

PROGRESS IN ADDRESSING NOT---MET CONDITIONS AND STUDENT PERFORMANCE CRITERIA (SPC)

B.7 (now B.10) FINANCIAL CONSIDERATIONS: Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

B.7 RESPONSE

Since the last IPR, the department has continued addressing this SPC, Financial Considerations, through the required Professional Practice course in the M.Arch program (ARCH 520). The instructor for this course developed several means of ensuring and assessing student understanding of building cost fundamentals including acquisition costs, project financing/funding, financial feasibility, operational costs, and construction estimating with emphasis on life-cycle cost accounting. Guest lecturers have been consistently invited into the course to discuss these financial aspects in detail. A final exam was instituted for the course, which included questions regarding financial considerations detailed in the SPC. Student journals were also required to address this topic area. At least one assignment focused on finances and design/construction.

Additionally, an undergraduate course introducing professional practice has been incorporated into the 4-year pre-professional degree program (the 4 of the 4+2). This introduces all aspects of professional practice as well as touches upon financial considerations. +2 M.Arch students who come into the graduate program from different institutions will need to satisfy this undergraduate course requirement. The +3 M.Arch program (for students with any undergraduate degree) also are required to take a similarly framed introduction to professional practice course in the summer after their first year of graduate school.

The Graduate Curriculum Committee meets bi-weekly over the past year and current year as we consistently discuss and assess our M.Arch program and proposed revisions to improve curriculum, course content, and delivery.

C.7 (now D.4) LEGAL RESPONSIBILITIES: Understanding of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.

C.7 RESPONSE

As identified in the 2015 IPR, ARCH 520 (Professional Practice) was retooled to effectively address this student performance criteria. The Adjunct Professor, a practicing architect with an active firm in Indianapolis, has refined the delivery of course content, ensuring and assessing student engagement with professional legal responsibilities and securing student work evidence. Student journals are required to address student understanding of this topic area following lectures and invited panel discussions by professionals/stakeholders in class. The final exam for the course includes assessment of this SPC.

As previously indicated an *introduction* to professional practice course is also now required in the *undergraduate* component of the 4+2 M.Arch program (currently ARCH 410 – Critical Practice to be revised ARCH 320 – Critical Practice) as well as in the revised 3+ program (ARCH 520* and ARCH 620*). All M.Arch students then have the second Professional Practice Course, ARCH 520 together; this accounts for two 3 credit hour courses addressing Professional Practice issues. The required intro courses address Student Performance Criteria regarding legal responsibilities.

Finally, over the last few years since the 2015 IPR, the required internship course, ARCH 555, was carefully directed by the Department's Internship Director for graduate students, Assistant Professor Dan Overbey, AIA, LEED Fellow, (formerly an adjunct professor and recent tenure-line hire with an area of focus of professional practice). Upon receipt of the 2018 BSU 5 year IPR Template, we note the request to "Remove SPC's from Internship" but respectfully submit examples of the artifacts that were collected from this directed learning experience with the profession. Structured around five essays based on five student/mentor required discussion, students learn about specific professional experiences that provide student awareness of Stakeholder Roles in Architecture; Project Management; Business Practices; Legal Responsibilities; and Professional Conduct. Our position is that, when framed by an overseeing professor (loaded for this responsibility) the professional mentors are well informed in sharing their professional knowledge and experience with students in this professional setting. The learning that occurs during these framed, monitored, interactions is evident in the additional student work submitted later in this IPR. This framework also demonstrates our desire (defining perspective) to connect our students with professionals in meaningful ways.

Finally, we also note that in our curricular revisions, *this year 2018-19 is the LAST year of the required internship experience* for our graduate M.Arch students (i.e., the Graduate Curriculum Committee and Department faculty removed this requirement from the graduate curriculum as part of a restructuring of several program offerings in the unit). Therefore, by default, no longer will pro-practice SPC's be tied to the internship course has been removed. The department HAS now required a similarly directed professional learning experience for our undergraduate students in the B.Arch program currently in candidacy, seeking initial accreditation visit fall 2020. Will discuss M.Arch revisions further under curricular changes.

C.8 (now D.5) ETHICS AND PROFESSIONAL JUDGMENT: Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

C.8 RESPONSE

This response mirrors the one provided for SPC C.7 above—but again is given in full to ensure responsiveness.

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Finally, over the last few years since the 2015 IPR, the required internship course, ARCH 555, was carefully directed by the Department's Internship Director for graduate students, Assistant Professor Dan Overbey, AIA, LEED Fellow, (formerly an adjunct professor and recent tenure-line hire with an area of focus of professional

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C.9 (now D.1 and A.8) COMMUNITY AND SOCIAL RESPONSIBILITY: Understanding of the architect’s responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

C.9 – RESPONSE

The department believes that it has historically done (and continues to do) an outstanding job of addressing the student performance criteria Community and Social Responsibilities. However, as stated in the 2015 IPR we recognize that an error in developing the SPC matrix provided to the visiting team led to confusion regarding evidence of student engagement with this SPC—and to a Condition Not Met.

Since the accreditation visit the department proposed, developed, and sought approval for an undergraduate Minor in Social and Environmental Justice and a 12---credit hour Graduate Certificate in Social and Environmental Justice. The Graduate Certificate in Social and Environmental Justice has been approved by the university and received ICHE (Indiana Commission Higher Education) approval in 2016. We believe this academic focus of Social and Environmental Justice is distinctive and appropriate to long-held departmental values. Our current Departmental Mission statement further articulates our commitment to providing our students the grounding of a rigorous professional education “with the critical thinking skills, creative and intellectual confidence, ethics, and self-awareness to allow them to succeed in their professional aspirations in a rapidly changing world. Committed to social and environmental justice, equity, and stewardship, our graduates will be ready to serve the needs of diverse global communities as engaged professional leaders.” Our 2018 Studio Culture Policy also affirms this deep held value.

In addition, a required undergraduate course in the 4+2 program (ARCH 251, Social and Environmental Justice in Design) introduces all architecture students to this value set for community and social responsibility. Another new required undergraduate course (ARCH 340, Introduction to Historic Preservation for Architects) introduces all architecture students to the value of historic preservation in architecture. The revised curriculum for the graduate M.Arch program additionally affirms our pedagogical connection to this SPC of Community and Social Responsibility – detail to follow.

PLANS FOR/PROGRESS IN ADDRESSING CAUSES OF CONCERN (2013 ONLY – not required for 2018)

Staffing Issues – response

The department agrees with the observation that that our department's "competent staff is stretched thin." Our departmental staff is exceptionally proficient in both programs and all student needs are addressed (but at an over--load). We do agree that the graduate program has increased the complexity and 'additional work.' Because of that additional work (admissions, marketing and recruitment to name a few) the department is requesting support from the university for an additional staff position at the professional level, for someone versed in addressing and coordinating the graduate program's marketing and recruitment (content AND communication), coordinating graduate admissions, overseeing graduate student curricular progression, AND supporting continuing program assessment procedures. As our program continues to grow this support is essential. Working with our existing resources, we believe that we are successfully advising our graduate students in the following ways. The Programs Assistant staff member is extremely fluent in the graduate course flow, attending all Graduate Curriculum Committee meetings and addressing (one---on---one) any

questions the students might have each semester. This staff member provides every incoming graduate student with a curricular course--flow 'check sheet' that the students use to take the correct courses for degree completion. These check sheets are updated each semester during registration and after grade submission. The Graduate Program Director is proactively engaged with advising all graduate students to address concerns beyond their curricular course flow. The director meets with all graduate students over the course of each semester.

Administrative loading has also been provided for an adjunct faculty member (a practicing architect) to be the Graduate Internship Program Director and oversee the graduate program internship experience taken by all graduate students during fall or spring semester of their first year of study. This faculty member's oversight and coordination of the program (including an on---line discussion forum) provides one---on---one interaction with all students in the first year of the graduate program (where the internship experience occurs). This effort also serves to ease the difficulties some students might have in securing internship experiences.

The Department has made progress in this Cause of Concern by clarifying these roles (and adding the Graduate Internship Program Director); the department's plans include securing university support for the proposed additional professional staff position in the department.

Financial Considerations – response

The department recognizes that the SPC dealing with Financial Considerations has been an area of concern for two successive accreditation visits. As suggested by the most recent visiting team, a key reason for this is placing sole responsibility for a wide range of practice realm topics on one course. A secondary reason was the difficulty in extracting definitive student work showing evidence of engagement from student work artifacts.

A concerted effort to reshape ARCH 520 (Professional Practice) has been underway since the accreditation visit to strengthen the handling of financial considerations. We believe that these changes will appropriately address this Cause of Concern. The department's Graduate Curriculum Committee is monitoring these course revisions and associated student work to ensure compliance with the expectations of the SPC. As noted previously, the Graduate Curriculum Committee (GCC) has met to discuss and assess the revised course content and student artifacts from this course (ARCH 520)

and has acknowledged the effectiveness of the restructured assignments (as evidenced by the artifacts) to address the visiting team report regarding this Cause of Concern. The GCC has also recommended further development of the graduate internship experience (ARCH 555) to supplement the ARCH 520 Professional Practice course, distributing the responsibility for addressing financial considerations. In spring GCC will be asked to review those revisions as well.

IDP Communication Effectiveness & Internship Facilitation – response

The department believes this Cause of Concern is the result of the perception of a few students and not a broad reality. Historically, no student has failed to find an appropriate internship that would lead to IDP credits. We realize, however, that “appropriate” is not synonymous with “ideal” or “desired.” Thus, in concert with the infusion of structured professional practice content into ARCH 555 (Immersive Away Experience/Internship) via assignment of a faculty instructor for that course, students will have access to an additional practicing professional (the ARCH 555 faculty member) from who they can seek advice and recommendations regarding internship opportunities. A LinkedIn network has been established as a sharing portal for internship opportunities. Informational materials and presentations explaining the M.Arch degree to prospective students are being modified to more clearly address internship expectations and IDP linkages. The M.Arch Director is meeting with prospective students to better communicate graduate program expectations—including the internship.

Student Engagement Activities (graduate level) – response

The department believes this Cause of Concern is impacted by the greater diversity of school/work/life--- balance issues graduate students in our program have (compared to undergraduates). The department is committed to engaging our graduate students with extra---curricular activities and supplementary experiences in as many ways as possible. Steps taken to strengthen the student cultural context that our graduate students are working and learning within include:

Strong participation by graduate students in the annual NOMA (National Organization of Minority Architects Student Design Competition (with annual monetary support from the university’s Graduate School to facilitate travel to the NOMA convention)

Annual opportunity for participation by M.Arch graduate students in the Urban Land Institute Hines Student Competition with Ball State Master of Urban Design students

Energetic representation, participation, and contribution in Department Student Council meetings (8 student reps out of 23 are grad students; a representation rate of 35% versus 20---25% for the entire student population)

Department investment in enhancing the Graduate Assistantship experience-----assistantship positions are offered to a large majority of all graduate students: the department conducts preference surveys for graduate students to align their interests and skills with graduate assistantship positions in either teaching, research or service and in different topical areas (facilitating student enjoyment/engagement with assistantship positions)

The department actively communicates opportunities and encourages participation by graduate students in university governance (scheduled studio time makes student participation difficult)

Graduate student participation as grad program "ambassadors" for Open Houses and other M.Arch recruitment efforts

Facilitating/encouraging participation by graduate students in AIA (Indianapolis) events including monthly chapter meetings, regional AIA conventions, the AIA Young Architects group (Indianapolis)

Enhanced social media links with grad students to show their (and undergraduate) work (Instagram and Facebook)

Posting of ALL department/college activities in a new wall-sized physical calendar adjacent to the department office to facilitate participation by all students in the myriad activities occurring daily— including student group organizations (participation also promoted by faculty in charge of student organizations)

The Department is committed to a wide range of non-curricular, supplementary experiences for our graduate students and invests in the promotion of these activities.

Professional Practice – response

The department concurs with this cause for concern and has been actively trying to shift the burden for demonstrating compliance with the large number of SPC from the purview of one course. At the same time, the Professional Practice course (ARCH 520) instructor has been modifying course deliverables to better reflect engagement with and understanding of financial, legal, and ethical considerations.

Assignments and journal writing requirements have been modified to provide better specific evidence of engagement. In a fairly radical move, the instructor instituted a final exam as a benchmarking element for SPC-related concerns.

Returning to the issue of too many SPC for this one course, this is being addressed by a restructuring of ARCH 555 (Immersive Away Experience/Internship) such that all students are exposed to several core practice issues (such as financial, legal, and ethical responsibilities) during their away/internship semester. This change was implemented in Fall 2015, so it is too early to evaluate its success—but we believe it has promise and will allow a shifting of some SPC away from Professional Practice (at least as the primary place for engagement). A key aspect of this focused engagement with SPC during internship is a set of five essays through which students must address: Stakeholder Roles in Architecture; Project Management; Business Management; Legal Responsibilities; and Professional Conduct. For spring 2015 the GCC (Graduate Curriculum Committee) recommended that the essays include discussions of financial aspects of architectural design.

Cultural Diversity – response

The basis for this Cause of Concern is addressed directly in our response “a.C9” above. The department feels very strongly that it has historically addressed cultural diversity in its curriculum more than most peer institutions. This observation is based upon review of transcripts from other university where the most common area not met by students seeking entry into the Ball State M.Arch from another institution is formal academic engagement with cultural diversity. We require (and have done so for some years) two undergraduate courses that address such diversity. It is rare to find another curriculum that has even one course with such a specific focus.

The department has strengthened this long-standing engagement with cultural diversity through the recent proposed undergraduate minor and graduate certificate in Social and Environmental Justice. We believe that this initiative only strengthens our commitment to cultural diversity as a foundational consideration of architecture.

CHANGES OR PLANNED CHANGES IN THE PROGRAM

Changes or Planned Changes in the Program

Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

faculty retirement/succession planning

Faculty retirements are addressed with national searches. Since the 2013 APR we have had three retirements and two resignations. The retiree/resulting hires are indicated here. Typically, the expertise and curricular contributions of the retiree influence the advertisement description as well as any new needs due to course/curriculum changes.

Retirements:

Professor Michele Chiuini (studio and structures). New tenure line faculty **Assistant Professor Sean Burns, RA** (CV attached)

Professor Wes Janz (studio and social + environmental justice coursework). New full time, multi-year contract faculty member **Assistant Teaching Professor Cesar Cruz, PhD** (CV attached). Pursued full time contract in this slot to allow further articulation of curricular needs.

Professor Dan Woodfin (Studio and CAP first year design communication courses and UG Program Director). New tenure line hire **Assistant Professor Dan Overbey, AIA LEED AP** to contribute to Professional Practice courses, and Internship oversight as well as studio. CV attached.

Resignations:

Associate Professor Mary Ann Heidemann (Historic Preservation graduate program director). Current Professor Jonathan Spodek assumed MSHP directorship responsibilities. Her teaching responsibilities covered by new tenure line hire **Assistant Professor JP Hall** (CV attached).

Associate Professor George Elvin (studio and varied – Building Technology, research methods, Environmental theory, ...). Resigned early spring 2018. Filled with full time contract faculty member Assistant Teaching Professor Stephanie Bunt (CV attached). Conducting national search for this position currently (Intent to keep as full time contract for a couple of years as program changes evolve).

Professor Andrea Swartz, AIA served as Interim Chair in 2015-16 when the last IPR was submitted. She was subsequently elected to serve as Chair of the Department. Information here;

<https://www.bsu.edu/academics/collegesanddepartments/architecture/about-us/faculty-and-staff/swartzandrea> (CV attached)

Subsequent to the 2013 IPR, a Dean of the College of Architecture and Planning was hired, Dean Phil Repp. This past June he retired (spousal relocation to Michigan) and **Interim Dean Dave Ferguson ASLA** was appointed.

Information here; <https://www.bsu.edu/academics/collegesanddepartments/cap/about/faculty-staff/cap-leadership/fergusondavid> The university is in the process of conducting a national search for this position supported by a search firm. Information available here:

<https://www.bsu.edu/about/administrativeoffices/provost/deans-searches/college-of-architecture-and-planning>

Subsequent to the 2013 IPR, a new Provost was hired, **Provost and Executive Vice President for Academic Affairs Susana Rivera-Mills, PhD**. Her info page is here:

<https://www.bsu.edu/about/administrativeoffices/president/presidentscabinet/presidentscabinet/riveramillssusana>

There have been no significant **changes in enrollment** since the last IPR. Our M.Arch enrollment is typically 20-35/class. However, a **new external pressure** is that the state approved a new M.Arch program at Indiana University. Proposed to ICHE (Indiana Commission on Higher Education) the IU program is currently in the process of achieving eligibility for accreditation. It was communicated to ICHE that the IU program would be a “boutique” graduate program however the likely reality is that they will compete with Ball State for in-state students seeking a graduate Master of Architecture degree. Presumably, from their ICHE proposal, this will include the recruitment of students with a 4-year undergraduate degree in architecture (for a two-year program) or in any subject matter (for a three-year program).

In response to this new external pressure potentially impacting our graduate program enrollment numbers, we are pursuing two program changes.

1. Our M.Arch curriculum (+2 and +3 year options) were studied and assessed by the Graduate Curriculum Committee over the past 3 years and coursework/delivery was enhanced to affirm Ball State’s identity as a **community engaged, professionally connected, professional degree program providing applied learning experiences, multi-disciplinary learning opportunities with the allied disciplines in our college, and a focus on students’ individual growth and intellectual independence**. These program changes are currently approved by the Graduate Curriculum Committee, the Department Faculty, and are on the agenda for the next College Curriculum Committee. These changes to the 4+2 will commence fall 2019 and are **described in attachments**.

2.. The introduction of an undergraduate professional degree (B.Arch) path OPTION for our undergraduate students *in addition to* the existing 4+2 option. The **attached SPC matrix** shows the divergence of these two programs after the third undergraduate year for either the 4+2 M.Arch program path or the 5 year B.Arch path. This program had their plan for achieving initial accreditation approved by the NAAB Board of Directors in 2017, and recently had a positive visit for Initial Candidacy whereby the visiting team affirmed this program being “on-track” with this proposed plan.

In short we are excited to embrace this opportunity to enhance our program offerings for the demographic of students that we serve. We believe that the resulting changes we are pursuing are excellent in their conception and beneficial to the students’ professional educations.

New opportunities for collaboration are woven into these programs. In 2017 the College of Architecture and Planning, home to program offerings in Architecture, Landscape Architecture, Urban Planning, Historic Preservation, and Urban Design, grew with the addition of the Department of Construction Management and Interior Design. We are actively defining curricular moments for multi-disciplinary learning opportunities for both our undergraduate AND graduate students. We see this as another distinguishing characteristic/opportunity of our professional program offerings.

Our **financial resources** are consistent over the last several years and we do not anticipate any significant increases, decreases, or external pressures in/on our operational budget.

Our **educational approach and philosophy** has remained the same and only been reaffirmed through ongoing community/institutional discourse. We remain a STUDENT-CENTERED program that focuses on excellent teaching in the delivery of a architecture education. Furthermore, our community engaged, professionally connected, professional degree programs engage applied learning based upon real community needs (when possible), multi-disciplinary learning opportunities with the allied disciplines in our college, and a focus on

students' individual growth and intellectual independence in their pursuit and definition of their own career trajectories.

Our physical resources have remained the same and adequately serve the needs of our educational community.

Summary of Responses to Changes in the 2014 NAAB Conditions

For the last two years, the department (and respective curriculum committees at undergraduate and graduate levels) have been actively working with and familiarizing ourselves with the 2014 NAAB Conditions. Our APR for Initial Candidacy (APR-IC), for our Bachelor of Architecture program, was collectively a helpful immersion in this new framework.

As mentioned previously in this report, the introduction of the undergraduate professional degree option provided the welcome opportunity to reconceive of the M.Arch program. Pedagogically we see the M.Arch path attractive for those students interested in more topical immersion during their professional studies, as they can take advantage of certificate programs (Social and Environmental Justice, Historic Preservation, Digital Fabrication, or other), dual degree opportunities (M.Arch/MSHP, M.Arch/M. Communications, M.Arch/MUD for example), OR the in-process IPAL program. The IPAL program draft is designed to catch the 12 credit hours of choice/deep-dive focus courses, tentatively consisting of 6 – 2 credit hour seminars offered fall/spring/summer/fall/spring of the +2 curriculum. Work experiences will be coordinated with these topical seminars taught by professional architects and, potentially, made available to other interested exam-ready individuals in the Indianapolis area.

The M.Arch curricular (+3 and 4+2) maps and course descriptions are **attached**, along with the current draft of our (M.Arch) SPC Matrix that we are working with as we move towards our continuing accreditation visit for spring 2021. Some overarching curriculum changes in the M.Arch (4+2 and +3) include:

- increased number of credit hours in the 4+2 M.Arch program
- addition of a fourth, full semester of credit (versus 6 hours of summer design “workshop” and elective offering in the summer session);
- elimination of required semester internship from M.Arch program
- all graduate course numbers for +3 program
- summer introductory “design workshop” for +3 students
- revision of course numbering system
- topical definition of all studio courses;
- “blended” i.e. related seminar content for each topical studio (still taught as a stand-alone course but directly relevant to the topical focus of the studio);
- requirement for students to ID their area of focus upon matriculation (i.e., their certificate elective coursework or IPAL);
- and the one year in Indianapolis location (CAP Indy Connector center currently houses the college’s Master of Urban Design (MUD) program); Indianapolis location facilitates impactful community build engagement and graduate student cohort “community building” as well as beneficial location for the Integrated Design studio and coursework in the spring of that year (“Additional Site as Part of a Single Accredited Program”)
- topical studio in fall of final year requiring “interdisciplinary problem solving” in concert with students in diverse design disciplines in the College (Landscape Architecture, Urban Planning, Interior Design, Urban Design, and Historic Preservation)

The increased number of credit hours and thoughtful clarification of course content and curricular flow, has facilitated address of the 2014 NAAB Conditions.

Appendix contents:

include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses. Provide three examples of low-pass student work for SPCs in the following cases--if there are any SPCs that have not been met for two consecutive visits, or if there are three not-met SPCs in the same realm in the last visit--as required in the Instructions.)

- A. Revised Curricular Map of M.Arch Program for implementation fall 2019
- B. Revised Course definitions for M.Arch Program for implementation fall 2019
- C. Working draft of SPC Matrix for M.Arch Program, 2014 NAAB Conditions
- D. SPC Matrix showing relationship between 5 year B.Arch program and 4+2 M.Arch Program. (Note: Undergraduate programs differentiate following the third undergraduate year)

- E. CV's of new faculty and administrators

- F. Syllabi of ARCH 410 (introductory professional practice course required of both B.Arch students and 4+2 students); ARCH 520 Professional Practice; and ARCH 555 Professional Internship

- G. Minimum pass student work examples (3 each) in the three realm C (now Realm D) SPC's
 - C.7 (now D.4) LEGAL RESPONSIBILITIES D.4
 - C.8 (now D.5) ETHICS AND PROFESSIONAL JUDGMENT
 - C.9 (now D.1 and A.8) COMMUNITY AND SOCIAL RESPONSIBILITY

