

National Architectural Accrediting Board, Inc.

July 30, 2015

Dr. David C. Hodge
President
Miami University
501 E. High Street
Oxford, OH 45056



Dear Dr. Hodge:

At the July 2015 meeting of the National Architectural Accrediting Board (NAAB), the directors reviewed the Visiting Team Report (VTR) for the Miami University, Department of Architecture and Interior Design.

As a result, the professional architecture program **Master of Architecture** was formally granted an eight-year term of continuing accreditation.

The term is effective January 1, 2015. The program is scheduled for its next visit for continuing accreditation in 2023.

Continuing accreditation is subject to two reporting requirements.

First, all programs must submit an Annual Statistical Report (see Section 10 of the NAAB *Procedures for Accreditation*, 2012 Edition, **Amended**). This report captures statistical information on the institution and the program.

Second, a program that receives an eight-year term of accreditation is required to submit an *Interim Progress Report* two years after a visit and again five years after the visit. This requirement is described in Section 11 of the 2012 NAAB *Procedures*. The next statistical report is due November 30, 2015; the first interim progress report is due November 2017.

Finally, under the terms of the 2012 *Procedures for Accreditation*, programs are required to make the Architecture Program Report, the VTR, and related documents available to the public. Please see Section 5 for additional information.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Shannon B. Kraus', with a stylized flourish at the end.

Shannon B. Kraus, FAIA, NCARB, MBA, FACHA
President

cc: John Weigand, Chair ✓
Christine Malecki West, AIA, Visiting Team Chair

enc.

1101 Connecticut Ave, NW
Suite 410
Washington, DC 20036

tel 202.783.2007
fax 202.783.2822
www.naab.org
info@naab.org

Miami University
Department of Architecture and Interior Design

Visiting Team Report

Master of Architecture

Track I (pre-professional degree plus 60 graduate credit hours)

Track II (undergraduate degree plus 105 graduate credit hours)

The National Architectural Accrediting Board

February 4, 2015

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

Table of Contents

<u>Section</u>		<u>Page</u>
I.	Summary of Team Findings	
1.	Team Comments and Visiting Summary	1
2.	Conditions Not Met	1
3.	Causes of Concern	1
4.	Progress Since the Previous Site Visit	2
II.	Compliance with the 2009 Conditions for Accreditation	
	Part One (I): Institutional Support and Commitment to Continuous Improvement	4
	Part Two (II): Educational Outcomes and Curriculum	16
III.	Appendices:	
1.	Program Information	30
2.	Conditions Met with Distinction	31
3.	The Visiting Team	32
IV.	Report Signatures	33

I. Summary of Team Findings

1. Team Comments and Visit Summary

The team expresses its appreciation and gratitude to Miami University and the Department of Architecture and Interior Design for their hospitality and support. The coordination, transportation, and logistics resources provided were invaluable to the effective performance of the team. Most importantly, the student work and materials that were provided and posted in the team room were well prepared and highly responsive to the requirements of the accreditation process, thereby making the team's task much easier to achieve.

Miami University is recognized statewide and nationally for excellence in providing a liberal arts-based undergraduate experience that places a high value on quality teaching. The architecture program is to be commended for maintaining a long-standing program that is considered integral to the reputation of the university.

The program operates with considerable autonomy and strong tacit knowledge of institutional systems. It is located in a building that accommodates all faculty and students, and the faculty and staff work hard to create an atmosphere of collegiality and openness. Faculty make themselves available to the students for academic and professional advising, mentoring, and counsel, and they get to know all students individually during the course of their studies. The program has made significant progress in formalizing the advising process, and graduate students report that they are well advised.

Due to the program's location on a somewhat geographically isolated campus, adjunct opportunities are limited, as are opportunities for faculty to pursue architectural practices. For that reason, the program has made a concerted effort to provide opportunities for students to experience different cultures and urban environments, and interact with members of the profession both on and off campus. This is exemplified by the required alumni traveling studio. It is co-taught by a practitioner (and often a program alumnus/a) and provides opportunities for students to visit the practitioner's firm and work on actual projects at sites in places such as New York and Seattle, with regular opportunities for critiques during the practitioner's visits to campus.

In addition, the university and the program oversee international studies programs that provide opportunities for students to study in locations as diverse as Ghana, Malta, and Luxembourg. The program consistently ranks above other programs within the university in the percentage of students who study abroad.

2. Conditions Not Met

- A.4 Technical Documentation
- A.9 Historical Traditions and Global Culture
- B.2 Accessibility
- B.7 Financial Conditions
- II.2.2. Professional Degrees and Curriculum
- II.4.1 Statement on NAAB-Accredited Degrees

3. Causes of Concern

A. Responsiveness of Curriculum to Change

The team observed a number of indicators of an overall institutional and program-wide inertia. Faculty engagement in research and creative activities seems to be limited due, perhaps, to an over-commitment to teaching and advising activities and institutional roadblocks to practice (see

I.2.1 Human Resources and Human Resource Development for additional information). The team also observed a general sense of comfort with the existing "tried and true" curriculum at the program level, which seems to make substantive responses to previous NAAB not-met conditions difficult to achieve. In addition, there is a long-term stable cadre of tenured faculty with relatively little turnover, and it is difficult to find qualified adjunct faculty due in part to the location of the program.

As a result, curriculum content shows symptoms of limited flexibility in adapting to changing trends in professional practice, building and design regulations, and technological advancement.

B. Repeated Criteria

The following criteria were **Not Met** during this visit, nor during the previous visit (2009):

A.4 Technical Documentation

B.2 Accessibility

The following criterion was **Not Met** during this visit, nor during the previous two visit cycles (2003, 2009):

A.9 Historical Traditions and Global Culture

The team feels that this is directly related to the first cause of concern above.

4. Progress Since the Previous Site Visit (2009)

2004 Criterion 13.14, Accessibility: *Ability to design both site and building to accommodate individuals with varying physical abilities.*

Previous Team Report (2009): Student work shows limited accommodation for individuals with varying physical abilities. It was often addressed in some of the building design portion but many projects in site design and planning for ADA requirement were lacking. Better attention should be given to code required accommodation of those with disabilities. This issue should generally be impressed upon students across the spectrum of all coursework within the Program.

2015 Team Assessment: The team finds the closest equivalent criterion, B.2, to be **Not Met**. The current criterion is expanded in scope from the previous 13.14 criterion. See additional comments under SPC B.2.

2004 Criterion 13.9, Non-Western Traditions: *Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world.*

Previous Team Report (2009): Evidence of this criterion was shown in course syllabi and project assignments in ARC 221 History and Philosophy of Environmental Design but no student work was presented in the course notebook. Please note that this criteria was not met in the previous visit of 2003. Attention should be given to addressing this issue in several different courses over the next several years.

2015 Team Assessment: The team finds the closest equivalent criterion, A.9, to be **Not Met**. The current criterion is expanded in scope from the previous 13.9 criterion. See additional comments under SPC A.9.

2009 Criterion 13.24, Building Materials and Assemblies: *Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse.*

Previous Team Report (2009): The criteria and curriculum matrix indicated that this criteria is met within courses ARC 4/517 Architectural Materials and ARC 4/518 Construction Methods. However, these course binders were not in the Team Room and, when asked, were not made available to the Team. The Visiting Team could not find evidence of this criteria being met in other courses – it was therefore marked as ‘not met.’

2015 Team Assessment: The team finds this criterion to be **Met**. See SPC B.12 Building Materials and Assemblies Integration for the current equivalent criterion.

2004 Criterion 13.26, Technical Documentation: *Ability to make technically precise drawings and write outline specifications for a proposed design.*

Previous Team Report (2009): Ample evidence of the ability to produce technically precise drawings was found in the Comprehensive Design Studio - ARC 602. Some evidence of an understanding of written outline specifications was found in the Professional Practice Class - ARC 541, but no ability was shown in actual student coursework.

2015 Team Assessment: The team finds the closest equivalent criterion, A.4, to be **Not Met**. See additional comments under SPC A.4.

II. Compliance with the 2009 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

1.1.1 History and Mission:

[X] The program has fulfilled this requirement for narrative and evidence.

2015 Team Assessment:

The program has documented its history and mission well in the APR and given the team a thorough understanding of the school in relation to the institutional context.

1.1.2 Learning Culture and Social Equity:

- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, 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.*

Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring that they are met in all elements of the learning culture.

- *Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

[X] The program has demonstrated that it provides a positive and respectful learning environment.

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

2015 Team Assessment: The team found evidence of the Studio Culture Policy and the fact that faculty and students are well informed about the purposes for which it was established. This information was verified through meetings with students and faculty. The school appears to have a remarkably supportive and collaborative culture. The Student Advisory Council provides a method for students to participate in policy development. In addition, institutional policies and procedures for academic integrity and grievances exist in online documents, including the Student Handbook. The data on diversity aggregates all departmental information and is reported for the College of Creative Arts (CCA), the college in which the Department of Architecture and Interior Design is located. Graduate student, faculty, and staff diversity statistics indicate that the representation of all groups in this division is equivalent to the other

divisions at the university, with the number of graduate students exceeding the apparent norm. The university and department plan to continue increasing the diversity of all groups as addressed through long-range planning.

1.1.3 Response to the Five Perspectives: *Programs must demonstrate, through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.*

- A. Architectural Education and the Academic Community.** *That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.¹ In addition, the program must describe its commitment to the holistic, practical, and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.*

[X] The program is responsive to this perspective.

2015 Team Assessment: The team noted that the faculty was very collegial and engaged in multiple aspects of the students' academic life. The faculty members are effective contributors to the institution, especially in terms of community engagement, service, and teaching. Much of this occurs through the undergraduate program; however, departmental programs serving both undergraduate and graduate students that have been recognized for excellence by the university include the Center for Community Engagement in Cincinnati and the International Design-Build program in Ghana. There is evidence of interdisciplinary work in the graduate design studios, and faculty members from across the campus engage in student critiques and lectures. The College of Creative Arts actively reaches out to the university with programming in the University Art Gallery and the Cage Gallery in Alumni Hall. The program's commitment to a strong liberal arts tradition is described in the APR and discussed often by faculty, and evidence of this commitment is clear in the content of ARC 701. Faculty members also contribute to college and university initiatives and other activities through participation in committees and task forces.

- B. Architectural Education and Students.** *That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning.*

[X] The program is responsive to this perspective.

2015 Team Assessment: The team found that the students are prepared to engage in a global and diverse world through the various off-campus offerings, and there is a high percentage of international students enrolled within the program. Exposure to professionals is sufficient, given the campus's rural setting, and students appear to understand the professional opportunities available to them. A variety of student organizations offer leadership opportunities and extracurricular activities, including field trips to urban areas each year.

- C. Architectural Education and the Regulatory Environment.** *That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an*

¹ See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

understanding of the role of the registration board for the jurisdiction in which it is located; and, prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The program is responsive to this perspective.

2015 Team Assessment: An IDP Coordinator has been assigned and is well engaged with the program. Furthermore, IDP has been incorporated into the Professional Practice course (ARC 4/541) requiring students to review and develop an IDP execution plan. As a whole, the program leverages NCARB/IDP National Coordinator visits on a regular basis. Members of the faculty also have established personal relationships with the state architectural registration board's executive director and ensure that visits to the program occur on a regular basis.

The team found that this criterion has been **Met with Distinction**.

- D. Architectural Education and the Profession.** *That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities; and to contribute to the growth and development of the profession.*

[X] The program is responsive to this perspective.

2015 Team Assessment: The team found that the program's approach frames the great majority of projects and exercises from a professional vantage point, and this mindset is evident throughout the work. Both the ARC 601 and ARC 602 studios are taught with heavy participation of local practitioners, including conducting work within an office setting in the "traveling" studio (ARC 601). Most of the coursework presented appears to have been produced with an understanding of and appreciation for the challenges and opportunities of a real-world practice. A very high number of tenured and tenure-track faculty hold professional registrations and have practice experience.

The program makes a concerted effort to engage the students in interdisciplinary work, including joint projects with interior design and other majors as well as reviews by practicing engineers. The humanistic bent to studio assignments, particularly the thesis projects and initiatives such as the Center for Community Engagement, demonstrates a focus on the needs of clients, users, and the community.

The school also benefits from a strong and loyal alumni network that provides opportunities for guest lectures and class appearances.

- E. Architectural Education and the Public Good.** *That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation, and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.*

[X] The program is responsive to this perspective.

2015 Team Assessment: The team found several examples demonstrating that the program is effectively promoting the importance of the role of architecture in societal and cultural

development, and discussed them with the students and faculty. A specific course example is "Writing and Design for Social Change," along with a resident studio conducted in an inner city environment, which was developed to provide hands-on experience in neighborhood revitalization. This coursework is combined with the establishment of the Center for Community Engagement, which underscores the attention to this topic. In the classroom, this subject is studied and discussed in Professional Practice (ARC 4/541). International experience highlighting service for the public good is also provided, as exemplified in a program located in Ghana, where students design and construct a community building in collaboration with a local village community.

I.1.4 Long-Range Planning: *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision-making.*

[X] The program's processes meet the standards as set by the NAAB.

2015 Team Assessment: This institution has recently been engaged in long-range strategic planning at all levels, from institution to divisions and to the departmental level. The team found this to be demonstrated in the 2020 Miami University Strategic Plan. This document defined foundational goals, which were further defined with specific objectives that were analyzed through the use of numerous metrics. An example includes the foundational goal: "Ensure vitality and sustainability by building a forward-looking, efficient, and caring culture that stimulates, recognizes, and rewards creativity, entrepreneurial thinking, and exemplary performance." Strategies are developed to work toward these goals, along with recognized challenges and opportunities. Metrics measure ongoing progress in each of the objectives. This long-range strategic plan is now in the implementation phase.

I.1.5 Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing toward its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges, and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
 - *Solicitation of faculty's, students', and graduates' views on the teaching, learning, and achievement opportunities provided by the curriculum.*
 - *Individual course evaluations.*
 - *Review and assessment of the focus and pedagogy of the program.*
 - *Institutional self-assessment, as determined by the institution.*

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

[X] The program's processes meet the standards as set by the NAAB.

2015 Team Assessment: The 2020 Miami University Strategic Plan noted above provides a template for colleges and departments to formalize their plans for 2020, strategies for achieving those plans, and metrics by which to measure the outcomes. This document was developed through input from faculty and administrators from across the campus. The Department of Architecture and Interior Design Plan is embedded in the College of Creative Arts' document, and metrics for it have been established. This is a

recent undertaking, and many of the findings are not yet evident. Faculty also rely on the internal program review process in conjunction with the APR in order to take a holistic look at the program. The APR preparation immediately precedes university-mandated program review for efficiency. The university has assumed responsibility for the process that surveys recent graduates and alumni. The data provided by this survey process was reported by the program to be inadequate for assessment purposes and was not provided to the team. The department staff are now redeveloping a tool that they will administer themselves, and the team believes that the draft document (which was provided to the team) will address any concerns. Individual course evaluations are collected and reviewed by the department chair and faculty members to address any issues that might have been identified during the annual evaluation. The promotion and tenure process is another way to assess faculty performance. Three faculty members have been promoted with tenure since the last review.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

- *Faculty and Staff:*
 - *An accredited degree program must have 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. Programs are required to document personnel policies, which may include, but are not limited to, faculty and staff position descriptions.²*
 - *Accredited programs must document the policies that they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
 - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
 - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, has been trained in the issues of IDP, has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description, and regularly attends IDP Coordinator training and development programs.*
 - *An accredited degree program must demonstrate that it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
 - *Accredited programs must document the criteria used for determining rank, reappointment, tenure, and promotion as well as eligibility requirements for professional development resources.*

[X] Human Resources (faculty and staff) are adequate for the program.

2015 Team Assessment: The team found that the number and qualifications of faculty are adequate for the program, and that policies are in place to ensure that diversity requirements are met. Faculty workloads are balanced, with a typical semester requiring up to nine credit hours per person. Departmental funding is available to support attendance and presentations at professional conferences and other venues, and faculty may apply for additional support from the College of Creative Arts. There is an IDP Education Coordinator, who is up to date on the process. He visits each studio annually, and information from him is provided in ARC 541. In the team's interviews with students, the students assured team members that the information was being well communicated.

The team does not share the concerns expressed by the 2009 visiting team with regard to faculty development resources.

The APR describes faculty loads as 40% teaching, 40% scholarship or creative work, and 20% service. The team finds that these percentages do not reflect the actual division of time dedicated to these activities, and the faculty self-reported that the percentage of time dedicated to scholarship and creative work is typically far less than 40%. The team found that there may be structural obstacles to practice, which is limited to 8 hours per week for full-time faculty. Time that would be spent otherwise on scholarship is devoted to teaching, which is valued as a priority by the university.

- *Students:*
 - *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to, application forms and instructions, admissions requirements, admissions decision procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshmen, as well as transfers within and outside of the university.*

² A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

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

[X] Human Resources (students) are adequate for the program.

2015 Team Assessment: The team finds that the admissions policies and procedures are well documented on the department website. Financial aid and scholarship information is made clear through the assistantships/awards page of the department website. The program has documented how students entering the program are assessed for advanced standing, when applicable. Formal diversity initiatives are in place, and the program admits about half of its student body from international student applicants. The university and department offer an extensive array of study abroad programs, and a high percentage of students take advantage of these opportunities.

I.2.2 Administrative Structure and Governance:

- **Administrative Structure:** *An accredited degree program must demonstrate that it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.*

[X] Administrative structure is adequate for the program.

2015 Team Assessment: The architecture program operates as an academic program within the Department of Architecture and Interior Design, which is within the College of Creative Arts. The program has a chair of architecture and interior design, who is responsible for the administrative functions of both the undergraduate and graduate programs, and who reports to the dean of the CCA. The architecture graduate program has a dedicated director, who is responsible for admissions, advising, and administration of the graduate program, specifically. The team is satisfied that the program has sufficient autonomy and is able to make key decisions related to financial resources, faculty, curriculum, and other functions in a manner that is sufficient to ensure compliance with the conditions of accreditation.

- **Governance:** *The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.*

[X] Governance opportunities are adequate for the program.

2015 Team Assessment: The team found that this criterion has been **Met**. It also found that members of the faculty, staff, and students have equitable opportunities and, in fact, are well engaged in the institutional governance of the program. A clear organizational chart and governance processes are in place and working. Furthermore, a student advisory council is in place, and, during the team's meetings with students, the team confirmed an awareness and understanding of grievance procedures and policies/processes to address any concerns. The organization's oft-cited openness and responsiveness to concerns was repeatedly noted to the team by students, faculty, alumni, and others throughout the visit.

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

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*

- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical resources are adequate for the program.

2015 Team Assessment: The team found that the program's physical resources are ample and well equipped. Students at every level have large, dedicated studio desks. Alumni Hall provides numerous ancillary support spaces to the studios, including the Art and Architecture Library, the Cage Gallery, the woodshop, and various classrooms, in a single building. Faculty offices are sufficient and arranged throughout the building to allow casual student-faculty interactions. It is specifically noteworthy that the Art and Architecture Library is a valuable resource for students and faculty alike.

The previous visiting team in 2009 had concerns regarding the size and safety of the shop space. The current team noted that improvements to safety protocols had been established, especially at peak times. The administration is lobbying for expansion of this space as well as for appropriate dedicated space for digital fabrication tools at the university level.

The previous team (2009) also had a concern regarding printers and plotters, which, at that time, were located in another building. This has been remedied.

1.2.4 Financial Resources: *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

[X] Financial resources are adequate for the program.

2015 Team Assessment: The Department of Architecture and Interior Design has continued to be well funded despite the economic turndown of 2009–2012. Miami University recently adopted a Responsibility Centered Management (RCM) financial model. The model has been in place for 1 year, and overall consensus among both the visiting team and program administrators is that it is too early to determine the long-term impact of the model on the program. The university is continuing to fund the College of Creative Arts at current levels through a policy of “subvention,” which compensates the college for operational losses due to the intensity of resources and small class size of the program. The Architecture and Interior Design program performs very well under this metric within the college compared to programs that include art, music, and theater. The program has been identified as one of the premier programs at the university, and the provost and dean anticipate that it will continue to be funded at appropriate levels into the future.

1.2.5 Information Resources: *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

Further, the accredited 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 research and evaluative skills, and the critical thinking skills necessary for professional practice and lifelong learning.

[X] Information resources are adequate for the program.

2015 Team Assessment: The department has an Art and Architecture Library within the building that is open 8 a.m.–10 p.m., Monday through Thursday; 8 a.m.–5 p.m., Friday; 1 p.m.–5 p.m., Saturday; and 1 p.m.–10 p.m., Sunday. The team examined the resources of this library on a tour conducted by a librarian that is assigned and dedicated specifically to this unit. The resources of the physical and electronic periodicals, books, study areas, and equipment were found to be adequate.

The discovery that the library staff provide extensive assistance to students in the area of research methodology was unexpected. This is exemplified by the practice of embedding a librarian within specific courses requiring research and precedent investigation (ARC 636 as well as numerous studios). In this situation, the librarian teams up with the instructor in both the classroom and the library to provide advice and demonstrate advanced research techniques and tools.

PART ONE (I): SECTION 3 – INSTITUTIONAL AND PROGRAM CHARACTERISTICS

I.3.1 Statistical Reports³: *Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.*

- *Program student characteristics*
 - *Demographics (race/ethnicity and gender) of all students enrolled in the accredited degree program(s).*
 - *Demographics compared to those recorded at the time of the previous visit.*
 - *Demographics compared to those of the student population for the institution overall.*
 - *Qualifications of students admitted in the fiscal year prior to the visit.*
 - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
 - *Time to graduation.*
 - *Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.*
 - *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*
- *Program faculty characteristics*
 - *Demographics (race/ethnicity and gender) for all full-time instructional faculty.*
 - *Demographics compared to those recorded at the time of the previous visit.*
 - *Demographics compared to those of the full-time instructional faculty at the institution overall.*
 - *Number of faculty promoted each year since last visit.*
 - *Compare to number of faculty promoted each year across the institution during the same period.*
 - *Number of faculty receiving tenure each year since last visit.*
 - *Compare to number of faculty receiving tenure at the institution during the same period.*
 - *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

[X] Statistical Reports were provided, and they provide the appropriate information.

2015 Team Assessment: The required Statistical Reports were provided in a binder in the team room.

I.3.2. Annual Reports: *The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.*

The program must certify that all statistical data that it submits to the NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event that a program underwent a Focused Evaluation, the Focused

³ In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda, should also be included.

[X] Annual Reports and NAAB Responses were provided, and they provide the appropriate information.

2015 Team Assessment: The required reports and responses were provided by the NAAB. The certification was included in the APR.

1.3.3 Faculty Credentials: *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history, and context of the institution.*

In addition, the program must provide evidence through a faculty exhibit⁴ that the faculty, taken as a whole, reflect the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

[X] Faculty credentials were provided and demonstrated the range of knowledge and experience necessary to promote student achievement.

2015 Team Assessment: The visiting team found that the requisite credentials were provided for all members of the faculty that demonstrated their preparation for providing an architecture education within the mission, history, and context of the institution. Additional materials were also provided for select members of the tenured faculty that further demonstrated deeper knowledge and experience in particular research areas. The vast majority of the faculty members also have and maintain current professional registration/licensure in at least one state jurisdiction.

The team did note that a significant number of the faculty were long-term, tenured members with relatively little recent practice experience. The program relies very little on adjunct faculty, who are often a key source of knowledge and experience with current practice.

⁴ The faculty exhibit should be set up near or in the team room. To the extent that the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART ONE (I): SECTION 4 – POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room met the requirements of Appendix 3.

2015 Team Assessment: The team found the required documents and information in the team room.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL 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.*

Realm A: Critical Thinking and Representation:

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This ability includes facility with the wider range of media used to think about architecture, including writing, investigative skills, speaking, drawing, and model making. Students' learning aspirations include:

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

A. 1. Communication Skills: *Ability to read, write, speak, and listen effectively.*

[X] Met

2015 Team Assessment: The team found that the criterion is **Met** through the Design and Research Methods course (ARC 636) and the required theory electives. Students with English as a second language are supported by university resources as well as assistance from within the program.

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

2015 Team Assessment: This is **Met** through the following courses: Research (ARC 636), Pre-Thesis (ARC 701), and Thesis (ARC 702).

A. 3. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.*

[X] Met

2015 Team Assessment: The team found that the criterion is **Met** through multiple courses throughout the curriculum. The ARC 601 and ARC 602 studios and the ARC 701 and ARC 702 studios specifically meet the requirement.

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

[X] Not Met

2015 Team Assessment: This criterion was also not met during the previous accreditation review in 2009 for the same reason that this team found the criterion to be **Not Met** during this visit: a lack of student work demonstrating the ability to write outline specifications.

The team found evidence of technically clear drawings and models. Progress was made by the program to mitigate this previously identified deficiency with regard specifically to the requirement for outline specifications. However, the team found insufficient evidence that all students achieve the ability to develop and integrate outline specifications as part of projects or exercises that involve the preparation of technical documents in classes intended to identify the assembly of materials, systems, and components appropriate for building design. In particular, the projects produced within the Comprehensive Studio (ARC 602) included only a single technical specification section, which was neither edited by the student, nor required to be specifically integrated within the associated drawings (sections, floor plans, and/or details).

The ARC 517 and ARC 518 courses (Materials and Methods sequence) are making progress toward satisfying this criterion with coursework that includes basic lists of materials within a design exercise. However, not all students, notably those in Track I (M. Arch II), are required to take this coursework, and detailed examination of equivalency of course content is not conducted upon admission.

It also appears that there may be some confusion with regard to the intent of the term "outline specifications." For purposes of clarity, this term denotes a comprehensive summary of the materials initially determined to be a part of the project (i.e., similar to a specification manual table of contents). The term is not intended to denote a specification that is simply in "outline" format (as all specifications generally follow this format).

A. 5. Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

[X] Met

2015 Team Assessment: The visiting team was impressed with the students' level of proficiency with investigative skills as evidenced in thesis work and the preparatory course (ARC 636). This course is co-taught by the architectural librarian, which allows for an in-depth examination and results in multiple examples of student work exploring the range of information gathering and its application to design investigations.

The team finds this to be a criterion **Met with Distinction**.

A. 6. Fundamental Design Skills: Ability to effectively use basic architectural and environmental principles in design.

[X] Met

2015 Team Assessment: In the ARC 581, ARC 582, and ARC 583 courses, the team found evidence of relatively aggressive and effective development of basic design skills.

- 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.***

[X] Met

2015 Team Assessment: The team found that the criterion is **Met** through the ARC 700 thesis sequence (ARC 701 and ARC 702).

- A. 8. **Ordering Systems Skills: *Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.***

[X] Met

2015 Team Assessment: The team found that the criterion is **Met** through the ARC 601 and ARC 602 studios.

- A. 9. **Historical Traditions and Global Culture: *Understanding of parallel and divergent canons and traditions of architecture, landscape, and urban design, including examples of indigenous, vernacular, local, regional, and national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.***

[X] Not Met

2015 Team Assessment: The Architectural History courses (ARC 621 and ARC 622) have extensive content related to this criterion. However, not all students, notably those in Track I (M. Arch II), are required to take this coursework, and detailed examination of equivalency of course content is not conducted upon admission for this cohort.

The team also examined the Contemporary Architecture Theory and Practice course (ARC 551) and the Architecture Theory and Research course (ARC 634), which are both required for all graduate students, for content related to this criterion. While ARC 634 included student essays on critical regionalism, the team did not feel that these essays alone fulfilled the depth and breadth of content intended by this criterion.

This criterion was also not met during the two previous accreditation review cycles in 2003 and 2009. The team believes that this repeated deficiency is serious.

- A. 10. **Cultural Diversity: *Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.***

[X] Met

2015 Team Assessment: The team found evidence of this criterion in the thesis sequence. See comments for criterion C.2 Human Behavior, which also apply to fulfillment of this criterion.

- A. 11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.**

[X] Met

2015 Team Assessment: The visiting team found ample evidence of this criterion in ARC 636, which is the thesis preparation course.

Realm A. General Team Commentary: Overall, the team finds that the program is based on strong fundamental skills.

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

Architects are called upon to comprehend the technical aspects of design, systems, and materials, and to be able to apply that comprehension to their services. Additionally, they must appreciate their role in the implementation of design decisions and the impact of such decisions on the environment. Students learning aspirations include:

- *Creating building designs with well-integrated systems.*
- *Comprehending constructability.*
- *Incorporating life safety systems.*
- *Integrating accessibility.*
- *Applying principles of sustainable design.*

- B. 1. Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.**

[X] Met

2015 Team Assessment: Evidence of this criterion was displayed in ARC 701 and ARC 582, and to a lesser degree in ARC 602.

- B. 2. Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.**

[X] Not Met

2015 Team Assessment: This criterion was not met in the 2009 accreditation review. The school has made progress with regard to providing training for designing appropriate facilities for mobility-impaired users, as evidenced in studio projects. However, there is no evidence that coursework includes designing facilities to accommodate sensory and cognitive disabilities. Adhering to the technical aspects of accessibility codes related to mobility seems to be a priority in isolated features (e.g., accessible bathrooms that lack an accessible path of travel), but, overall, the student work does not reflect the spirit of universal design.

- B. 3. Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and**

reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

[X] Met

2015 Team Assessment: The team found evidence of this ability in the ARC 601 studios, where the program type varies from year to year, and in many thesis projects. The fundamental material is covered in the Environmental Control Systems coursework (ARC 513 and ARC 514). The faculty are well credentialed in this area, although the full benefit of their relevant expertise is evident primarily in the undergraduate pre-professional program.

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

[X] Met

2015 Team Assessment: Evidence of this criterion was found in ARC 582, ARC 602, and ARC 701.

B. 5. Life Safety: *Ability to apply the basic principles of life-safety systems with an emphasis on egress.*

[X] Met

2015 Team Assessment: The team found evidence of this criterion in many studio projects, including ARC 602.

B. 6. Comprehensive Design: *Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:*

A.2. Design Thinking Skills

B.2. Accessibility

A.4. Technical Documentation

B.3. Sustainability

A.5. Investigative Skills

B.4. Site Design

A.8. Ordering Systems

B.5. Life Safety

***A.9. Historical Traditions and
Global Culture***

B.7.Environmental Systems

B.9. Structural Systems

[X] Met

2015 Team Assessment: The visiting team found evidence of this criterion in the ARC 602 studios, which are also identified by the school as the primary location for demonstration of this ability. Overall, the school does well in not treating technical subjects in isolation and in integrating the requirements of this criterion into studio work.

- B. 7 Financial Considerations: *Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.***

[X] Not Met

2015 Team Assessment: The team found evidence that the students had a thorough understanding of financial considerations affecting acquisition, funding, feasibility, and construction costs through coursework and exams in Professional Practice (ARC 541) and in ARC 601 studio work. However, the team found no evidence of life-cycle cost accounting in student work, although it was listed as a lecture topic in ARC 541. For this reason alone, the team finds the condition **Not Met**.

- B. 8. Environmental Systems: *Understanding the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics, including the use of appropriate performance assessment tools.***

[X] Met

2015 Team Assessment: This criterion was thoroughly covered in the Environmental Control Systems courses (ARC 513 and ARC 514).

- B. 9. Structural Systems: *Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.***

[X] Met

2015 Team Assessment: The team found evidence that all students achieve this understanding through lectures and exercises in Statics and Strengths of Materials (ARC 510), Structural Design I (ARC 511), and Structural Design II (ARC 512).

- B. 10. Building Envelope Systems: *Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.***

[X] Met

2015 Team Assessment: The visiting team found evidence of this criterion in the Architectural Materials and Construction Methods courses (ARC 517 and ARC 518).

- B. 11. Building Service Systems Integration: *Understanding of the basic principles and appropriate application and performance of building service systems, such as plumbing, electrical, vertical transportation, security, and fire protection systems.***

[X] Met

2015 Team Assessment: The visiting team found evidence that this criterion was **Met** in the Environmental Control Systems course (ARC 514), which is required of all graduate students.

- B. 12. Building Materials and Assemblies Integration: *Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.***

[X] Met

2015 Team Assessment: The visiting team found evidence of this criterion in the Architectural Materials and Construction Methods courses (ARC 517 and ARC 518).

Realm B. General Team Commentary: The studios and coursework throughout the program may be characterized as pragmatic. The technical aspects of architecture are generally well addressed, and the student work demonstrates a commendable holistic understanding of the issues addressed when creating buildings.

Realm C: Leadership and Practice:

Architects need to manage, advocate, and act legally, ethically, and critically for the good of the client, society, and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- *Knowing societal and professional responsibilities.*
- *Comprehending the business of building.*
- *Collaborating and negotiating with clients and consultants in the design process.*
- *Discerning the diverse roles of architects and those in related disciplines.*
- *Integrating community service into the practice of architecture.*

- C. 1. Collaboration: *Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.***

[X] Met

2015 Team Assessment: Evidence of this criterion was found in ARC 582, ARC 601 and ARC 602, and ARC 701. Throughout the program, the team found exemplary integration of interdisciplinary and cross-major collaboration through team projects. It is clearly a value and strength of the program, college, and university as a whole.

The team finds this to be a criterion **Met with Distinction**.

- C. 2. Human Behavior: *Understanding of the relationship between human behavior, the natural environment, and the design of the built environment.***

[X] Met

2015 Team Assessment: The team found ample evidence of this understanding throughout the graduate thesis projects. Almost without exception, these projects displayed a dominant humanistic approach that could be attributed to the research preparation exercises in ARC 636 as well as the liberal arts focus of the university as a whole.

- C. 3. Client Role in Architecture: *Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.***

[X] Met

2015 Team Assessment: The team found evidence that all students achieve this understanding through lectures and exercises in Professional Practice (ARC 541).

- C. 4. Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.**

[X] Met

2015 Team Assessment: The visiting team found evidence of this criterion in Professional Practice (ARC 541).

- C. 5. Practice Management: *Understanding* of the basic principles of architectural practice management, such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.**

[X] Met

2015 Team Assessment: The visiting team found evidence of this criterion in Professional Practice (ARC 541).

- C. 6. Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.**

[X] Met

2015 Team Assessment: The team found that this criterion is **Met** through Professional Practice (ARC 541) and can be seen in various coursework throughout the curriculum.

- C. 7. Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.**

[X] Met

2015 Team Assessment: The team found evidence that all students achieve this understanding through lectures and exercises in Professional Practice (ARC 4/541).

- C. 8. Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political, and cultural issues, and responsibility in architectural design and practice.**

[X] Met

2015 Team Assessment: The Professional Practice course (ARC 541) includes robust discussions of the various ethical issues facing architects and exam questions that satisfy fulfillment of the criterion to the level of understanding required.

- C. 9. **Community and Social Responsibility: *Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.***

[X] Met

2015 Team Assessment: This criterion was **Met**, as evidenced in Professional Practice (ARC 541). Supporting activities noted by the team included traveling studios abroad and the Center for Community Engagement.

Realm C. General Team Commentary: The particularly robust Professional Practice course (ARC 541) does a good job of addressing all of the Realm C requirements, and the interdisciplinary and group focus of the curriculum provides ample opportunities for collaboration. The program ensures that a professionally oriented education is delivered within the context of practice. The previous team in 2009 was concerned that this material was not integrated into non-ARC 541 classes. The current team finds that this has been remedied, and content related to Realm C criteria is found throughout other classes.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: *The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).*

[X] Met

2015 Team Assessment: The team was presented with documentation of accreditation by NCACS.

II.2.2 Professional Degrees and Curriculum: *The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

[X] Not Met

2015 Team Assessment: The team's understanding is that NAAB does not accredit post-professional degrees and that the track identified by the school as "M. Arch I," a 36-credit hour degree, is not a part of the team's review. This track was inappropriately identified as accredited in the program's APR and in supporting materials presented to the team. Per the August 20, 2010 NAAB document entitled "Explanatory Note: Non-Accredited, Post-Professional Degree Nomenclature," the team finds that the accreditation requirement is **Not Met** for "M. Arch I," and the program is reminded that it should discontinue use of this nomenclature for its post-professional program by June 30, 2018.

The program characterizes this track as a post-professional degree, and criteria for admission to the track and coursework support this characterization. Admission pre-requisites for the track include a professional B. Arch. and licensure. Curriculum consists entirely of the thesis sequence and electives, and does not include the professional core. The focus is described as specialized research and study directed at individual interests.

The program stipulates on its website and in its admissions material that this post-professional "M. Arch. I" is an option within the accredited Master of Architecture Degree. It is the team's assessment that these public statements are inaccurate and misleading.

The team additionally found that the requirement for 45 general elective credits, per the NAAB 2009 Conditions for Accreditation, was **Not Met** for all students. These credits are defined as non-architectural coursework. The team reviewed the graduate admissions process in detail with the graduate director. Students obtaining their pre-professional degrees from Miami University did satisfy this requirement. However, there is no university pre-requisite for this number of general elective credits for students admitted from other institutions. The graduate admissions process includes a thorough review of incoming transcripts; however, these transcripts are not screened to ascertain satisfaction of the general elective requirement. A random example of an admitted student with a foreign accredited architecture degree revealed significantly fewer non-architectural general electives than required. Students with foreign accredited architecture degrees represent a significant cohort of graduate students in the program.

The team recognizes that substantive changes to this requirement will be in place in the next version of the NAAB Conditions for Accreditation.

II.2.3 Curriculum Review and Development: *The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.*

[X] Met

2015 Team Assessment: The Master of Architecture curriculum has been developed over many years and continues to be strong. Because the program uses the APR as one of the primary tools for assessing the program as a whole, adjustments to the curricular requirements appear to have been made every 5 or 6 years in response to these periodic reviews. While the majority of the faculty members are licensed architects, most are unable to sustain a current practice, so the required traveling alumni studio was developed to expose students to current issues in practice.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event that a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate that it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

[X] Met

2015 Team Assessment: The team found that the program conducts thorough reviews of preparatory and pre-professional education of applicants using a combination of the university's research and evaluation processes. Once the student is admitted, this process is followed by a review of the candidate's transcripts by the program's graduate director with regard to course equivalency and advanced standing. If a waiver for a particular course is requested, the request is submitted to the faculty member responsible for the course for a detailed evaluation of the student's knowledge and a final determination on whether to grant the waiver. Additionally, candidates are required to submit a portfolio of work for evaluation, which is scrutinized for content and authorship prior to admission.

For students within Track 1 ("M. Arch. II" per the school's terminology), course equivalency is evaluated based on the course title and the director's knowledge of the applicant's program. This may create problems regarding the satisfaction of particular criteria that are satisfied by offerings taken only by Track 2 students and students from the Miami University pre-professional program.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees: *In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include, in catalogs and promotional media, the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.*

[X] Not Met

2015 Team Assessment: The program stipulates on its website and in admissions material that the “M. Arch I” is an option within the accredited Master of Architecture Degree. It is the team’s assessment that these public statements are inaccurate and misleading. See Condition II.2.2 Professional Degrees and Curriculum for additional information.

II.4.2 Access to NAAB Conditions and Procedures: *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 to all students, parents, and faculty:*

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2015 Team Assessment: The team found access to the 2009 NAAB Conditions for Accreditation and the 2012 NAAB Procedures for Accreditation on the Department of Architecture and Interior Design’s website.

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 accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:*

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional’s Companion

www.NCARB.org

www.aia.org

www.aia.org

www.acsa-arch.org

[X] Met

2015 Team Assessment: The team found links to the above websites on the Department of Architecture and Interior Design’s website, with the exception of a direct link to the NCARB homepage. Access to the NCARB website was available through the NCARB handbook and ARE pass rate links.

II.4.4 Public Access to APRs and VTRs: *In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:*

All Annual Reports, including the narrative.

All NAAB responses to the Annual Report.

The final decision letter from the NAAB.

The most recent APR.

The final edition of the most recent Visiting Team Report, including attachments and addenda.

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

[X] Met

2015 Team Assessment: The team found the required information.

II.4.5 ARE Pass Rates: *Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.*

[X] Met

2015 Team Assessment: The team found the link to the NCARB ARE pass rates on the department's website.

III. Appendices:

1. Program Information

[Taken from the *Architecture Program Report*, responses to Part One (I): Section 1 – Identity and Self-Assessment]

A. History and Mission of the Institution (I.1.1)

Reference Miami University, APR, pp. 1-3

B. History and Mission of the Program (I.1.1)

Reference Miami University, APR, pp. 3-9

C. Long-Range Planning (I.1.4)

Reference Miami University, APR, pp. 19-21

D. Self-Assessment Procedures (I.1.5)

Reference Miami University, APR, pp. 21-24

2. Conditions Met with Distinction
(list number and title; include comments where appropriate)

I.1.3 C. Architectural Education and the Regulatory Environment

A. 5. Investigative Skills

C. 1. Collaboration

3. The Visiting Team

Team Chair, Representing the AIA
Christine Malecki West, AIA
KITE Architects, Inc.
3 Central Street
Providence, RI 02907
(401) 272-0240 x117
cw@kitearchitects.com

Representing the ACSA
Diane Armpriest, Associate Professor
Architecture Program
College of Art and Architecture
University of Idaho
Box 442451
Moscow, ID 83844-2451
(208) 885-7127
(208) 885-9428 fax
dianea@uidaho.edu

Representing the AIAS
David Golden
1001 S. 13th Street
Apt. #3
Philadelphia, PA 19147
(508) 527-0869
davidgolden19@gmail.com

Representing the NCARB
Michael R. Merino
Supervisory Architect
VA San Diego Healthcare System
3350 La Jolla Village Drive, MC 138
San Diego, CA 92161
(858) 642-3223
(858) 552-7584 fax
(858) 337-9701 mobile
michael.merino2@va.gov

IV. Report Signatures

Respectfully Submitted,



Christine M. West, AIA
Team Chair

Representing the AIA



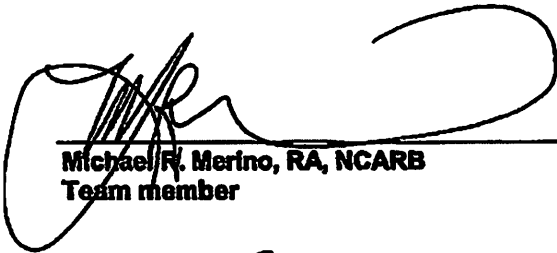
Diane Armpriest, Associate Professor
Team member

Representing the ACSA



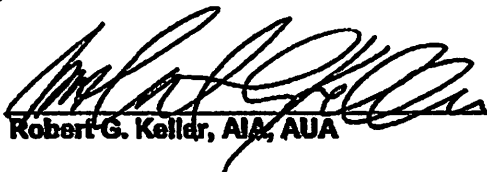
David Golden
Team member

Representing the AIAS



Michael R. Merino, RA, NCARB
Team member

Representing the NCARB



Robert G. Keller, AIA, AUA

Non-voting member

Program Response to the Final Draft Visiting Team Report