fact that all curriculum within Spain must comply with the government prescribed mandates, and in addition it must comply the Bologna Accord to comply with the European Union Guidelines. When a student is accepted into the program, the advisors and counselors review the student's credits, course work, and all accompanying document to review their compliance to the UEM curriculum. The student is then advised of which course accepted and what academic level they will be enrolled at.

Additionally, in our discussion with Professor Adolfo Jordan and Professor Francisco Domouso recently appointed as Vice Dean for the Bachelor's degree in Architecture we were also described the same process.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, the following conditions require all ICert degree programs to make certain information publicly available online.

II.4.1 Statement on International Certification of Degrees: In order to promote an understanding of the internationally certified degree by prospective students, parents, and the public, all schools offering the certified degree program must include in catalogs and promotional media the *exact language* found in the *Conditions for NAAB International Certification*, Appendix 6.

[X] Met

2021 Team Assessment of II.4.1: This statement follows NAAB requirements. The following links were provided to the team for our review and verification:

<https://universidadeuropea.com/en/degree-fundamentals-architecture-madrid/>

<https://universidadeuropea.com/en/master-degree-architecture-madrid/>

II.4.2 Access to Conditions and Procedures for NAAB International Certification: In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available online and accessible by all students, parents, and faculty:

- *2019 Conditions for NAAB International Certification*
- *Procedures for NAAB International Certification* (edition currently in effect)

[X] Met

2021 Team Assessment of II.4.2: As provided in the school's SER, web links to the NAAB Conditions and Procedures for International Certification are available and direct students, parents, and others to the appropriate NAAB documents.

II.4.3 Access to Career Development Information: In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of internationally certified degree programs, the program must make appropriate resources related to a career in architecture available to all students, parents, staff, and faculty.

[X] Met

2021 Team Assessment of II.4.3:

The school's website provides a high-level overview of career opportunities available to students after graduation, employability, and access to licensure in Spain. The information is openly available in English and Spanish to students and their parents, as well as anyone visiting the site. Furthermore, the school's Professional Careers and Employability Unit offers personalized career guidance services to students and alumni and training and networking events.

The was some inaccurate information found on the website. The school's website indicates that the NAAB certification "allows students to practice the profession in the US..."

II.4.4 Public Access to Program Self-Evaluation Reports and Visiting Team Reports: In order to promote transparency in the process of International Certification in architecture education, the program is required to make the following documents available to the public:

- Most recent decision letter from the NAAB (received after the last visit)
- The most recent Program Self-Evaluation¹ Report (formerly titled the Architecture Program Report)
- The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are required to make these documents available electronically from their websites.

[X] Met

2021 Team Assessment of II.4.4: This Self-Evaluation Report and Visiting Teams Reports were outlined as required by NAAB. The following links were provided to the team for our review and verification:

The final NAAB resolution letter:

https://universidadeuropea.com/documents/1716/383_UEM_SE_ltr.pdf

Program Self-Evaluation Report / APR

https://universidadeuropea.com/resources/media/documents/Program_Self-Evaluation_2014.pdf

The final report:

https://universidadeuropea.com/documents/1717/384_UEM_VTR_SEv3_final.pdf

II.4.5. Admissions and Advising: The program must publicly document all policies and procedures that govern how applicants to the program being reviewed for International Certification are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and from outside the institution.

This documentation must include the following:

- Application forms and instructions
- Admissions requirements, admissions decisions procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing
- Forms and a description of the process for the evaluation of degree content
- Requirements and forms for applying for financial aid and scholarships
- Student diversity initiatives

[X] Met

2021 Team Assessment of II.4.5: As described in the PSER, web links to application forms with instructions; admission requirements and admissions process; financial aid opportunities; and students social equity initiatives are available to potential students and their parents.

¹ This is understood to be the Program Self-Evaluation Report from the previous visit (if applicable), not the Program Self-Evaluation for the visit currently in process.

Based on discussion with the faculty, counselors, and the school administration transfer students work is evaluated in accordance with both Ministry of Education regulations and content to ensure the work is equivalent to their own educational offerings.



Image from the UEM Institution provided facility video tour. Equipment utilized for their material testing and research laboratory.

Appendix 1: Conditions Met with Distinction

B.8 Building Materials and Assemblies:

The visiting team found that the work under this criterium as represented in their course 201 – Construction II Materials and 506 – Technology Project Workshop illustrated their student's compliance and abilities. In addition, the team found that the work presented throughout the entire program provided their students a strong avenue to illustrate their understanding on how buildings are assembled, how materials impact the design and its outcomes, and how building will impact their users. Their overall commitment to social equity, environmental and social sustainability is also a clear example of their commitment to understanding how building engage and behave in their context. The students understanding was exemplary and exceptional.

C.1 Research:

The visiting team found that the work under this criterium as represented in their courses 303 Urban Planning, 406 Technical Systems, and 602 Design Workshop M1 master's degree not only illustrated their student's compliance and abilities but it displayed a high level of depth into their research methodologies. In addition, the team found that the students had been provided throughout their academic formation an excellent foundation into the skills, processes, and inquiry one needs to have in order to perform an in research with depth and quality. The students understanding was outstanding and excellent.

C.2 Integrated Evaluations and Decision-Making Design Process

The visiting team found that the work under this criterium as represented in their course 508 Graduation Project illustrated their student's compliance and abilities. In addition, the team found that the work presented throughout the entire program provided their students a strong foundation in all aspects of research prior the commencement of a project as well as their ability to define and evaluate precedents for their impact to the design process and the issues at hand. The team also felt that their documentation was clear and extremely comprehensive. The student's ability was outstanding and exceptional.

C.3 Integrative Design:

The visiting team found that the work under this criterium as represented in their courses 506 Technology Project Workshop, 601 Technology Projects Workshop M1 (master's degree) and 603 Graduation projects (Master's degree) illustrated their student's compliance and abilities. The team felt that due to the thoroughness of the student work in 506 Technology Project Workshop and 601 Technology Projects Workshop M1 there is a high level of integrated design through the building systems, structure, planning, codes, analysis, exterior envelope, and assemblies. Documentation of their skills is clear and comprehensive. This is evident in the final 603 Graduation project (master's) where additional programmatic and design imagery complete the integrative effort. The student's ability was outstanding and exceptional.

Appendix 2: Team SPC Matrix

The program is required to provide the team with a blank matrix that identifies courses by number and title on the y axis and the NAAB SPC on the x axis. This matrix is to be completed in Excel and converted to Adobe PDF and then added to the final VTR

The team is required to complete an SPC matrix that identifies the course(s) in which student work demonstrated the program's compliance with Part II, Section 1.

NAAB Student Performance Criteria. Bachelor's & Master's Degree in Fundamentals of Architecture courses	A.1. Professional Communication Skills	A.2. Design Thinking Skills	A.3. Investigative Skills	A.4. Architectural Design Skills	A.5. Ordering Systems	A.6. Use of Precedents	A.7. History and Global culture	A.8. Cultural Diversity & Social equity	B.1. Pre-Design	B.2. Site Design	B.3. Codes & Regulations	B.4. Technical documentation	B.5. Structural Systems	B.6. Environmental Systems	B.7. Building Envelope Systems & assemblies	B.8. Building Materials & Assemblies	B.9. Building Service Systems	B.10. Financial considerations	C.1. Research	C.2. Integrated Evaluations and Decision-making Design Process	C.3. Integrative Design	D.1. Stakeholder Roles in Architecture. Client Role in Architecture.	D.2. Project management	D.3. Business Practices	D.4. Legal Responsibilities	D.5. Professional conduct	
	Understanding or Ability >>>>	A	A	A	A	A	U	U	A	A	A	A	A	A	U	U	U	U	U	A	A	U	U	U	U	U	
201-CONSTRUCTION II. MATERIALS																											
203-ART AND ARCHITECTURE OF THE 20TH AND 21ST CENTURIES																											
204-DRAWING WORKSHOP III																											
206-CONDITIONING TECHNIQUES																											
208-URBAN AREAS AND SUSTAINABLE DESIGN																											
301-BUILDING FACILITIES																											
302-BUSSINESS MANAGEMENT																											
303-URBAN PLANNING																											
306-CONSTRUCTION III. STRUCTURES																											
307-STRUCTURAL DIMENSIONING																											
308-HISTORY OF ART AND ARCHITECTURE I																											
402-CONSTRUCTION IV. ENVELOPE SYSTEMS																											
403-HISTORY OF ART AND ARCHITECTURE II																											
406-TECHNICAL SYSTEMS																											
407-STRUCTURAL DESIGN AND FOUNDATIONS																											
408-DEONTOLOGY AND VALUES																											
503-SUSTAINABILITY IN BUILDING ENVIROMENTS																											
504-DESIGN WORKSHOP G7																											
505-GRAPHIC EXPRESSION R&D																											
506-TECHNOLOGY PROJECT WORKSHOP																											
507-LAND AND LANDSCAPE WORKSHOP																											
508-GRADUATION PROJECT (Bachelor's Degree)																											
Master's Degree:																											
Technology projects workshop M1 (Master's degree)																											
Design worshop M1 (Master's degree)																											
Graduation project (Master's Degree)																											
Complete Documntation Found per PSER																											
Limited Documntation Found per PSER																											
No Documntation Found per PSER																											
Additional Documentation																											

Appendix 3: Visiting Team Roster

Team chair

Professor Néstor Infanzón, FAIA, LEED AP BD+C, EDAC, NCARB, RID
Professor of the Practice
Prairie View A&M University
School of Architecture,
Prairie View, Texas

Team Member

Paul G. May, AIA, LEED AP
Principal
Miller Dunwiddie
Minneapolis, Minnesota

Team Member

Nicole Becker, AIA, LEED AP BD+C
Architect
ZGF Architects
Portland, Oregon

Team Member

Patricia N. Ramallo, AIA, NCARB, CAE, LEED AP BD+C & HOMES
Adjunct Faculty Instructor, Professional Practice
Boston Architectural College
Boston, Massachusetts

Facilitator

Pablo Olalquiaga Bescós, Dr. Arquitecto
Director - Olalquiaga Arquitectos
Grijalba, 18 28006
Madrid, Spain

Report Signatures

Submitted by



Nestor Infanzon, FAIA, *team chair*



Paul G May, AIA, *team member*



Nicole Becker, AIA, *team member*



Patricia N Ramallo, AIA, NCARB, *team member*