National Architectural Accrediting Board, Inc.

2023 Visiting Team Report

University of Tennessee, Knoxville
Department of Architecture

B.Arch.
163 semester undergraduate credit hours

M.Arch.
Track: 3G Undergraduate degree and 102 graduate semester credit hours

Track: 2G Undergraduate degree in architecture from a NAAB-accredited school of architecture and 60 graduate semester credit hours

Continuing Accreditation Visit
September 18-20, 2023

Contents

I. Summary of Visit

a. Acknowledgments and Observations

The visiting team would like to thank the University of Tennessee School of Architecture administration and faculty for the well organized and complete preparation of materials for the Bachelor of Architecture and Master of Architecture NAAB accreditation visiting team review.

The team was impressed by the dedication of students, faculty, and staff in the School of Architecture. During visit meetings, the team heard a consistent message about the sense of community in the college, school, and programs. The Bachelor of Architecture, the only accredited undergraduate architecture degree program in the state, provides access to an affordable professional education. At the graduate level, the Master of Architecture with optional concentrations and dual degrees - Bachelor of Interior Architecture + Master of Architecture and Master of Architecture + Master of Landscape Architecture provide students with access to faculty from across the college to pursue relevant areas of interest. The college's four schools - Architecture, Interior Architecture, Landscape Architecture and Design - present students and faculty with opportunities to collaborate, all in the context of Tennessee's premier research institution. The university values service and leadership and the College of Architecture and Design's vision statement notes its role as an incubator for design and innovation that is underpinned by a culture of collaboration and open inquiry.

The B.Arch. and M.Arch. degree programs have distinct characteristics but overlap in key areas of the curriculum. This curricular structure frames the academic mission so that it has a positive impact on building the culture of the school. Co-curricular opportunities for students provide a positive environment for learning. Student engagement through representation in school, college, and university governance and student groups - AIAS and Freedom by Design, NOMAS, Tau Sigma Delta, NETWRK, Alpha Rho Chi, Women in Design, and graduate and undergraduate student senate members - reflects the positive and proactive energy of the student body that the team was able to witness in its meetings.

Community engagement is highly valued in the School of Architecture. The faculty and students in architecture work with colleagues in other areas of the university and with local, regional, and international partners on relevant projects. Community based design projects that originate in design studios or through faculty and student commitment showcase the work of the school and are often the basis for positive change for communities in the state of Tennessee.

The team heard from faculty, staff, and students alike that the open configuration and public spaces of the Art and Architecture Building encourages vibrant activities and collaborations that help build the culture of the college. Recent initiatives to reorganize certain studio spaces to better reflect the range of activities in a studio course; and the FabLab in downtown Knoxville, with advanced fabrication facilities; show the commitment to shaping future-focused innovation for teaching and learning. The College of Architecture and Design and the School of Architecture have seen substantial growth and have found creative ways to schedule courses and use studios and other spaces. The dean and the provost understand the impact of the increased student body and are committed to finding concrete solutions for recent and future space needs. Both the dean and director articulated future growth and change in design terms, where factors such as enrollments, space, budgets, schedules, and credit hours are understood as strategic opportunities for sustainable growth in a state where there is substantial demand for design education.

The university, college, and school are committed to assessment as mandated by regional accreditation and the NAAB. More importantly, the team found that in the college, the ongoing project of understanding assessment as a form of continuous improvement for programs and curriculum is understood as a positive feature, adding to the culture of the college and the school. In the Architectural Program Report (APR) and in meetings with faculty and academic leaders, areas where assessment has yielded improvement and better overall organization of the curriculum, and indicates future directions for

improvement, was verified. As stated in the Shared Values-Design section of the APR (p. 14), *"A culture of assessment is interwoven with a creative culture. We seek to make assessment vivid to students and a generator of new ideas, theories and knowledge."* Along with this, the faculty-driven process of curriculum development in the School of Architecture has led to a learning and teaching culture that understands how curricular innovation leads to positive professional impact for graduates of the programs. The systematic approach to curriculum development has led to the integration of all coursework into the design curriculum and ways of organizing the curriculum so that faculty coordinate by year rather than only by curricular area.

The team was most impressed with the sense of camaraderie and community. In the UTK School of Architecture, faculty, students, alumni, and professional partners are committed to the sense of the whole that exists in Knoxville, across Tennessee and in the far-flung architecture community in cities across the US. The substantial growth in participation of firms in the annual career fair exemplifies this. More importantly, the team heard how mentorship that exists across the student body, the faculty, and the alumni and professional community is highly valued and the basis for community for the school.

The team would like to extend special thanks to - provost John Zomchick and Dean Jason Young for their insights about the college and the university. The team also wants to thank faculty, staff, and students for their contributions to preparation for the visit, and the accreditation organizing committee for the excellent online archive of materials for the team to access prior to and during the visit - the materials were easy to navigate which goes a long way to making the visit efficient and effective. Special thanks to Director Carl Lostritto for answering the team's questions over the past few weeks and more intensely in the past two days. An accreditation visit requires a lot of work and full community attention, but the benefits are felt for years to come. Finally, the team is grateful to all of you in the University of Tennessee School of Architecture community for your welcoming hospitality during the virtual visit.

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

PC.2 Design (M.ARCH.)
SC.4 Technical Knowledge (M.ARCH.)
SC.6 Building Integration (M.ARCH.)
6.6 Student Financial Information (B.ARCH.)

II. Progress Since the Previous Site Visit

2009 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).

Previous Team Report (2014): 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.

2023 Team Analysis: As of the Board of Director's 2020 review of the program's 5-year Interim report, the program demonstrated satisfactory progress toward addressing deficiencies previously identified.

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).

Previous Team Report (2014): 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.

2023 Team Analysis: As of the Board of Director's 2020 review of the program's 5-year Interim report, the program demonstrated satisfactory progress toward addressing deficiencies previously identified.

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 University of Tennessee School of Architecture's last accreditation visit took place under the 2009 Conditions. In the APR, they reported substantial changes since that time. Continuous curricular improvement and assessment began as the draft version of the 2020 NAAB Conditions became available.

B.Arch. program: Changes in the area of building technology has had a significant impact on the program, with a more integrated curriculum organized around project-based learning. The visualization/ representation skills have been coordinated in the curriculum. Year-level syllabi are coordinated around common learning objectives, allowing flexibility of design subject matter for individual instructors. Catalog descriptions have been changed to more clearly address studio content and learning outcomes.

M.Arch. program: The APR notes that at the time of the last accreditation, graduate courses and the curriculum were aligned with undergraduate courses and curriculum, and now the graduate program has a more distinct character to meet the needs of the more mature cohort of graduate students. Building technology and representation courses have been adjusted to meet graduate students' needs. Students have an option to do a final Advance Architecture Studio or an independent project, the Master of Architecture Project. In this case, the renaming and realignment has allowed students additional time for design exploration because the sequence is no longer aligned with the university's thesis submission requirements that included deadlines and formatting that did not support the needs of the design thesis.

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).

B.Arch.
☒ **Described**

M.Arch.
☒ **Described**

Program Summary Statement of 1 – Context and Mission
We transform the world through good design. As the state's only accredited undergraduate architecture program and its most established accredited graduate architecture program, the University of Tennessee's School of Architecture recognizes its constituency broadly—including the people and communities of the state and the wider world, as well as our students, their parents, our alumni, and the architects of the state. The School of Architecture affirms the interwoven nature of the architectural disciplines and values our position within a College of Architecture and Design composed of four allied disciplines: architecture, interior architecture, landscape architecture, and design. This interconnectivity is a unique asset of our School, one that models the value of transdisciplinarity to architecture now and in the future. The College of Architecture and Design is a respected and emulated national leader and an incubator for design innovation. It is supported by world-class facilities and underpinned by a culture of collaboration and open inquiry. Our faculty, staff, and leadership welcome innovative thinking and are adaptive to change, and our curious students are enterprising risk-takers. Through research, creative activity, academic engagement, and scholarship we foster investigations of critical issues in the built environment. We engage with industry affiliates, research institutes, and agencies, many of which are led by our successful alumni who use innovative design to transform the world through improved quality of life in the communities they serve.

2023 Team Analysis:
The site visit confirmed the school's design-centered approach to teaching and learning and the importance of engaging with communities through design in the state of Tennessee. B.Arch. students are required to study off-campus for a semester, including a program in Nashville and a number of international program options. The vision of the College of Architecture and Design aligns well with the university vision, valuing service and leadership in the context of research excellence. The school's focus on design innovation is supported by faculty and staff, facilities, and equipment, so the strategic areas of focus - construction explorations, global engagement, building a 21st century platform, robust research culture, resiliency/sustainability, new media explorations, and diversity equity and inclusion - can be demonstrated and realized. The college has four schools - architecture, landscape architecture, interiors, and design - where faculty collaboration and student opportunities are centered. This core of collaboration also extends to other units and partners in the university and the state. Students are well supported by a professional community in the Knoxville area, in other areas of the state, and in other cities in the United States. Professional engagement includes visiting speakers, faculty and professionals who visit the school and field trips to cities of interest in Tennessee and further afield, such as Chicago. Students benefit from both disciplinary and interdisciplinary dialogue and opportunities for engagement. The University of Tennessee architecture community has a strong identity that binds the professional community of alumni, students and faculty in ways that foster growth of individuals and the school.

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

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

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

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

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

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

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

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

B.Arch.
☒ Described

M.Arch.
☒ Described

2023 Team Analysis:
Design: The APR states that the UTK School of Architecture is fundamentally design-focused. The program's goal is to nurture a broad understanding of design through all levels of the curriculum for both the B. Arch and the M. Arch programs. The program "*seeks to instill a sense of both personal agency and cultural responsibility within each student"* through coursework, lecture series, community focused projects, and off-campus study experiences. They identify four primary outcomes for their students: Reflective Design; Design Communication; Integrated Building Practices, Technical Skills and Knowledge; and Leadership and Practice. Regular assessment of design is carried out through faculty dialogue about continuous improvement, director's evaluation of instructor effectiveness, and alignment with the university assessment process.

Environmental Stewardship and Professional Responsibility: The APR notes the school's commitment to the architect's role in environmental stewardship. The B.Arch. has a series of linked courses in technology/design, studio, and professional practice that focus on environmental stewardship and professional responsibility, as well as a focus on short-term and long-term impacts on the ecological environment with attention to building performance. The M.Arch. program has an optional Sustainable Design concentration; this is in addition to the linked courses in the B.Arch. and M. Arch that speak to environmental stewardship. The College of Architecture is engaged in a 5-year grant funded partnership with Skidmore, Owings & Merrill (SOM), and Oak Ridge National Laboratory (ORNL) to investigate innovations and next-generation technology for healthy communities and smart cities.

Equity, Diversity, and Inclusion: The school is guided by the belief that sustainable architecture must be equitable, diverse, and inclusive. The university's strategic vision includes a goal of diversity and

community as sources of strength, and the college and school uphold this. The college introduced a director of diversity relations to serve as a liaison between the college and the university and introduced a DEI committee to address college-related matters. Attention is given to increasing faculty and student diversity in the school, which is supported by scholarships to recruit underrepresented populations in the school. There has been a focused effort to increase curricular subject matter and extracurricular activities that address DEI. In the APR, the assessment of DEI notes that specific actions to amplify implementation of this shared value have occurred since the last visit, encouraging dialogue and continuous improvement in the school and both the B.Arch. and M.Arch. programs.

Knowledge and Innovation: The School of Architecture values plurality, which is demonstrated through the diverse range of research work by the faculty that positively impacts the programs. The FabLab supports innovation through digital fabrication and metal and wood shops. Support and partnership through the UT Governor's Chair for High Performance Energy Practices in Urban Environments links the School of Architecture with Skidmore, Owings & Merrill (SOM), and Oak Ridge National Laboratory (ORNL). Invited lecturers and exhibits throughout the year, and faculty-led research projects, focus on a range of current topics. Research and options studios for both undergraduate and graduate students, and graduate courses focused on knowledge and innovation put an emphasis on research-based decision making. Regular review and assessment of faculty achievement in research, creative work, and scholarship contributes to knowledge and innovation for the school.

Leadership, Collaboration, and Community Engagement: Leadership, collaboration, and community engagement are evident in the school's design/build programming, shared governance, and student organizations. Depicting architecture as a *"means of improving the lives of others,"* the school focuses on educating leaders, practitioners, educators, and advocates. Faculty are encouraged to engage in community and service projects. Collaboration with community stakeholders, construction professionals, and city administrators is evident through projects and research/practice - Beardsley Community Farm, Red Bird Water Kiosk, Haiti Project, Odd Fellow Cemetery, Green Oak Project, UT New Norris House. Student-led organizations (TSD, AIAS, FBD, NETWRK, NOMAS, Alpha Rho Chi, Women in Design), events and colloquia (TAAST), and student representation within administrative committees, characterize such student-centered leadership and involvement. Integrated courses, the graduate level conservation and stewardship curricular concentration, and undergraduate "S" designated curriculum (promoting community engagement through learning objectives) further emphasize the school's engaged and collaborative approach to involve stakeholders and local inhabitants. This shared value has been notated as "met with distinction" by the visiting team.

Lifelong Learning: The program's commitment to instilling a desire for life-long learning in its students is accomplished through both curricular and non-curricular events such as lectures, cultural immersion via study abroad programs, course-based field trips, and through fostering formal and informal collaboration within the other schools and programs within the College of Architecture and Design. Dual-degree programs are another avenue the college has added to affirm the value of lifelong learning through interdisciplinary study. The program regularly engages with their alumni through lectures, guest critiques, firm tours, and an annual career day to provide opportunities for students to gain firsthand knowledge of the value of lifelong learning. The program recognizes the value of study-abroad programs to foster a discipline for life-long learning and actively explore avenues to mitigate travel costs so that all students, regardless of economic capabilities, can participate in these experiences.

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

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

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

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

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

B.Arch.
☒ **Met**

M.Arch.
☒ **Met**

2023 Team Analysis:
B.Arch.: The program introduces the profession in coursework in the first semester of first year in ARCH 101/107 introduction to the Built Environment. Focused study of career paths is explored in the final semester of the program in ARCH 462 Professional Practice. Throughout the students' time in the program, numerous opportunities are provided for additional learning such as guest lectures, a career day, and events led by the program's NCARB Licensing Advisor. The final semester course utilizes numerous guest speakers from a diverse collection of career paths to demonstrate the breadth of opportunities available for graduates. The evidence for this criterion consisted of descriptions of the learning objectives associated with first semester and the final semester courses. Curricular assessment is conducted through peer review, online student course evaluation, and the faculty's annual performance, and planning review process. Curricular assessment and improvement are focused on aligning with the core NAAB criteria. Evidence of assessment for improving the annual Career Day, a co-curricular activity, was also provided. Several changes to the event have been made, tracking and encouraging greater participation and implementation of a survey to gauge career placement. The program's NCARB Licensing Advisor engages with the students and assists the school with career path events throughout the academic year. The program hosts public lectures on issues facing design and architecture, which illustrate traditional and alternative career paths and exhibits of architects' practices.

M.Arch.: For the 3G M.Arch. track, the program provides an initial course that addresses career paths, ARCH 501 Introduction to the Built Environment. The program's primary course addressing career paths is ARCH 562 Professional Practice taken by 3G and 2G M.Arch. students in the final semester. Other courses provide introductions and self-guided research in support of learning about career paths and the process for becoming a licensed architect. The evidence for this criterion consisted of descriptions of the learning objectives associated with the curriculum and the assessment of the students' comprehension of the material. Curricular assessment is conducted through peer review, online student course evaluation, and through the faculty's annual performance and planning review process. Curricular assessment and improvement are focused on aligning with the core NAAB criteria. Evidence of assessment for improving the annual Career Day, a co-curricular activity, was also provided. Several changes to the event have been made, tracking and encouraging greater participation and implementation of a survey to gauge career placement. The program's NCARB Licensing Advisor engages with the students and assists the school with career path events throughout the academic year. The program hosts public lectures on issues facing design and architecture which illustrate traditional and alternative career paths and exhibits of architects' practices.

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

B.Arch.
☒ **Met**

M.Arch.
☒ **Not Met**

2023 Team Analysis:
B.Arch.: The APR provides evidence of design integration at each year level of the five-year B.Arch. curriculum and this approach was confirmed in conversations with the director and faculty. Several courses, arrayed in sequence, were identified as contributing to instilling the role of the design process through coursework. Course syllabi and requirements were provided for both primary and "non-primary" courses. The APR identifies numerous design strategies being introduced and reinforced throughout the vertical curriculum: design composition, understanding context, material expression, analysis of site, environment, program, cultural and socio-political influences, sustainability, and technical considerations of building systems. The cumulative efforts are addressed in the final year through team collaboration and integration in studio coursework and an independent thesis or final diploma studio. The evidence consisted of instructional materials, individual assignments, requirements, and schedules for the courses in the design sequence. Supplemental opportunities consist of travel experiences; the annual lecture series and exhibitions; and a weeklong celebration of architecture and design, TAAST, run by the students. The curricular assessment process for this PC is conducted through formal surveys to assess student success across the key learning outcomes. Assessment by the faculty occurs through review of all primary and non-primary courses and adjustments to the curriculum as necessary to achieve a fully "interconnected design studio sequence." Curricular assessment and improvement is focused on aligning with the core NAAB criteria. The assessment process indicated where shortfalls were observed in student performance and the steps the faculty have taken to improve student outcomes.

M.Arch. The APR describes the approach for integrating design concepts for students in the 3G and 2G track. Several courses, arrayed in sequence, were identified as contributing to instilling the role of the design process through coursework. The APR identifies both primary and "non-primary" courses. Student learning outcomes include the ability to assess issues of site, programming, precedents, materials, and organizational systems. The design learning sequence and expected outcomes include off-campus immersion, development of large-scale urban projects and integration of building systems, and design responses that incorporate resilience, sustainability and regeneration, communication skills and leadership. The cumulative efforts are addressed in the final year through team collaboration and integration in studio coursework and an optional independent thesis (MAP) or final diploma studio. The evidence for this criterion consisted of instructional materials, individual assignments, requirements, and schedules for courses in the design sequence. Supplemental opportunities consist of travel experiences; the annual lecture series and exhibitions; and a weeklong celebration of architecture and design, TAAST, run by the students.

The team was unable to observe a consistent approach to assessment and reflection for the courses identified for this PC. During the interviews, additional information was requested and provided by the director, which better informed the team about the program's different approach towards assessment in the M.Arch. program. While the additional information more broadly demonstrates that assessment is undertaken in the program, the documentation of assessment does not appear to be consistently applied across all M.Arch. courses in this PC. Some examples of curriculum changes are provided in the APR and the supplemental information requested during the site visit. However, benchmarks and plans for continuous improvement were not included. Overall, the lack of consistent documentation of assessment hampered the team's ability to confirm the role of assessment in improving the educational experience for M.Arch. students.

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

B.Arch.
☒ Met

M.Arch.
☒ Met

2023 Team Analysis:
B.Arch.: The APR provides a description of the B.Arch. program's series of linked courses (studio and non-studio) that address technology/design and professional practice; six courses that build students' understanding of ecological knowledge responsibility, culminating in the paired courses, ARCH 461 Design Development Integrations and ARCH 471 Design VII: Design Integrations in the fourth year of the program. This approach was confirmed in conversations with faculty and students. Course syllabi and requirements and studio course materials were provided for the courses. Student learning outcomes include students' ability to analyze measurable environmental impacts. Supplemental opportunities consist of public lectures on environmental stewardship and professional responsibility. The curricular assessment process for this PC includes assessment of student learning through exam results and student design project outcomes and faculty review of courses. Curricular assessment and improvement are focused on aligning with the core NAAB criteria. The assessment process indicated where shortfalls were observed in student performance and the steps the faculty have taken to improve student outcomes. The faculty are currently evaluating three additional courses that improve the program's delivery of PC.3.

M.Arch.:The APR provides a description of the M.Arch. program's series of linked courses (studio and non-studio) that address technology/design; architectural history and theory and professional practice; three courses and additional options that build students' understanding of ecological knowledge and responsibility; culminating in the paired courses, ARCH 560 Seminar in Design Integration and ARCH 572 Design Integration in the second year of the 3G track and the first year of the 2G track of the M.Arch. program. This approach was confirmed in conversations with faculty and students. Course syllabi and requirements and studio course materials were provided for the courses. Student learning outcomes include students' ability to analyze measurable environmental impacts. Supplemental opportunities consist of public lectures on environmental stewardship and professional responsibility. The curricular assessment process for this PC includes assessment of student learning through exam results and student design project outcomes and faculty review of courses. Curricular assessment and improvement are focused on aligning with the core NAAB criteria. The faculty are currently evaluating four additional courses that improve the program's delivery of PC.3

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

B.Arch.
☒ Met

M.Arch.
☒ Met

2023 Team Analysis:
B.Arch.: The APR provides a description of the B.Arch. program's three-course sequence of history and theory, ARCH 211/217 History/Theory of Architecture I, ARCH 212/218 History/Theory of Architecture II, and ARCH 213/227 Modern Architecture History and Theories. As stated in the APR and verified in the supporting documentation, the courses ensure an understanding of architectural histories informed by diverse social, cultural, economic, and political spheres. In addition to these courses, extracurricular activities include lectures and exhibitions. Each class has defined learning objectives and incorporates an assessment process with data collected in the Fall 2022 and Spring 2023 semesters. Curricular assessment is conducted through peer review, online student course evaluation, and the faculty's annual performance and planning review process. Curricular assessment and improvement is focused on aligning with the core NAAB criteria. Modifications to the sequence include adding more global content, changing assignment types from exams to ones relating to ideas and form, and experimenting with the organization of the course to improve student learning and better meet the learning objectives.

M.Arch.: The APR provides a description of the M.Arch. program's required course sequence of architectural history and theory: For 3G track students, ARCH 511 History and Theory of Architecture I, ARCH 512 History, and Theory of Architecture II, and for both 3G and 2G track students, ARCH 513 Modern Architecture History and Theories, and ARCH 528 Design Theories. The supporting documentation and the APR define the learning objectives and changes implemented due to the assessment processes, with data last collected during the 2022/2023 academic year. Lectures and exhibitions provide extracurricular activities. Curricular assessment is conducted through peer review, online student course evaluation, and the faculty's annual performance and planning review process. Curricular assessment and improvement are focused on aligning with the core NAAB criteria. Changes resulting from the assessment process include changing the modality assignment types and expanding the content to have more diversity, equity, inclusion, and gender identity.

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

B.Arch.
☒ **Met**

M.Arch.
☒ **Met**

2023 Team Analysis:
B.Arch.: The APR provides a description of the B.Arch. program's inclusion of several studios at multiple points in the B.Arch. curriculum that require research into architectural innovation. Evidence is found in ARCH 373 Design V: Applied Research, taken in the third year of the B.Arch. program, culminating in a comprehensive research document and design project. Course syllabi and course materials were provided for the courses. Extracurricular activities include student exhibitions in the UTK Exhibition of Undergraduate Research and Creative Achievement for individual students who engage in this university-wide activity. Curricular assessment is conducted through peer review, online student course evaluation, and the faculty's annual performance and planning review process. Curricular assessment and improvement are focused on aligning with the core NAAB criteria. The assessment process has led to changes to improve student learning that include restructuring the course delivery.

M.Arch.: The APR provides a description of the M.Arch. program's courses that address this criterion: ARCH 557 Structural Principles in Architecture, for students in the 3G track; and ARCH 529 MAP Seminar, and ARCH 598 Design VII: MAP Studio / ARCH 599 Design VII Diploma Studio for students in the 3G and 2G tracks. Course syllabi and course materials were provided for the courses. Learning objectives include developing design proposals based on research. Curricular assessment is conducted through peer review, online student course evaluation, and the faculty's annual performance and planning review process. Curricular assessment and improvement are focused on aligning with the core NAAB criteria. The assessment process has led to changes that include a greater emphasis on research and innovation, restructuring to provide in-depth student critique of work and focus on active learning.

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

B.Arch.
☒ **Met**

M.Arch.
☒ **Met**

2023 Team Analysis:
B.Arch.: The APR provides a description of the B.Arch. program's courses that address this criterion: ARCH 461 Design Development Integrations and ARCH 471 Design VII: Design Integrations in the fourth year of the program; and ARCH 462, Professional Practice, taken in the fifth year of the program. Course syllabi and course materials were provided for the courses. The program also includes options studios organized around design speculation covering current topics (Arch 496 and 496S Design IX: Provocations) in the fifth year of the program. For ARCH 461/471, students work in teams for the entire semester and also work with professional consultants. For ARCH 462, diverse stakeholders and physical and social contexts of design practice are addressed. This approach was confirmed in meetings with faculty and students. The assessment process for these courses includes student reflections and faculty assessment and reflections. Curricular assessment is conducted through peer review, online student course evaluation, and the faculty's annual performance and planning review process. Curricular assessment and improvement are focused on aligning with the core NAAB criteria. The assessment process has led to changes including adjustments in collaborative work taking into account diverse student skill sets in the integration courses, and the professional practice course uses student outcome benchmark targets for improvement of student comprehension in the course.

M.Arch.: The APR provides a description of the M.Arch. program's courses that address this criterion: ARCH 560 Seminar in Design Integration; ARCH 572 Design Integration, taken 3G track students in their second year and 2G track students in their first year; and ARCH 562 Professional Practice, taken by all M.Arch. students in their final year of the program. For ARCH 560/572, students work in teams for the entire semester and also work with professional consultants. For ARCH 562, diverse stakeholders and physical and social contexts of design practice are addressed. This approach was confirmed in meetings with faculty and students. The course undergoes assessment in a number of ways. For ARCH 572 and ARCH 560 courses, student and faculty assessment and the faculty's annual performance and planning review process. Curricular assessment and improvement are focused on aligning with the core NAAB criteria. The assessment process has led to continuous improvement in emulating the professional context of collaboration in the courses focused on integration, and the professional practice course uses student outcome benchmark targets for improvement of student comprehension in the course.

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)

B.Arch.
☒ Met

M.Arch.
☒ Met

2023 Team Analysis:
B.Arch.: The APR indicates nine required courses to demonstrate learning and teaching culture across the five years of the B.Arch. curriculum and cites their focus on ARCH 171 and ARCH 172, as they serve as an introduction to studio culture. All course offerings also include the college's upheld studio culture policy to delineate expectations of respect, diversity, conflict, place, balance, critique, and growth. The program also notes key supplementary experiences: student involvement in shared governance and the role of students as teaching or research assistants. This approach was confirmed in conversations with faculty, staff, administration, and students. Assessment of ARCH 171 and ARCH 172 is conducted through student/faculty reflections and faculty yearly assessments. At the program level, assessment is coordinated among faculty who teach the courses, through student feedback and the faculty's annual performance and planning review process. Curricular assessment and improvement are focused on aligning with the core NAAB criteria.

M.Arch.: The APR indicates two required courses demonstrating learning and teaching culture for the 3G track students in the M.Arch. curriculum Arch 538 Design I: Design Foundations and ARCH 541 Design II:

Architectural Design. Students in the 2G track are noted as being placed out of these courses. Course materials including a syllabus, course objectives and a schedule were provided for ARCH 541 taken in the students first semester. The syllabus cites expectations and resources regarding civility, student wellness, and professionalism. Students in both the 3G and 2G tracks are expected to be familiar with the school's Studio Culture Policy which is cited in other courses required for all M.Arch. students. This approach was confirmed in meetings with faculty and students. Supplementary experiences include teaching assistantships for the majority of M.Arch. students, shared governance practices (student involvement within search, curricular, and advisory committees), student advising, research assistantships, and enrichment programming (lectures, exhibitions, colloquia, student organizations, and field trips) that further emphasize the school's learning and teaching practices. Assessment of ARCH 541 is conducted through student/faculty reflections and faculty yearly assessments. At the program level, assessment is coordinated among faculty who teach the courses, through student feedback and the faculty's annual performance and planning review process. Curricular assessment and improvement are focused on aligning with the core NAAB criteria. The assessment process in ARCH 541 has led to a better understanding about how to shape collaborative learning for first year students in the program to prepare them for their design education.

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

B.Arch.
☒ Met

M.Arch.
☒ Met

2023 Team Analysis:
B.Arch.: The APR includes four courses that address PC.8: ARCH 171 Design I (Nashville field trip) Spatial Order and ARCH 541 Design III Territory (Chicago field trip), the off-campus semester requirement; Arch 472 Design VIII Cultural Immersion, alongside other required courses as part of off-campus study; and ARCH 462 Professional Practice, which introduces a range of practice models and design constituents. This approach was confirmed in meetings with faculty and students. Supplemental experiences like the lecture and exhibition series and DEI workshops and programming are offered to all students. Course syllabi and course materials were provided for the courses. The assessment process for these courses includes student reflections and faculty assessment and reflections. Curricular assessment is conducted through peer review, online student course evaluation, and the faculty's annual performance and planning review process. Curricular assessment and improvement are focused on aligning with the core NAAB criteria. The assessment process has led to changes including finding ways to better support students in their off-campus study semester.

M.Arch.: The APR includes two courses, ARCH 528, Design Theories and ARCH 562, Professional Practice taken by all students in the M.Arch. program. Together, the courses introduce a range of theoretical positions and practice models, many which address issues of social equity and inclusion in design. Course materials including the syllabi, course lectures and readings indicate the range of what is addressed in the courses. Supplemental experiences like the lecture and exhibition series and DEI workshops and programming are offered to all students. The assessment process for these courses includes student reflections and faculty assessment and reflections. Curricular assessment is conducted through peer review, online student course evaluation, and the faculty's annual performance and planning review process. Curricular assessment and improvement is focused on aligning with the core NAAB criteria. The assessment process has led to coordination of these courses across the curriculum. For example, the course instructor for ARCH 528 attends thesis proposal presentations to better understand emerging topics of relevance, which leads to improvements in the course content, including a lecture focused on equity and labor and gender and sexuality in architecture.

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

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

B.Arch.
☒ **Met**

M.Arch.
☒ **Met**

2023 Team Analysis:
B.Arch.: The APR describes co-taught courses in the B.Arch. program: ARCH 461 Design Development Integrations and ARCH 471 Design VII Design Integrations in the fourth year of the program. The impact of health, safety, and welfare in the built environment in buildings and cities are integral to the core coursework. Another supporting course, ARCH 462 Professional Practice, reinforces students' understanding of topics covered by this criterion. This approach was confirmed in meetings with administration, faculty, and students. Evidence was found in course syllabi and schedules, instructional materials, reading assignments, and workshops. The assessment process for these courses includes student evaluation and faculty assessment. Curricular assessment is conducted through peer review, online student course evaluation, and the faculty's annual performance and planning review process. Curricular assessment and improvement are focused on aligning with the core NAAB criteria. Ongoing course improvement is driven by end of year course assessment of learning goals and outcomes.

M. Arch: The APR describes co-taught courses 560 Seminar in Design Integration and ARCH 572 Design Integrations, required for all students in the M.Arch. program. The impact of health, safety, and welfare in the built environment in buildings and cities are integral to the core coursework. Another supporting course, ARCH 562 Professional Practice, reinforces students' understanding of topics covered by this criterion. This approach was confirmed in meetings with administration, faculty, and students. Evidence was found in course syllabi and schedules, instructional materials, reading assignments, and workshops. The assessment process for these courses includes student evaluation and faculty assessment. Curricular assessment is conducted through peer review, online student course evaluation, and the faculty's annual performance and planning review process. Curricular assessment and improvement are focused on aligning with the core NAAB criteria. Ongoing course improvement is driven by end of year course assessment of learning goals and outcomes.

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

B.Arch.
☒ **Met**

M.Arch.
☒ **Met**

B. Arch: The APR indicates that ARCH 462 Professional Practice is the primary course for this criterion. The APR linked five additional courses where the curriculum exposes students to professional ethics, regulatory requirements, and the underpinnings of leading an architecture practice. Learning outcomes are identified and state that students should be able to apply fundamental principles of professional practice, understand professional ethics, regulatory requirements, the paths to achieving licensure in the United States, and an understanding of the factors which drive context for designing equitably for a broad

range of society. Evidence was found in course syllabi and schedules, instructional materials, reading assignments, and workshops. The assessment process is described, and examples were provided to demonstrate assessment strategies and results. Curricular assessment is conducted through peer review, online student course evaluation, and the faculty's annual performance and planning review process. Curricular assessment and improvement are focused on aligning with the core NAAB criteria. The program's narrative also describes changes made to ARCH 462 because of the feedback received through assessment.

M. Arch: The APR indicates that ARCH 562 Professional Practice is the primary course for this topic which follows exposure to professional practice topics in studios, elective courses, and professional studies. This course is required for all students in the M.Arch. program. Extracurricular activities, such as the lecture and exhibition series, provide supplemental learning. The APR highlights the learning modules for the course which cover a wide range of topics including ethics, practice management, project development, legal responsibilities, social responsibility, and paths to licensure. The learning outcomes are identified and state that students are expected to be able to understand professional ethics, regulatory requirements, business process, paths for licensure, as well as factors which drive context for designing equitably for a broad range of society. The APR identifies ARCH 560 Seminar in Design Integration, and ARCH 572 Integrations Studio as the place where students' experiences emulate the experiences encountered in a professional office setting. Evidence was found in course syllabi and schedules, instructional materials, reading assignments, and workshops. The process for assessment is described including the types of assessment utilized and the frequency of the assessment. Curricular assessment is conducted through peer review, online student course evaluation, and the faculty's annual performance and planning review process. Curricular assessment and improvement are focused on aligning with the core NAAB criteria. The APR includes examples demonstrating changes made to the courses because of the assessment process.

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

B.Arch.
☒ **Met**

M.Arch.
☒ **Met**

2023 Team Analysis:
B. Arch: The APR identifies lecture and studio courses that address the regulatory context of architecture: ARCH 361 Design Research and Technology, Arch 362 Schematic Design Technology, ARCH 461 Design Development Integrations, and ARCH 471 Design VII Integrations. Together these courses address various codes (IBC and ADA) to understand regulation as part of professional practice and explore their applications in design. Course materials including syllabi, lectures, assignments, and student work serve as evidence for this criterion and were confirmed in conversations with faculty and students. Students can also get hands-on experience through optional design-build studios and seminars. Supplemental experiences are supported by the strong emphasis on volunteering with groups such as Habitat for Humanity through student organizations. The assessment process for these courses includes student evaluation and faculty assessment. Curricular assessment is conducted through peer review, online student course evaluation, and the faculty's annual performance and planning review process. Curricular assessment and improvement is focused on aligning with the core NAAB criteria. Ongoing course improvement is driven by end of year course assessment of learning goals and outcomes.

M. Arch: The APR identifies lecture and studio courses that address the regulatory context of architecture: ARCH 559 Building Systems in Architecture, ARCH 560 Seminar in Design Integration, and ARCH 572 Integrations Studio. Together these courses address various codes (IBC and ADA) to

understand regulation as part of professional practice and explore their applications in design. Course materials including syllabi, lectures, assignments, and student work serve as evidence for this criterion and were confirmed in conversations with faculty and students. Students can also get hands-on experience through optional design-build studios and seminars. Supplemental experiences are supported by the strong emphasis on volunteering with groups such as Habitat for Humanity through student organizations. The assessment process for these courses includes student evaluation and faculty assessment. Curricular assessment is conducted through peer review, online student course evaluation, and the faculty's annual performance and planning review process. Curricular assessment and improvement are focused on aligning with the core NAAB criteria. Program level assessment of ARCH 560/572 identified the challenge students face in understanding technical criteria alongside comprehensive design applied in projects. This has led to improvements in course delivery.

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

B.Arch.
☒ Met

M.Arch.
☒ Not Met

2023 Team Analysis:
B.Arch.: The APR lists ten courses across the curriculum that address this criterion. The team identified four that directly address the criterion: ARCH 364 Performative Design I: Passive Design; ARCH 365 Performative Design II: Active and Hybrid Systems Design; ARCH 461 Design Development Integrations; and ARCH 471 Design VII: Integrations. Evidence of emerging systems, technologies, and assemblies is found in ARCH 364, ARCH 365, and ARCH 471, while ARCH 461 proves evidence of the students' ability to assess technologies and performance objectives. The assessment process for these courses includes student evaluation and faculty assessment. Curricular assessment is conducted through peer review, online student course evaluation, and the faculty's annual performance and planning review process. Curricular assessment and improvement are focused on aligning with the core NAAB criteria. Since the previous NAAB accreditation visit, the program faculty implemented a change in teaching technical knowledge, known as Design Implementation with technology and assembly courses team taught with studio faculty and linked to design studios. The APR and supporting documents demonstrate that assessment led to changes in ARCH 461, including new assessment tools, performance modeling for carbon, and life-cycle analysis.

M.Arch.: This criterion is **NOT MET**.The APR notes a three course technology sequence to build technical knowledge for ARCH 560 Seminar in Design Integration and ARCH 572 Design Integration, taken by all students in the M.Arch. program. In the materials provided, evidence could not be found of a well-formed assessment process of building performance objectives, one of the areas noted in this criterion in the APR, supporting documentation, or additional information provided during the virtual visit. While the M.Arch. students take three courses on emerging systems, technologies, assemblies, and performance objectives, the evidence needed was not found to indicate how these courses regularly conduct assessments involving data collection and leading to curriculum improvements. The program did provide additional information in the form of notes from a town hall-type meeting with the graduate students. The five courses reviewed were ARCH 557 Structural Principles in Architecture, ARCH 558 Materials and Methods in Architecture, ARCH 559 Building Systems in Architecture, ARCH 560 Design Integration Seminar, and ARCH 572 Design Integration.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory

requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. (p. 12)

B.Arch.
☒ **Met**

M.Arch.
☒ **Met**

2023 Team Analysis:
B.Arch.: The APR describes the course sequence of technology and design courses in the first through third year of the B.Arch. program to prepare students for two integrated courses in their fourth year: ARCH 461 Design Development Integrations and ARCH 471 Design VII: Integrations. Evidence that this criterion was met is found in student projects, which are carried out in groups, and the team was able to assess the work of eight groups in the class. The program notes that all students in a group are involved in all aspects of the project. The assessment process for these courses includes student evaluation and faculty assessment. Curricular assessment is conducted through peer review, online student course evaluation, and the faculty's annual performance and planning review process. Curricular assessment and improvement is focused on aligning with the core NAAB criteria. In the integrations courses, faculty use key benchmarks at three phases of the project as common assessment tools. This has led to program as well as course improvements, including adjustments to connect technical knowledge within the design studio.

M.Arch.: The APR notes that design and technology knowledge in the M.Arch. culminate in the integration courses in year 1 of the G2 track and year 2 of the G3 track of the program, ARCH 560 Seminar in Design Integration and ARCH 572 Design Integration. Evidence is found in student projects, which are carried out in groups, and the team was able to assess the work of four groups. The program notes that all students in a group are involved in all aspects of the project. Assessment and continuous improvement are carried out using faculty assessment of student work. The assessment process for these courses includes student evaluation and faculty assessment. Curricular assessment is conducted through peer review, online student course evaluation, and the faculty's annual performance and planning review process. Curricular assessment and improvement are focused on aligning with the core NAAB criteria. At the program level, assessment of the integrations courses has led to a better understanding of the project scale so that students can gain technical knowledge (in ARCH 560) while applying it in design (in ARCH 572).

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

B.Arch.
☒ **Met**

M.Arch.
☒ **Not Met**

2023 Team Analysis:
B.Arch.: The APR describes the course sequence of technology and design courses in the first through third year of the B.Arch. program to prepare students for two integrated courses in their fourth year: ARCH 461 Design Development Integrations and ARCH 471 Design VII: Integrations. Evidence that this criterion was met is found in student projects, which are carried out in groups, and the team able to assess the work of eight groups in the class. The program notes that all students in a group are involved in all aspects of the project. Assessment and continuous improvement are carried out using faculty and student reflections and faculty assessments of the course each semester. Curricular assessment is

conducted through peer review, online student course evaluation, and the faculty's annual performance and planning review process. Curricular assessment and improvement are focused on aligning with the core NAAB criteria. The course assessment process has led to a more diverse array of projects in the parallel studios taught by multiple faculty so that students can choose studio topics according to their preferences.

M.Arch.: The APR describes that ARCH 560 Seminar in Design Integration and ARCH 572 Design Integration, taken by all students in the M.Arch. program, courses that together are focused on building integration. The team observed that investigations and analysis addressing building performance are included in ARCH 560. But the link between analysis and ability to make design decisions within architectural projects in ARCH 572 is not clearly demonstrated. In particular, the visiting team could not determine students' ability to make design decisions related to 'measurable outcomes for building performance'. The team looked for evidence in the student work from five teams that was provided in accordance with the NAAB procedures for SC.6. The team also referenced supporting documentation, including additional information provided during the virtual visit in the form of notes from a town hall-like meeting with graduate students.

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

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

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

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

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

B.Arch.
☒ Met

M.Arch.
☒ Met

The condition is **MET**. The program participates in the 10-year accreditation cycle administered by the Southern Association of Colleges and Schools Commission on College (SACSCOC). Information on the university's accreditation may be found here and the most recent letter of reaffirmed accreditation by SACSCOC in 2015 (received by the chancellor in 2016) may be found here. The team verified the letter to confirm the institution's reaffirmation of accreditation.

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

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

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

4.2.2 **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)

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

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

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

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

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

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

B.Arch.
☒ Met

M.Arch.
☒ Met

2023 Team Analysis:
This condition is met for the B.Arch. and M.Arch. The APR provided links to each program and curricular track that describe and account for the number of hours required for each program. General education requirements are structured through the University's "Volunteer Core" program and published in the UTK Undergraduate Catalog. The program also provided information from their regional accreditor, SACSCOC, indicating the requirements for general education. The program's curriculum matrices for both the B.Arch. and the M.Arch. programs identify requirements for optional studies. The program included examples of several semester's worth of specific course options which are available to the students. Degree programs offered by the School of Architecture include:

- Bachelor of Architecture (B.Arch.), 163 Total Credit Hrs (101 Professional Credit Hrs)
- Master of Architecture (M.Arch.)
    - M. Arch 3G 102 Credit Hours (84 Professional Credit Hrs) + Undergraduate Degree
    - M.Arch. 2G 60 Credit Hours (39 Professional Credit Hrs) + Undergraduate Degree
- Master of Architecture / Master of Landscape Architecture Dual Degree (M.Arch./MLA) (co-offered with the UTK School of Landscape Architecture); and
- Bachelor of Interior Architecture / Master of Architecture Dual Degree (BSIA/M.Arch.) (co-offered with the UTK School of Interior Architecture)

4.3 Evaluation of Preparatory Education (*Guidelines*, p. 16)
The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

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

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

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

B.Arch.
☒ Met

M.Arch.
☒ Met

2023 Team Analysis:
B.Arch.:
4.3.1 The documentation for evaluating a student's prior academic work is clear and described in APR with some additional information on the admissions website. There are three groups of students admitted to the B.Arch. program: first-time freshmen, internal transfer students, and external transfer students. For

internal transfer students, there are two levels of admission requirements: those with a - GPA of 2.5 -2.99, and those with a GPA of 3.0 or higher. Students applying to the B.Arch. program apply through the university admissions processes and are reviewed by the B.Arch. program administrators and faculty for acceptance into the architecture degree program. The APR states that transfer students with prior academic coursework are reviewed by the Director of Architecture and Chair of Undergraduate Architecture to see if they meet the standards for academic performance and course equivalency. Admitted transfer students are placed in second year if they take the Summer Transfer Program or first year otherwise. External transfer students with a GPA of 3.0 or higher, along with coursework and experience from previous institutions have their application reviewed by the Director of Architecture and Chair of Undergraduate Architecture. The application requires a transcript, coursework and grades, syllabi, letters of recommendation, and example of coursework. The process for evaluating prior academic work was confirmed in meetings with administrators, staff, and faculty.

4.3.2 The program has identified established standards for meeting accreditation criteria, The program lists established standards for applicants to the program on the university website for external transfer students. Any equivalent coursework is reviewed by the Director of Architecture and Chair of Undergraduate Architecture for the B.Arch. and by the graduate coordinator for the M. Arch programs.

4.3.3 The evaluation process is described in the admission requirements. A sequence of courses is provided online that maps out the ten semesters of study for the B. Arch program which is clearly articulated on the College of Architecture and Design undergraduate admissions page. This sequence informs students of the requirements for degree completion. Further the web pages describes the summer program for transfer students. This evaluation is straightforward as an applicant will know how their previous coursework would be assessed by the program to meet NAAB Program and Student Criteria, and therefore applicants will be aware of the time necessary to complete a degree.

M:Arch:
4.3.1 The documentation for evaluating a student's prior academic work is clear and described in APR with some additional information on the admissions website. The requirements for prospective M.Arch. students are as follows: all applicants are required to submit an application form, transcripts, three letters of recommendation, and TOEFL score for international candidates. Optional materials can also be submitted: a portfolio, a statement of purpose, and GRE scores. The link to the application document for the Master of Architecture program is provided online. The application describes candidates who are directed to apply to the M.Arch. 3G program. These are candidates who have not completed the undergraduate portion of a NAAB accredited 4+2 program in architecture. All other candidates, including those who have earned a non-NAAB accredited B.S. or B.A. in Architecture from other institutions must submit evidence of completed coursework. Applications are reviewed by the Graduate Studies Architecture Chair and a faculty admissions committee.

Students applying to the M.Arch. 2G track are considered for admission to the track if they completed an undergraduate pre-professional degree from other NAAB accredited 4+2 programs. All students must have completed all coursework with a C or better. Internal applicants from the UTK Interior Architecture 4+2 program begin with undergraduate coursework from both the School of Interior Architecture and School of Architecture. Applications are reviewed by the Graduate Studies Architecture Chair and a faculty admissions committee. The process for evaluating prior academic work was confirmed in meetings with administrators, staff, and faculty.

4.3.2 The program has identified established standards for meeting accreditation criteria. The program lists established standards for applicants to the program on the UTK website. Prerequisites for the M.Arch. 3G program include courses in Humanities (12 hours), Physics (1 course) and Pre-calculus (1 course) .

4.3.3 The evaluation process is described in the admission requirements. A sequence of courses is provided online that maps out the 2G and 3G requirements are clearly outlined. A sequence of courses is provided online that maps out the necessary courses for each track. The link to the application document

to the Master of Architecture program is provided online. The application directs students applying to the website for additional information.

5—Resources

5.1 Structure and Governance (*Guidelines*, p. 18)
The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 **Administrative Structure**: Describe the administrative structure and identify key personnel in the program and school, college, and institution.
5.1.2 **Governance**: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

B.Arch.
☒ **Described**

M.Arch.
☒ **Described**

2023 Team Analysis:
B. Arch and M.Arch.:
5.1.1 Administrative Structure: Dr. Donde Plowman is the Chancellor and the Chief Operating Officer of the Knoxville Campus of the University of Tennessee. Dr. John Zomchick, the Provost and Senior Vice Chancellor is the university's Chief Academic Officer to whom Jason Young, Dean of the College of Architecture and Design, reports. The dean serves as the primary administrative and academic officer for the college. He leads the School of Architecture, School of Design, School of Interior Design, and School of Landscape Architecture. The dean is joined by the Associate Dean for Research and Academic Affairs, Katherine Ambroziak, at the college level, to serve all four schools.

All schools in the College of Architecture are led by directors. The School of Architecture Director is Carl Lostritto. He is joined by an academic administrative team, Graduate Studies Chair, Jennifer Akerman who recently replaced Avigail Sachs, and Undergraduate Studies Chair, Brian Ambroziak.

5.1.2 Governance: The faculty, staff, and students contribute to shared governance of the programs, school, and college as defined in the Bylaws of the College of Architecture and Design and the UTK Faculty Handbook. The engagement of faculty and students in the governance of the B.Arch. and M.Arch. programs was confirmed in meetings with faculty, students, and the director. Faculty participate in meetings and can engage through a defined committee structure. In meetings with student leadership of AIAS; NOMAS; FBD; CSI; TSD; and undergraduate and graduate student school, college, and university leadership participants, the student leaders acknowledged that undergraduate and graduate students have a voice on issues and policies affecting the entire architecture student body and the program. Within this context, governance opportunities are available for students.

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

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

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

B.Arch.
☒ Demonstrated

M.Arch.
☒ Demonstrated

2023 Team Analysis:
B. Arch and M.Arch.:
Information was included in the APR and verified through additional documents and in meetings with the university, college and school leaders, staff, faculty, and students.

5.2.1 The school's immediate and multi-year strategic objectives are charged to the School Director, Carl Lostritto, and evaluated in consultation with school faculty, administrative leadership, and the dean. The annual State of the School meeting, typically held in May, is a forum to discuss strategic objectives.

The development of student learning objectives is charged to faculty standing committees and working groups. The initial faculty meeting of the academic year is devoted to the strategic assessment of school goals and priorities. Learning objectives are developed according to the school's assessment cycle, outlined in section 5.2.5. Student learning objectives are developed according to SACS accreditation protocols and integrated with NAAB accreditation criteria. Strategic and learning objectives also undergo formal and informal revision via town halls, faculty evaluations, and annual faculty retreats. An annual report is also published to summarize and commend the work and accomplishments of the college.

5.2.2 The school has identified nine performance indicators within the APR: increased scholarships and endowment funds, increased facility use, increased access to study abroad programs via cost mitigation, increased notoriety in sustainability and resilience, increased faculty research funding, greater physical resource versatility, expansion of emerging technology labs, diversification of partnerships, and increased transparency. The APR also notes strategic planning encompasses further goals: developing a Master of Science program, amplifying the M.Arch. program, curating publications, hosting symposia, and bolstering the Director's Advisory Committee. The college is currently developing on a ten-year strategic plan, and the school is developing a concurrent strategic plan. The strategic planning processes include faculty, staff, and student participation.

5.2.3 The APR indicates several developments demonstrating the school's adherence to its strategic goals set prior to the NAAB visit. These include meeting increased enrollment targets, hiring of a new architecture program director, launching a Tokyo program, increasing student aid for off campus study, and expansion of facilities to include a new downtown FabLab facility. The college continues to develop ways to impact and grow faculty research and funding and fortify its off-campus presence in Chattanooga, Memphis, and Nashville by developing projects in collaboration with the communities.

5.2.4 The program has noted its healthy culture of curricular and cultural assessment procedures as a significant strength, met with the challenge of increasing staff and expanding their physical resources within the college's budget. Faculty and staff diversity and representation continue to be a challenge.

5.2.5 The APR notes a monthly meeting between the dean, chancellor, and provost, a bi-annual meeting with the Dean's Advisory Committee that is comprised of the professional community who have a commitment to the college and a bi-monthly meeting with the CoAD leadership. The dean and director regularly solicit advice and feedback from alumni, the local AIA chapter members, participants in career days, the lecture series, guest reviewers and other participants in college and school events. The dean and director conduct school-wide town hall meetings to gain feedback from the school community. The

team verified through interviews with school alumni that the program remains connected with alumni who frequently serve as reviewers and representatives of their professional community and practices.

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

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.
5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

B.Arch.
☒ **Demonstrated**

M.Arch.
☒ **Demonstrated**

2023 Team Analysis:
B. Arch and M.Arch.:
The APR demonstrates the program's recognition of the importance of continuous curriculum improvement through faculty led initiatives, student course evaluations, and assessment. The information provided demonstrates defined roles and responsibilities for program personnel and associated curriculum committees. The APR describes the process for bringing forth curriculum changes through a series of formal committees which are either B.Arch. or M.Arch. program focused. Ad-Hoc committees are created when necessary to address specific issues related to curricular development. Additionally, the program provided a sample "Core Course Proposal" call for courses that were sought by the SoA Undergraduate Curriculum Committee, focused on the development of new general education course offerings. The SoA program utilizes a formal, structured process for communicating proposed changes through both the undergraduate and graduate curriculum committees. The program's narrative states they responded to the new NAAB criteria by researching specific assessment measures which would support their curriculum, desired student outcomes and the diverse pedagogical approaches of their faculty. This was done in part by working with the University's Teaching and Learning Initiative where their experts help the architecture programs develop and launch assessment trials. In response to those assessments, the programs indicate they have made significant curricular changes in both undergraduate and graduate studio sequences.

Program self-assessment for the B.Arch. and M.Arch. programs consists of two cycles. The first involves distilling and analyzing various forms of evaluation collected by the school (grading outcomes, assessment practices, staff/faculty surveys, and student feedback) and proposing changes to syllabi. The learning outcomes remain consistent within this cycle, whereas methodology, project structure, and resources are adjusted. The second cycle adjusts learning outcomes. Course names, goals, and descriptions are defined/refined, and working groups target outstanding issues.

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

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.
5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the

requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

B.Arch.
☒ Demonstrated

M.Arch.
☒ Demonstrated

2023 Team Analysis:
B. Arch and M.Arch.:
5.4.1 Through discussions with faculty, staff, students, and the director, the team found the faculty workload to be balanced. The director explained the course numbering system. In some instances, faculty teach classes with co-listed course numbers - B.Arch., M.Arch., and Honors. The dean verified the listing of faculty searches in the APR. As student enrollment increases, faculty searches will be advertised and new faculty hired to meet demand in both the B.Arch. and M.Arch.

5.4.2 The APR indicates that there is an Architect Licensing Advisor who attends the biannual summit, speaks at the pro practice class, holds info sessions, and keeps in touch with student organizations on campus. This was confirmed in meetings with the advisor, counselors, and students. The licensing advisor is available to meet with all students. Students noted that at the current time, the advisor's role is more relevant to students in the M.Arch. program.
5.4.3 The APR notes that faculty have research support through scholarships or grants. Many of the faculty in the school indicated that they have served in academic leadership roles at some point in their career. In meetings with staff and faculty, it was noted that there are opportunities for advancement and they feel supported in their roles. Many expressed the school leaders foster a culture of support. The faculty indicated that there is access to travel funds, endowed professorships, and other means of support for faculty research and development.

5.4.4 There was evidence in the APR and confirmed through discussions with students, advisors, staff, and faculty of the open-door policy for academic advising for undergraduate and graduate students. There are three undergraduate advisors and one graduate advisor. While students have access to career guidance, the needs of graduate students and the small size of the program allow for a more focused form of career guidance in the M.Arch. program. Students participate in a yearly career fair which has grown from 19 firms to over 100 firms in recent years. Many students have multiple offers of internships or full-time employment. With a strong alumni base, students have local and national opportunities for job placement.

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

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next

accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

B.Arch.
☒ Demonstrated

M.Arch.
☒ Demonstrated

2023 Team Analysis:
B. Arch and M.Arch.:
5.5.1 The university offers financial support to further social equity, diversity, and inclusion for faculty and students. Facility upgrades have been undertaken by the university to support faculty and students through accessibility standards and with lactation stations and gender inclusive restrooms. University resources are also available to support faculty, staff and students with different physical or mental abilities.

5.5.2: Since the last accreditation review, the college introduced a director of diversity relations and a DEI committee to address college-related matters. The school's diversity plan focuses on inviting a range of visitors to the school to represent a range of voices and points of view to broaden the school's perspective. It also calls for recruiting diverse candidates in administrative and faculty searches. The APR notes demographic shifts in the full-time faculty since the last accreditation are not as diverse and the part time and visiting faculty. Where new tenure track faculty positions were available, the college has increased diversity in its faculty, and the school anticipates the opportunity to also increase diversity with two tenure track faculty searches opening.

5.5.3: The APR reports a steady increase in diversity of its students from 2013-2022 due to a focus on access to education - increase in number of female students in both the B.Arch. and M.Arch., increase in Hispanic students, relatively steady number of students who are Black or African American in the B.Arch., and an increase in Black or African American or two or more races in the M.Arch. The school provided additional charts of school and university enrollments to verify the increases. Efforts to increase student diversity include changes to the undergraduate admissions policies and removing potential barriers to encourage admissions of students from diverse experiences. A summer camp for high school students, scholarships, programming (such as programming around Black History Month), a NOMAS chapter, and a DEI action committee have all been implemented. Student demographics for 2021 for both the B.Arch. and M.Arch. programs were included in the APR, and it was noted that they generally align with the university student demographics.

5.5.4: The new admissions initiatives to remove potential barriers for undergraduate admissions will continue, as will other initiatives for support of a student pipeline – the summer camp and ACE mentoring participation. The DEI committee, programming, and support of students through organizations.

5.5.4: The APR includes a link to diversity action priorities for 2022 set by the college. It has a number of offices to support the college community: the director of diversity, a council focused on DEI, a center for student development and student groups – NOMAS, Women in Design. The college has guidelines and resource links pertaining to diversity and inclusion, allyship, and antiracism. The university office of Equity and Diversity publishes current policies and support documents.

5.5.5: The university has an office of equity and diversity that addresses compliance related to employment and affirmative action, and a bias education referral service. Support for students includes an office of multicultural student life. University policies to support faculty and staff include family and medical leave and alternate work schedules. The university's office of Student Disability Resources oversees student disability services and ADA accommodations for faculty and staff. In the meeting with the provost, he noted that the university has also focused on increased support for student mental health as part of the university's health resources.

5.6 Physical Resources (*Guidelines*, p. 21)

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

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

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

B.Arch.
☒ Demonstrated

M.Arch.
☒ Demonstrated

2023 Team Analysis:
B. Arch and M.Arch.:
Evidence for 5.6 Physical Resources was found in the APR, clarifying information about floor plans, in the meetings with the director, and the fifteen-minute Video Tour. In meetings with administrators, staff, faculty, and students, it was confirmed that space is at a premium in current facilities, and there are concerns about overcrowding. However, in meetings with the provost and dean, it was shared with the team that they are committed to addressing the problem in the near term through securing additional facilities and, in a long time, through a renovation and expansion of the existing Art and Architecture building. The A + A building houses art, architecture, interior design, and landscape architecture. In addition, the program has the FabLab in downtown Knoxville, which houses studios, seminar spaces, and advanced fabrication facilities.

5.6.1 The UTK Architecture Program includes spaces for production, presentation, collaboration, and display, as seen in the virtual facilities tour. Studio spaces provide for faculty and students to create learning opportunities.

5.6.2 Facilities include three technology-enhanced lecture halls, the Clerestory Room, reading rooms, studio spaces for students, exhibition space, workshop and fabrication spaces and flexible spaces. The availability of space to support didactic and interactive learning was confirmed in meetings with administrators, staff, faculty, and students.

5.6.3 As described in the APR, the A+A building provides faculty with offices, office equipment, computers, and other devices to perform their duties. The availability of space to support the roles of faculty was confirmed in meetings with administrators and faculty.

5.6.4 The B.Arch. and the M.Arch. provide resources and learning management systems to support student learning. These include, as the APR describes, how some courses in the program are offered online in a hybrid format, with the students having a dedicated workspace in the building to support studio culture. The program provides students access to printers, plotters, and 3-D printing. Students also have access to the Student Digital Tutoring Center. The Fab Lab was often cited by administrators, faculty, and students as a significant resource for faculty and students.

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

B.Arch.
☒ **Demonstrated**

M.Arch.
☒ **Demonstrated**

2023 Team Analysis:
B. Arch and M.Arch.:
The school is undergoing a financial restructuring as it transitions to a Responsibility Center Management (RCM) model. The APR characterizes this as a budget model that allows the college and school to manage finances holistically and provides opportunities, such as incentivizing collaboration, innovation, entrepreneurship, and reducing attrition rates. The full-year budget of the institution was provided and demonstrates a positive trend in funding the college (2.24% annually). Recent administrative leadership and budget model transitions have further resulted in increased funding for the school. In meetings, the team confirmed with the dean, provost, and program director that the CoAD's financial resources will allow for the continued support of student learning and achievement for the next accreditation cycle.

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

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

B.Arch.
☒ **Demonstrated**

M.Arch.
☒ **Demonstrated**

2023 Team Analysis:
B. Arch and M.Arch.:
The APR identifies a subject librarian for architecture and design within the University's libraries system. The librarian confirmed during the site visit interviews that she provides general instruction for the students in how to access the library's physical and digital assets as well as items located in their special collections. She indicated that she provides faculty support as requested for books and digital media. The librarian mentioned that some collections are moving off-site, but that this is not affecting the architecture collection at this time. Additional materials are added to the architecture collection either as requested by students and faculty or upon her surveying the collections of other universities libraries. The APR also notes that the librarian maintains the "Subject Guide in Architecture and Design" which is a curated list of discipline-relevant resources.

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.

B.Arch.
☒ Met

M.Arch.
☒ Met

2023 Team Analysis:
B.Arch. and **M.Arch.**:
The program provided evidence in the APR by including a web link on the program's website where the Statement on NAAB-Accredited Degrees was published, and the visiting team verified the link.

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

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

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

B.Arch.
☒ Met

M.Arch.
☒ Met

2023 Team Analysis:
B.Arch. and **M.Arch.**:
The program provided evidence in the APR by including a web link to the location on the program's website where these documents are posted, and the visiting team verified the connection.

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.

B.Arch.
☒ Met

M.Arch.

☒ **Met**

2023 Team Analysis:
B.Arch. and **M.Arch.**:
The program provided evidence in the APR by including the links verified by the visiting team. The program also provided direct links from the program website to several popular architecture career development sites, including: www.aia.org, www.aias.org, www.acsa-arch.org, www.NCARB.org, The Emerging Professional's Companion, published by AIA and NCARB, and the AIAS 2020 Learning and Teaching Culture Policy Project.

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

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

B.Arch.
☒ **Met**

M.Arch.
☒ **Met**

2023 Team Analysis:
B.Arch. and **M.Arch.**:
All necessary documentation, including Interim Progress Reports, Annual Statistical Reports, Plan to Correct response, APR, Visiting Team Report, and the decision letter, are provided and are accessible through the websites provided in the APR.

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

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

B.Arch.
☒ **Met**

M.Arch.

☒ **Met**

2023 Team Analysis:
B.Arch. and **M.Arch.**:
All necessary admission documentation for both the B.Arch. and the M.Arch. were provided and are accessible through the websites provided in the APR. All links provide digital access to admission documentation - the UTK Graduate Course Catalog 2021-2022 is an archived copy, they have an updated course catalog for this semester and upcoming semesters.

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

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

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

B.Arch.
☒ **Not Met**

M.Arch.
☒ **Met**

2023 Team Analysis:
B.Arch.:
6.6.1: The APR notes that the university has resources for students regarding financial information on the university's website. This website includes information on tuition and fees, consumer information, and information about payment plans. The program and university provide financial guidance tools and resources to students.
6.6.2 The APR provides links to the School of Architecture website, where costs of tuition and the architecture tuition differential, the costs of attending (housing, food, books, and supplies), and the costs and requirements of computer resources are found. The director noted that the costs of the off-campus study semester (including study abroad) are provided to students in advance of their designated semester for these activities, however, students noted they were not fully aware of costs. However, when meeting with B.Arch. students, the lack of awareness of the program costs for supplies and specialized materials and off-campus study was clearly articulated. In the meeting, the students stated information on material and supply costs were not always communicated; and they expressed uncertainty on the pricing for off-campus program and studio travel. The team observed that there appears to be a disconnect between student experiences and program intentions. The director explained to the team that architecture school's differential tuition is meant to fund student supplies and required field trips. Further, the director stated that the program is committed to providing scholarships to the students for study abroad travel.

M.Arch.:
6.6.1: The APR notes that the university has resources for students regarding financial information on the university's website. This website includes information on tuition and fees, consumer information, and information about payment plans. The program and university provide financial guidance tools and resources to students.

6.6.2 The APR provides links to the School of Architecture website, where costs of tuition and the architecture tuition differential, the costs of attending (housing, food, books, and supplies) and the costs and requirements of computer resources, are found. The costs of the optional study abroad semesters are provided to students in advance of their designated semester for these activities. In the team's meeting with M.Arch. students, the students noted they sometimes incurred additional costs for supplies and specialized materials but were not unaware of the costs prior to enrolling in the course. The

engagement in study abroad is optional and they noted the variable pricing for off-campus programs depending on the location. The director explained to the team that architecture school's differential tuition is meant to fund student supplies and required field trips. Further, the director stated that the program is committed to providing scholarships to the students for study abroad travel.

V. Appendices

Appendix 1. Conditions Met with Distinction

The visiting team found conditions and criteria met with distinction, all of which are interrelated and representative of the ethos of the School of Architecture.

Section 2 - Under Shared Value of the Discipline and Profession: the subcondition, Leadership, Collaboration and Community

PC.6 Leadership and Collaboration

SC.2 Professional Practice - particularly ARCH 462 and ARCH 562 Professional Practice course, which represents a broad range of possible career paths for students in the course.

Appendix 2. Team SPC Matrix

PROGRAM AND STUDENT CRITERIA MATRIX: UTK B.ARCH

https://catalog.utk.edu/preview_program.

	Year 1												Year 2											
	Fall							Spring					Fall							Spring					
Shared Values	**ARCH 101/107**	ARCH 111/117	**ARCH 121**	**ARCH 171**	**XXX**	**EGL 101/118**	**MATH 113,125, or 202**	**ARCH 102**	**ARCH 122**	**ARCH 172**	**XXX**	**EGL 102**	**PHYS 161**	**ARCH 211/217**	**ARCH 221**	**ARCH 261**	**ARCH 262**	**ARCH 271**	**XXX**	**ARCH 212/218**	**ARCH 263**	**ARCH 264**	**ARCH 272**	**XXX**
Design				■						■							■							
Env. Stewardship & Professional Respon.																■								
Equity, Diversity & Inclusion																								
Knowledge & Innovation																								
Leadership, Collab. & Community Egmt.																								
Lifelong Learning																								
Program Criteria																								
PC.1 Career Paths	■																							
PC.2 Design				■						■							■							
PC.3 Ecological Know. & Respo.																								
PC.4 History & Theory														■						■				
PC.5 Research & Innovation																								
PC.6 Leadership & Collaboration																								
PC.7 Learning & Teaching Culture										■														
PC.8 Social Equity & Inclusion				■													■							
Student Criteria																								
SC.1 HSW in the Built Environment																								
SC.2 Professional Practice																								
SC.3 Regulatory Context																								
SC.4 Technical Knowledge																								
SC.5 Design Synthesis																								
SC.6 Building Integration																								

	Year 3												Year 4											
	Fall							Spring					Fall							Spring					
Shared Values	**ARCH 213/227**	**ARCH 321**	**ARCH 361**	**ARCH 362**	**ARCH 373**	**ARCH 363**	**ARCH 364**	**ARCH 365**	**ARCH 374**				**ARCH 461**	**ARCH 465**	**ARCH 471**	**ARCH 493**	**ARCH 42X**	**XXX**		**ARCH 461**	**ARCH 471**	**ARCH 472**	**ARCH 42X**	**XXX**	**XXX**
Design				■					■				■		■						■	■			
Env. Stewardship & Professional Respon.						■							■		■						■	■			
Equity, Diversity & Inclusion																									
Knowledge & Innovation					■																	■			
Leadership, Collab. & Community Egmt.																									
Lifelong Learning																									
Program Criteria																									
PC.1 Career Paths	■								■				■												
PC.2 Design					■										■							■			
PC.3 Ecological Know. & Respo.													■		■							■			
PC.4 History & Theory	■								■																
PC.5 Research & Innovation						■																			
PC.6 Leadership & Collaboration													■		■							■			
PC.7 Learning & Teaching Culture					■																				
PC.8 Social Equity & Inclusion									■													■			
Student Criteria																									
SC.1 HSW in the Built Environment																									
SC.2 Professional Practice																									
SC.3 Regulatory Context																									
SC.4 Technical Knowledge																									
SC.5 Design Synthesis																									
SC.6 Building Integration																									

	Year 5												Non-Curricular Activity											
	Fall							Spring																
Shared Values	**ARCH 474**	**ARCH 478R**	**ARCH 496**	**ARCH 496S**	**ARCH 42X**	**XXX**	**XXX**	**ARCH 462**	**ARCH 499**	**ARCH 498R**	**ARCH 475**	**ARCH 42X**	**XXX**	**NCARB events**	**Lecture Series and Exhibitions: including Karen Braitmayer lecture Ma**	**Field Trips**	**Shared Governance**	**Studio Culture Policy, joint effort of student organizations, admin, facu**	**EURéCA: Exhibition of Undergraduate Research and Creative Achieve**	**TAAST: The Annual All-College Spring Thing**	**Aydelott Prize supporting student creative research through travel**	**Handshake: online career portal**	
Design			■																					
Env. Stewardship & Professional Respon.			■												■									
Equity, Diversity & Inclusion																								
Knowledge & Innovation				■	■																			
Leadership, Collab. & Community Egmt.																			■					
Lifelong Learning															■	■								
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PC.3 Ecological Know. & Respo.			■																					
PC.4 History & Theory																								
PC.5 Research & Innovation					■																			
PC.6 Leadership & Collaboration								■	■	■	■	■												
PC.7 Learning & Teaching Culture																								
PC.8 Social Equity & Inclusion								■																
Student Criteria																								
SC.1 HSW in the Built Environment																								
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SC.4 Technical Knowledge																								
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SC.6 Building Integration																								

	Professional Electives												Professional Electives											
	Fall 2021							Spring 2022					Fall 2022							W	Spring 2023				
Shared Values	**ARCH 422**	**ARCH 425-003**	**ARCH 425-004**	**ARCH 425-005**	**ARCH 425-006**	**ARCH 425-007**	**ARCH 425-008**	**ARCH 450**					**ARCH 422**	**ARCH 425-006**	**ARCH 425-008**	**ARCH 450-003**	**ARCH 450-004**	**ARCH 451-001**	**ARCH 451-003**	**ARCH 451-004**		**ARCH 425-002**			
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Env. Stewardship & Professional Respon.																									
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Definitions

From the NAAB 2020 Conditions for Accreditation

Shared Values	**The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not**
Design	Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.
Env. Stewardship & Professional Respon.	Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.
Equity, Diversity & Inclusion	students seeking access to an architecture education.
Knowledge & Innovation	Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline
Leadership, Collab. & Community Egmt.	Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.
Lifelong Learning	and practice settings.
Program Criteria	**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.
PC.2 Design	How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.
PC.3 Ecological Know. & Respo.	How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.
PC.4 History & Theory	How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.
PC.5 Research & Innovation	How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.
PC.6 Leadership & Collaboration	How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.
PC.7 Learning & 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.
PC.8 Social Equity & Inclusion	How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.
Student Criteria	**A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment**
SC.1 HSW in the Built Environment	How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.
SC.2 Professional Practice	How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.
SC.3 Regulatory Context	How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.
SC.4 Technical Knowledge	How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.
SC.5 Design Synthesis	How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.
SC.6 Building Integration	How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Appendix 3. The Visiting Team

Team Chair, Educator Representative
Kate Wingert-Playdon
Senior Associate Dean + Director
Temple University
Philadelphia, PA
katherine.wingert-playdon@temple.edu

Educator Representative
Robert McKinney, EdD, Architect, NCARB
Professor of Architecture
University of Louisiana at Lafayette
Lafayette, LA
rmckinney@louisiana.edu

Practitioner Representative
Jack Morgan, FAIA, LEED-AP
Architect
ASRC Federal Field Services
Edmond, OK
jackaia2018@gmail.com

Regulator Representative
Leticia B. Canon, AIA, MBA, LEED AP, CLSSGB, NCARB, RID
Project Manager / Vice President
Cannon Design
Dallas, TX
lcanon@cannondesign.com

Student Representative
Tomas Stankiewicz
Student
California Polytechnic University - San Luis Obispo
San Luis Obispo, CA
stankiewicz.tomas@gmail.com

VI. Report Signatures

Respectfully Submitted,

Kate Wingert-Playdon
Team Chair

Robert McKinney, EdD, Architect, NCARB
Team Member

Jack Morgan, FAIA, LEED-AP
Team Member

Leticia B. Canon, AIA, MBA, LEED AP, CLSSGB, NCARB, RID
Team Member

Tomás Stankiewicz
Team Member