

**University of Tennessee, Knoxville  
College of Architecture and Design**

## **Visiting Team Report**

**Bachelor of Architecture** (168 undergraduate credit hours)

### **Master of Architecture**

**Track I** (undergraduate or advanced degree in another field +106 graduate credit hours)

**Track II** (preprofessional degree + 60 graduate credit hours)

The National Architectural Accrediting Board  
26 February 2014

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

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## I. Summary of Team Findings

### 1. Team Comments & Visit Summary

The visiting team finds the architecture program to be a nurturing and dynamic environment that fosters student creativity and outreach. The program is in transition as it completes the implementation of the recent changes in the undergraduate program curriculum. At the same time the new Governor's Chair offers new and exciting opportunities for the school to enhance the education of architects.

- The team found that students have deep respect and value for the faculty of the school. We heard testimony from students that they chose UT precisely because of the efforts that the faculty made during campus visits and the reputation the faculty has in the region. When students were asked why they selected UT, the faculty was often listed as the number one reason.
- The team found evidence that the vertical studio curricular change is providing the benefits that the faculty sought. The team heard numerous testimonies from both graduate and undergraduate students of shared learning and the advantage both groups gained from learning together.
- The team found that the outreach and design-build activities are key programs that provide identity for the school. Student surveys suggest that while only 10% have or are participating in the programs clearly 90% of the undergraduates have a desire to participate. Students mention that they selected UT because of "the great opportunity to work with real clients on real projects." Finding ways to more completely integrate these opportunities into the curriculum is a challenge that lies before the faculty to meet this potential.
- The chancellor and provost felt that the school was advancing the land-grant mission of the university and its drive for Carnegie Community Engagement Classification through its long history of community outreach and urban design initiatives.
- The program was well prepared to receive the visiting team. The dean, director, graduate program chair, faculty, students and staff were very helpful and extremely hospitable during our visit. The team wishes to point out that in every instance the leadership and faculty were responsive and helpful with requests for additional information or clarifications. It was clear to the team that they have deep passion for the school and its mission. The team room had some notable features such as the student process workbooks associated with the integrated design studio. They were extremely valuable to the team in its assessment efforts and might be expanded to other courses to aid in the faculty's self-assessment practices.

The team wishes to thank the entire UT community for its hard work in preparing for our visit and for the support provided during our stay in Knoxville.

### 2. Conditions Not Met

A.11. Applied Research: Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior. (M. Arch, only)

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

### 3. Causes of Concern

#### A. Building Furnishings and Studio Support

The team notes that the current studios do not support the contemporary creative problem solving and collaborative environment of project-based learning. In the team's student meetings, 90% of the graduate students and a large majority of undergraduate students mentioned the deficiency. We heard comments that there was a need for better electrical power distribution, easier access to digital equipment, more useful lockable storage, adequate stools, and furnishings that support collaborative problem solving. The improved environment would aid the school in becoming a showcase to the rest of campus for project-based learning as well as facilitate the school's many interdisciplinary outreach efforts.

#### B. Communications

The team heard from several sources that there is a communication challenge between the faculty and the administration of the college that could redirect energies and efforts away from the drive for excellence. The team found through its interviews that all parties have the future success of the program as their goal. However, the communication challenge needs to be addressed by all parties, faculty and administrators alike, if collective goals are to be achieved.

#### C. Administrative Structure

After reviewing the organizational chart the team found the current Associate Dean for Academic Affairs and Research and Chair of Graduate Architecture positions are held by the same individual. This creates a structural weakness in reporting lines that places this individual in an awkward position relative to the Architecture Director.

#### D. Strategic Planning

The college and school are experiencing significant change even as it celebrates past strengths. Given the college's and school's recent changes (e.g., expansion of degree programs and options, relatively recent interdisciplinary curricular integration, appointment of new administrators) and an articulation of university priorities since the last strategic plan effort by the school, it is important for the school to develop a new comprehensive strategic plan that will guide future actions and drive the School toward a strong and distinct identity. This new plan should have definitive metrics so self-assessment is possible.

### 4. Progress Since the Previous Site Visit (2008)

**2004 Condition 5, Studio Culture:** *The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.*

**Previous Team Report (2008):** The *Studio Culture Policy* is a draft policy dated April 2007. There is no evidence of its implementation. Both undergraduate and graduate students are generally unaware of the document and it is not displayed in the building.

In general, there is a mutual feeling of respect between administration, faculty, staff, and students. However, it appears faculty have not read and/or understood the intent of the *Studio Culture Policy* and additionally students have not been informed of the policy. This gap has been

noted as a cause for concern by the Visiting Team. The team sees this as opportunity for faculty and students to work together to reach a mutual understanding about the policy and implement it as a meaningful agreement about how the learning community works with in an atmosphere of optimism, respect and innovation.

**2014 Team Assessment:** The program has formally adopted a Studio Culture Policy (spring 2010), which is properly displayed in the studios. Students were queried during a scheduled school meeting as to their knowledge and understanding of the adopted policy in which a majority replied in the affirmative.

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

**Previous Team Report (2008):** Studio work in ARC 371/471 and 571/572 shows lack of evidence of ability in use of accessibility guidelines.

Although this condition is minimally addressed in the M. Arch program through course work in ARC571 and the student works shows evidence of awareness of general principles for ADA compliance, projects do not exemplify ability to design for individuals with varying physical abilities. There is also no emphasis placed on accessibility in the grading of projects.

**2014 Team Assessment:** There is clear evidence of the ability to design for accessibility in the ARCH 471 -- Integration Design Studio for the B.Arch degree program and ARCH 572 Design Integration for the M. Arch degree program.

**2004 Criterion 13.18, Structural Systems:** Understanding of *principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems*

**Previous Team Report (2008):** Student work demonstrated understanding of gravity forces; on the other hand there was not sufficient information to review for understanding of lateral forces. Additionally, there was insufficient evidence of student understanding of the appropriate application of contemporary structural systems.

**2014 Team Assessment:** A review of student work illustrates this condition has been met.

## II. Compliance with the Conditions for Accreditation

### Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

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

##### [X] The programs have fulfilled this requirement for narrative and evidence

**2014 Team Assessment:** The 2014 Architecture Program Report provides a description of the history and mission of the institution. UTK is the flagship institution within the University of Tennessee System and is also recognized as a Category I research institution. The APR outlines the three dimensions of the University of Tennessee's vision: value creation, original ideas, and leadership. The program does not directly address how they relate and translate these objectives into the program's activities.

Being located within a college of architecture and design means that architecture students have access to experiences with the associated disciplines of interior design and landscape architecture. Students share a common foundation as well as vertically integrated studios where students from the different disciplines can work collaboratively.

##### **I.1.2 Learning Culture and Social Equity:**

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

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

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

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

[X] The programs have demonstrated that they provide a positive and respectful learning environment.

[X] The programs have demonstrated that they provide a culturally rich environment in which each person is equitably able to learn, teach, and work.

**2014 Team Assessment: Learning Culture** -- In 2008 the college's studio culture policy was developed under the leadership of the dean and with the support of the students and faculty. The studio culture policy is reviewed annually through a college committee of students and is distributed to the student and fac-

ulty community through a variety of methods including posting in studios. The use of the studio culture policy as a contract between students and faculty in a particular course is a noteworthy strategy to maintain its principles in the minds of the scholarly community. The visiting team met with students' leaders where it was affirmed they participate in governance of the college and there is an effort to make budgetary issues as they relate to student fees more transparent to the student body.

**Culturally Rich Environment** -- The college and program support several programs to engage racial minorities in the exploration of design professions. Noteworthy are the UPSIDE, Odd Fellows Cemetery, and Community Redevelopment Program that are organized by architecture faculty to improve outreach efforts for the program. The racial diversity within the school parallels university statistics though both the university and the school desire to make greater progress in this area.

**I.1.3 Response to the Five Perspectives:** *Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.*

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

**[X] The programs are responsive to this perspective.**

**2014 Team Assessment:** The University of Tennessee is accredited by the Southern Association of Colleges and Schools Commission on Colleges. The program provided ample evidence in the APR, on its website, and in the faculty exhibit that the architecture faculty members engage in diverse areas of scholarship that align with the Boyer Report model of teaching, discovery, integration, and application. Approximately 15% of the undergraduate students are in the Chancellor's Honors Program, twice the average of other undergraduate majors (APR, p.10) and in 2012 the freshman class had almost 30% participation in this program for high performing students (APR, 16). Likewise faculty members have been actively involved in university governance and participate on many university faculty committees. A recent example is the participation of faculty and the dean on the university's Planning and Design Committee where they are voting members. Examples of institutional support include the university-level Cox and Beaman Professorships, Affiliated Fellowship at the American Academy in Rome, and a Fulbright Fellowship.

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

**[X] The programs are responsive to this perspective.**

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

**2014 Team Assessment:** The curriculum emphasizes diversity through studio courses that focus on different scales, cultural differences, and ethnicities present in many design problems. Core and option studios address real-world issues with relevance to the profession. A sense of self-worth for students derives from collaborative learning processes and reviews with practitioners. Discussions with student leaders mentioned Julie Beckman's efforts to support career development and career opportunities. For instance, she has organized the upcoming annual Career Day.

- C. **Architectural Education and the Regulatory Environment.** That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

**[X] The programs are responsive to this perspective.**

**2014 Team Assessment:** Discussions with both B. Arch and M. Arch students indicate that all students are exposed to the IDP in their first year of either program and well understand the process to licensure. All students interviewed understood IDP eligibility and enrollment procedures. All knew who the educator coordinator is, and some students are enrolled in IDP.

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

**[X] The programs are responsive to this perspective.**

**2014 Team Assessment:** The program has many points of engagement with the profession. They include:

- o the annual midterm review where students and local practitioners paired for review of student work;
- o the annual Career Day;
- o the new BarberMcMurry Visiting Faculty Professorship (visiting practitioners);
- o the requirement that students spend at least one semester at the Downtown Studio where they interact with local practitioners;
- o the participation of the students with the Knoxville Urban Design Initiative.

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

**[X] The programs are responsive to this perspective.**

**2014 Team Assessment:** Both the undergraduate and graduate programs in architecture provide students with a foundational understanding of their role as professionals. The student enrichment projects and off-campus study programs provide students with varied opportunities for engagement and an understanding of service leadership for the public good. This leadership was affirmed by a student survey that indicated 10% have participated in these programs and 90% of those attending plan to participate. Student participation in off-campus opportunities and study abroad programs has been documented over the past five years at about 70% by the time students finish their professional curriculum. The recent changes in the curriculum will make it easier for students to participate in these programs through the new vertical studios. These studios will foster student engagement in outreach efforts as well as take advantage of the different expertise and interest of the faculty.

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

**[X] The programs processes meet the standards as set by the NAAB.**

**2014 Team Assessment:** The APR describes long-range planning for the school within the context of its mission and culture. Recently two strategic planning documents have been released, “Defining the Future: The UT System Strategic Plan, 2012 -2017,” for the entire University of Tennessee system, and for UT Knoxville, the “Strategic Plan: Vol Vision,” which was adopted in 2011.

The school’s strategic plan identifies goals of matriculating top-level students and graduating them with critical thinking abilities and leadership skills to enable them to become stewards of the environment globally and locally in Tennessee. The APR notes that this plan is reviewed on an annual basis with input from faculty and that the school director and chair of graduate architecture collaborate on the preparation of the annual report for the dean. The most recent annual Architecture Program Report 2011–1012 articulates the successes of the program in relation to the strategic visions set in 2008. The team notes that the strategic plan has not been reassessed since the latest university documents nor does it have stated metrics or benchmarks for success.

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

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

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

**[X] The programs processes meet the standards as set by the NAAB.**

**2014 Team Assessment:** The school has an organized process to assess its efforts and an important feedback loop has been devised that leads to continual improvement to the curriculum (APR, 17-18). The visiting team confirmed the self-assessment processes outlined in the APR at the faculty meeting and through administrator interviews. The school has incorporated processes to improve teaching (e.g., the peer assessment of teaching, Design Day), research (e.g., the implementation of diploma studios and vertical studios), and annual faculty performance assessment.

**PART ONE (I): SECTION 2 - RESOURCES****I.2.1 Human Resources & Human Resource Development:**

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

**[X] Human Resources (Faculty & Staff) are adequate for the programs**

**2014 Team Assessment:** The team found evidence through faculty interviews and student discussions as well as by direct observation that there is a tutorial exchange between students and faculty that promotes student achievement. This exchange is supported by staff. The faculty teaching contact hours places a premium on teaching and restricts faculty time for research and creative activity when compared to other faculties on campus (studios meet 12 hours per week).

Policies on equal opportunity and diversity were found in the APR (p. 21), online and in policy documents available in the team room. Recent national faculty searches have resulted in greater gender diversity. Racial and ethnic diversity remains a challenge for the school.

The program has a designated IDP coordinator, Professor John McRae, and the requirements for IDP instruction are met. According to a survey conducted by the visiting team during the student meetings, 80% of the undergraduates and 40% of the graduates are aware of the IDP; between 10 and 20% have started an IDP record. Undergraduate students conveyed that they are made aware of the IDP in a required first-year course and the information is reinforced in the professional practice course ARCH 462 and 562. In addition, IDP workshops for students are conducted once a year with the IDP coordinator and a local AIA representative.

The school provides opportunities for faculty development and research in the form of travel grants, subvention grants, and special project support. In addition, faculty have participated in university awards and support. School and college support was confirmed through faculty meetings and interviews of administrators and is listed in the APR (pp. 26-33). Criteria for determining rank,

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

reappointment, and tenure were provided through links in the APR (page 21) and in policy documents provided in the team room. The team also found an active mentorship program in place for assistant and associate professors.

*Students:*

- o An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*
- o An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

**[X] Human Resources (Students) are adequate for the programs**

**2014 Team Assessment:** The team found evidence of documents that outline the school's student admission policies and procedures on the webpage at <http://archdesign.utk.edu/admissions/admission-process/>. Information outlined includes links to: application forms and instructions, admissions requirements, admissions decisions procedures, financial aid, and scholarships procedures.

Sufficient evidence of the program's commitment to student achievement was available in the team room.

**I.2.2 Administrative Structure & Governance:**

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

**[X] Administrative Structure is adequate for the programs**

**2014 Team Assessment:** The School of Architecture is part of a college of similar design disciplines, including interior design and landscape architecture that is administered by a dean. The college provides support and services to the school and departments through two associate deans and the functions of student services, budget and finance, student service, development, and communications.

The director of the architecture program administers the architecture degree program and is responsible for the budget of the unit. He shares an administrative assistant with the other program chairs. The chair of the graduate architecture program assists the director in his administrative duties. The required administrative chart is displayed in the APR (p. 68).

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

**[X] Governance opportunities are adequate for the programs**

**2014 Team Assessment:** The school provides ample opportunity for faculty and students to participate in the program and governance. The dean, director and chair have a formalized process for the exchange of information that includes an annual written report (APR, p. 66), organized faculty retreats and a committee structure that is outlined in the college's bylaws. Several committees tasked with

curricular and program coordination include a student member to ensure student perspectives are included in any deliberation (APR, p.69). APR information was confirmed in faculty meetings and meetings with the student leadership.

The faculty are active on various university-wide committees and provide input to the dean's annual presentation of concerns and plans for the coming fiscal and academic years based on the strategic initiatives of the university to the provost and president (APR, p. 15)

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

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

#### **[X] Physical Resources are adequate for the programs**

**2014 Team Assessment:** The majority of architectural education occurs in the Art + Architectural Building, augmented by studio space in downtown Knoxville and by the Fab Lab, a large off-campus shop facilitating larger design-build projects, up to and including small buildings, such as the Solar Decathlon entry. Between the current facilities, space is adequate for studio, seminar, lecture and experiential styles of learning. Faculty and staff space is adequate for the full range of roles and responsibilities.

The Art + Architecture building is an amazing educational space that well supports the program, the students and faculty. The building itself is universally loved by the students and faculty. Many of the students interviewed cited the building as a primary reason they chose to attend the University of Tennessee. However, the building, and many of the furnishings, are over thirty years old, has had hit and miss maintenance, and the electrical infrastructure is inadequate for modern pedagogy. There are recent efforts that have updated some building spaces, such as providing dedicated space for student services. Through collaboration with Herman Miller, the college is researching what constitutes effective studio furnishings, and is in discussions with the university to obtain funding to replace the furnishings in all studios.

***I.2.4 Financial Resources:*** *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

#### **[X] Financial Resources are adequate for the programs**

**2014 Team Assessment:** The visiting team reviewed budget information contained in the APR (p. 100) as well as additional information supplied by the dean and program director. The visiting team also interviewed the school's budget director to gain an understanding of the program's budgeting process. The budget officer foresaw no major problems on the near horizon and was encouraged by the increase in the college's budget as well as recent merit raises for faculty and staff.

In spite of the recent economic downturn, the college and school have fared remarkably well when compared to other programs in the country. The school has emerged stronger and has some very promising prospects in the future. Examples are:

- The new Governor's chair in high-performance building and urban environments for the school. This multiyear agreement with SOM, Oak Ridge Research Facility, and the college provides \$400,000 per year for 5 years.

- New course fees (supported by the chancellor) that will provide more flexible use including funds for additional adjunct faculty.
- The new summer school financing model that encourages an entrepreneurial activity by the program.
- The BarberMcMurry Endowed Chair that provides a visiting studio critic of a national reputation.

These supplement existing resources, such as the Church lecture series, an ongoing and extensive critic program, and committed annual funds to support faculty development and travel.

Finally, the team notes that a long-standing deficit of the college was waived by the university in 2012 (APR, p. 90), which dramatically improves the long-term financial stability of the college.

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

*Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.*

**[X] Information Resources are adequate for the programs**

**2014 Team Assessment:** The visiting team toured the main university library building and met with the librarian assigned to the college. The site visit permitted the team to confirm the information provided in the APR. In addition to books, the main campus library provides access to digital scanning equipment, tutoring on all software, computer troubleshooting, map data, and viewing rooms for digital media. Digital databases such as the ArtStore and the Shared Shelf are available online.

**PART I: SECTION 3 -REPORTS**

***1.3.1 Statistical Reports***<sup>3</sup>. *Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.*

- *Program student characteristics.*
  - *Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).*
    - *Demographics compared to those recorded at the time of the previous visit.*
    - *Demographics compared to those of the student population for the institution overall.*
  - *Qualifications of students admitted in the fiscal year prior to the visit.*
    - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
  - *Time to graduation.*

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

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

**[X] Statistical reports were provided and provide the appropriate information**

**2014 Team Assessment:** The required statistical information was included in the APR, starting on page 105, with a web link from the APR to additional institutional information.

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

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

*The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.*

**[X] Annual Reports and NAAB Responses were provided and provide the appropriate Information.**

**2014 Team Assessment:** All annual reports and all available NAAB responses were included in the APR from online links located on page 109. The certification is included in the APR on page 109.

**I.3.3 Faculty Credentials:** *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution. In addition, the program must provide evidence through a faculty exhibit<sup>4</sup> that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.*

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

**2014 Team Assessment:** Evidence of the faculty work is found in a presentation booklet, entitled “thirty two” and exhibit by the faculty of the University of Tennessee, Knoxville COLLEGE OF ARCHITECTURE AND DESIGN, Ewing Gallery August 1 - August 29, 2013. Portions of this exhibit were in a storefront at the Downtown Studio. Additional evidence of faculty work can be found in the display of various bound publications on display in the team room.

**PART ONE (I): SECTION 4 - POLICY REVIEW**

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

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

**2014 Team Assessment:** The team found all the required materials in the team room.

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

## PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

### PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

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

#### **Realm A: Critical Thinking and Representation:**

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

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

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2014 Team Assessment:** Evidence found in student-prepared booklets for the undergraduate course ARCH 370 demonstrates not only student thinking and writing about issues they have identified and intend to address in their designs, but also provides examples of energetic and robust feedback from faculty. In the undergraduate course ARCH490 and the graduate course ARCH 599 groups of students produce booklets that demonstrate both verbal and graphic communication skills. In the graduate course ARCH 515 -- Issues in Urban Design students meet this criterion through participation in class discussions, report on articles, and the preparation of a final term paper with oral presentation. Lastly, ARCH 521: Principles of Architectural Production requires weekly 500-word abstracts, with subsequent expansion and bibliographic annotation.

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2014 Team Assessment:** The team found evidence for the B. Arch degree program in ARCH 482 - Self-Directed Project and ARCH 490 - Diploma Studio. The team found evidence for the M. Arch degree program in ARCH 507 - Architecture, Culture and Modernity.

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2014 Team Assessment:** There is a demonstration of visual communication skills meeting this criterion for the B. Arch studios ARCH 121, ARCH122, ARCH 370, and ARCH 371, ARCH 483.

There is a demonstration of visual communication skills meeting this criterion for the M. Arch Studios ARCH 599, ARCH 571, ARCH 500, ARCH 586.

- 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.***

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2014 Team Assessment:** This criterion was met through ARCH 312 / 471 / 431 and the review of the outline specifications and models for the B. Arch degree program and through ARCH 516 / 572 for the M. Arch degree program.

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2014 Team Assessment:** For the B. Arch degree program this criterion is met through student course notebooks in ARCH 370 – Programming for Architectural Design and in ARCH 431 – Integration Building Systems Design.

For the M. Arch degree program this criterion is met through course work in ARCH 572 – Design VI: Design Integration, and 500/599 – Design VII: Thesis or Diploma Studio.

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2014 Team Assessment:** This criterion is met for the undergraduate degree program in ARCH 271 and 272. Students demonstrate this ability through architectural drawings and models.

This criterion is met for the graduate degree program in ARCH 538 where students produce analytical investigations and speculative explorations. Evidence was also found in ARCH 541.

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2014 Team Assessment:** There is evidence of this criterion in the undergraduate degree program in ARCH 172, ARCH 271, ARCH 272, Arch 370, ARCH 371, ARCH 372, ARCH 471, and ARCH 483-489.

There is evidence of this criterion in the graduate degree program in ARCH 541, ARCH 572, and ARCH 583-588.

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2014 Team Assessment:** There is evidence of this criterion in the B. Arch degree program in ARCH 171 and ARCH 172.

There is evidence of this criterion in the M. Arch degree program in ARCH 538 and ARCH 541.

**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, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.***

**B. Arch**  
[X] Met

**M. Arch**  
[X] Met

**2014 Team Assessment:** For the B. Arch understanding of Historical Traditions and Global Culture is shown in ARCH 211/217 and ARCH 212/218 History and Theory of Architecture I and II. For the M. Arch understanding of Historical Traditions and Global Culture is shown in ARCH 511 and ARCH 512 History and Theory of Architecture I and II.

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

**B. Arch**  
[X] Met

**M. Arch**  
[X] Met

**2014 Team Assessment:** There is evidence of this criterion being met in the B. Arch degree program in ARCH 211 / 217 and 212 / 218.

There is evidence of this criterion being met in the M. Arch degree program in ARCH 511, 512 and 562.

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

**B. Arch**  
[X] Met

**M. Arch**  
[X] Not Met

**2014 Team Assessment:** The team found evidence of Applied Research in the student work of ARCH 370 – Programming for Architectural Design, in the studio projects of ARCH 471 – Integration Design Studio, and in the student process notebooks associated with ARCH 431 - Integration Building Systems Design. There is additional exemplary project-based work in ARCH 482 – Self-Directed Project though this course is not taken by all students in the B. Arch program.

The team did not find consistent evidence of achievement for the requirements for Applied Research in the M. Arch degree program. No course was able to demonstrate that all students, low pass and high pass, had achieved the requirement of understanding in course work.

**Realm A. General Team Commentary:** The team room provided ample evidence that representational skills, both two and three dimensional, analog and digital, are well developed. However, design thinking skills appear less developed for generating alternatives and evaluating options. In addition, analytical and descriptive representational abilities are not fully utilized in the exploration and evolution of a design.

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

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

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

**B. Arch  
[X] Met**

**M. Arch  
[X] Met**

**2014 Team Assessment:** For the B. Arch degree program this criterion is well met through course material found in ARCH 370 – Programming for Architectural Design. The team also found excellent examples in Arch 480 – Programming / Pre-design, a course whose learning objectives are being replaced by ARCH 370.

For the M. Arch degree program this criterion is met through course work associated with the design studio ARCH 572 - Design VI: Design Integration.

**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.**

**B. Arch  
[X] Met**

**M. Arch  
[X] Met**

**2014 Team Assessment:** There is clear evidence of the study of accessibility and subsequent ability to integrate accessibility into a building design in ARCH 471 Integration Design Studio for the B. Arch, and in ARCH 572 Design Integration for the M. Arch.

**B. 3. Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.**

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2014 Team Assessment:** Evidence of student achievement in sustainability is met for the B Arch degree program in courses ARCH 341, 342, 431, and 471. Additional evidence was found in ARCH 101/107, 232, 312/317, and 483-489.

Evidence of student achievement in sustainability is met for M Arch degree program in courses ARCH 545, 546, and 572. Additional evidence was found in ARCH 516, 556, 571, 583-589, 509, and 505.

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

**B. Arch**  
**[X] Not Met**

**M. Arch**  
**[X] Not Met**

**2014 Team Assessment:** In the B. Arch and M. Arch degree programs the team did not find evidence in all projects for a particular course of students manipulating topography, accommodating building service entrances, or analyzing drainage/watersheds that demonstrates an ability to develop a site design as part of an architecture project.

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2014 Team Assessment:** For the B. Arch work in ARCH 431 Integration of Building Systems in Design and ARCH 471 integration Design Studio demonstrate ability to apply these principles. For the M. Arch, work in ARCH 572 Design Integration shows ability to apply the basic principles of life-safety systems.

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

**A.2. Design Thinking Skills**

**B.2. Accessibility**

**A.4. Technical Documentation**

**B.3. Sustainability**

**A.5. Investigative Skills**

**B.4. Site Design**

**A.8. Ordering Systems**

**B.7. Environmental Systems**

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

**B.9. Structural Systems**

**B.5. Life Safety**

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2014 Team Assessment:** In the B. Arch degree program the team found evidence of student projects in ARCH 471 – Integration Design Studio that meets the criterion. The project notebooks are particularly noteworthy in presenting the applied research performed by the students and the integrative thinking that supports the decisions seen in the projects.

In the M. Arch degree program the team found evidence of student design projects meeting the criterion in ARCH 572 – Design VI: Design Integration.

**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.**

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2014 Team Assessment:** Evidence of student achievement for financial considerations is demonstrated and met through B Arch courses ARCH 101/107 and 462 Professional Practice. B. Arch students also gain knowledge of financial considerations through courses ARCH 312/317 and 471. Evidence of student achievement and understanding of financial considerations is met for M Arch students in courses ARCH 562 Professional Practice and 571. M. Arch students also gain knowledge of financial considerations through courses ARCH 516 and 572.

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2014 Team Assessment:** For the B. Arch understanding of Environmental Systems is demonstrated in ARCH 232 Introduction to Architectural Technology, ARCH 341 Environmental Control Systems I and ARCH 342 Environmental Control Systems II. For the M. Arch understanding of Environmental Systems is demonstrated in ARC 509 Seminar in Design Integration and ARCH 545 and ARCH 546 Environmental Control Systems I and II.

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2014 Team Assessment:** In the B. Arch and M. Arch degree programs the team found evidence of student quizzes, examinations, and assignments in ARCH 331 – Architectural Structures 1 and ARCH 332 – Architectural Structures 2 for the undergraduate degree and in ARCH 539 – Architectural Structures 1 and ARCH 540 – Architectural Structures 2 for the graduate program. In these courses students perform traditional calculations as well as computer analysis of structural systems.

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2014 Team Assessment:** Work in ARCH 312 Materials and Methods of Construction, 431 Integration of Building Systems Design and 471 Integration Design Studio demonstrate an understanding in the basic principles involved in the application of building envelope systems and associated assemblies for the B. Arch. Work in ARCH 341 Environmental Control Systems I also contributes to this understanding.

For the M. Arch program understanding of building envelope systems is demonstrated in ARCH 516 Design Implementation I and 572 Design Integration. Work in ARCH 545 Environmental Control Systems I also contributes to this understanding.

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2014 Team Assessment:** The team found evidence in the form of notebooks in ARCH 431 – Integration of Building Systems and in the assignments and exams in Arch 341/545 - Environmental Control Systems 1 and ARCH 342/546 Environmental Control Systems 2 that meets this criterion. The Environmental Control Systems 1 and 2 are required of both the B. Arch and M. Arch degree programs.

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

B. Arch  
[X] Met

M. Arch  
[X] Met

**2014 Team Assessment:** This criterion is met in the B. Arch degree program through ARCH 312/317 / ARCH 471. The criterion is met for the M. Arch degree program through student work in ARCH 516 / 572.

**Realm B. General Team Commentary:** The integrative design studios in both the master's and bachelor's degree programs effectively combine technical information into a design solution. Comprehensive design is a notable strength of the undergraduate degree program.

**Realm C: Leadership and Practice:**

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

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

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

B. Arch  
[X] Met

M. Arch  
[X] Met

**2014 Team Assessment:** There is a demonstration of collaboration used within a project for studios ARCH 372, ARCH 471, ARCH 480, ARCH 481, ARCH 483, ARCH 485, and ARCH 489. This criterion is met for the B. Arch degree program.

There is a demonstration of collaboration used within a project for studios required in the M. Arch degree program. ARCH 571, ARCH 572, ARCH 583, ARCH 586, ARCH 587, and ARCH 588 all provide evidence of this criterion being met.

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

B. Arch  
[X] Met

**M. Arch**  
**[X] Met**

**2014 Team Assessment:** This criterion is met in the B. Arch degree program through work products in ARCH 101, ARCH 107 and ARCH 341, ARCH 342. It is met for the M. Arch degree program in courses ARCH 515 ARCH 546, and ARCH 546.

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2014 Team Assessment:** Evidence of student achievement and understanding of client role is met for the B. Arch degree program in courses ARCH 370 and 462 -- Professional Practice. Students also gain knowledge of client roles through courses ARCH 101/107, and 371.

Evidence of student achievement and understanding of client role is met for M Arch degree program in courses ARCH 562 Professional Practice and ARCH 571.

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2014 Team Assessment:** Evidence of student achievement and understanding of this criterion is found in course ARCH 462 -- Professional Practice for B. Arch degree program. Students also gain knowledge of project management through course ARCH 101/107.

Evidence of student achievement meeting this criterion is found in ARCH 562 -- Professional Practice for M. Arch degree program.

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2014 Team Assessment:** Evidence of student achievement and understanding of this criterion is found in course ARCH 462 -- Professional Practice for the B. Arch degree program. Students also gain knowledge of project management through course ARCH 101/107.

Evidence of student achievement for this criterion is found in course ARCH 562 -- Professional Practice for the M Arch degree program. Students also gain knowledge of practice management through course ARCH 556.

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

**B. Arch  
[X] Met**

**M. Arch  
[X] Met**

**2014 Team Assessment:** Evidence of student achievement for this criterion is found in courses ARCH 101/107 and 462 -- Professional Practice for the B. Arch degree program. B Arch students also gain knowledge of leadership through courses ARCH 211/217, 212/218 and 221.

Evidence of student achievement for this criterion is found in course ARCH 562 -- Professional Practice for the M. Arch degree program. M. Arch students also gain knowledge of leadership through courses ARCH 511, 503, 512, and 556.

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

**B. Arch  
[X] Met**

**M. Arch  
[X] Met**

**2014 Team Assessment:** Evidence of student achievement for this criterion is found in courses ARCH 101/107 and 462 -- Professional Practice for the B. Arch degree program.

Evidence of student achievement for this criterion is found in course ARCH 562 -- Professional Practice for the M. Arch degree program.

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

**B. Arch  
[X] Met**

**M. Arch  
[X] Met**

**2014 Team Assessment:** This criterion is met through case study papers prepared by undergraduate and graduate students found in ARCH 462/562 -- Professional Practice.

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2014 Team Assessment:** This criterion is met specifically through work in ARCH 462 Professional Practice for the B. Arch and through ARCH 562 Professional Practice for the M. Arch. It should be noted that through discussions with both faculty and students, it is evident that community and social responsibility is stressed through many of the required and optional courses, as well as intensive outreach programs in both the B. Arch and M. Arch.

<p><b>Realm C. General Team Commentary:</b> The visiting team found a majority of the criteria in Leadership and Practice to be met in ARCH 462/562 — Professional Practice. The syllabi and student work products for this course were comprehensive. In addition, upper-level option studios provide students with the opportunity to hone their collaborative and leadership skills as well as in-depth understanding of community processes and related social responsibilities.</p>
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**PART TWO (II): SECTION 2 - CURRICULAR FRAMEWORK**

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

**[X] Met**

**2014 Team Assessment:** This condition is met by reference on the university website (<http://sacs.utk.edu/>).

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

**[X] Met**

**2014 Team Assessment:** This condition is met by reference on the university website (<http://sacs.utk.edu/>)

**II.2.3 Curriculum Review and Development**

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

**[X] Met**

**2014 Team Assessment:** The process of curricular review and development is described in the APR (p.132) and was verified in a team meeting with the faculty. The team learned about processes used to formally identify the strength and weakness of the curriculum. The APR describes multiple opportunities for assessment using various sources to make an assessment. The faculty use the information gleaned from the process to make adjustments to the curriculum – some of which were available to the team in the team room. The faculty was proud to explain the curriculum changes they had recently made and how those changes are helping to give greater identity to the program.

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

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

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

**[X] Met**

**2014 Team Assessment:** The visiting team reviewed the policy on admissions and discussed the process with faculty, the graduate program chair, and the program director. In addition, the team reviewed specific student files where applicants had completed their undergraduate education at another institution. Each student file had a waiver petition form for each separate course. In every case the student provided course syllabus and a transcript documenting the completion of the course and associated grade. In many instances the file also had specific outcomes that could be assessed by a faculty content expert as well as the graduate program chair. The team found that the waiver form had a place for the signature of the graduate program chair, but there was no formal documentation of the faculty content specialist approving the equivalency. In addition, there was no notation of the specific SPC that were met by the course equivalency. Our assessment of the student files suggests that the process meets this condition but better documentation would enhance the process and make it more transparent to faculty and student alike.

**PART TWO (II): SECTION 4 - PUBLIC INFORMATION**

**II.4.1 Statement on NAAB-Accredited Degrees**

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

**[X] Met**

**2014 Team Assessment:** Team was able to confirm that the required statement was in the catalog and on the website.

**II.4.2 Access to NAAB Conditions and Procedures**

*In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:*

*The 2009 NAAB Conditions for Accreditation*

*The NAAB Procedures for Accreditation (edition currently in effect)*

**[X] Met**

**2014 Team Assessment:** Criteria met through links provided on Accreditation tab of the College's website.

**II.4.3 Access to Career Development Information**

*In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:*

*www.ARCHCareers.org*

*The NCARB Handbook for Interns and Architects*

*Toward an Evolution of Studio Culture*

*The Emerging Professional's Companion*

[www.NCARB.org](http://www.NCARB.org)

[www.aia.org](http://www.aia.org)

[www.aia.org](http://www.aia.org)

[www.acsa-arch.org](http://www.acsa-arch.org)

**[X] Met**

**2014 Team Assessment:** Team was able to confirm the information provided in the APR. Group discussion provided evidence that the undergraduate and graduate students were aware of the resources to access the career development information as well as the resources available through the university.

#### **II.4.4 Public Access to APRs and VTRs**

*In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:*

*All Annual Reports, including the narrative*

*All NAAB responses to the Annual Report*

*The final decision letter from the NAAB*

*The most recent APR*

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

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

#### **[X] Met**

**2014 Team Assessment:** Criteria met with documents housed in the college's office and is available upon request.

#### **II.4.5 ARE Pass Rates**

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

#### **[X] Met**

**2014 Team Assessment:** The college's website contains a link to the NCARB website page for ARE Pass Rates.

**III. Appendices:**

**1. Program Information**

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

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

Reference University of Tennessee *APR*, pp. 1-2

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

Reference University of Tennessee, *APR*, pp. 2-5

**C. Long-Range Planning (I.1.4)**

Reference University of Tennessee, *APR*, pp. 13-16

**D. Self-Assessment (I.1.5)**

Reference University of Tennessee, *APR*, pp. 16-19

**2. Conditions Met with Distinction**

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

**(For both the B. Arch and M. Arch degree programs)**

Evidence found in student-prepared booklets for the undergraduate course ARCH 370 demonstrates not only students' thinking and writing about issues they have identified and intend to address in their designs, but also provides examples of energetic and robust feedback from faculty. In the undergraduate course ARCH490 and the graduate course ARCH 599 groups of students produce booklets that demonstrate both verbal and graphic communication skills. In the graduate course ARCH 515 -- Issues in Urban Design students meet this criterion through participation in class discussions, reports on articles, and the preparation of a final term paper with oral presentation. Lastly, ARCH 521: Principles of Architectural Production requires weekly 500-word abstracts, with subsequent expansion and bibliographic annotation.

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

**(For both the B. Arch and M. Arch degree programs)**

There is a demonstration of visual communication skills meeting this criterion for the B. Arch studios ARCH 121, ARCH122, ARCH 370, and ARCH 371 ARCH 483.

There is a demonstration of visual communication skills meeting this criterion for the M. Arch studios

ARCH 599, ARCH 571, ARCH 500, ARCH 586.

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

For the B. Arch degree program this criterion is well met through course material found in ARCH 370 – Programming for Architectural Design. The team also found excellent examples in ARCH 480 – Programming / Pre-design, a course whose learning objectives are being replaced by ARCH 370.

For the M. Arch degree program this criterion is met through course work associated with the design studio ARCH 572 – Design VI: Design Integration.

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

In the B. Arch degree program the team found evidence of student projects in ARCH 471 – Integration Design Studio that meet the criterion. The project notebooks are particularly noteworthy in presenting the applied research performed by the students and the integrative thinking that supports the decisions seen in the projects.

In the M. Arch degree program the team found evidence of student design projects meeting the criterion in ARCH 572 – Design VI: Design Integration.

### 3. The Visiting Team

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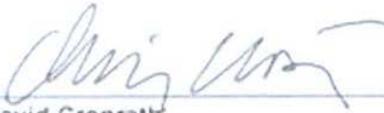
**IV. Report Signatures**

**Respectfully Submitted,**



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Representing the AIAS



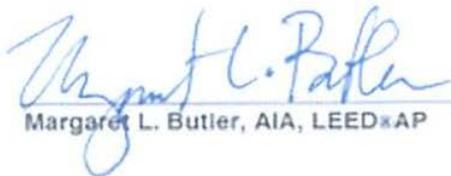
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