2023 Visiting Team Report

Miami University
Department of Architecture and Interior Design

M.Arch.

Track: M. Arch II Undergraduate degree with Architecture major + 57 graduate semester credit hours

Track: M. Arch III Undergraduate degree with non-Architecture major + 88 graduate semester credit hours)

Continuing Accreditation Visit
April 12-14, 2023

NAAB

National Architectural Accrediting Board, Inc.

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I. Summary of Visit

a. Acknowledgments and Observations

Acknowledgements

The visiting team thanks the M.Arch. program leadership for the extensive preparation for this visit. The members of the visiting team also extend appreciation for the open and transparent discussions they were able to have (albeit via Zoom) with the full range of community members—department faculty and staff, college and university leadership, students, and alumni—who all contributed to an understanding for what makes this a unique place to be.

The "buzz" of the program's activities is best summed up in an excerpt adapted from this visiting team report on core values the team found evident in conversations and the materials shared:

> *The program endeavors to foster within students a continuous curiosity about the world, a deep respect for diversity of the communities for whom they design, individual perceptions of the environment to engage others in dialogue, and the intellectual and creative life of the student, staff, faculty, and alumni community. This is accomplished through design studios and other coursework, seminars, thesis projects, visiting lectures, the alumni-engagement of the traveling studio, and working with communities-at-large. As a small graduate program housed in a department within a creative arts college at a rural, liberal arts university students are also encouraged and enabled to explore diverse disciplinary resources across Miami University.*

Robust, unique activities are found in several areas:

1. The three-semester sequence of courses that comprise the thesis component of the program uniquely allows students to seek out the expertise of all faculty in the department, as well as faculty in other departments at the university as needed, to serve on individual thesis committees in support of student-selected topics of interest. In this way, all full-time faculty in the department work with thesis students. Much of the matching occurs in a unique "soiree" event. The Arc 636 Design and Research Methods thesis prep course continues to feature the preparation of a final report in the format of a standard academic conference paper, such as for an ACSA meeting. This encourages graduate students to view themselves as researchers, engaged in contributing valuable knowledge to the discipline. The final written portions of the theses are continuously archived in the library.

2. Arc 601 Alumni Traveling Studio provides a unique opportunity for practicing architects who are alumni of the program to partner with a lead faculty member to develop a design studio project in their current city under the aegis of their firm. The sites and projects vary from year to year, depending on the alumni and firm involved. The students visit the city and site, and the alumnus remains engaged with the students throughout the semester. This studio format allows the program to bring in new voices and topics, including a recent opportunity allowing students to visit and work directly on a site within an under-resourced community of color, where they learned the different strategies needed to reflect the needs of the community users in the design work developed. Students spoke glowingly of the impactful learning outcomes from this particular studio project, and the alumnus of the program involved spoke about the joy of providing a voice to students engaging in this community-based design work.

3. Two required courses in the history and theory sequences, Arc 634 Seminar in Philosophy and Architectural Theory and Arc 551 Contemporary Architectural Theory and Practice, were both

recently extensively revised to include up-to-date material on a more diverse set of geographic contexts and introducing new critical views on architecture.

4. Students and alumni report satisfaction with the solid technical foundation of the coursework and studios leading up to and including Arc 602 Comprehensive Design Studio. They feel it provides good preparation for internships and future employment. They also report deep appreciation for the flexibility and range allowed in the thesis sequence, as well as in elective courses.

Additional unique activities in the Department that houses the M.Arch. program include:

1. The "What about George?" project, initiated in fall 2020, inviting reconsideration of an historic neoclassical campus statue of George Washington, which is currently located in the rotunda of the Department of Architecture + Interior Design's building, Alumni Hall. Students enrolled in an elective seminar, including M.Arch. students, wrote responses about the statue and its placement, which were posted in the rotunda space to stimulate reflection and debate.

2. The semesterly "Cross Training Workshops," which invites scholars and practitioners for a long weekend of explorations with undergraduate and graduate students of creative processes, new technologies and ideas in current architectural and design discourse.

Observations

1. Even though the department has made strides in developing a continuous method of self-assessment for the department as a whole and for the courses and curriculum of the M.Arch. program, there is limited to no evidence of a system of tracked benchmarks that establish a feedback loop connecting lessons learned back to how improvements in the curriculum and courses are made and evaluated.

2. Student enrollment data indicates that the graduate program has experienced an overall decline in numbers since the last accreditation cycle of both international and domestic students, and that the largest drop is in non-international students of color. This is concerning, as students in the graduate program have historically been vital in contributing diverse voices and perspectives to the overall student body of the program.

3. While the team heard about many good ideas and some new initiatives for rebuilding graduate enrollment, a more robust plan, with funding, is warranted for stabilizing the overall number of students in the program so that it remains viable. Some factors to consider include graduate student tuition waivers and stipends and access to summer funding.

4. The Miami University Center for Community Engagement (MUCCE) in Cincinnati is a vital resource of the Department, but currently there is very limited opportunity for graduate students to engage with the center or otherwise benefit from it. Financial support and creative new ideas are needed to redress this circumstance.

5. The program provides a potentially very rich and supportive environment for understanding approaches to leadership and collaboration. The visiting team confirmed in interactions with students, faculty, and alumni that meaningful collaborative work does happen, and it includes teamwork in initial design-studio research, certain multidisciplinary thesis-research projects, and community-engagement opportunities provided through some iterations of the Alumni Traveling Studio. Evidence was not found, however, that these community-engagement opportunities reach all students in the program, in particular with regard to collaboration with diverse stakeholder constituents, and in dynamic physical and social contexts.

6. Stability in future leadership of the graduate program, through new faculty hires and otherwise, will be beneficial for responding to these observations.

b. Conditions with a Team Recommendation to the Board as Not Achieved *(list number and title)*

PC.6 Leadership and Collaboration
PC.8 Social Equity and Inclusion
SC.5 Design Synthesis
5.2 Planning and Assessment
5.3 Curricular Development
5.5 Social Equity, Diversity, and Inclusion

c. Conditions Met with Distinction

PC.5 Research and Innovation
5.8 Information Resources

II. Progress Since the Previous Site Visit

2009 Conditions Not Met

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.

Previous Team Report (2015): 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).

2020 IPR Board Review: After reviewing the 5-year Interim Progress Report (IPR) submitted by Miami University, the National Architectural Accrediting Board (NAAB) has rejected the IPR as not having

demonstrated sufficient progress toward addressing deficiencies identified in the most recent visiting team report. Specifically, the program did not provide sufficient evidence for the following: II.2.2 Professional Degrees and Curriculum, A.4 Technical Documentation, A.9 Historical Traditions and Global Culture, and B.2 Accessibility. In addition, these SPC were Not Met for two consecutive visits. Consistent with the 2015 *Procedures*, Section 10.1.d.ii Interim Progress Reports, pages 81-82, the next accreditation visit is advanced by one calendar year and is now scheduled for spring 2023.

2023 Team Analysis: This criterion has been met, beginning with lecture materials in Arc 517 and 518 Materials and Methods Sequence for students in the 3-year M.Arch. III program, and continuing with the Arc 602 studio for M.Arch. students in both tracks. In Arc 602, outline specs and general construction notes are included in the requirements for the final project.

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.

Previous Team Report (2015): 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.

2020 IPR Board Review: After reviewing the 5-year Interim Progress Report (IPR) submitted by Miami University, the National Architectural Accrediting Board (NAAB) has rejected the IPR as not having demonstrated sufficient progress toward addressing deficiencies identified in the most recent visiting team report. Specifically, the program did not provide sufficient evidence for the following: II.2.2 Professional Degrees and Curriculum, A.4 Technical Documentation, A.9 Historical Traditions and Global Culture, and B.2 Accessibility. In addition, these SPC were Not Met for two consecutive visits. Consistent with the 2015 *Procedures*, Section 10.1.d.ii Interim Progress Reports, pages 81-82, the next accreditation visit is advanced by one calendar year and is now scheduled for spring 2023.

2023 Team Analysis: The criterion has been met, most directly through extensive modifications of the content of Arc 551 Contemporary Architecture Theory and Practice to include a globally-diverse set of architectural works, and assignments that probe broad consideration of the intellectual, cultural, social, geographic, political, and technological forces that shape them. This course is required of M.Arch. students in both tracks.

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.

Previous Team Report (2015): 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.

2020 IPR Board Review: After reviewing the 5-year Interim Progress Report (IPR) submitted by Miami University, the National Architectural Accrediting Board (NAAB) has rejected the IPR as not having demonstrated sufficient progress toward addressing deficiencies identified in the most recent visiting team report. Specifically, the program did not provide sufficient evidence for the following: II.2.2 Professional Degrees and Curriculum, A.4 Technical Documentation, A.9 Historical Traditions and Global Culture, and B.2 Accessibility. In addition, these SPC were Not Met for two consecutive visits. Consistent with the 2015 *Procedures*, Section 10.1.d.ii Interim Progress Reports, pages 81-82, the next accreditation visit is advanced by one calendar year and is now scheduled for spring 2023.

2023 Team Analysis: The criterion has been met with the addition of a canvas course module for the Comprehensive Studio course ARC 602 focused on universal design. The module includes guest speakers and a student assignment to confirm their understanding of the principles.

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.

Previous Team Report (2015): 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**.

2020 IPR Board Review: After reviewing the 5-year Interim Progress Report (IPR) submitted by Miami University, the National Architectural Accrediting Board (NAAB) has rejected the IPR as not having demonstrated sufficient progress toward addressing deficiencies identified in the most recent visiting team report. Specifically, the program did not provide sufficient evidence for the following: II.2.2 Professional Degrees and Curriculum, A.4 Technical Documentation, A.9 Historical Traditions and Global Culture, and B.2 Accessibility. In addition, these SPC were Not Met for two consecutive visits. Consistent with the 2015 *Procedures*, Section 10.1.d.ii Interim Progress Reports, pages 81-82, the next accreditation visit is advanced by one calendar year and is now scheduled for spring 2023.

2023 Team Analysis: This criterion has been met due to changes in the 2020 Conditions, which no longer highlight the specific building-cost types listed in the 2009 Conditions.

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.

Previous Team Report (2015): 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.

2020 IPR Board Review: After reviewing the 5-year Interim Progress Report (IPR) submitted by Miami University, the National Architectural Accrediting Board (NAAB) has rejected the IPR as not having demonstrated sufficient progress toward addressing deficiencies identified in the most recent visiting team report. Specifically, the program did not provide sufficient evidence for the following: II.2.2 Professional Degrees and Curriculum, A.4 Technical Documentation, A.9 Historical Traditions and Global Culture, and B.2 Accessibility. In addition, these SPC were Not Met for two consecutive visits. Consistent with the 2015 *Procedures*, Section 10.1.d.ii Interim Progress Reports, pages 81-82, the next accreditation visit is advanced by one calendar year and is now scheduled for spring 2023.

2023 Team Analysis: This criterion has been met. The program no longer lists a post-professional M.Arch. I program on its website or other marketing materials. The 2015 re-accreditation visit also noted that the minimum 45 hours of general elective credits required by the 2009 Conditions was not consistently met by all students. The 2020 Conditions no longer stipulate a minimum number of general elective credits.

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.

Previous Team Report (2015): 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.

2020 IPR Board Review: After reviewing the 5-year Interim Progress Report (IPR) submitted by Miami University, the National Architectural Accrediting Board (NAAB) has rejected the IPR as not having demonstrated sufficient progress toward addressing deficiencies identified in the most recent visiting team report. Specifically, the program did not provide sufficient evidence for the following: II.2.2 Professional Degrees and Curriculum, A.4 Technical Documentation, A.9 Historical Traditions and Global Culture, and B.2 Accessibility. In addition, these SPC were Not Met for two consecutive visits. Consistent with the 2015 *Procedures*, Section 10.1.d.ii Interim Progress Reports, pages 81-82, the next accreditation visit is advanced by one calendar year and is now scheduled for spring 2023.

2023 Team Analysis: This criterion has been met and the evidence has been found in 6.1 Statement of NAAB-Accredited Degrees.

III. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program because of changes in the Conditions is required.

2023 Team Analysis:
The Team acknowledges the following challenges that the program highlights in the APR and from the VSV scheduled meetings with a range of groups:

> *Our last accreditation was in 2015, shortly after the 2014 Conditions for Accreditation was released. Our 2015 accreditation report was based on the 2009 Conditions. This accreditation report is based on the 2020 Conditions which are considerably different from previous conditions.*

The Team acknowledges the following changes / challenges of program:

> *The M.Arch. I (Post Professional Degree Program - which NAAB does not accredit) designation was eliminated from the departmental website and all admission materials shortly after the 2015 NAAB site visit.*

Changes to Curriculum:

> *Several changes to the M.Arch. II and M.Arch. III have occurred since our last accreditation visit. These changes are not exclusive of the change in Conditions.*

Changes to Faculty/Staff:

> *We also experienced some administrative changes in the department since the last accreditation visit.*
>
> *The last three academic years have been challenging due to changes in leadership in the department and throughout the university.*

Efforts to Adapt to 2020 Conditions*:*

> *Adapting the curriculum to the new 2020 Conditions is in its beginning stages.*

We are currently working on an assessment strategy plan that will identify a rotating group of courses to evaluate annually. Our annual university academic assessment plan (AEPIP) has been structured to address previous weaknesses in our programs as identified by our accreditation bodies (NAAB & CIDA). We are in the process of developing a new academic assessment plan that will incorporate the new NAAB 2020 conditions.

IV. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission (*Guidelines*, p. 5)
To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

☒ **Described**

2023 Team Analysis:
Founded as a land-grant institution in 1809, Miami University is based in Oxford, Ohio and has a series of regional campuses as well as a European center in Luxembourg. The APR describes the university's "student centered" mission and its "commitment to liberal arts undergraduate education" with a rich combination of "curricular and co-curricular life." The Department of Architecture + Interior Design mission is described in its Governance Document and aligns with that of the university, with undergraduate students in a pre-professional BA in Architecture and an accredited BFA in Interior Design.

The NAAB-accredited M.Arch II and M.Arch III programs reviewed here are described as leading the "theoretical and practical directions of the undergraduate majors" and bringing depth to the overall offerings. The nature and extent of overlaps between the pre-professional undergraduate architecture program and the accredited M.Arch programs was confirmed during the virtual site visit in meetings with faculty.

In support of the student-centered identity of the university, the SASE (Study Abroad Study Away) initiative expands students' experiences beyond the classroom and campus. The APR describes how collaborative learning is facilitated across the campus and the College of Creative Arts through a summer-scholar program as well as the University Honors program, but these experiences seem to be focused on the undergraduate pre-professional program. The site visit confirmed that more consistent funding is needed for M.Arch. students to participate in these initiatives and how frequently this occurs. Due to the decreased enrollment numbers of M.Arch. students funding support has decreased.

2—Shared Values of the Discipline and Profession (*Guidelines,* p. 6)

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments**.** Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession. (p.7)

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them. (p.7)

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education. (p.7)

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline. (p.8)

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work. (p.8)

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings. (p.8)

☒ **Described**

2023 Team Analysis:

Design:
The APR describes the design culture and values in detail. The narrative touches on design approach, faculty involvement, critical assessment, and core values. The program endeavors to foster a continuous curiosity about the world, a deep respect for diversity of the communities for whom they design, individual perceptions of the environment to engage others in dialogue, and the intellectual and creative life of the student and faculty community. This is accomplished through studio coursework, seminars, visiting lectures, and working with communities-at-large. As a small graduate program housed in a department within a creative arts college at a rural, liberal arts university, students are also encouraged and enabled to explore diverse disciplinary resources across Miami University.

The narrative describes methods of assessment, meetings, access to expertise, and faculty collaboration to continually improve the program although specifics of these efforts are not easily found in the PC and SC responses. The program strives to lead students toward internships and professional engagement upon graduation.

Professional skills focus on a variety of relevant topics including ethics and human rights, health/safety/welfare, and the development of well-rounded young architects.

Environmental Stewardship and Professional Responsibility:
The APR describes how Miami University, the Department of Architecture + Interior Design, and the M.Arch. program, have acted broadly to promote responsible environmental stewardship. One example is the net-zero-energy module in the ARC 602 studio, which was initiated in 2016 as part of a pilot project supported by a grant from the MU Center for Teaching Excellence. Since then, the module has become a stable part of the M.Arch. required experience. An elective, Arc 4/506D Passive and Low Energy Design, allows students to take a professional certification exam to become a Certified Passive House Consultant (CPHC). The report states that Miami is one of only six universities nationwide that is offering national certification training.

The APR also describes success in several Department of Energy Social Decathlon design competitions. These teams were open to M. Arch students, and at least one graduate student participated.

Equity, Diversity, and Inclusion:
The APR describes a robust series of programs that support both Miami University's and the program's commitment to equity, diversity, and inclusion. An example that supports this effort at the program level is the Diversity, Equity, and Inclusion committee that has been established and is composed of faculty, students, and alumni and have developed a series of goals and initiatives for the program based on NOMAS initiatives from Carnegie Mellon University. The department chair meets every semester with student representatives of NOMAS to discuss department DEI progress and initiatives. Additionally, the program has begun to examine their own spaces by initiating a "What about George?" project in the fall of 2020 examining the presence of a neoclassical George Washington statue located in the rotunda of the department. Students enrolled in an elective seminar, including M.Arch. students, wrote responses about the statue and its placement, which were posted in the rotunda space to stimulate reflection and debate.

Knowledge and Innovation:
The APR describes a broad range of faculty research topics, research-based collaborations between faculty and students, "Cross-Training Workshops" through which students can work with invited practitioners and academics, and a departmental lecture series. Highlights of curriculum-based opportunities for exposure to innovative ideas and methods include the Arc 601 traveling studios and the use of virtual simulation and other new media.

Leadership, Collaboration, and Community Engagement
Collaborative work is emphasized in the program through the required Alumni Traveling Studio, which places students in contact with representatives of various design disciplines. Often this collaborative work extends to community-engagement opportunities that expose students to underserved groups and clients, emphasizing how the leadership roles of architects can extend beyond the design team to reach diverse users and communities.

Lifelong Learning:
The Architecture + Interior Design Department encourages student research and presentations in public forums dedicated to knowledge dissemination and professional development. M.Arch. program students regularly present their thesis work produced during their final year in the program in university-sponsored public forums including the Three Minute Thesis Competition, Graduate Research Forum, and Graduate Architecture Thesis Symposium. Students prepare written thesis documents in a format tailored for submission to academic conferences, including ACSA; these documents are archived in the MU Library.

Faculty model the practice of lifelong learning through maintenance of professional licenses and contributions as leaders and members of a wide range of professional organizations. Also, by

participating alongside students when outside experts are invited to visit classes, such as when local engineers interact in the Arc 602 studio setting, on field trips, and in thesis events.

Alumni return to campus and share their successes and lessons learned with new generations of students, informally by joining critiques and giving lectures, and formally when invited to collaborate in the Arc 601 Traveling Studio, which each year is conceived around a partnership with an alumnus and their firm. In the past two years the studio has partnered with alumni working with major firms in Chicago (Moody Nolan) and Boston (NBBJ).

3—Program and Student Criteria (*Guidelines*, p. 9)

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC) (*Guidelines*, p. 9)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge. (p.9)

☒ **Met**

2023 Team Analysis:

Evidence of student achievement at the prescribed level was found in Arc 541 Professional Practice. The course schedule, quizzes, and activities provide students with understanding of licensure paths and career opportunities. Course learning objectives focus on the legal and ethical issues of the practice of architecture that are confronting today's architects and allied professionals, the career path to licensure, and the alternative career path tangents.

During the site visit, current students confirmed that the Career Fair was instrumental in connecting them to summer internship and other career opportunities. Alumni that we met during the site visit confirmed that they are regularly invited to be studio reviewers and guest speakers in Arc 541; also, that the program prepared them for a range of career opportunities, from professional practice to the pursuit of doctoral studies.

Assessment: The primary form of assessment is through testing and course evaluations. No evidence at this criteria level that this course is developed and assessed by program on a recurring basis.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities. (p.9)

☒ **Met**

2023 Team Analysis:

Evidence of student achievement at the prescribed level was found in Arc 601 Traveling Studio. The syllabus and schedule as well as subsequent program responses to visiting-team questions indicate a varied and in-depth exposure to complex design problems that shape the built environment. Projects include master-planning as well as detailed design of a mixed-use building, which meets the requirement

that students understand how design processes integrate multiple factors, in different settings and scales of development.

Assessment of design courses is provided to students in the form of regular critique, and students complete course evaluations. Student understanding of this PC is reinforced in subsequent M.Arch. studios and through the departmental lecture series. Assessment is described as occurring through critique and feedback provided to students both by faculty and external reviewers, through students' evaluations of the courses, and through grading. No evidence at this criteria level that this course is developed and assessed by program on a recurring basis.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities. (p.9)

☒ **Met**

2023 Team Analysis:
Evidence of student achievement at the prescribed level was found in Arc 513 Environmental Control Systems I. Supporting evidence, including syllabus, homework assignments, lectures and lecture notes, quizzes, course schedule, demonstrates that the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Assessment: Ongoing Assessment of this criterion is described as a primarily student driven interaction with faculty and through thesis work. The supporting documents included a university-based course evaluation for the fall 2022 course. The evaluation included 11 evaluations out of 21 enrolled and the results were overall positive. No evidence at this criteria level that this course is developed and assessed by program on a recurring basis.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally. (p.9)

☒ **Met**

2023 Team Analysis:
Evidence of student achievement at the prescribed level was found in **Arc 634** and **Arc 551.** Both course syllabi clearly state student learning objectives.

Arc 634 Seminar in Philosophy and Architectural Theory is offered to graduate students only. As stated in the syllabus, the course is designed to survey theories of architecture and urbanism, framed through a diverse set of lenses. Students develop critical thinking and communication skills through a series of writing assignments. The History and Theory curriculum committee, along with the DGS, reviewed Arc 634 in the summer of 2022 to revise and update the course, resulting in the addition of new, shorter texts related to politics and ideology in architecture, structuralism and semiotics, pragmatism, architecture of the city and utopia, future of cities and urbanism, post-humanism and radical ecology, materialism and new materialism, and critical views on architecture.

Arc 551 Contemporary Architectural Theory and Practice includes both graduate and undergraduate students. The course, which has been offered synchronously online in recent years with extensive

materials on the Canvas platform, explores and critiques contemporary theories and practices that inform current domestic and global architectural works by considering the intellectual, cultural, social, geographic, political, and technological forces that shape them. In 2020, the instructor of Arc 551 expanded the case studies in the course to include a more diverse set of geographic contexts, including works by contemporary architects from Morocco, Vietnam, China, Brazil, and Burkina Faso.

The Lecture Series of the Department of Architecture + Interior Design also contributes to meeting this criterion.

Assessment: The primary form of assessment is through the grading of written papers and verbal in-class presentations and course evaluations. In addition, evidence was provided of course instructors' written self-evaluation with descriptions of changes made to update and improve the courses in response to the NAAB 2020 Conditions.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field. (p.9)

☒ **Met**

2023 Team Analysis:
Evidence of student achievement at the prescribed level was found in **Arc 636 Design Design and Research Methods** and is met with distinction. Course emphasizes three types of research methods: first, those that aid in textual research and analysis; secondly, methods of visual analysis and argumentation (including formal analysis and diagramming); and thirdly, design research methods. Several innovations throughout the course include faculty roundtable discussions on research and a "soiree" presentation open to all faculty to match projects with faculty to form thesis committees.

During the following final year of the program, students further their thesis work in **Arc 701 Thesis Studio I**, where they present their research-in-progress at the Graduate Architecture Thesis Symposium. In Arc 701 Thesis Studio II, students are encouraged to prepare submissions to MU's annual Three Minute Thesis Competition, open to all graduate students at the university.

Assessment: Ongoing feedback from a diverse group of faculty (all full-time faculty that serve on thesis committees) and proposals for changes to the thesis sequence are vetted in faculty meetings and taken up for discussion by the Graduate Committee. Over time, adjustments to the sequence have been piloted and tested for continual improvement. As an example, the thesis sequence previously included research credits whereas the current sequence does not include this enrollment. As a result, the bracketing courses, Arc 636 (Spring) and Arc 701 (Fall) have made slight adjustments to create the necessary progress milestones for students working toward their end goals of presentation at the Symposium and completion of their design thesis the following Spring.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems. (p.9)

☒ **Not Met**

2023 Team Analysis:
Evidence of student understanding at the prescribed level was not found in **Arc 601 Alumni Traveling Studio**, **Arc 701 Thesis Studio I**, or **Arc 541 Professional Practice.** While these courses appear to expose students to collaborative experiences with faculty, within design teams, and with multidisciplinary teams, it is not clear that students are consistently exposed to the approaches to leadership of diverse

stakeholder constituents or in dynamic physical and social contexts. The VSV provided evidence of community engagement opportunities within certain iterations of the Arc 601 studio, but this does not appear to be a consistent requirement for this studio.

Assessment: The primary form of assessment is through testing and course evaluations. No evidence at this criteria level that this course is developed and assessed by program on a recurring basis.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff. (p.9)

☒ **Met**

2023 Team Analysis:
Evidence of student achievement at the prescribed level was found in **Arc 636 Design and Research Methods.** Supporting documents include the Studio Culture Policy, syllabus, assignments, and course schedule. The Studio Culture Policy most clearly describes an environment that encourages the qualities required by the criteria.

The **Arc 636** syllabus describes this course as addressing both PC.5 and PC.7 criteria. The primary focus of the course is to develop research methods and academic writing skills leading to a thesis proposal to be executed in following courses. Faculty roundtable discussions are held where faculty present their own research methods. The course assignments describe these roundtable activities as opportunities to build empathy between the faculty and the students.

Assessment: The council works with the department chair to develop new student-driven initiatives and discuss concerns. The council also organizes events to build community and present student work. The supporting documents included a university-based course evaluation for what appears to be a 2022 course. The evaluation included 8 evaluations out of 13 enrolled and the results were overall mixed (2-3.5 out of 4). Course Evaluations and the Studio Culture Policy provided. No evidence of benchmarking, student success, and assessment on a recurring basis.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities. (p.9)

☒ **Not Met**

2023 Team Analysis:
Evidence of student achievement at the prescribed level in all components of the criterion was not found; specifically, evidence addressing how the program helps students *translate* their understanding of diverse cultural and social contexts into equitably supportive and inclusive built environments was not found.

The syllabi for Arc 634 Seminar in Philosophy and Architectural Theory and **Arc 551 Contemporary Theory and Practice**, which both frame the history of architecture globally, contain evidence that the program provides students with some understanding of diverse cultural and social contexts, but are missing an understanding of how built environments can equitably support and include people of different backgrounds, resources, and abilities.

Assessment: The primary form of student assessment in Arc 634 and Arc 551 is through the grading of written papers and verbal in-class presentations and course evaluations. In addition, evidence was

provided of course instructors' written self-evaluation with descriptions of changes made to update and improve the courses in response to the 2020 NAAB Conditions.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes (*Guidelines*, p. 10)
A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety, and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. (p.10)

☒ **Met**

2023 Team Analysis:
Evidence of student achievement at the prescribed level was primarily found in **Arc 514 Environmental Control Systems II.** The course covers human health, safety, and welfare at multiple scales, from buildings. Evidence was found in **Arc 601 Comprehensive Design Studio** to address the scale of cities.

Assessment: Course assessment is primarily addressed through student course evaluations and through "code walk" worksheets and evaluation of how systems are applied in a project space and from the instructor's weekly "redlines" of student design development documents and guest reviewers. No evidence at this criteria level that this course is developed and assessed by program on a recurring basis.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects. (p.10)

☒ **Met**

2023 Team Analysis:
Evidence of student achievement at the prescribed level was found in **Arc 541 Professional Practice.** The syllabus, the course schedule presents evidence that professional ethics, regulatory requirements and business practices are covered. Exam and quiz questions evaluate students' understanding of these issues.

Assessment: The primary form of assessment is through testing and course evaluations. No evidence at this criteria level that this course is developed and assessed by program on a recurring basis.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project. (p.10)

☒ **Met**

2023 Team Analysis:
Evidence of student achievement at the prescribed level was found in **ARC 601 Alumni Traveling Studio.** The syllabus, project assignments and schedule describe in detail the project requirements, objectives, and deliverables. This is an annual course that engages students with a faculty member and an Alumni Professional on a "real world" mixed-use high-rise project, typically in a dense urban context. The students are exposed to regulatory requirements associated with the project type including zoning

and building codes. The APR describes a rich interactive experience and includes travel to the site location.

Assessment: The supporting documents include a university-based course evaluation for what appears to be a 2023 course. The evaluation included 4 evaluations out of 5 enrolled and the results were positive. No evidence at this criteria level that this course is developed and assessed by program on a recurring basis.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. (p.10)

☒ **Met**

2023 Team Analysis:
Evidence of student achievement at the prescribed level was primarily found in **Arc 514 Environmental Control Systems II.** The content of the course includes topics and assignments in systems integration, lighting, life safety, electrical systems, mechanical systems, and acoustics.

Arc 514 is the culminating course in a sequence of courses in the materials and methods of building construction, as outlined in the APR. Four courses are required in the M.Arch. III track (Arc 517 Architectural Materials, Arc 518 Construction Methods, Arc 513 Environmental Controls Systems I, and Arc 514), and two courses in the M.Arch. II track (Arc 513 and Arc 514). A sequence of technical courses in structures is required in both tracks of the M.Arch. program (Arc 511 Structural Design I and Arc 512 Structural Design II). Arc 511 is described as covering masonry and wood structural systems, while Arc 512 covers steel and concrete structural systems.

Assessment: The primary form of student assessment is through testing, grading of projects, and course evaluations. No evidence at this criteria level that this course is developed and assessed by the program on a recurring basis, nor for the other technical courses in building construction and structures.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. (p. 12)

☒ **Not Met**

2023 Team Analysis:
Evidence of student achievement at the prescribed level was not found in **Arc 601 Alumni Traveling Studio**. The projects reviewed do not consistently show or explain regulatory requirements (highlighted examples include): each project had non-compliant egress systems (missing stairs, travel distances too long and dead-end corridors), no indication of zoning requirements, no accessible design, and limited to no indication of measurable environmental impacts on design projects. Even though the course syllabus refers to “Design Sustainability and the LEED Certification and the WELL Building Standards process (no metrics provided to support) beyond the occasional wind arrows showing up in section and the LEED checklist, no discussion of impacts on project.

Assessment: The primary form of assessment is through testing and course evaluations. No evidence at this criteria level that this course is developed and assessed by program on a recurring basis.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. (p. 12)

☒ **Met**

2023 Team Analysis:
Evidence of student achievement at the prescribed level was found in **Arc 602 Comprehensive Studio.** The syllabus is very detailed concerning the course objectives. Student work evidence did show documentation of design decisions for projects, integration of building envelope systems and assemblies, and structural systems; however, life safety systems, and the measurable outcomes of building performance, is not evident.

Assessment: Evaluation metrics provided, but no indication of student success or pass-fail ratios and no indication of continuous assessment strategies for improvement.

4—Curricular Framework (*Guidelines*, p. 13)

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation (*Guidelines*, p. 13)

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

☒ **Met**

2023 Team Analysis:
Evidence of the Institutional Accreditation document was found in the APR, a copy of the letter dated September 21, 2015 from Institutional Actions Council of the Higher Learning Commission to the Miami University President. The university's accreditation extends until 2025-26.

4.2 Professional Degrees and Curriculum (*Guidelines*, p. 13)

The NAAB accredits professional degree programs with the following titles: 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 optional studies.

Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students. (p.13)

General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases**,** the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution. (p.14)

4.2.1 **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors. (p.14)

NAAB-accredited professional degree programs have the exclusive right to use the B.Arch., M.Arch., and/or D.Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor.

4.2.2 **Bachelor of Architecture.** The B.Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

4.2.3 **Master of Architecture**. The M.Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

4.2.4 **Doctor of Architecture**. The D.Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D.Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

☒ Met

2023 Team Analysis:

The evidence of **Professional Degrees and Curriculum** was found in the APR. The program does document the number of credit units for the MARCH degree program tracks. The program has clearly responded to the prior VTR (2015) under Professional Degrees and Curriculum: that there is no university prerequisite for this number of general elective credits for students admitted from other institutions. The graduate admissions process does include a thorough review of incoming transcripts.

4.3 Evaluation of Preparatory Education (*Guidelines*, p. 16)

The NAAB recognizes that students transferring to an undergraduate accredit**ed program or entering a** graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

☒ Met

2023 Team Analysis:

Evidence provided for **Evaluation of Preparatory Education** was met. The program evaluates applicants from outside programs regarding student's prior academic coursework (4.3.1) and the standards established to ensure the accreditation criteria (4.3.2) and evaluation of prior degrees in the admission process (4.3.3) are met.

The process for evaluating a student's prior academic coursework (4.3.1) is a two-stage process and is well described in the APR narrative. The candidate is initially evaluated at the University Graduate School level then at the Department level. The evaluation reviews transcripts, past institutional rankings, financial status, visa requirements and English language skills. The second stage evaluates the appropriate program track. Links are provided to appropriate information on the University's website.

The program response to requirement 4.3.2 primarily refers to the process described in 4.3.1. A checklist is included in the APR that maps prior coursework experience to the University's 4-year B.Arch. program that is used to demonstrate established standards. Coursework is tailored to address prior experience and any gaps. The APR also includes a detailed evaluation process for international transcripts.

5—Resources

5.1 Structure and Governance (*Guidelines*, p. 18)

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1. **Administrative Structure**: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

5.1.2. **Governance**: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

☒ **Described**

2023 Team Analysis:
Evidence documentation provided for **Structure and Governance meets this criterion**. The APR includes a current organizational chart of the College of Creative Arts. The M.Arch. degree programs are within the Department of Arc + ID, which is one of six departments in the College. Key personnel at all levels are identified. The Director of Graduate Studies (DGS), who oversees the M.Arch. degree programs, is one of three academic program directors who, with the chair, comprise the departmental Executive Committee. The other two program areas in the department are Undergraduate Architecture (BA) and Undergraduate Interior Design (BFA). These three appointments, and several others, are made at the chair's discretion for indefinite terms.

The department's governance structure is described in a Governance Document, which is posted on the website. While the website states that it was revised in November 2010, the PDF version downloadable from the site is marked at the end as having been revised in 2017. This later date was verified in conversation with the department chair. The document is currently undergoing review to verify currency, unity and conformance with university policies. Only very minor adjustments are expected to come out of this review.
The Governance Document is lengthy and comprehensive, with separate sections on: the mission of the Department; organization and governance (i.e. bylaws); various policies and guidelines for faculty and instructional staff.

The full-time faculty meet regularly on a bi-weekly basis, and all formal policy issues, including curriculum issues, are brought to this group for deliberation and formal vote. Voting members include all full-time tenured, tenure-track, and visiting members of the faculty holding the rank of Instructor or above, all continuing members of the faculty who have greater than a half-time appointment, and all full-time unclassified staff in the department.

In addition to the many appointed roles in the department, which are listed in the APR, there are several standing committees, which meet on an as-needed basis; members are appointed by the chair in conjunction with the Executive Committee and/or the Student Advisory Council. The chair appoints faculty members to represent the department on various college-level committees.

Three of the 14 students on the Student Advisory Council (SAC) are from the graduate program, one from each year. According to the Governance Document, one of two students sitting on the college-level Student Advisory Committee should be from the graduate programs.

5.2 Planning and Assessment (*Guidelines*, p. 18)
The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
5.2.2 Key performance indicators used by the unit and the institution.
5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
5.2.5 Ongoing outside input from others, including practitioners.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

☒ **Not Demonstrated**

2023 Team Analysis:
The evidence found in the APR and through supplementary program information provided for **Planning and Assessment is not demonstrated**, even though there are frequent faculty meetings that occur every two weeks with open agendas, that allows for a continuous discussion of objectives, alignment with mission, etc,.

Divisional planning is connected vertically--through bi-weekly ExCo meetings, and there are also meetings between the department chair and dean (who is an Architecture faculty member and remains on the department listserv). Finally, Miami engages in Strategic Planning every 5-10 years, most recently in 2020 (Miami Rise). All academic divisions and departments are asked to align their goals with university level goals. No evidence provided of this work accomplished.

There is no indication of a primary form of assessment that has been developed, or in progress, and reassessing courses on a recurring basis.

5.3 Curricular Development (*Guidelines*, p. 19)
The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. The program must identify:

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

☒ **Not Demonstrated**

2023 Team Analysis:
Evidence documentation provided for **Curricular Development is not met.** No formal assessment process has been adopted for the program. Also, no indication of the relationship between course assessments and curricular development and roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors have not been defined.

This visiting team found evidence in the APR that confirms the departmental Graduate Committee is reviewing all graduate courses that align with the Student Criteria and Program Criteria in the 2020 NAAB Conditions and will provide recommendations in the future for revisions.

This visiting team also supports the evidence found in the APR of the advantages of established curricular development structure of having a small sized program within the department, and describes curricular discussions as historically having been bottom-up and informal. Along with the workflow for proposals being vetted by the departmental Curriculum Committee Chair, a full-time faculty member appointed by the chair, and voted affirmatively by the department faculty are taken to the College-level Curriculum Committee for approval and implementation by the Registrar.

5.4 Human Resources and Human Resource Development (*Guidelines*, p. 19)
The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.
5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.
5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

☒ **Demonstrated**

2023 Team Analysis:
Evidence documentation provided for **Human Resources and Human Resource Development is demonstrated**. Faculty workloads and release policies are discussed in the linked departmental governance document and in section 5.4.3 of the APR. Given the large relative difference in undergraduate student numbers vs. M.Arch. students, the APR does not discuss how faculty time is allocated to the M.Arch. programs in particular.

Associate Professor Craig Hinrichs serves as the department's Architect Licensing Advisor, and he is active in NCARB sponsored training activities. Students are informed about licensure paths through Professor Hinrichs's **Arc 541 Professional Practice** course.

The APR demonstrates the availability for support of faculty research in the form of leaves, course releases, travel funding, and institutional grants.

A range of student-support resources are available to students, including academic advising, personal advising and mental-health support, and career guidance.

5.5 Social Equity, Diversity, and Inclusion (*Guidelines*, p. 20)
The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.
5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.
5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.
5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

☒ **Not Demonstrated**

2023 Team Analysis:
Evidence of **Social Equity, Diversity, and Inclusion is not demonstrated**. The APR confirms that Miami University follows best practices in conducting full-time faculty searches, which are all approved through the university's Office of Equity and Equal Opportunity (OEEO). Search committee members participate in OEEO training and online anti-bias training. Ads are placed in a wide variety of platforms to assist in soliciting a diverse pool of candidates.

However, no specific description or narrative is provided of changes in faculty diversity since the last accreditation report. Rather, tables of full-time faculty in the department as a whole from 2015-16 and 2021-22 are provided. From these tables, it appears that the percentage of faculty from underrepresented groups is unchanged, at 20%. The percentage of female-identifying faculty increased during this period from 33% to 40%.

No specific description or narrative is provided of changes in student diversity since the last accreditation visit. Rather, tables of students in the graduate programs from 2015-16 and 2021-22 are provided. From these tables, it appears that the overall number of students decreased by 37.5% (from 32 to 20). The percentage of international students is almost unchanged, at one quarter of the students. The percentage of the remaining students from underrepresented groups decreased significantly, from 35% to 13%. The percentage of female-identifying students increased from 56% to 75%. The APR includes a comparison table of overall student demographics in the College of Creative Arts compared to the university of a whole. This data reveal a slightly higher proportion of female and Hispanic/Latino students in the college.

There is no discussion in the APR of any relevant admissions benchmarks in use. The report explains the struggles in maintaining enrollment levels in recent years as due to challenges admitted international students have faced securing visas. While this may be so, the data reveal that the largest drop is in non-international students of color. At the legislative level in Ohio, a proposed bill is challenging Social Equity, Diversity, and Inclusion programs and may impact the university's future goals in this area.

Institutional, college, or program policies to further Equal Employment Opportunity/Affirmative Action (EEO/AA) are well explained and documented in the APR, as well as recent DEI initiatives at the program, college, and institutional level. Resources at the institution that provide adaptive environments and strategies to support faculty, staff, and students with different physical and/or mental abilities are also well described in APR.

5.6 Physical Resources (*Guidelines*, p. 21)
The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.
5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

☒ **Demonstrated**

2023 Team Analysis:
Evidence documentation provided for **Physical Resources is demonstrated**. The APR with the floor plans, use of program space and the facilities movie provide evidence that this criteria is met.

5.7 Financial Resources (*Guidelines*, p. 21)
The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

☒ **Demonstrated**

The APR describes pressure on enrollments related to demographics and other issues that affect higher education broadly. Current enrollment in the M.Arch. program totals eighteen students. University efforts to target increased enrollments have not yet been specified but are not expected to impact student numbers in the M.Arch. program.

Changes to the university budget model will reduce contributions to the Department of Arc + ID from more profitable units (subvention). In addition, as overall enrollment in Arc + ID majors has increased there has been an increase in departmental overhead expenses for university-level support services. Nevertheless, the APR envisions a continuation of revenue-positive budgets across the department. No changes have occurred to university funding models for faculty compensation, instruction, or facilities.

Development efforts have been identified in conjunction with the university Office of Advancement to target scholarships, study-abroad and community-outreach programming, and the Alumni Traveling Studio.

5.8 Information Resources (*Guidelines*, p. 22)
The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

☒ **Demonstrated**

2023 Team Analysis:
Evidence documentation provided for **Information Resources is demonstrated with distinction.** The APR narrative is well written and provides a detailed description of the library system. The W.W. Wertz Art and Architecture Library is a branch of the Miami University libraries and is located in Alumni Hall, home to the architecture program. It is linked with other university libraries as well as other collections and digital repositories. Additionally, the university is part of OhioLink, a consortium of 91 institutions in the state of Ohio and these collections are available to the students at no cost.

Specific data is provided about the collections (approximately 75,000 volumes) and student access to other information sources including electronic books. The facilities are described including hours of operation. Staff, services, visual and digital resources, and availability of staff to students is documented in detail demonstrating this requirement.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees (*Guidelines*, p. 23)

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

☒ **Met**

2023 Team Analysis: Evidence documentation provided for Public Information is met. The required language is found on the Department of Arc + ID website, under the "Accreditation" tab, via a link on the APR.

6.2 Access to NAAB Conditions and Procedures (*Guidelines*, p. 23)

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) *Conditions for Accreditation, 2020 Edition*
b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
c) *Procedures for Accreditation, 2020 Edition*
d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

☒ **Met**

2023 Team Analysis: Evidence documentation provided for Access to NAAB Conditions and Procedures is met. Information was reviewed from the APR and the University website.

6.3 Access to Career Development Information (*Guidelines*, p. 23)

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

☒ **Met**

2023 Team Analysis: The links provided in the APR, which direct to the departmental website as well as the website of the Miami University Center for Career Exploration and Success. These two web locations provide information and links that provide guidance on architecture careers specifically as well as general strategies for finding jobs and internships, interviewing, using LinkedIn, etc.

6.4 Public Access to Accreditation Reports and Related Documents (*Guidelines*, p. 23)
To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
c) The most recent decision letter from the NAAB
d) The Architecture Program Report submitted for the last visit
e) The final edition of the most recent Visiting Team Report, including attachments and addenda
f) The program's optional response to the Visiting Team Report
g) Plan to Correct (if applicable)
h) NCARB ARE pass rates
i) Statements and/or policies on learning and teaching culture
j) Statements and/or policies on diversity, equity, and inclusion

☒ **Met**

2023 Team Analysis: The APR responds that all of the required documents and policies are available on the departmental website and "easily accessible to the general public, prospective students, and current students." Additionally, Program indicates that there are hard copies and digital copies are available via the departmental Canvas site, which the Team has no way of accessing.

6.5 Admissions and Advising (*Guidelines*, p. 24)
The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions
b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships
e) Explanation of how student diversity goals affect admission procedures

☒ **Met**

2023 Team Analysis: Application forms, instructions, as well as requirements for admission to each track of the M.Arch. program, are provided on the website, on the Graduate Admissions Tab. This information was found via a link in the APR. Clear descriptions of graduate assistantships and scholarship awards for which all admitted graduate students are considered are included on the website.

There is a direct link from the page on assistantships and awards to the MU Office of Student Financial Assistance as well as to information about additional funding and financial awards that may be available through the Graduate School. While there is no explicit explanation of how student diversity goals affect admission, the Department's mission statement asserts: "it is our mission to prepare students for global engagement as future architects and designers, and as citizens of an ever-changing and diverse world."

6.6 Student Financial Information (*Guidelines*, p. 24)

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

☒ **Met**

2023 Team Analysis:

The evidence documentation for Student Financial Information has been met. The APR provides an overview of the "responsibility center management" budget model that is used university-wide to allocate tuition-based funding to academic divisions, including to the ARC + ID department. This model determines funding amounts based on enrollments, and these tuition-based funds are allocated via the College of Creative Arts, the Graduate School, and the University Provost's office. Profits or losses generated by departments remain with those departments and affect budgets for subsequent years. Other funding is generated by students' use of plotting, laser, woodshop, and vending services, and by unrestricted gifts from external sources.

V. Appendices

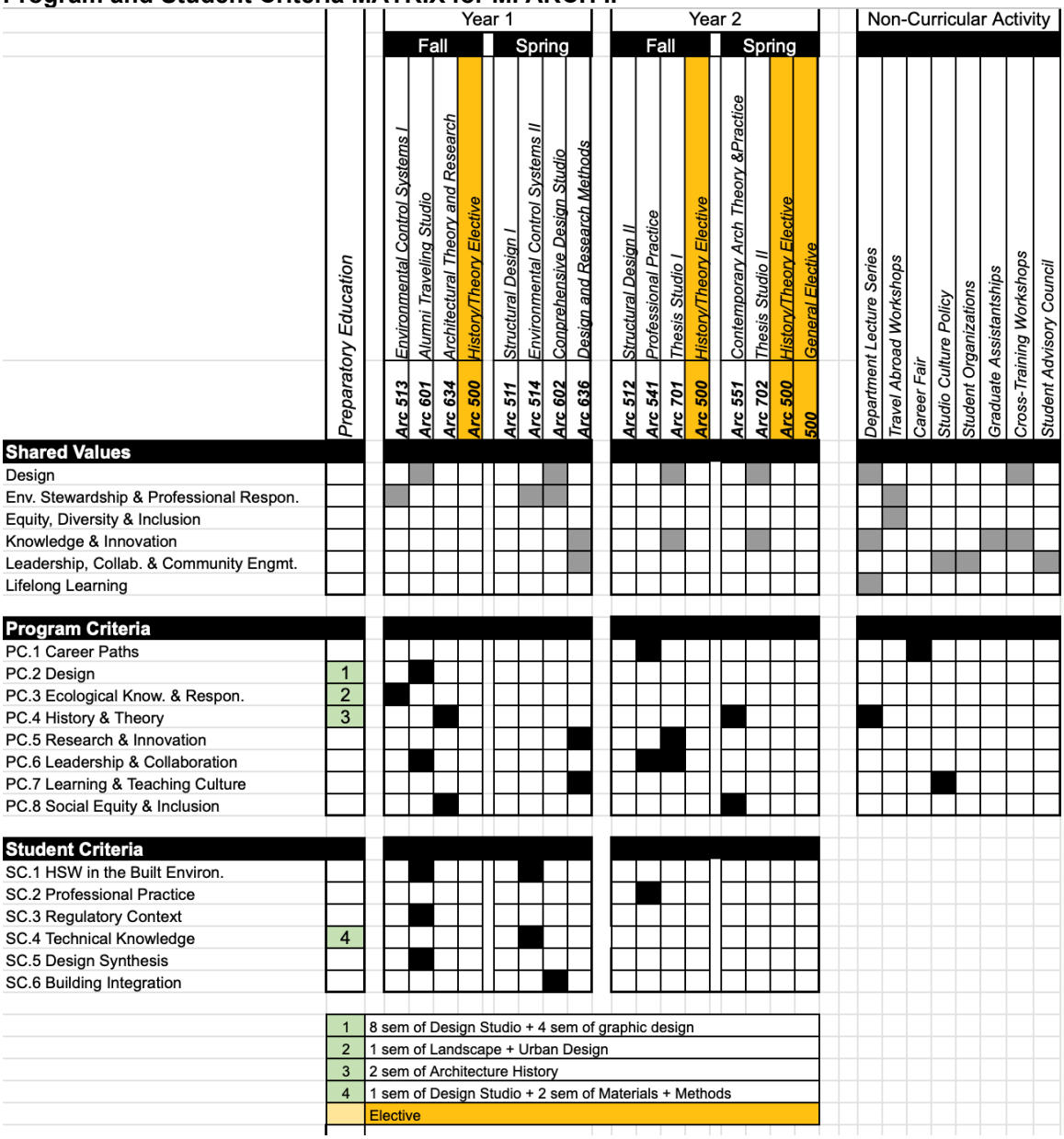
Appendix 1. Conditions Met with Distinction

PC.5 Research and Innovation is met with distinction.
The course **Arc 636 Design and Research Methods** emphasizes three types of research methods: first, those that aid in textual research and analysis; secondly, methods of visual analysis and argumentation (including formal analysis and diagramming); and thirdly, design research methods. Several innovations throughout the course include faculty roundtable discussions on research and a "soiree" presentation open to all faculty to match projects with faculty to form thesis committees. Additional research opportunities include the Graduate Architecture Thesis Symposium and encouragement to prepare submissions to MU's annual Three Minute Thesis Competition, open to all graduate students at the university.

5.8 Information Resources is demonstrated with distinction
Specific data is provided about the collections (approximately 75,000 volumes) and student access to other information sources including electronic books. The facilities are described including hours of operation. Staff, services, visual and digital resources, and availability of staff to students is documented in detail demonstrating this requirement. Overall, the library system appears to be a strong asset of the program and well demonstrated.

Appendix 2. Team SPC Matrix

Program and Student Criteria MATRIX for M. ARCH II



	Preparatory Education	Year 1 Fall: Arc 513 Environmental Control Systems I	Arc 601 Alumni Traveling Studio	Arc 634 Architectural Theory and Research	Arc 500 History/Theory Elective	Year 1 Spring: Arc 511 Structural Design I	Arc 514 Environmental Control Systems II	Arc 602 Comprehensive Design Studio	Arc 636 Design and Research Methods	Year 2 Fall: Arc 512 Structural Design II	Arc 541 Professional Practice	Arc 701 Thesis Studio I	Arc 500 History/Theory Elective	Year 2 Spring: Arc 551 Contemporary Arch Theory &Practice	Arc 702 Thesis Studio II	Arc 500 History/Theory Elective	500 General Elective	Non-Curricular Activity: Department Lecture Series	Travel Abroad Workshops	Career Fair	Studio Culture Policy	Student Organizations	Graduate Assistantships	Cross-Training Workshops	Student Advisory Council
Shared Values																									
Design			■					■				■			■			■						■	
Env. Stewardship & Professional Respon.		■					■	■											■						
Equity, Diversity & Inclusion																			■						
Knowledge & Innovation									■			■			■			■					■	■	
Leadership, Collab. & Community Engmt.									■													■			■
Lifelong Learning																			■						
Program Criteria																									
PC.1 Career Paths											■									■					
PC.2 Design	1		■																						
PC.3 Ecological Know. & Respon.	2	■																							
PC.4 History & Theory	3			■										■					■						
PC.5 Research & Innovation									■			■													
PC.6 Leadership & Collaboration			■								■	■													
PC.7 Learning & Teaching Culture									■												■				
PC.8 Social Equity & Inclusion				■										■											
Student Criteria																									
SC.1 HSW in the Built Environ.			■				■																		
SC.2 Professional Practice											■														
SC.3 Regulatory Context			■																						
SC.4 Technical Knowledge	4						■																		
SC.5 Design Synthesis			■																						
SC.6 Building Integration								■																	

1	8 sem of Design Studio + 4 sem of graphic design
2	1 sem of Landscape + Urban Design
3	2 sem of Architecture History
4	1 sem of Design Studio + 2 sem of Materials + Methods
	Elective

Program and Student Criteria MATRIX for M. ARCH III

	Preparatory Education	Year 1 Fall: Arc 517 Architectural Materials	Arc 582 Design Studio	Arc 613 Graphics Media II	Arc 621 History of Architecture I	Year 1 Spring: Arch 518 Construction Methods	Arc 583 Design Studio	Arc 614 Graphics Media III	Arc 622 History of Architecture II	Year 2 Fall: Arc 513 Environmental Control Systems I	Arc 601 Alumni Traveling Studio	Arc 634 Architectural Theory and Research	Arc 510 Statics and Strengths of Materials	Year 2 Spring: Arc 511 Structural Design I	Arc 514 Environmental Control Systems II	Arc 602 Comprehensive Design Studio	Arc 636 Design and Research Methods	Year 3 Fall: Arc 512 Structural Design II	Arc 541 Professional Practice	Arc 701 Thesis Studio I	Arc 500 History/Theory Elective	Year 3 Spring: Arc 551 Contemporary Arch Theory & Practice	Arc 702 Thesis Studio II	Arc 500 History/Theory Elective	500 Graduate Elective	Non-Curricular Activity: Department Lecture Series	Travel Abroad Workshops	Career Fair	Stido Culture Policy	Student Organizations	Graduate Assistantships	Cross-Training Workshops	Student Advisory Council
Shared Values																																	
Design	N/A		■				■				■					■				■			■				■						
Env. Stewardship & Professional Respon.	N/A									■					■	■											■						
Equity, Diversity & Inclusion	N/A																										■						
Knowledge & Innovation	N/A																■			■			■							■	■		
Leadership, Collab. & Community Engmt.	N/A																										■	■					■
Lifelong Learning	N/A																									■							
Program Criteria																																	
PC.1 Career Paths	N/A																		■									■					
PC.2 Design	N/A										■																						
PC.3 Ecological Know. & Respon.	N/A									■																							
PC.4 History & Theory	N/A											■											■				■						
PC.5 Research & Innovation	N/A																■			■													
PC.6 Leadership & Collaboration	N/A										■								■	■													
PC.7 Learning & Teaching Culture	N/A																■												■				
PC.8 Social Equity & Inclusion	N/A											■											■										
Student Criteria																																	
SC.1 HSW in the Built Environ.	N/A										■					■																	
SC.2 Professional Practice	N/A																		■														
SC.3 Regulatory Context	N/A										■																						
SC.4 Technical Knowledge	N/A															■																	
SC.5 Design Synthesis	N/A										■																						
SC.6 Building Integration	N/A																■																
		Elective																															

Appendix 3. The Visiting Team

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I. Report Signatures

Respectfully Submitted,

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