

Visiting Team Report

University : University of Seoul

Date: November 12~15, 2006

Team Chair : Sang-Jun Lee

(Signature)



Korea Architectural Accrediting Board

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Visiting Team Report

I. Summary of Team Findings

1. Team Comments

The team sincerely appreciated the extensive effort by the Department of Architecture at the University of Seoul as it was one of only three schools of architecture to be selected for the initial accreditation visits by the Korean Architectural Accrediting Board. The Academic program Review and the Exhibition of Student work were exceptionally well done.

The team sincerely appreciated the timely and comprehensive response of the faculty to the additional request for information, student records and exhibits of student work to clarify critical points of discussion. This was accomplished at the highest levels of professionalism and demonstrated the commitment of the faculty to the continued development of the program and their students.

The team wants to express its sincere appreciation for the hospitality demonstrated and the critical discussions generated by the, students, faculty, administration and the President of the University of Seoul. It is in this same spirit of continued development and intensive critique that the KAAB team offers the following observations and evaluation in the pursuit of excellence in architectural education.

2. Conditions/Criteria Well Met

The Department of Architecture has an exceptionally well qualified faculty that come from diverse intellectual backgrounds and positions that contribute to their collective ability to engage the full discourse of architectural education.

The students were totally and heartily engaged in the KAAB meetings and clearly understood the importance of the accreditation process to the continued development of their education and chosen profession.

The President of the University demonstrated an exceptional understanding of the profession of architecture and its critical contributions to the central mission of the University of Seoul to serve the world class city of Seoul and its urban environment.

3. Conditions/Criteria Not Met

The criteria “not met” as evaluated by the KAAB team are:

Criteria #20- “Ability in assessment and selection of materials, building components, building systems, and structure systems in integral building design”.

Criteria #37- “Understanding of architects” comprehensive roles in project initiation, design development to contract administration, including leadership in coordination of allied disciplines, construction supervision, post occupancy evaluation and facility management”.

4. Causes of Concern

The KAAB team expresses a concern that there is a need to focus on the integration of all support coursework into a fully integrated sequence within the design studios in order to maximize the quality of the architectural design process.

There is a need to provide additional faculty and staff in order to support the many activities of the program and to permit the full development of the identity of the program with its central mission of focus on the issues of the urban condition. It is therefore suggested that the program take more aggressive initiatives in joint efforts with the University’s strong urban studies and landscape program.

There was a concern that the evaluation was conducted during the first year of the new five year program and that the full development of all student work is still in progress.

There is a concern that there is a need for additional full-time faculty and more comprehensive sequence in teaching Professional Practice.

II. Compliance with the Conditions for Accreditation

Note: Criteria for evaluation of following clauses are further described in Chapter 2 of the KAAB Conditions & Procedures 2005.

1. Program Response to the KAAB Perspectives

The VTR must address visiting team’s assessment on the program’s response and its progress to the KAAB’s 5 major Perspectives on Architectural Education.

1.1 Architecture Education and the Institution

The program must both benefit from and contribute to its institutional context.

(Comment)

The Department of Architecture is well positioned within the University of Seoul and has been a major contributor to the development of the University and to its mission of serving the development of Seoul and the Korea through the efforts of its students, faculty and alumni.	Met	Not Met
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

There is an even greater and unique opportunity to expand this critical role in the development of Seoul through the collaboration and integration of the numerous environmental, planning, research and policy based programs of the University of Seoul. The University serves a major role in “formulating and supporting the major goals of the Seoul Metropolitan Government” and has been designated as a “Distinguished University in the Urban Sciences” by the Ministry of Education and Human Resources Development.

In order to reach its maximum potential the faculty will need to be expanded to permit the appropriate time and resources to engage in the collaboration with the related academic, governmental and research institutions in order to fully enrich the potential of Seoul as an exemplary world class urban environment with an exceptional quality of life for all its current and future citizens.

1.2 Architecture Education and Students

The program must support and promote students to assume leadership roles during school years as well as during their professional practice after graduation. Also it must provide interpersonal atmosphere that prepares students to embrace cultural diversities.

(Comment)

The students of the Department of Architecture have a number of opportunities to develop their leadership and collaborative skills through their studio and coursework assignments. There are also numerous additional programs that require the student’s organizational and leadership abilities. All of these twelve special programs are clearly identified as the Special programs of the Department of Architecture. They are grouped in four major areas; International Design Workshops: International Exchange and Travel; Building on Site and Community; Internship Programs and the Conference and Lecture Series. All of these experiences enrich the interpersonal atmosphere of the student’s sense of community and educational experience.

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

The international focus of most of the Special Programs builds an appreciation for cultural diversity through field trips, exchanges, studio, workshop and internship experiences. Specific mention must be given to the Asian coalition for Architecture and Urbanism; the Seoul- Berlin Studio; Global leadership Program and the Overseas internship Program.

There is an opportunity to expand the local opportunities for leadership through academic and professional organizations, or perhaps within the organizational structure for the School of Architecture and Architectural Engineering. However, there are a number of professional and international honorary organizations that may provide additional opportunities.

1.3 Architecture Education and Registration

The program must provide information and its context for students preparing professional developments from internship to licensure

(Comment)

The profession is currently at a point of transition and evolution as there is a focus on the continued development of the profession; its responsibilities to education, internship experience, the initial examination and continuing professional development. There are numerous opportunities to explore in the relationship between architectural education and the profession

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

especially as there will be a fundamental change with the implementation of the Korea Architectural Accrediting Board(KAAB) accreditation system and the potential for the KAAB accredited degree as a requirement for the application to the initial Professional Examination as administered by the MOCT(Ministry of Construction and Transportation).

There is certainly an awareness of these potential changes within the educational and professional communities, however, the three schools currently having accreditation visits are the very first schools to participate in this new process. There will be fundamental changes in the working relationships between the profession and the educational institutions. There is the obligation of all engaged in this process to seek the highest of standards and achievement. The accreditation process must be a positive process which holds significant promise for the continued development of excellence within both the educational institutions and the profession of architecture.

1.4 Architectural Education and the Profession

The program must prepare students to practice and assume updating roles in the context of increasing cultural diversity, variety of clients and regulatory issues, and expanding knowledge based on the profession.

(Comment)

The Department of Architecture has a well qualified faculty with diverse professional experience and expertise. The full time faculty adds significantly to the educational experience the additional contribution of scholarship and research to contribute to the profession on a national and international level through their articles, book, reports, consultancies and roles within the profession. All of these experiences are shared with and respected by the students as they conduct their studios and coursework.	Met Not Met <input checked="" type="checkbox"/> <input type="checkbox"/>
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As previously noted, however, the fulltime faculty needs to be expanded particularly in the area of professional practice, in order to achieve the full potential of the institution for accomplishing the stated missions of the University of Seoul to be a significant leader in the development of the quality of the environment and the quality of life in Seoul. This mission is already supported by a significant number of professionals who teach in the Department of Architecture. However, there are many tasks such as academic administration, planning, research, committee and service responsibilities that can only be accomplished by full time faculty who can work in conjunction with the profession.

The ability to effectively work in conjunction with the profession is also dependent on

appropriate staff to handle the responsibilities of service to the students from admission to alumni relations as well special programs and interactive programs for continuing post graduate professional development.

1.5 Architecture Education and the Society

The program must promote student understanding in various social, environmental challenges and foster skills dealing with these issues through proper architectural and urban design resolution

(Comment)

The Department of Architecture’s core curriculum provides an extensive overview of diverse social, environmental and urban design considerations related to the local as well as to an international perspective. The Special Programs of the department offer exceptional opportunities to expand the core curriculum through community-focused projects and urban design projects that explore the conceptual and environmental development of Seoul as a world class city.	Met	Not Met
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

The city and region must be recognized as an exceptional urban environment that through research and direct application of projects, critical issues such as urban and architectural sustainability will impact critical concepts of density, transportation, recreation, housing, business and institutional settings. The Department of Architecture is well positioned to assume a true leadership position in accomplishing the central mission of the University of Seoul which is “to advance knowledge and educate students for the betterment of urban society”.

2 Student Performance Criteria (SPC)

The Student Performance Criteria (SPC) establishes the minimum achievement level by any graduates of a professional program seeking the KAAB accreditation. Therefore each program must consider SPC as a minimum standard in organizing its curriculum and educational content. The VTR addresses the team assessment of each of the Student Performance Criteria, by careful observations of actual student work samples. For each criterion well met or not met, the team might address detail assessments.

Communication

- 2.1 Ability to communicate architectural ideas through verbal and writing methods and ability to communicate in foreign language in appropriate level.

(Comment)

This criterion is met in consideration of the courses taught by foreign faculty and various international exchange programs, But the use of English manuscripts when presenting the architectural ideas in design studio may be an additional help to enhance the ability of communicating in a foreign language.

Met Not Met

- 2.2 Ability to appropriately produce and present various types of architectural documents and reports.

(Comment)

This criterion is met, but with concerns. In the Course materials, Quiz and Exams of a program course, there is not sufficient evidence of developing an ability in producing architectural documents and reports. There was also insufficient evidence that the students are trained to be able to produce adequate construction documents.

Met Not Met

- 2.3 Awareness of leadership skills and methods in collaborative work setting in architecture with people from various disciplines and interests.

(Comment)

This criterion is well met.

Met Not Met

2.4 Ability to demonstrate architectural ideas in drawings.

(Comment)

This criterion is met, but with concerns. Enhancing the ability of demonstrating architectural ideas in drawing can be achieved through CAD-related courses rather than introductory lecture course with Quiz and written Exam.

Met	Not Met
■	□

2.5 Ability to employ information technology in management and use of necessary information, including presentation of images in design process.

(Comment)

This criterion is well met. The studio outputs demonstrated an ability to employ basic methods and analysis appropriate to their project.

Met	Not Met
■	□

2.6 Ability to employ information technology in management and use of necessary information, including presentation of images in design process.

(Comment)

This criterion is met, but with concerns. Even though the studio outputs demonstrated certain level of CAD skills to present design ideas, the number of students who took the IT-related courses(elective) is relatively few, and the course results seems marginal. Those course could be improved in terms of lecture contents and conversion to compulsory courses.

Met	Not Met
■	□

Cultural Context

2.7 Understanding of relationships among architecture, science, and arts.

(Comment)

Today's architecture is very closely connected to various fields, such as a science, arts, more recently, morphogenesis Phylogenetic Method, etc. These relationships appear to have been addressed in theory courses and design studios.

Met	Not Met
■	□

2.8 Awareness of diversity of cultural traditions and world architectural history.

(Comment)

This criterion is well met.

Met Not Met

2.9 Understanding of national and regional ideological heritage and cultural traditions.

(Comment)

This criterion is well met.

Met Not Met

2.10 Understanding of concurrent and retrospective relational influence of architecture in respect to historical, social, regional, and political factors that have shaped and sustained them.

(Comment)

The program took full advantage of diverse lecture courses provided by University's focus on urban matters.

Met Not Met

2.11 Ability of using precedents with critical view in discussion of architecture and utilize it in building design as well as in urban planning.

(Comment)

This criterion is met, but with some concerns. The outputs of course lectures such as Architectural space and programming, History of Korean architecture, Modern architecture etc, provide some evidence of understanding precedents, but more and concrete evidences are desirable in building design as well as urban planning studios to demonstrate students' ability of using precedents. Greater focus on contemporary Korean architecture would strengthen the program.

Met Not Met

2.12 Understanding of interaction between various traditional values and environmental factors that exists in individual or collective societal condition.
 (Comment)
 This criterion is well met.

	Met	Not Met
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2.13 Understanding of theories and methodologies clarifying the relationship between physical environment and human behavior.
 (Comment)

	Met	Not Met
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2.14 Understanding of principles and theories of substantiality in designing and making of architecture and urban design decisions.
 (Comment)
 This criterion is met, and the Visiting Team was pleased to see the direct connection between the content and delivery of the taught course and application of principles and theories through 4th Year studio design projects.

	Met	Not Met
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Design

2.15 Understanding of the basics of visual perception with principles and ordering system that inform two and three dimensional design, architectural composition, and urban design.
 (Comment)

	Met	Not Met
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2.16 Ability of formulating architectural program on the basis of gathering and analysis of various pertinent pieces of information.

(Comment)

This criterion is met in studios, but with some concerns as to whether students are capable of formulating effective architectural programs.

Met Not Met



2.17 Ability of comprehensive architectural design based on collective pieces of information on natural, environmental factors and limitations with consideration for sustainability.

(Comment)

Met Not Met



2.18 Ability of architectural design utilizing concepts developed from systematic analysis and assessment of conditions in various cultural, historical contexts.

(Comment)

Met Not Met



2.19 Ability of barrier free architectural design in consideration of physically handicapped and the elderly.

(Comment)

Met Not Met



2.20 Ability in assessment and selection of materials, building components, building systems, and structure systems in integral building design.

(Comment)

Insufficient evidence was provided that demonstrated students' ability to integrate their technical knowledge into their design proposals. The Visiting Team saw the segregation of technical understanding from its application, informing the materiality of design solutions, as a serious flaw in the program and one that needs to be addressed urgently. A higher standard of technical exploration and explanation through drawings, models, computer simulation, etc. needs to be achieved if graduates are to be adequately prepared to enter professional practice. A greater involvement of practicing architects and technology teachers in the technical development of designs within the context of the design studio might be a benefit in this respect, as well as the provision of more prescriptive final submission requirements for studio projects.	Met <input type="checkbox"/>	Not Met <input checked="" type="checkbox"/>
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2.21 Ability in presenting design process of conceptual beginning to the completion consists of various design stages including proper technical description and pertinent documents.

(Comment)

Met <input checked="" type="checkbox"/>	Not Met <input type="checkbox"/>
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2.22 Ability to assess and make design decisions in altering existing designed environment by way of renovating, rebuilding, and repairing.

(Comment)

The criterion is met. The Visiting Team noted the design studio work in 3 rd Year that focuses on the design problems associated with urban infill and renovation of an existing building. These are seen as useful projects but would have even greater educational benefit if a greater level of detail could be reached in student submissions. There could be greater emphasis on understanding the fabric, construction and servicing used in existing buildings before being able to propose their modification.	Met <input checked="" type="checkbox"/>	Not Met <input type="checkbox"/>
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2.23 Ability of integral design embracing various elements used in all architectural design phases.

(Comment)

Met Not Met



2.24 Ability to recognize various individual talent and take a responsibility in a design team, and work in collaboration with others as members of a design project team or other team working environment.

(Comment)

This criterion is met, However, the Visiting Team recommends that the program take more initiatives in taking urban projects in studios where students must work in teams. Due to the University's unique status, the City may even provide real and actual urban problems. The Program should be able to capitalize this enviable status.

Met Not Met



2.25 Ability of selecting and applying appropriate life safety and fire protection systems in consideration with their basic principles.

(Comment)

Met Not Met



Technology

2.26 Understanding of the basic principles of structural dynamic and building structure.

(Comment)

Met Not Met



2.27 Understanding of various building structure systems and their application.

(Comment)

This criterion is met, with concerns. The demonstration of an understanding of the application of various structural systems through design projects needs to be strengthened

Met	Not Met
■	□

2.28 Understanding of the vernacular methods in environmental control.

(Comment)

There was evidence of dealing with natural and vernacular methods in environmental control. However, more variety of courses and design problems offered in a comprehensive way will further enhance the understanding of this very fundamental basis of sound architecture.

Met	Not Met
■	□

2.29 Understanding of the basic principles and performance assessments of environmental control systems, including lighting, acoustical, and energy use.

(Comment)

Met	Not Met
■	□

2.30 Understanding of the basic principles of building envelope systems.

(Comment)

The program shows evidence of teaching the basic principles of building envelopes. There is lack of demonstration, however, in students' work that they indeed understand them. It is recommended to see if students can apply this understanding in their senior year studios.

Met	Not Met
■	□

2.31 Understanding of the basic principles and appropriate application of building service systems including mechanical, electrical, communication, and fire protection systems.

(Comment)

There is evidence of teaching the basic principles of building service systems. It is not clear, however, that students actually understand them, enough to apply to their designs. Although there is evidence of a good connection between the teaching of environmental sustainability and studio projects in 4 th Year(see 2.14 above), this whole area needs to be more generally visible in the outcome of students' design work throughout the Program.	Met	Not Met
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2.32 Understanding of the basic principles of construction management.

(Comment)

	Met	Not Met
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2.33 Understanding of the basic principles, conventions, standards, applications, and restrictions relating to the manufacture and use of construction materials, components, and assemblies.

(Comment)

Evidence is there that this criterion is addressed in various ways-lectures, field trips, direct presentations by the manufacturers, etc. however, it will further enhance the program if students are guided to integrate their understandings into their designs.	Met	Not Met
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2.34 Understanding of basic principles of recycling, disposition of construction materials and its potential harmfulness to the environment.

(Comment)

	Met	Not Met
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2.35 Understanding of principles in construction management and its sequence for effective handling of physical, human, and technical resources.

(Comment)

Met Not Met

Professional Practice

2.36 Awareness of the basic principles of organization for architectural design office, business planning, financial management, negotiation, marketing, and leadership in the professional practice of architecture.

(Comment)

The curriculum overall is weak on teaching the basic sound business principles related to the practice of architecture, particularly in view of old fashioned practice still prevalent in Korea.

Met Not Met

2.37 Understanding of architect’s comprehensive roles in project initiation, design development to contract administration, including leadership in coordination of allied disciplines, construction supervision, post-occupancy evaluation, and facility management.

(Comment)

Despite the Program’s assertion that “Architectural Practice and Professional Ethics”—course 41629 covers this criterion, and commendable efforts of involving broad range of practitioners to lecture on different subjects are manifested, the course’s focus seems to be more on social responsibilities and professional ethics for the architects. In order to become a responsible professional architect, however, students should begin to understand the full scope and the importance of the professional services. It is recommended to address more on the professional practice issues, perhaps even by launching a new course.

Met Not Met

- 2.38 Awareness of the basics of development financing, building economics, and construction cost control in advancing a design project.
 (Comment)
- | | | |
|--|-------------------------------------|--------------------------|
| | Met | Not Met |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
-
- 2.39 Awareness of the different methods of project delivery with the corresponding forms of service contracts, and the types of documentation required to deliver competent and responsible professional service.
 (Comment)
- This criterion is met, but with concerns. There were some evidences that current project delivery methods in Korea are introduced, but if related course(s) are updated reflecting present day global standards, it will considerably benefit the students as well as the Program.
- | | | |
|--|-------------------------------------|--------------------------|
| | Met | Not Met |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
-
-
- 2.40 Understanding of architect’s legal responsibility in the areas related to public health, safety, and common wealth, property rights, building code application, and design leadership of allied disciplines, construction administration, and professional practice.
 (Comment)
- | | | |
|--|-------------------------------------|--------------------------|
| | Met | Not Met |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
-
-
- 2.41 Understanding of ethical issues and responsibility as an architectural professional serving client in the context of society as a whole.
 (Comment)
- | | | |
|--|-------------------------------------|--------------------------|
| | Met | Not Met |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
-

III. Verification of the Architectural Program Report

Note: Criteria for evaluation of following clauses are further described in Chapter 4 of the KAAB Conditions & Procedures 2005.

1. Curriculum of the Professional Degree Program

Through the content of curriculum for the program, it must encourage students with visions and ability in making critical decisions in the context of transforming society as a whole.

- *Description of degrees offered*
- *Curricular requirements for awarding professional degree including courses of general studies, professional studies, and electives*
- *Outline of curricular schedule displaying courses or subject areas to be completed for the professional degree(s)*
- *Description of curricular goals of each academic year or level*
- *Description of distinctions between design studies and lecture courses*
- *Supplemental curriculum which allows options of providing minor if there is any*
- *Statistic figure of student numbers of pass / failure / retake of each courses being offered*

The VTR addresses the team assessment of viability of curricular distribution for general studies, professional studies, and electives of the program.

(Comment)

The structure, sequence and contents of program courses are properly developed.

Satisfactory Unsatisfactory



In 2002, the present 5-year program in Architecture was established by expanding and extending an existing 4-year program, bringing it in line with the minimum length of program generally considered necessary as a prerequisite for international recognition. The first students from this 5-year Program will graduate in 2007. their work was reviewed by the Visiting Team.

The Program has developed a clearly defined mission that underpins the University's unique situation as an institution of higher learning funded by a local government – the only on of its kind in Korea. The Program focuses on ways of contributing positively to the challenges associated with the built environment in the urban metropolis of Seoul. Three basic directives define the overall mission and are delivered through six major goals – ranging from nurturing a sense of responsibility to the

community; developing diverse and productive international programs; promoting collaborative programs in the urban sciences; learning through building; to design with history and theory. These goals are sympathetic to and supportive of the University's Urban Sciences Initiative.

Within clear pedagogical goals established by the Department of Architecture, a set of curricular goals has been established for each of the five academic years. The structure, sequence and contents of the program courses are generally well developed and coordinated, although the visiting Team had some reservations about the relationship between studio programs and supporting taught courses and between the effective influence of theory and design outcomes.

SAAE has developed an impressive array of special programs, electives, extra curricular activities, and research that nourish a rich learning environment.

2. Student Information

The program must provide 1) general statistic of the program attending students, 2) whether the program has a clear policy outlining both individual and collective opportunity for student growth, and 3) the criteria for admissions to the program at each level.

- *General statistics and educational background of the students*
- *Characteristics of the program entering students that are pertinent to the uniqueness of the program*
- *Faculty vs. student ratio with its turn out basis*
- *The ratio of application vs. regular or transfer admission, statistic for student attendance vs. program capacity, general time length required for graduation and etc.*
- *Description of whether the program has distributed student with information booklet concerning professional accreditation process*
- *Student services including academic / personal / career advising, student progress evaluation, announcement of internship opportunity*
- *Evidences of offering students with opportunities to participate field trips and other off-campus activities*
- *Evidences of offering students with opportunities to participate in-campus student activities governed by their own*
- *The criteria for regular / transfer admissions and their relationship between the objectives of the program*
- *Total figures of enrolments per semester / level, the seating capacity of each level,*

transfer enrolment, pass / failed students

The VTR addresses whether the program has a concrete policy in regard to providing opportunities for student growth and appropriateness of the admissions criteria for each level.

(Comment)

The Department provides a range of useful statistics about students and policies regarding most aspects of student life. However, the Visiting Team would have welcomed a clear, generic description of what is expected in terms of student performance for different grade levels and believes this would be a useful tool for both faculty and students in pursuit of consistency and fairness in the evaluation of student work.

Satisfactory Unsatisfactory



The admissions process does not permit the testing of potential creative ability of applicants to the program through assessment of a portfolio. Students are selected on the basis of a nation-wide scholastic test or high school GPA and interview. The interview is a math test and cannot evaluate creative potential of the students. This is something regretted by the faculty as it means that time has to be allocated in the early years to the development of drawing and thinking skills essential to design activity.

The proportion of female to male students overall, is approximately 1:3. Although this is a similar proportion to that found in other countries, the Visiting Team would encourage the goal of a better gender balance and was pleased to see that there has been an increase in the proportion of female students over the last five years.

3. Human Resources

The program must demonstrate that it provides adequate human resources for its professional degree program. Therefore, the program must possess sufficient complement for the faculty body, sufficient administrative personnel for the sound operation of the program. For the proper administrative and educational support, full time administrative personnel and librarian are necessary. In addition, for maintenance of the CAD (Computer Aided Design) lab and the model workshop, it is recommended that at least two full time positions are maintained.

The total required teaching load for full time faculty members must be set to allow personal research and professional development by participating actual practice. It is also recommended that teaching

of courses heavily related to professional practice should be carried out by professionals with abundant practical experience or by licensed architect.

For the adequate support of the design studio classes, the ratio of students vs. studio critiques must be maintained to provide minimum of 40 minutes for each student to have individual time with his or her studio critiques per week within the set regular class hours.

- *Total figure of design studio enrolments*
- *List of class hours and hours count for tutors per credit hours of design studio classes*
- *Teaching load required for full time faculty members*
- *Faculty composition for the program*
 - *List of name and academic background / experiences, faculty position for each member*
 - *List of classes responsible for each faculty and the result of class evaluation*
 - *Recent achievements, resume of each faculty members*

The VTR addresses the team evaluations on adequacy of human resources for the program.

(Comment)

The School has a highly qualified, energetic and dedicated faculty body that is actively engaged in relevant and significant professional activities. Their research activity has resulted in a number of impressive outputs.

Satisfactory Unsatisfactory



The faculty within the Department of Architecture comprises 10 full-time tenure track appointments, two(foreign) contract-based appointments and a large number of part-time adjunct professors and visiting lecturers(30 listed in the APR) which the Department believes in the most diverse architectural faculty in Korea. There are only two female members of faculty, however. Although this is claimed to be better than elsewhere in Korea it is unrepresentative even when compared with the proportion of female students. The Visiting Team encourages the Department to seek ways of addressing this imbalance.

Further teaching input is also provided by eight members of faculty from the Department of Architectural Engineering and one from the Department of Urban planning.

Full-time tenure track members of faculty who do not have official responsibilities are required to teach at least 18 credit hours of courses each academic year. The Visiting Team recognizes that this is a heavy teaching load and affects the Department's of Architecture's goal of reaching the highest standards of teaching and research. Moreover, if the Department is to fulfill its ambition to grow in international stature, through the reputation of its research and the delivery of a growing range of diverse activities including special programs, this goal would be aided considerably by a lessening of

the present teaching load. Inevitably this will mean the appointment of new members of faculty and a reappraisal of the way the program is serviced and managed.

Alumni are working in key positions across a range of employment types and are very supportive of the program.

The visiting team was concerned to learn that there is no allowance for personnel employment to help maintain and run key facilities in the program, including the workshop and CAD laboratory. Half-time graduate TAs are employed in these roles. Also, there are no long-term appointments for administration at program level; the Department has to rely on recent graduates of the undergraduate program whose tenure does not normally extend beyond two years. The Visiting Team accepts that this is a University-wide issue that needs to be addressed beyond the Department.

4. Physical Resources

The program must provide physical resources that are appropriate for a professional degree program, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space.

- *Design studio*
 - *It is recommended that each studio should be divided and independently operated.*
 - *Supplied with heating system for the space for usage in cold season.*
- *Individual work space and a locker for each student.*
 - *Accessible individual studio spaces and lockers for 24 hours.*
- *Library*
 - *It is recommended that the architecture library is located within the department; however, some exceptions may apply.*
- *Project review / Gallery space*
 - *Space for design project presentations and reviews, and display etc.*
- *Lecture rooms*
 - *Large, medium, small lecture rooms with audio / video and digital equipments which can support various workshops or seminars.*
- *Faculty offices*
- *Computer facilities*
 - *Appropriate number of personal computer hardware and software for the program enrolled students.*

- *Proper printing facilities for student use.*
- *Model workshop*
 - *Model workshop equipped with various model making devices and hardware for variety of model materials.*
- *Photographic lab*
- *Storage room(s) housing possible student work samples and equipments / materials for classes.*
- *Department office and student service support space*

The VTR addresses whether physical resources are adequate, safe, and accessible.

(Comment)

<p>The visiting Team found the program provides adequate, safe and accessible physical resources for a professional degree program. The new studios and student lounge are welcome additions that are greatly appreciated by students and faculty. Adjacent external spaces currently being landscaped will provide a small outdoor work area as well as social space. Studios in the old building are in need of upgrading particularly in HVAC, and new model workshop and storage spaces would considerably benefit the Program. The existing model workshop is too small and inadequate to serve the full needs of the Program.</p>	<table border="0"> <tr> <td style="padding-right: 20px;">Satisfactory</td> <td>Unsatisfactory</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Satisfactory	Unsatisfactory	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Satisfactory	Unsatisfactory				
<input checked="" type="checkbox"/>	<input type="checkbox"/>				

A greater demonstration of energy efficiency could be employed in the new building. When the Visiting Team toured the Building, space heating was on with windows wide open, and electric lights were left on in areas that were inadequately lit with daylight. Better practice could be achieved with some simple control mechanisms

5. Information Resources

The program's information resources must be evaluated according to the program mission, strategic plan, curricular layout, and the possible area of research specialty of the program.

Central or departmental library must have a wide variety of print, visual, and electronic media, and be adequate in size, scope, content, correctness, retrospectives, and availability for a professional degree program in architecture. The collection must include major basic publications pertaining to KDC 610-619 or DDC 720-729 titles along with technical and support volumes to provide a balanced architecture collection. In addition, to support the program mission and the strategic plan the collection should also include appropriate sections of titles other than architecture.

In general at least 5,000 different titles are required in addition to adequate visual materials. The visual materials and other type of information resources are considered an integral part of evaluation of architecture education, and students must have direct access to above resources.

- *List of libraries and the types that are available for students*
- *Total volume of books and periodicals for each library*
- *Total figure of visual materials and other types of information resources*
- *Current condition of personnel support for each library in detail*
- *List of methods for information search at all listed libraries*
- *Budgeting strategy for continual increase of information resources for all listed Libraries*

The VTR addresses the team evaluation of the library support for the program in terms of its size, coverage, staffing, and student service.

(Comment)

The entire team conducted a tour of both the reading room in the Department of Architecture and the Main Library of the University of Seoul.

While the reading room was quite limited in space and volumes there are several thousand volumes of current periodicals and documents available

for students near their studio spaces and the tour of the studio spaces indicated that the reading room resources are actively used by the students. The Main University Library exceeds the minimum required volumes and titles pertaining to KDC 610-619 and KDC 720-729. the library contains extensive collections of titles and volumes regarding related fields of study such as planning, landscape architecture, urban design and engineering. The University Main Library also contains significant collections of reserve documents, maps, audio-visual and digital materials. There is also a multi media lecture hall available for presentation.

Satisfactory Unsatisfactory



6. Financial Resources

The Program must disclose financial resources and institutional support data of other relevant programs within the institution.

- *Budget of the program, endowments, scholarships, and etc.*
- *Data comparison on annual expenditures per undergraduate and graduate student relative to the other relevant programs in the institution*

The financial support from the institution is evaluated and addressed in this section of VTR in terms of its rectitude in comparison to other programs in the institution.

(Comment)

Although the KAAB team believes the funding is adequate to sustain the Department of Architecture at its current levels, it is clear that there are critical issues relative to faculty and staff that are discussed in separate sections of this report. The faculty and staff are working in a stressed situation as there is a need to provide additional positions. The current faculty is overloaded with their teaching assignments and additional duties. Because of the high contact hours required of the individual studio instruction, they have limited time for their scholarly and funded research projects. Despite these limitations they are performing at a very high international standard. Additional faculty and staff positions to support the academic and special programs will allow for an increase in the opportunities for the department of Architecture to more fully engage in the central mission of the university of Seoul.

Satisfactory	Unsatisfactory
<input checked="" type="checkbox"/>	<input type="checkbox"/>

7. Research Development

The program must address outcome of the research activities within the program that are pertinent to the educational goals and for the improvement of the education.

- *List of projects receiving research grants*
- *Description of relationships between the outcome of the research activities and curriculum*
- *Relevance between the research projects and the program educational goals*

In relation to the program’s educational goals and for improvement in quality of education, the VTR addresses visit team’s evaluation on adequacy of research activities within the program.

(Comment)

The APR and the exhibited materials regarding every faculty member clearly demonstrates that this is a very active and productive faculty not only in terms of academic scholarship but in funded research projects as well. Their funded research production far exceeds the international standards of a productive faculty in the discipline of architecture given the extensive time required for studios and their limited core faculty. The relationship to the University of Seoul and its responsibility to engage the urban issues are providing exceptional opportunities for the faculty, however, they must be provided support for research and administrative staff in order to continue to perform at the

Satisfactory	Unsatisfactory
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highest of standards. Faculty are encouraged to continue exploring effective ways of drawing on their research to underpin teaching.

IV. Appendices

A. Program Information

A-1 History and Description of the Institution

The Following text is taken from the 2006 University of Seoul Architectural Program Report:

The University of Seoul is a singularly unique institution of higher learning. It is the only university in Korea that is fully funded and supported by local government, one that is responsible to a dynamic world metropolis. Seoul is the economic, political, and cultural center of Korea and one of the great cities of the world. With 20 million people living within its metropolitan area, the greater Seoul region commands more than 45% of the country's population, 55% of its manufacturing, 60% of its financial transactions, and the highest rate of internet use in the world. It is also the 600-year capital of Korea, a historical city with urban, cultural, and architectural layers spread out along a vast and complex landscape. Hence, the character of the University of Seoul - the faculty, academic programs, and research institutions - is shaped by Seoul's metropolitan and global dynamic. It is distinguished by its commitment to civic values and its work towards a dynamic and sustainable urban civilization.

As a center of basic research and policy studies in urban studies and related disciplines, it functions as a think-tank in formulating and supporting the major goals of the Seoul Metropolitan Government. Since the mid-1990s, the University has aggressively promoted its Urban Sciences Initiative, setting up short and long term goals of becoming the pre-eminent institution in all matters of the city and its civilization. With this initiative, the university has gained increased support not only from the Seoul Metropolitan Government, but from the Korean government and the private sector. From 2003 to 2005, the University of Seoul has been designated "Distinguished University in the Urban Sciences" by the Ministry of Education and Human Resources Development.

The University of Seoul is a compact university with a total student body of twelve thousand undergraduate and graduate students. At the same time, it boasts an array of diverse and specific programs that integrate research and policy, practice and education, particularly in the fields of architecture and design, urban studies, environmental engineering, and public administration. Hence, the Department of Architecture is both an essential engine and beneficiary of this wider institutional mission and the Urban Sciences Initiative. Though this mission and initiative concentrates on addressing the issues of Seoul and the Asian region, it is one that is not limited by locality. The University of Seoul has consistently achieved a balance between academic and professional concerns, between visionary goals and practical research. Because of the central, metropolitan, and historical nature of Seoul, the mission encompasses a wide range of disciplines and the great depth of human creativity.

A-2 Institution Mission

The Following text is taken from the 2006 Seoul National University Architectural Program Report:

The University of Seoul has its roots as an agricultural school first established in 1918. In 1974, the school was re-established as a city university offering programs ranging from environmental and civic engineering, architecture, urban planning, and landscape design to public administration, taxation science, and management. These fields, including architecture, continue to constitute the core of its education mission. More recently, the university has also concentrated on information and media technology. Currently, the university consists of 7 Colleges (Law and Public Administration, Economics and Business, Engineering, Humanities, Natural Sciences, Arts and Physical Education, and Urban Sciences), 23 departments and programs, the Graduate School, four extension post-graduate schools, and one professional graduate school. Since 1994, the reestablishment of local self-government and popular mayoral elections in Korea has increased the importance of the university within the city of Seoul. In 1996, the College of Urban Studies was established as the academic core of a recommitment to its mission to becoming the center for urban studies, not only for Seoul but one

with an increasing international reputation. Our research institutions include such unique organizations as the Institute of Seoul Studies, Institute of Urban Science, the Urban Safety and Security Research Institute, and the Seoul Environmental Science and Technology Center. Though the relation between the university and the city government has been consistently productive, there have also been tensions between the goals of an academic institute and the practical concerns of the city government.

The architectural program was begun in 1975 as the Department of Architectural Engineering, encompassing what is now the School of Architecture and Architectural Engineering (SAAE). The SAAE was inaugurated in 2005, and consists of the Department of Architecture and the Department of Architectural Engineering, which have run separate programs since 1996. As of the Spring Semester of 2006, the Department of Architecture has an undergraduate body of 171 students, a graduate student body of 35 students, and a post-professional extension school with a total of 71 students. In summary, the Department of Architecture constitutes one of the largest and most essential academic units in the university.

For the Department of Architecture, the past decade has been a period of impressive growth and productive change. Its full-time faculty has doubled; its program has been transformed from a 4-year program to 5-year program; it has evolved a diverse array of special programs, and has begun to gain international reputation. During this period, the architectural program went through several organizational changes, beginning with its reorganization into the Faculty of Architecture, Urban Planning, and Landscape Architecture (FAULA) in the newly formed College of Urban Sciences. Within the FAULA system, which was dissolved in 2005, the architectural program had been part of five programs: the Program in Architecture, Program in Architectural Engineering, Program in Urban Planning, Program in Landscape Architecture, and Program in Transportation Engineering.

A-3 Program History

The Following text is taken from the 2006 Seoul National University Architectural Program Report:

1975-1995

Department of Architectural Engineering
College of Engineering

1975 Inauguration of a dual Department of Architectural Engineering

One department was an extension undergraduate department operated as a parallel architectural program. Though the Department was part of the College of Engineering, it placed equal if not stronger emphasis on architectural design, which was a requirement for all four academic years. Graduates of the department have gone on to the diverse fields of architectural design, interior design, construction, building structure, and equipment. Its 30-year history is a short one, but one that must be considered together with the fact that the first post-colonial architectural programs in Korea were mostly established after the Korean War.

1982 Inauguration of the masters program in the Graduate School

1985 Inauguration of the Ph.D program in the Graduate School

1986 First joint exhibition with the Department of Urban Planning and Department of Landscape Architecture

1991 Inauguration of an extension post-professional graduate program

1996-2001

4-year Program in Architecture

Faculty of Architecture, Urban Planning, Landscape Architecture
College of Urban Sciences

1996 What had previously been a single program unit was divided and expanded into two semi-independent programs - one in architecture and one in architectural engineering. The Program in Architecture and the Program in Architectural Engineering were reestablished as 4-year programs within the newly formed Faculty of Architecture, Urban Planning, Landscape Architecture (FAULA), and College of Urban Sciences. FAULA was the center piece of a new commitment to making the University the pre-eminent center of urban sciences in Korea. This university-wide initiative coincided with the new policy of the Ministry of Education to reform college education towards a more "demand-

oriented system," where students would have more freedom to select their career field after entering college level schools. During the first two years of this system, more than 70% of freshmen students of FAULA chose architecture as their field, resulting in an extreme overload to the program's capacity and straining what had once been a cooperative relation with the programs in urban planning and landscape architecture. This situation began to stabilize after 1998 when the financial crisis dealt a severe blow to the construction industry. This was also the period when the Graduate School began to expand from what had been a yearly enrollment of just five to seven students to over thirty students. 2000 The 4-year Program in Architecture had been established with the goal of increasing focus on the education of the professional architect. This lay the ground for the evolution of the current 5-year architectural program. The present Department of Architecture and the Department of Architectural Engineering continue to share resources and responsibility in many areas of education and research.

2002-2004

5-year Program in Architecture

Faculty of Architecture, Urban Planning, Landscape Architecture

College of Urban Sciences

2002 Inauguration of the 5-year Program in Architecture

2003 Department of Architecture and Department of Architectural Engineering established as independent programs in the Graduate School.

2005-

5-year Department of Architecture

School of Architecture and Architectural Engineering

College of Urban Sciences

2005 With the goal of strengthening traditional ties with architectural engineering while maintaining the collaborative spirit with urban planning and landscape architecture, the Department of Architecture and the Department of Architectural Engineering were established as part of the School of Architecture and Architectural Engineering (SAAE) within the College of Urban Sciences. FAULA was hence dissolved as the programs in Urban Planning, Landscape Architecture, and Transportation Engineering became separate departments within the College of Urban Sciences. Close ties with Urban Planning and Landscape Architecture continue in terms of curriculum, faculty exchange, co-work in research, special programs, exhibition. The Department of Architectural Engineering, also one of the top programs in Korea, is presently pursuing Accreditation Board for Engineering Education of Korea (ABEEK) accreditation of its program.

A-4 Program Mission

The Following text is taken from the 2006 Seoul National University Architectural Program Report:

While providing a sound general education in preparation for careers not only as professional architects but also experts in the wider field of architecture, the program seeks to establish a special identity that shapes, reflects, and contributes to the university's unique identity as the public institution of higher learning, established by and working for the great metropolis of Seoul. The Department of Architecture defines its mission in the following three ways:

1) Prepare students to address the complexities and challenges of architecture in the urban metropolis. Through its design studios, lecture courses, special programs, enrichment activities, and faculty led research, the department strives to create a learning environment that underscores the architect's responsibility toward the urban community and the larger public good. The curriculum is devised to integrate theory and practice. In responding to the dynamic complexities of not only Seoul but the major metropolises of Asia and the world, it incorporates the diverse disciplines of the humanities, social sciences, landscape design, and urban planning. Supported by the larger institutional commitment to addressing the complex challenges of the great metropolis of Seoul, the department's architectural program is well suited for an encompassing mission that expands the career horizon of its students. Continuing the long standing tradition of the department, the program seeks to educate students to prepare not only for a career as an architect of the private sector but also as public officials and researchers who contribute to the betterment of the urban community.

2) Provide global leadership in the architecture and urbanism of the Asian Arena

Paralleling the emergence of Seoul and the major cities of the Asian region as essential centers in the global landscape, the Department of Architecture has quickly emerged as a forerunner in creating an international environment for architectural education in Korea. Architects must be able to understand and work within the global arena, sharing knowledge and experience, creating networks to deal with increasingly complex issues created by globalization. At the same time, the program firmly rejects the tendency towards universalized and commercialized models of culture and practice, often monopolized by a star-system revolving around a few celebrity architects. The program places firm emphasis on cultural diversity nurtured through a critical approach to Asian architecture and urbanism. Without any bias against healthy Western traditions, the program focuses on developing creative ties with the major cities of Asia - Shanghai, Beijing, Hong Kong, Singapore, Tokyo, Bangkok, Kuala Lumpur, Hanoi - and its academic and research institutions.

3) Nurture creativity based on sound building, innovative media, and historical insight

We believe that the tectonic world, the digital world, and historical imagination are not mutually exclusive. The program strives to develop attitudes and practices in which technical expertise in building, computational media, and a critical understanding of history and theory co-exist in productive tension. With these philosophical and practical goals, the program seeks to maintain a close cooperative relation with the diverse disciplines central to the university's Urban Sciences Initiative, in particular the programs in architectural engineering, urban planning, landscape architecture, and urban sociology. It seeks to integrate historical research, theoretical work, and digital information resources to enrich a learning environment, particularly within the architectural design studio, that emphasizes full-scale work and the material qualities of the built artifact. This is an approach that continues, on the one hand, Korea's tradition of the architect-craftsmen (a difficult yet creative relation with not only Korea's rich history but also of Asia and the West) and on the other, Korea's leading position in digital technology.

A-5 Program Strategic Plan

The Following text is taken from the 2006 Seoul National University Architectural Program Report:

Guided by the three basic directives of the mission, the program has set up six intermediate goals that link the larger mission with the specific pedagogical tools of the architectural program. The Department of Architecture has developed these pedagogical tools into a teaching and research structure that involves the intermingling and integration of the undergraduate curriculum, special programs, graduate school programs, and faculty research. Table 1-2 (p.12) illustrates the relation between the three basic missions, the six goals and objectives of the program, and the strategic structure comprised of curriculum, special programs, and research. We believe that the strength of the program lies in the content and organization of this specific pedagogical structure. The curriculum and research activities, each detailed in Chapter 4 and Chapter 11, provide the basis for a sound education and takes full advantage of the special capacities of the faculty. The lynch-pin in this pedagogical structure consists of the wide array of special programs that have evolved during the past decade. Each program is explained in detail in Chapter 11. Among the many architectural programs in Korea, we can confidently say that the Department boasts the widest and most diverse array of enrichment programs and extracurricular activities. As Table 1-2 shows, the overall program structure of the Department seeks a balance between the undergraduate curriculum, the graduate program and the research interests of the faculty, and the diverse activities of the Special Programs. The following is a brief synopsis of the Department of Architecture's six major goals.

1) Nurture a sense of responsibility to the community

This is a goal that is directly related to all three mission directives and is borne out of the larger institution's commitment to public values. It is the basic premise of the program that architecture is a public art. This philosophy is reflected in all aspects of the program's pedagogical system: the issues and projects that are dealt in studios and courses, international programs, specific extra-curricular programs, such as the Community Building Program and the K-12: Children's School of Architecture, that guide students to the actual site of community building.

2) Develop Diverse and Productive International Programs

The international programs that the Department of Architecture has developed during the past decade are unique in Korea in that they are multi-lateral, multi-disciplinary, and multi-leveled. The Asian Coalition for Architecture and Urbanism, the Seoul-Berlin Studio, exchange programs with National University of Singapore and the University of Applied Sciences, involve students and faculty not only of architecture but also of urban planning and landscape architecture. They are guided by the mission of nurturing the special potential of Asian cities in a globalizing world.

3) Promote Collaborative Relations with Programs in the Urban Sciences

The Department of Architecture is uniquely situated in a university that has strategically promoted strong programs in architectural engineering, urban planning, landscape architecture, geoinformatics, public administration, urban anthropology and sociology, and environmental engineering. It should be noted that many faculty members in these departments have some form of architectural background. The department seeks collaboration with these interrelated and diverse programs at all levels of curriculum, special programs, and faculty research.

4) Learning Through Building

In an age where the digital world is increasingly dominant, as much as it is important to keep pace with changing technology, it is crucial that students acquire a sense of the materiality of architecture. Though practical limitations may limit the program, material, and scale of building, the annual Wood Pavilion project, the Fall Charrette, the Community Building Program, and the K-12: Children's School of Architecture are supported by the department not only as an educational process but also as a festive celebration of our ability and desire to make things.

5) Integrate Educational Resources and Data Bases

Taking advantage of the institution's special position as the center of research and practice in the urban sciences, the program seeks to develop innovative digital resources such as the BeSeTo Archive and the Digital Urban Simulation Laboratory. The program approaches computer technologies not only as a tool for generating new form but also as a way of developing new sources of information and new ways of thinking. Many of these initiatives are in their early stages of development and we are beginning to explore their possible application to the undergraduate program.

6) Design with History and Theory

The strength and special character of the faculty lies in its strong history and theoretical interest (at least half of the full-time faculty have written dissertations on history and theory and continue to produce scholarly work), and secondly, its willingness to work together. Though the program may not always be part of a visible avant-garde, it believes its strength lies in its intellectual and research based approach to architectural design. It approaches architectural design as a creative process based on a critical sense of history, technology, and society. It values process as much as product, knowledge as much as sensibility, and common discipline as much as individual talent.

B. The Visiting Team**Team Chair****Sang-Jun, Lee AIA**

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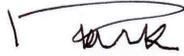
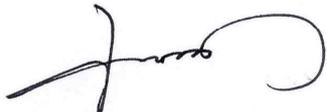
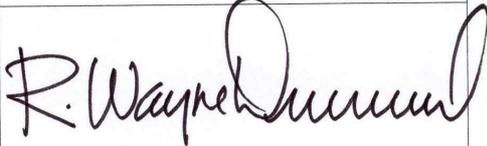
C. The Visit Agenda

Sunday, November 12, 2006			
Time	Location	Agenda	Participants
08:00 ~ 11:00	Hotel	Breakfast Meeting	VT
11:00 ~ 12:00		Hotel - Campus	VT
12:00 ~ 13:30	Restaurant near Campus	Lunch with Dean, Program administrators and related faculty	VT, Dean, Program, Head, Faculty
13:30 ~ 14:30	Team Room	Initial Confabulation with selected faculty	VT, Program Head, Faculty
	Team Room	Overview of the TR	VT, Program Head, Faculty
14:30 ~ 15:00	Team Room	Initial review of exhibits and records	VT
15:00 ~ 16:00	Team Room	Entrance meeting with faculty (Program Briefing)	VT, Program Head, Faculty
16:00 ~ 17:30		Tour the facilities	VT, Deans, Program Head, Faculty
17:30 ~ 18:30	Team Room	Continued review of exhibits and records	VT
18:30 ~	Hotel(?)	Team only dinner	VT
Monday, November 13, 2006			
Time	Location	Agenda	Participants
07:00 ~ 08:30	Hotel	Team breakfast	VT
08:30 ~		To Campus	VT
09:30 ~ 10:00	Exhibit Hall in ASA	Meeting with faculty	VT, Program head, Faculty
10:00 ~ 10:30	Meeting Room In University Center	Entrance meeting with the University President and key academic officers	VT, Pres, Dean, Deans, Program Head, Faculty
10:30 ~ 11:00	TR	Entrance meeting with program administrators	VT, Program Head, Faculty
11:00 ~ 12:30	TR	Continued review of exhibits and records	VT
12:30 ~ 14:00	Faculty club in University Center	Lunch with selected faculty	VT, Program Head, Faculty
14:00 ~ 14:30	Studios	Tour of design studio	VT, Faculty
14:30 ~ 17:00	TR	Continued review of exhibits and records	VT
17:00 ~ 18:00	Auditorium in Natural Science Building	Entrance meeting with all students of the program	VT, Student
18:00 ~ 19:30	21 st Century	Reception with faculty, administrators, alumni	VT, Pres, Dean, Deans,

	Bldg.	and local practitioner	Program Head, Faculty, Alumni
	TR or Hotel	Continued review of exhibits and records To Hotel	VT VT
Tuesday, November 14, 2006			
Time	Location	Agenda	Participants
07:00 ~ 08:15	Hotel	Team breakfast with the Program Head	VT, Program Had
08:15 ~		To Campus	VT
09:30 ~ 11:00	TR	Review of general studies, electives and related programs	VT, Program Head, Faculty
11:00 ~ 12:00	TR	Continued review of exhibits and records	VT, Faculty
12:00 ~ 13:30	Student Restaurant or Faculty club	Team lunch with student representatives	VT, Student
13:30 ~ 14:30	TR	Interview with faculty	VT, Program Head, Faculty
14:30 ~ 18:00	TR	Complete review of exhibits and records	VT
18:00 ~ 19:00	Hotel	Team only dinner	VT
19:00 ~		Deliberation of accreditation ; items and draft VTR To Hotel	VT VT
Wednesday, November 15, 2006			
Time	Location	Agenda	Participants
07:00 ~ 07:30		Hotel Check-out	VT
07:30 ~ 08:30	Hotel	Breakfast with Program Head	VT, Program Head, Faculty
08:30 ~		To Campus	VT
10:00 ~ 11:00	TR	Exit meeting with Program's administrative head and related faculty	VT, Program Head, Faculty
11:00 ~ 11:30	Meeting Room in University Center	Exit meeting with Program's chief academic officers (if necessary)	VT, Pres, Dean, Deans, Program Head, Faculty
11:30 ~ 12:00	Auditorium in natural Science Building	Exit meeting with all faculty and students	VT, Program Head, Faculty, Student
12:00 ~ 12:15		Disperse Visiting Team	VT, Program Head, Faculty

V. The Visiting Team Report Signatures

Respectively Submitted

Position	Name	Signature
<p>Team Chair Representing the AIK</p>	<p>Sang-Jun, Lee</p>	
<p>Team Member Representing the KIRA</p>	<p>Youn-Shim, Park</p>	
<p>Team Member Representing the KIA</p>	<p>Chung-Kee, Lee</p>	
<p>Team Member Representing the NAAB</p>	<p>R. Wayne Drummond</p>	
<p>Team Member Representing the RIBA</p>	<p>George Henderson</p>	