

March 1-3

## ***2023 Visiting Team Report***

Miami University  
Department of Architecture and  
Interior Design

M.Arch.

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I.



recently extensively revised to include up-to-

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





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



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) det f I:

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 li



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 su 0.0 -1.157 9( ) 0.0 -1.1at.2 (bes)he dnagyCg.onmet ofng ennerC f20.2 ( M) -12.4 (i) 3.(on) -12.

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.

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 p n 0.013d( )Tj60 Tc 0 Tw



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.



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 [\(Guidelines, p. 10\)](#)





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 of the department.

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 (

5.1.2. Governance

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.

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- 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



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:

- Conditions for Accreditation, 2020 Edition
- Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- Procedures for Accreditation, 2020 Edition
- 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 Report



## 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

Appendix 2. Team SPC Matrix

Program and Student Criteria MATRIX for M. ARCH II

	Year-1	Year-2	Non-Curricular Activity-1

Program and Student Criteria MATRIX for M. ARCH III

	Year 1	Year 2	Year 3	Year 4	Other Criteria	Assessed
Spring						
Fall						
Spring						
Fall						
Spring						
Fall						





