

North Dakota State University

Interim Progress Report for Year Three

November 30, 2021

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1. INSTRUCTIONS AND TEMPLATE GUIDELINES

Purpose

Continuing accreditation is subject to the submission of interim progress reports at defined intervals after an eight-year or four-year term of continuing accreditation is approved.

This narrative report, supported by documentation, covers three areas:

1. The program's correction of not-met Conditions or Student Performance Criteria from the most recent Visiting Team Report.
2. Significant changes to the program or the institution since the last visit.
3. Summary of Preparations for Adapting to 2020 NAAB Conditions.

Supporting Documentation

1. The narrative should describe in detail all changes in the program made in response to not-met Conditions and Student Performance Criteria.
2. Provide information regarding changes in leadership or faculty membership. Identify the anticipated contribution to the program for new hires and include either a narrative biography or one-page CV.
3. Provide detailed descriptions of changes to the curriculum that have been made in response to not-met Student Performance Criteria. Identify any specific outcomes expected to student performance. Attach new or revised syllabi of required courses that address unmet SPC.
4. Provide additional information that may be of interest to the NAAB team at the next accreditation visit.

Outcomes

IPRs are reviewed by a panel of three: one current NAAB director, one former NAAB director, and one experienced team chair.¹ The panel may make one of three recommendations to the Board regarding the interim report:

1. Accept the 3-Year Interim Progress Report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR. If the Board approves the recommendation no further reporting is necessary. The Annual Statistical Report (See Section 9 of the 2015 Procedures) is still required.
2. Accept the 3-Year Interim Progress Report as having demonstrated progress toward addressing deficiencies identified in the most recent VTR; the fifth-year report must include additional materials or address additional sections. The Annual Statistical Report is still required.
3. Reject the 3-Year Interim Progress Report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year but not more than three years, thereby shortening the term of accreditation. In such cases, the chief academic officer of the institution will be notified, and a copy sent to the program administrator. A schedule will be determined so that the program has at least six months to prepare an Architecture Program Report. The Annual Statistical Report is still required.

Deadline and Contacts

IPRs are due on November 30. They shall be submitted through the NAAB's Annual Report System (ARS). As described in Section 10 of the 2015 NAAB Procedures for Accreditation "...the program will be assessed a fine of \$100.00 per calendar day until the IPR is submitted." If the IPR is not received by January 15 the program will automatically receive Outcome 3 described above. Email questions to accreditation@naab.org.

Instructions

¹ The team chair will not have participated in the visiting team during the year in which the original decision on a term of accreditation was made.

1. **Reports shall be succinct and are limited to 40 pages/20 MBs, including supporting documentation.**
2. Type all responses in the designated text areas.
3. Reports must be submitted as a single PDF following the template format. Pages should be numbered.
4. Supporting documentation should be included in the body of the report.
 - B. Student work is not to be submitted as documentation for a 3-Year IPR.

2. EXECUTIVE SUMMARY OF 2018 NAAB VISIT

CONDITIONS NOT MET

2018 VTR
None

STUDENT PERFORMANCE CRITERIA NOT MET

2018 VTR
None

3. TEMPLATE

Interim Progress Report
North Dakota State University
Department of Architecture and Landscape Architecture
M. Arch. [prerequisite + 32 graduate credits]
Year of the previous visit: 2018

Please update contact information as necessary since the last APR was submitted.

Chief administrator for the academic unit in which the program is located:

Name: Dr. Susan Schaefer Kliman
Title: Chair - Department of Architecture
Email Address: susan.kliman@ndsu.edu
Physical Address: 414B Renaissance Hall, 650 NP Avenue, Fargo, ND 58102

Any questions pertaining to this submission will be directed to the chief administrator for the academic unit in which the program is located.

Chief academic officer for the Institution:

Name: Dr. Margaret Fitzgerald
Title: Provost
Email Address: margaret.fitzgerald@ndsu.edu
Physical Address: 1340 Administration, Ave, Fargo, ND 58102

Text from the most recent VTR is in the gray text boxes. Type your response in the designated text boxes.

I. Progress in Addressing Not-Met Conditions and Student Performance Criteria

a. Progress in Addressing Not-Met Conditions

North Dakota State University, 2021 Response: N/A

b. Progress in Addressing Not-Met Student Performance Criteria

North Dakota State University, 2021 Response: N/A

II. 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).

North Dakota State University, 2021 Response:

● *Faculty retirement/succession planning:*

This academic year, one of our senior faculty members, Professor of Practice Mark Barnhouse, announced his intention of retiring at the end of the academic year. The department has just launched a search for his replacement, which will be a tenure track position for an assistant professor. The plan is to hire a licensed architect with technical skills to fill the void being left by his departure – and that of some other retirements in recent years. It is anticipated that in the next 2-5 years 2 or 3 additional senior faculty members will retire as well. The department has strong support from the Dean and upper administration, and given the fact that architecture is one of the most successful departments on campus there is an expectation that the faculty lines will be preserved. Searches will be conducted to fill these vacancies as they occur. New faculty will be recruited in an intentional way, filling perceived gaps, and according to the department's strategic plan to ensure that teaching/research/service continue in alignment with our short and long term goals.

In the fall of 2020, Assistant Professor Jennifer Brandel (CV included in Appendix A) joined the Department. Jennifer brings 15 years of practice, primarily in healthcare, to the program. This expertise was lacking in the Department and has brought a valuable perspective to upper-level student projects. Her degrees in architecture are supplemented by a master's degree in fine arts (MFA), which has been significant as her hire coincided with the launch of SoDAA. Jennifer's background provides an important link and connection to the Department of Visual Arts, and has facilitated and expansion of the nature of offerings in our upper level topics seminars. She has partnered with faculty in Visual Arts to provide interdisciplinary seminars where students are able to work collaboratively on design projects. She has also added value to the introductory design studios.

Professor Susan Schaefer Kliman joined the Department in the fall of 2020 (CV included in Appendix A). A majority of her responsibilities relate to her administrative role; however, her background in research methods, professional practice and building science supplement the expertise within the Department. She has contributed the program by offering specialized upper-level seminars.

- Administration changes (dean, department chair, provost)

Within the last 18 months, we have seen changes in the following administrative positions that affect the program:

- [Provost Margaret Fitzgerald](#) started her position in October of 2020 after serving in the role as Interim Provost since November of 2019.
- [Dr. Michael Strand](#) became the first Director of the new School of Design, Architecture and Art (SoDAA) within the College of Arts, Humanities and Social Sciences.
- [Dr. Susan Schaefer Kliman](#) became our Department Chair NDSU in August of 2020, after three years of interim leadership by Michael Strand.

- Changes in enrollment (increases, decreases, new external pressures)

NDSU continues to track with our peers in slightly lower enrollments overall in the first year of our program. Applications to our selective admissions into the 2nd year have remained strong, however, with four sections of 16 students for an overall cohort of 64 students. Demand for the program has exceeded available space by approximately 15-20 students in each of the past couple of years. Our retention rate remains exceptionally high, with over 94% of our admitted students remaining in the program and graduating on time with the B.S. Arch. and then continuing in the program to attain the M.Arch. degree.

- New opportunities for collaboration

In the fall of 2020, NDSU formally launched the new School of Design Architecture and Art (SoDAA). This change resulted in a restructuring of the Department – what had been for many years the Department of Architecture and Landscape Architecture became a standalone Department of Architecture. SoDAA is now the home to three separate departments: Architecture, Landscape Architecture, and Visual Arts.

With three new department chairs, the past year has involved a significant effort in forming a collaborative vision for the School. This visioning process is ongoing, but weekly meetings between the three department chairs and the head of the school (Michael Strand currently serves as both the Head of SoDAA and Chair of the Department of Visual Arts), have yielded multiple collaborative initiatives.

At the administrative/operational level, we have established several school-level committees. Notable among these committees are the Studio Culture Alliance, whose charge is to examine the former ALA document with updates and revisions to match the SoDAA structure and work to establish best practices in all that we do in creating a healthy, supportive and effective learning environment; the the Program Opportunities Working Group, which is examining and bringing forward concepts of opportunities for interdisciplinary work within the school and providing input to the leadership team; and the Space Use Think Tanks, which works as an advisory group to provide input to the leadership team to look at opportunities for shared use and space development within the School.

At a curricular level, the leadership team is working to develop multidisciplinary seminars for upper-level students in all three disciplines to enhance and expand the few existing offerings that have been available for architecture and landscape architecture students in recent years. Faculty are also incorporating assignments in studios that include students from architecture, landscape architecture, and visual arts (graphic design track). Initial efforts on this front have been very successful. The leadership team is also exploring additional broader-scale curricular opportunities, which would bring design education to students across the university. There has also been an increased focus on community engagement. Projects within and outside of the formal curriculum (eg. AIA Freedom by Design), have involved students from all three disciplines to execute projects around the state that will benefit local communities.

Finally, the leadership team has been working collaboratively to upgrade facilities throughout the School. We have combined resources - both financial and physical - to create enhanced spaces for making and gathering. Details on facility upgrades are described below.

- *Changes in financial resources (increases, decreases, external pressures)*
Strong enrollment within the School of Design is occurring at a time when overall enrollment at the university is following the national trend. At the university level, significant efforts were made a few years ago to increase the on-time graduate rates – an initiative that was very successful. The incoming freshman class this year was actually larger than that from last year; however, overall enrollment at the university is down by approx. 1.5%. This lower enrollment has translated into a reduction in appropriated dollars from the State and has created the need for an institution-wide evaluation of resource allocation.

The impact of these cuts on the Department has been a reduction in the overall budget of 1%. Careful budget management and reserves of differential tuition have allowed for the absorption of these cuts by a strategic reallocation of resources. The greatest impact has been a reduction in funds available for faculty travel. The current pandemic has mitigated the effects of the reductions, as many conferences have been switched to online platforms.

It is notable that while the cuts in the appropriated budget have occurred, donations to the program through the NDSU foundation have increased significantly. Donations have been made to both the Department and students in the form of scholarships. In the spring of 2021 we were able to award \$100,000 in scholarships for the 2021-2022 academic year.

- *Significant changes in educational approach or philosophy*
The creation of the SoDAA and restructuring of the Department corresponded with the adoption of a new strategic plan at the University level. The Department is in the process of updating our mission/vision/goals to align with the new University document, and to reflect our new status as a standalone department. It is not anticipated that significant changes will occur; however, some longstanding efforts will be strengthened by this process. There will also be a greater emphasis on community engagement and equity, which will run through the curriculum and overall program activities.

NDSU enjoys a strong reputation regionally, and it is our intention that any modifications to the curriculum will serve to strengthen the program in response to assessments at the course and program levels. As noted above, we are exploring opportunities to expand the design education across the university. We are also committed to addressing inequities in underserved communities across the state – harnessing the resources and infrastructure provided within a land-grant institution.

The greatest change in progress is an attempt to serve an ever-increasing number of North Dakota residents – and residents from neighboring Minnesota and South Dakota – who have undergraduate degrees in disciplines other than architecture and wish to pursue graduate studies in architecture. For many years we have directed those students to other programs within our region. Most of those programs are significantly more expensive than NDSU, and we have determined that we are not serving the residents of the state by directly them to other institutions. We have made initial inquiries to the NAAB and are in the process of gaining institutional approval for a Track II, 3-year Master of Architecture curriculum. A copy of the proposed curriculum is included as Appendix B. Our goal is to submit the documentation to the NAAB this coming year for a Substantive Change Review.

- Changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

With the new configuration of the three departments in SoDAA, we are working to maximize our resources and develop collaborative spaces for 'making'. In the past year we have increased the resources and technology in both Renaissance and Klai halls. Computer labs in both buildings have upgraded with new workstations, monitors, furniture and lighting (a student driven design initiative); new large tablets have been purchased for both computer labs; additional 3d printers have been purchased; a new shop has been created in Klai Hall, increasing shop space and equipment by 50%; a VR setup has been created in Klai Hall; new large digital displays have replaced old projectors in two of the classrooms in Klai, with one connected to the VR setup in the adjacent classroom; new collaboration/lounge spaces have been created in both buildings; two new 3D printers capable of printing clay (potterbots) and a front-loading kiln have been purchased in a collaboration between the Departments of Architecture and Visual Arts; and studio furniture in both buildings is in the final phases of replacement for all levels of the architecture program.

At the School level, all three departments are contributing to the funding of a Graduate Assistant to work as a liaison in the new NDSU Innovation Studio. This student assistant provides instruction to faculty and students within the school and assists with various tasks in the Innovation Studio. The new space has equipment and space for 'making' beyond that in SoDAA. Access to this space on the other side of campus is an asset to our programs and facilitates projects that are not possible with the resources in the School. Additional purchases and collaborations between departments are planned as part of our vision/goal to remain at the forefront of technology and student preparation to enter the workforce with exposure to the latest technology.

It is also of note that CARES act funding to the University in response to the pandemic facilitated the purchase of several Crestron Flex R-Series Plus Mobile UC System with Universal Platform Support (UC-FCM-U) - nine within SoDAA, and four dedicated to the Department of Architecture. These mobile carts have video cameras, speakers, workstations, and 55" displays. The carts have facilitated instruction in a HyFlex environment, but have also proven to be effective for recording classes, bringing in guest speakers, and providing increased flexibility with where our classes are taught. These UC-FCM-U carts will be integrated into our course delivery long after the pandemic is over.

III. Summary of Preparations for Adapting to [2020 NAAB Conditions](#)

Please provide a brief description of actions taken or plans for adapting your curriculum/ classes to engage the 2020 Conditions.

During the fall semester of 2019, the Architecture Program (now Department of Architecture) began its comprehensive review of Draft 1.0 of the 2020 Conditions and Procedures for Accreditation (refer to Appendix D), in preparation for the final Procedures and Conditions to be released in February of 2020. Once the final documents were available, an administrative review was undertaken with a plan to reconvene as a faculty in March of 2020 to review next steps forward. During the two weeks before COVID shutdown, the Program interviewed three candidates for the newly established Chair of the Department of Architecture, with the anticipation that the new Chair would lead the transition efforts to the new Procedures and Conditions, and at the same time lead an anticipated review of the curriculum and the potential for new degree programs.

While curriculum and class content discussions have continued during the timeframe of March 2019 through the present, most administrative and teaching efforts have focused on our COVID response. During Fall 2021 and ongoing into Spring 2022, discussions of a revised curriculum, and its relationship to the 2020 Conditions will continue. In the

meantime, a matrix has been developed matching new PC's and SC's to the existing curriculum (Appendix C).

IV. Appendix (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)

North Dakota State University, 2021 Update:

Appendix A - CV's of new administrators and faculty members

Appendix B - M. Arch II - initial curriculum

Appendix C - Current curriculum and proposed matrix

Appendix D - 2020 conditions pre-planning

Appendix A - CV's of New Administrators and Faculty Members

Name:

Susan Schaefer Kliman, PhD, AIA

Title:

Professor (FT- tenured)

Courses Taught:

Professional Topics in Architecture: Research Methods (ARCH 789-04)

Professional Topics in Architecture: Bio-Climatic Architecture (ARCH 789-06)

Educational Credentials:

Ph.D., Arid Lands Resource Sciences, University of Arizona, 2001

M. Arch., University of Arizona, 1994

B. Arch., Cornell University, 1986

Teaching Experience:

Professor and Department Chair, NDSU, 2020-

Associate Professor and Department Chair, UDC, 2015-2020

Adjunct Professor, UDC, 2014

Professional Experience:

Klimatic Architecture, 2007-present

bright/kliman architects, plc, 2005-2007

Klimatic Architectural Design, 1994-2005

PAA, Inc., 1991-1994

Licenses/Registration:

Arizona, 1993

Maryland, 2010

North Dakota, 2020

New Mexico, 2004

Virginia, 2010

NCARB Certified, 1993

Sonora, Mexico, 2008

District of Columbia, 2016-2020

LEED AP, 2006

Selected Publications and Recent Research:

Kliman, S.S. 2021. Envisioning the Future of Architectural Education. *The North Dakota Architect* 15:54-57.

Kliman, S.S. And Clarke, L.W. "The Potential for Reducing the Impacts of Solar Radiation on a Crop Producing Green Roof, and Modifying Roof Microclimates, through the Utilization of an Adjacent Crop Producing Green Façade", USDA, National Institute for Food and Agriculture (NIFA), 3 year seed grant beginning in 2016.

"Building on Current and Previous Work--Programs and Initiatives Relevant for Arid Cities in Changing Climates Project". Arid Cities in Changing Climates: Urban Land and Water Use in the Desert Southwest Workshop, Tucson, Arizona. December 2010. Panel Participant.

Kliman, S.S. and Comrie, A. 2004. Effects of Vegetation on Residential Energy Consumption. *Home Energy* 21(4): 38-42.

Professional Memberships (selected):

American Institute of Architects, 1993-present

- President, Southern Arizona Chapter, 2006
- President-elect, Southern Arizona Chapter, 2005
- Secretary, Southern Arizona Chapter, 2003-2004

Cornerstone Building Foundation Charities, 2008-present

Tucson's Leading Women in Business, Government, Science & the Arts, 2006-2011

Name:

Jennifer Brandel, AIA, NCARB

Title:

Assistant Professor, Architecture

Courses Taught:

Lecture: Creativity and Communication (ARCH 231)

Architectural Technology Lecture: Digital Tools and the Archive (ARCH 724)

Studio: Architectural Design 1 (ARCH 271)

Research Studio: Design Thesis (ARCH 772)

Current Architectural Theory Lecture: Architopia (ARCH 726)

Educational Credentials:

M. Fine Arts, California College of the Arts, 2018

B. Arch., North Dakota State University, 2005

B. Science of Environmental Design, North Dakota State University, 2005

B. Fine Arts, North Dakota State University, 2005

Teaching Experience:

Associate Professor, North Dakota State University, 2020-2021

Instructor, A Living Library through Life Forms, Inc, 2017-2019

Teaching Assistant, California College of the Arts, 2016-2018

Adjunct Professor, North Dakota State University, 2006

Teaching Assistant, North Dakota State University, 2004-2005

Professional Experience:

HGA, Inc. 2005-2020

Licenses/Registration:

Registered Architect Minnesota, 2016-present

NCARB, 2009-present

Selected Publications and Recent Research:

University of Wisconsin Community Vitality + Placemaking Extension Service. "Summary Report Three Lakes Design Team: Community Design Charette. 2020. (Contributor)

Brandel, Jennifer. *Dust to Dust*. "The Form Will Find Its Way: Contemporary Ceramic Sculptural Abstraction." National Council on the Education for the Ceramic Arts Annual, 2019

Brandel, Jennifer. "Terra Firma | Reaffirm." Thesis CCA, 2018

"What Can We Learn about Art's Social Uses?". *Does Art Have Users?*. Presenter and Panel Participant. Yerba Buena Center for the Arts, San Francisco. 28 September 2017.

Professional Memberships (selected):

American Institute of Architects, 2009-present

Appendix B - M.Arch II Proposed Curriculum

Architecture MArch Curriculum (Track II) 2021-2022

* Indicates credits are not semester-specific

	Fall		Spring				
1st Year	ARCH 371	Architectural Design III	6	ARCH 372	Architectural Design IV	6	
	ARCH 321	History/Theory of Architecture I	3	ARCH 322	History/Theory of Architecture II	3	
	ARCH 341	Site Design for Architects	3	ARCH 344	Structures I	3	
	ARCH 351	Materials and Construction	3	ARCH 454	ECS II (Active Systems)	3	
	ARCH 453	ECS I (Passive Principles)	3	ARCH 450	Architectural Detailing	3	
	TOTAL			18	TOTAL		
2nd Year	Fall		Spring				
	ARCH 471	Architectural Design V	6	ARCH 472	Architectural Design VI	6	
	ARCH 323	History/Theory of Arch. III	3	ARCH 461	Urban Design	3	
	ARCH 443	Advanced Structures	3	ARCH 72x/789	Topics	3	
				ARCH 72x/789	Topics	3	
	TOTAL			12	TOTAL		
3rd Year	Fall		Spring				
	ARCH 771	Adv. Architectural Design	6	ARCH 772	Design Thesis	6	
	ARCH 763	Thesis Preparation	3	ARCH 72x/789	Topics	3	
	ARCH 781	Professional Practice	3	(One Topics course may be replaced with a graduate course from another dept./program, with permission)			
	ARCH 72x/789	Topics	3				
TOTAL			15	TOTAL			9

Pre-professional Credits - 57; Graduate Credits - 30; Total Credits - 87

Students who enter NDSU in the fall of 2021 will follow this guide
 NOTE! This sheet is for advising and registration purposes only. Final confirmation of completion of program and clearance for graduation must come from the NDSU Registrar in coordination with the Department Chair and Dean of AHSS

Appendix C - Current Curriculum and Proposed Matrix

NDSU Architecture

MArch Curriculum

2021-2022

* Indicates credits are not semester-specific.

	Fall			Spring		
1st Year	ENVD 101	Intro to Environmental Design	3	ENVD 104	Env. Design Fundamentals	1
	ENVD 102	Drawing Basics for Env. Designers	1	ENVD 172	Env. Design Fund. Studio	3
	ENVD 130	Drawing Skills for Env. Designers	3	ENGL 120	College Composition II*	3
	ARCH 321	History/Theory of Architecture I	3	COMM 110	Public Speaking*	3
	ENGL 110	College Composition*	4	ARCH 322	History/Theory of Architecture II	3
	Science/Tech.	Science/Tech Gen. Ed.*	3	QR	Quantitative Reasoning*	3
				Wellness	Wellness General Ed*	2
		Total	17		Total	18

Selective Admission

	Fall			Spring		
2nd Year	ARCH 271	Architectural Design I	6	ARCH 272	Architectural Design II	6
	ARCH 231	Creativity and Communications	3	ARCH 232	Design Technology	3
	ARCH 233	Math for Designers	1	ARCH 344	Structures 1	3
	PHYS 120	Intro to Physics	3	PSYCH 111	Introduction to Psychology*	3
	ARCH 323	History/Theory of Architecture III	3	PHIL	Philosophy elective*	3
		Total	16		Total	18

	Fall			Spring		
3rd Year	ARCH 371	Architectural Design III	6	ARCH 372	Architectural Design IV	6
	ARCH 341	Site Design for Architects	3	ARCH 450	Architectural Detailing	3
	ARCH 351	Materials and Construction	3	ARCH 454	ECS II (Active Systems)	3
	ARCH 453	ECS I (Passive Principles)	3	ARCH 461	Urban Design	3
	Science/Tech.	Science Laboratory*	1	ENGL 326	Writing for Design Professions*	3
				or ENGL 357/320	Visual Language/Business Writing	3
		Total	16		Total	18

	Fall			Spring		
4th Year	ARCH 471	Architectural Design V	6	ARCH 472	Architectural Design VI	6
	ARCH 443	Advanced Structures	3	or ARCH 474	International Design Studio	6
	ANTH 111	Introduction to Anthropology	3	SOC 110	Introduction to Sociology*	3
	Science/Tech.	Science/Tech Gen. Ed.*	3		Elective*	3
		Elective*	3		Elective*	3
					Elective*	2
		Total	18		Total	17

Graduate Admission (for most students)

	Fall			Spring		
5th Year	ARCH 771	Adv. Architectural Design	6	ARCH 772	Design Thesis	6
	ARCH 763	Thesis Research	3	ARCH 72x/789	Topics	3
	ARCH 781	Professional Practice	3	ARCH 72x/789	Topics	3
	ARCH 72x/789	Topics	3	(One Topics course may be replaced with a graduate		
	ARCH 72x/789	Topics	3	course from another depart./program, with permission)		
		Total	18		Total	12

Undergraduate Credits - 138, Graduate Credits - 30, Total Credits - 168

		BABS COURSES				Year 1				Year 2				Year 3		Year 4			Non-Curricular Activity							
		Fall		Spring		Fall		Spring		Fall		Spring		Fall	Spring											
		ENVD 101	Intro to Environ. Design			ARCH 231	Comm. & Creativity			ARCH 341	Site Design for Arch			ARCH 443	Arch Structures II			ARCH 763	Thesis Research						Lecture Series	
		ENVD 102	Drawing Basics			ARCH 323	Hist/Theory III			ARCH 351	Materials & Construction			ARCH 471	Architectural Design V			ARCH 771	Adv. Arch. Design						Student Groups	
		ENVD 130	Drawing Skills			ARCH 271	Architectural Design I			ARCH 371	Architectural Design III			ARCH 472	Architectural Design VI			ARCH 781	Professional Practice						Student Travel	
		ARCH 321	History/Theory I							ARCH 453	ECS I - Passive							ARCH 785	Professional Practice						Lunch and Learns	
		ENVD 104	Design Fundamentals			ARCH 232	Design Technology			ARCH 372	Architectural Design IV							ARCH 786	Professional Practice						Advisory Board Mentors	
		ENVD 112	Design Fund. Studio			ARCH 272	Architectural Design II			ARCH 450	Architectural Detailing							ARCH 787	Professional Practice							
		ARCH 322	History/Theory II			ARCH 344	Arch. Structures I			ARCH 454	ECS II - Active							ARCH 788	Professional Practice							
										ARCH 461	Urban Design							ARCH 789	Professional Practice							
Shared Values																										
Design																										
Env. Stewardship & Professional Respon.																										
Equity, Diversity & Inclusion																										
Knowledge & Innovation																										
Leadership, Collab. & Community Engmt.																										
Lifelong Learning																										
Program Criteria																										
PC.1 Career Paths																										
PC.2 Design																										
PC.3 Ecological Know. & Respon.																										
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 Environ.																										
SC.2 Professional Practice																										
SC.3 Regulatory Context																										
SC.4 Technical Knowledge																										
SC.5 Design Synthesis																										
SC.6 Building Integration																										
2020 Required Documentation																										
Narrative																										
Narrative + Self Assessment																										
Narrative + Self Assessment + Course Mat.																										
Narrative + Self Assessment + Course Mat. + Student Work																										

Appendix D - 2020 Conditions Pre-planning

2020 Procedures and Conditions for Accreditation – Summary of Draft 1.0 Proposals

Architecture Program Meeting – December 5, 2019

The following information was presented to the faculty at a special meeting to review the proposed changes for the 2020 NAAB documents. At the time of this meeting, version 1 of the proposed Procedures and Conditions had been released. The purpose of the meeting was to introduce the information and identify areas where action would be needed. Much of the content below is taken directly from the NAAB documents, but commentary has been added. As of the writing of this IPR, several additional meetings have taken place, and as noted above, minor modifications will be forthcoming to the curriculum in line with the updated vision and strategic plan. Assessment process are being implemented this academic year.

ARForum 2019 – [Summary as a follow-up to the July 2019 Forum](#) (important document to review) – First Accreditation Forum to bring all 5 collaterals (NAAB, ACSA, AIA, NCARB, AIAS – and NOMA was also represented) together to craft new Conditions and Procedures. Additional Resources: [ARForum Overview and 2020 Documents Timeline](#), [“Draft 1”: Supporting Diagrams and Resources](#)

Timeframe – 2020 conditions and procedures will be approved in January 2020 and released to the public on February 10, 2020. Schools with visits in 2021 will have the choice to adhere to the old Conditions and Procedures or the new. NDSU timeline: collection of evidence 2024-25, APR due in September of 2025, next visit in spring of 2026.

Goals of the Forum:

“To engage attendees in substantive discussions leading to consensus on

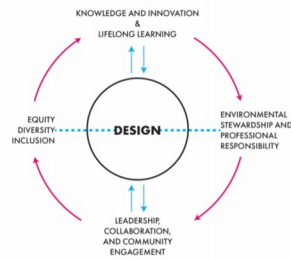
- The values of the profession and how these inspire and inform architecture education.
- The general direction of revisions to the Conditions and Procedures.
- A shared vision for the architecture education continuum.”

Just as an FYI, these were the priorities that AIAS brought to the Forum, and they felt that their voices, in the draft process, were for the most part heard and well-received:

- Access to an interdisciplinary education;
- Actionable attempts at cultivating diversity;
- A healthy and enforceable Learning & Teaching Culture Policy;
- A fundamental environmental literacy.

Keynote Speaker: Bruce Mau (CEO of [Massive Change Network](#)), with these takeaways:

- Synthesis is the operating system for the future. Architects are well positioned to play the role of synthesizer.
- The experience, not the content, is the educational product.
- “Purpose” is an educational



The core of what Architects do—**Design**—is at the center.

To the left and right are the central values related to HSW. The dotted line between left and right underscores the non-hierarchical relationship between **Equity, Diversity, and Inclusion**; **Environmental Stewardship**, and **Professional Responsibility**. These core responsibilities must be employed throughout one's career.

The curved arrows define the connections and cadence between the values, and include a key connection to a more expanded definition of Professional responsibility. Through **Design** you achieve **Knowledge and Innovation**, promote **Lifelong Learning**, and practice **Leadership, Collaboration, and Community Engagement**. **Design** supports them; they support and inform **design**.

We are advocating that this diagram help visualize the connections between values and reminds schools that you cannot address them in isolation. Each value informs the others and all should be integrated throughout a program.

Diagram created by Ryan Gann, Assoc. AIA, Robert McKinney, Ed.D., NCARB, Victor Rubin, Sarah Wolkstein, AIA, and Judith Wolkstein, JD at the Accreditation Review Forum 2019.

accelerator. • The environment is the story we are telling the next generation. • New problems don't fit the old disciplines. • Things have to change in order to meet the growing needs of ten billion people. • Put life, not humans, at the center.

2020 Procedures for Accreditation – Important Changes that Would Affect NDSU's Process

1. NAAB will require completion of a NAAB assessment and evaluation survey(s) by the program administrator within 10 days of the end of the visit [this is new].
2. Team members will participate in team training. For the first time, team training will be transparent and schools will have a chance to see/read the training that teams will go through.
3. Primary exhibits supplied as evidence for accreditation criteria not requiring student work must be submitted to the Visiting Team in an electronic format 45 days in advance of the visit [this would be binders/notebooks exclusive of student work].
4. Teams will remain at a size of four (practitioner, educator, regulator, student +observer if desired).
5. Primary evidence of Program Criteria will be submitted to the team in advance of the visit.
6. Primary evidence of Student Criteria (SC.1-SC.4), at the Understanding level, will be submitted prior to the visit, including Narrative, Self-assessment, Supporting Material (syllabus, schedule, instructional materials, student work examples).

Student Work Examples: The program must collect all passing student work associated with the course(s) where the learning outcomes associated with this criterion are achieved in the one (1) year prior to the visit. The Visiting Team will evaluate approximately 20 percent (no less than three (3), no more than thirty (30) examples) of the student work collected in this timeframe, selected at random (in advance of the visit) by the NAAB from a list (provided by the program) of students receiving passing grades in the course(s) where the learning outcome associated with these criteria are achieved. The program may self-select additional student work, up to ten (10) percent, for the Visiting Team to review.

2020 Conditions for Accreditation – Important Changes that Would Affect NDSU's Process

1. **Values of the Discipline and Profession.** The Architecture Program Report (APR) must address the following shared values:

Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, which affect the education and the development of professional 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 to create a better, stronger, more equitable and sustainable built environment. Design thinking and integrated design solutions are hallmarks of architectural education, the discipline and the profession.

Environmental Stewardship and Professional Responsibility: Architects protect public health and wellbeing, which in turn affects the natural world. As professionals and designers of the built environment, we embrace this responsibility and act ethically to accomplish it.

Equity, Diversity, and Inclusion: Architects commit to equity in the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching and working environments we create. We seek fairness and social justice in the profession and in society, and support the increased affordability and accessibility of architectural education.

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 our field.

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

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's histories and theories and architecture's role within social, environmental, economic and built contexts. Architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

2. **Curriculum** (a., b., and c. below have always required explanation, but there is a greater emphasis on providing more opportunities for taking coursework outside the professional program):

a. Professional Studies courses – all courses offered within the program, both required and elective (these would be our seminars)

b. General Studies – no number of credits assigned, gen.ed. requirements as required by the institution (whatever the credit count), will meet this

c. Optional Studies (Curricular Flexibility) – more options required

All professional degree programs must provide sufficient flexibility in the curriculum to allow students to pursue their special interests 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 professional studies [this would be LA or Visual Arts courses in our new School].

3. **Degree Requirements** – more optional studies and perhaps fewer credits? The description below is the specifics of the degree category that matches our program.

*MArch Professional graduate degree following undergraduate pre-professional degree earned at the same or a separate institution: Candidates for this degree have completed at least **120** semester credit hours, or the quarter-hour equivalent, at the undergraduate level and at least **30** credit hours at the graduate level,*

and hold a preprofessional B.A./B.S. degree in architecture or a related field before admission to the graduate degree program. The undergraduate degree includes professional studies, general studies and optional studies; graduate-level academic course work must include professional studies and **optional studies** [as mentioned in #2 above, grad courses in VA or LA would apply, but we also currently approve up to one course in another non-School department].

o Pre-professional architecture degree: This term refers to architecturally focused four-year undergraduate degrees that are not accredited by the NAAB. These degrees have such titles as B.S. in Architecture, B.S. in Architectural Studies, B.A. in Architecture, Bachelor of Environmental Design, Bachelor of Architectural Studies, etc. The amount of architecturally-defined content in these programs may vary from institution to institution and will determine the length of time required to complete the subsequent NAAB-accredited program. The undergraduate and graduate degrees do not need to be taken at the same institution.

4. **Breadth and Depth of Education** – gen.ed’s for breadth, more elective credits to give opportunities for minors, certificates, etc. – we are currently short on breadth?

5. **Program and Student Criteria** – biggest change is that student work evidence (as we know it) is only required for SC 4 and 5.

4.1 Program Criteria (PC)

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

PC.1 Career Paths—How the program helps students understand the path to becoming a licensed architect in the United States and the range of career opportunities available to them that utilize the discipline’s skills and knowledge.

PC.2 Design—How the program promotes the role of design in shaping the built environment, and conveys the methods by which design integrates multiple factors, in different settings and scales of development.

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

PC.4 History and Theory—How the program prepares students to understand the histories and theories of architecture and urbanism, framed by broad social, cultural, economic, and political forces.

PC.5 Innovation—How the program expands students' understanding of the field and encourages exploration, risk-taking, and inventiveness.

PC.6 Leadership and Collaboration—How the program helps 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 and Teaching Culture—How the program fosters a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among the members of its faculty, student body, administration, staff, and the profession.

PC.8 Social Equity and Inclusive Environments—How the program deepens students understanding of diverse cultural and social contexts and helps students translate that into built

environments that support and include people who have different backgrounds, resources, and abilities.

Evaluation Guidelines: Program Criteria should be evaluated holistically relative to the required curricula and the students' experience of it. The program must provide a narrative description of how the program achieves each criterion. The program must also provide evidence that each criterion is assessed by the program on a recurring basis, and summarize the modifications made to its curricula and/or associated program structures and materials based on findings from these assessment activities since the previous review.

Supporting Materials: The program must provide supporting materials demonstrating that its objectives have been accomplished. These may include a spectrum of materials, including policy documents, individual course materials (syllabi, etc.) as well as documentation of activities occurring outside specific courses.

4.2 Student Criteria (SC):

Student Learning Objectives and Outcome. 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 promotes students' understanding of the role of the built environment in human health, safety, and welfare at multiple scales.

SC.2 Professional Practice—How the program fosters an understanding of professional ethics, the regulatory standards, and the fundamental business processes relevant to architectural practice in the United States.

SC.3 Regulatory Context—How the program enables students to understand the fundamental principles of life safety, land use, and related regulations that apply to buildings and sites within the U.S., and the evaluative criteria architects use to assess those regulations as part of a project.

SC.4 Technical Knowledge—How the program prepares students to understand the established and emerging systems, technologies, and assemblies of building construction, and the criteria architects use to assess those technologies against the design and performance objectives of projects

Evaluation Guidelines: SC.1-SC.4 will be evaluated at the understanding level. Programs must provide the following:

- *Narrative: A narrative description of how the program achieves and evaluates each criteria.*
- *Self-Assessment: Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis, with a summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review.*
- *Supporting Materials: Supporting materials demonstrating how the program accomplishes its objectives related to each criterion. Organize the supporting exhibits in the format specified by the NAAB and include the following for each course associated with the student learning outcome: § Course Syllabus: The syllabus must clearly articulate student learning outcome objectives for the course, the methods of assessment (tests, project assignments, etc.), and the relative weight of each assessment tool used by the instructor(s) to*

determine student performance. § *Course Schedule*: The schedule must clearly articulate the topics covered in the class and the amount of time devoted to each course sub-topic. §

- *Instructional Materials*: The supporting materials must clearly illustrate the instructional materials used in the course. These may include a summary of required readings, lecture materials, field trips, workshop descriptions, and other materials used in the course to achieve the intended learning outcomes.

SC.5 Design Synthesis—Ability to make design decisions within an architectural project while demonstrating broad synthesis and consideration of user requirements, regulatory requirements, site conditions, ecological concerns, and accessible design.

SC.6 Building Integration—Ability to make design decisions within an architectural project while demonstrating broad integration and consideration of building envelope systems and assemblies, structural systems, environmental control systems and life safety systems.

Evaluation Guidelines: SC.5 and SC.6 will be evaluated at the ability level. Programs may design their curricula to satisfy these criteria via a single course, or a combination of courses. Evidence supplied for these required courses is provided in the team room and includes fully labeled exhibits of student work in their original format from each course. Programs must provide the following:

- *Narrative*: A narrative description of how the program achieves and evaluates each criterion.

- *Self-Assessment*: Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis, with a summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review. If the program accomplishes these criteria in multiple courses, it must demonstrate that it coordinates the assessment of these criteria across those courses.

- *Supporting Materials*: Supporting materials demonstrating how the program accomplishes its objectives related to each criterion. Organize the supporting exhibits in the format specified by the NAAB and include the following for each course associated with this student learning outcome: § *Course Syllabus*: The syllabus must clearly articulate student learning outcome objectives for the course, the methods of assessment (tests, project assignments, etc.), and the relative weight of each assessment tool used by the instructor(s) to determine student performance. § *Course Schedule*: The schedule must clearly articulate the topics covered in the class and the amount of time devoted to each course sub-topic. §

- *Instructional Materials*: The exhibits must clearly illustrate the instructional materials used in the course. These may include a summary of required readings, lecture materials, field trips, workshop descriptions, and other materials used in the course to achieve the intended learning outcomes.

- *Student Work Examples*: The program must collect all passing student work associated with the course(s) where the learning outcomes associated with this criterion are achieved in the one (1) year prior to the visit. The Visiting Team will evaluate approximately 20 percent (no less than three (3), no more than thirty (30) examples) of the student work collected in this timeframe, selected at random (in advance of the visit) by the NAAB from a list (provided by the program) of students receiving passing grades in the course(s) where the learning outcome associated with these criteria are achieved. The program may self-select additional student work, up to ten (10) percent, for the Visiting Team to review

NAAB ACCREDITATION CRITERIA COMPARISON

		Year 1		Year 2		Year 3		Year 4		Year 5				
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring			
2020 NAAB CRITERIA	CF Curricular Framework		SAMPLE B. ARCH CURRICULUM											
	3.3 Breadth of Education	1	1	1	1	1	1	1	1	1	1	1	1	1
	3.4 Depth of Study	1	1	1	1	1	1	1	1	1	1	1	1	1
	PC Program Criteria													
	PC.1 Career Paths													
	PC.2 Design													
	PC.3 Ecological Knowledge and Responsibility													
	PC.4 History and Theory													
	PC.5 Innovation													
	PC.6 Leadership and Collaboration													
	PC.7 Learning and Teaching Culture													
	PC.8 Social Equity and Inclusive Environments													
	SC Student Criteria													
	Student Learning Objectives and Outcomes													
	SC.1 Health, Safety, and Welfare in the Built Environment													
SC.2 Professional Practice														
SC.3 Regulatory Context														
SC.4 Technical Knowledge														
SC.5 Design Synthesis														
SC.6 Building Integration														
2020 Required Documentation														
Narrative		2020												
Narrative + Self Assessment		2020												
Narrative + Self Assessment + Course Material		2020												
Narrative + Self Assessment + Course Material + Student Work		2020												
KEY		2014 Evaluative Categories												
		2014 Understanding (Course Material and Student Work Required)												
		2014 Ability (Course Material and Student Work Required)												

6. Social Equity, Diversity, and Inclusion – More emphasis on this will be needed.

The program must have a policy on diversity and inclusion that it communicates to current and prospective faculty, students, and staff and reflects in the distribution of the program's human, physical, and financial resources. The program must: Describe its plan for maintaining or increasing the diversity of its faculty, staff, and 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 faculty, staff, and student demographics with that of the institution. Document what institutional, college, or program-level 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.