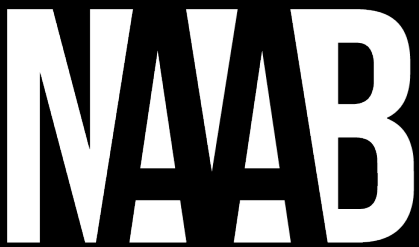


Visiting Team Report

Indiana University
Eskenazi School of Art,
Architecture + Design

M.Arch.

Visit Dates: November 1-2, 2021

The logo for the National Architectural Accrediting Board (NAAB). It consists of the letters 'NAAB' in a bold, white, sans-serif font. The letters are stacked vertically, with the 'N' and 'A' on the top line, the 'A' and 'B' on the second line, and the 'A' and 'B' on the third line. The letters are slightly offset to the right on each line, creating a sense of depth and movement.

National
Architectural
Accrediting

Visiting Team Report (VTR)

2020 Conditions for Accreditation

2020 Procedures for Accreditation

To be completed by NAAB Staff:

Institution	Indiana University
Name of Academic Unit	Eskenazi School of Art, Architecture + Design
Degree(s) (<i>check all that apply</i>) Track(s) (<i>Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:</i> <i>150 semester undergraduate credit hours</i> <i>Undergraduate degree with architecture major + 60 graduate semester credit hours</i> <i>Undergraduate degree with non-architecture major + 90 graduate semester credit hours</i>)	<input type="checkbox"/> <u>Bachelor of Architecture</u> Track: <input checked="" type="checkbox"/> <u>Master of Architecture</u> Track: Bachelor's Degree + 108 Credits <input type="checkbox"/> <u>Doctor of Architecture</u> Track: Track:
Application for Accreditation	Continuation of Candidacy
Year of Previous Visit	2019
Current Term of Accreditation (<i>refer to most recent decision letter</i>)	Initial Candidacy
Program Administrator	T. Kelly Wilson, Director of Graduate Studies
Chief Administrator for the academic unit in which the program is located (<i>e.g., dean or department chair</i>)	Peg Faimon, Founding Dean
Chief Academic Officer of the Institution	John Applegate, Interim Provost
President of the Institution	Dr. Pamela Whitten, President

I. Summary of Visit

a. Acknowledgments and Observations

Starting a new program is definitely a monumental task to accomplish over a six-year period with visits every two years and the ongoing, necessary preparations for the visits. We would like to acknowledge the dedicated work of the M.Arch Program administration and therefore thank T. Kelly Wilson, Director of Graduate Studies, and Rachel Wilken, Assistant Director, for being so well prepared for this visit. The team especially appreciates how responsive they have been to providing follow-up information to the team's multiple requests for additional information.

Additional thanks are extended to the administration of Eskanazi School of Art, Architecture & Design, Dean Faimon, Associate Dean Ricketts, and Interim Provost of Indiana University Applegate for their commitment to the Program and participation in this important process. Special thanks goes to the staff, faculty, and students who contributed significant time and effort to share information and offer valuable insights leading up to and during the accreditation team's visit.

The hallmarks of the program include:

- A generative cross-pollination between visual art and design courses through the Program.
- The richness of the architecture in Columbus, IN provides an excellent, living laboratory for studying architecture.
- The Program demonstrates strong commitment to Leadership, Collaboration, and Community Engagement via the *ServeDesign Center*, pairing faculty to community and academic partners.
- The Center for Rural Engagement is a good example of how the Architecture Program interacts with financial and outreach opportunities available within the larger IU structure.
- The University's Mission and Bicentennial Strategic Plan for a "culture of building and making" seems well suited for the new Architecture Program.

Observations

- Curriculum
 - The cross-pollination of visual art courses within the design studios throughout the Program (assisted by the interdisciplinary programs within the School and the College of Arts + Sciences) is a unique strength of the Program, but not as evident in the provided student work.
 - The Nomadic Studio is well intended and has been clearly impacted by the global pandemic, but lacks structural clarity.
 - Clarification is needed for where to best place coursework for both SC.5 Design Synthesis and SC.6 Building Systems Integration. It is not clear to the visiting team if coursework selected is being curated to map to the criterion established.
 - In order to achieve equitable experiences and content delivery, there needs to be additional clarification for establishing consistent elective criteria when these courses are identified as meeting Program Criteria.
- Facilities
 - Located 40-miles east of the IU main campus at Bloomington, the Architecture Program's home at the off-campus location of Columbus benefits from independence as well as local resources, particularly from the community's

interest in the Program. The essential and supportive infrastructure for the Columbus campus needs to be improved (expanded library and research access, healthcare, student career resources, transportation, etc.). This is especially true for the international students and those who may not have access to personal transportation to bridge Columbus and Bloomington, as well as access to other essential services.

- Staff
 - As the Program grows, the positions shared between the Program, and the School will need to be reevaluated to meet the demands of recruiting, financial support, and professional development. Hierarchies and reporting structures will need to be clarified.
 - While the staff expressed appreciation for opportunities for professional growth and they feel valued by the faculty, students, and administration, there is a need for more attention to the challenges of developing a new program and understanding the changing workflows.

- Faculty
 - It is clear that the Program benefits from an engaging and passionate group of faculty who the students respect and admire.
 - As a small, collegial group, the faculty has been integral to and appreciates being involved in the shaping of the new program.
 - The tenure-track faculty expressed that there is generous support within the Program, the larger IU infrastructure, and even the city of Columbus for research and equipment.
 - There is a clear sense of how the faculty's expertise directly impacts the Program's identity and shapes the elective offerings.
 - Moving forward, the roles of adjunct and visiting faculty will be important to elucidate.

- Students
 - There is an exciting cohort of students from across the globe, unified by their curiosity and interests in the allied arts.
 - The student organizations (i.e., NOMAS, ArchGSA) are active; the growing engagement and leadership opportunities for students are evident.
 - Students feel that the faculty are accessible, nurturing, inspiring, and very adaptable to student schedules. Students noted that the faculty are important role models who assist them in their professional growth.
 - The students enjoy the working environment on the Columbus Campus, but the interactive connections with the Bloomington campus should be improved.

- Program goals and growth
 - Student career development resources at the University level, while in progress, need to provide more discipline specific support for the Program.
 - The Program's maximum capacity with the current studio setup is 68 students, which is not expected to be reached until 2025 at the earliest.
 - The annual \$700,000 in student scholarships is important to the success and evolution of the Program. However, it is not sustainable for the Program to continue supporting this fund directly from their operating budget. Additional support from the University is needed to assist with a solution.
 - Funding is needed to increase the number of DEI students that come into the Program. The current DEI Student Support, due to donor gifting restrictions, is limited to MFA and PhD students only. Funding strategies to support DEI goals should be evaluated.

b. Conditions Not Achieved (list number and title)

Not Met / Not Described / Not Demonstrated	Not Yet Met / In Progress
None	<p style="color: blue;">2. Shared Values of the Discipline and Profession</p> <p style="color: blue;">PC.4 History and Theory</p> <p style="color: blue;">PC.5 Research and Innovation</p> <p style="color: blue;">PC.6 Leadership and Collaboration</p> <p style="color: blue;">PC.7 Learning and Teaching Culture</p> <p style="color: blue;">SC.2 Professional Practice</p> <p style="color: blue;">SC.3 Regulatory Context</p> <p style="color: blue;">SC.5 Design Synthesis (Student Work Evidence)</p> <p style="color: blue;">SC.6 Building Integration (Student Work Evidence)</p> <p style="color: blue;">5.1 Structure and Governance</p> <p style="color: blue;">5.2 Planning and Assessment</p> <p style="color: blue;">5.4 Human Resources and Human Resource Development</p> <p style="color: blue;">5.5 Social Equity, Diversity, and Inclusion</p> <p style="color: blue;">5.6 Physical Resources</p> <p style="color: blue;">5.7 Financial Resources</p> <p style="color: blue;">5.8 Information Resources</p> <p style="color: blue;">6.3 Access to Career Development Information</p>

II. Progress on the Plan for Achieving Initial Accreditation

Team Assessment:

The program is well positioned at the time of this continuing candidacy visit. They have admitted their fourth cohort of students and are positioned to graduate their second cohort in 2022 (first was in 2021). The Program is aware of the schedule of a potential initial accreditation visit in 2023 per NAAB's 2020 Procedures.

The Program has established their faculty, support staff and facilities. The appointed Advisory Board continues to help guide the future of the Program and to evaluate the ongoing progress towards accreditation.

III. Progress Since the Previous Site Visit

2014 Condition II.1.1, Student Performance Criteria: This section includes the Student Performance Criteria (SPC). Programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this section. Compliance will be evaluated through the review of student work.

Previous Team Report (2019): Five SPC (A.1, A.2, A.3, A.6 and B.5) are now met. The remainder of the SPC are Not Yet Met.

Team Assessment: Since the Program is being reviewed under the new 2020 Conditions, progress since the previous site visit is Not Applicable.

2014 Condition II.4.7, Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.
- 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.

Previous Team Report (2019): Tuition and general scholarship information can be found at <https://architecture.indiana.edu/admissions-aid/index.html>. However, program specific scholarship opportunities and amounts were not available at the time of the visit. Program specific fees, books, supplies and specialized materials are not separately documented. It is likely that the information is available in various forms, but is not yet publicly available or documented for use by prospective students.

Team Assessment: The condition is now Met. See **6.6 Student Financial Information** for details.

IV. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission

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).

[X] Described

Program Response: The J. Irwin Miller Architecture Program is a three-year Master of Architecture degree program housed within the Eskenazi School of Art, Architecture + Design, one of three schools and over 70 departments and programs within the College of Arts and Sciences located in Bloomington, Indiana, the flagship campus of Indiana University.

The program, located in Columbus, IN, 40 miles east of the main campus of Indiana University in Bloomington, IN is a collaboration between the community of Columbus, IN and Indiana University, purposed to link the best assets within the city of Columbus with the best assets of Indiana University to build and continually develop an innovative architectural design education program.

The mission of the program is to prepare students for leadership roles in the profession and in architectural innovation, for community-minded service towards a built environment mindful of civic consciousness, and to become globally and culturally aware designers who are advocates for the sustainable practice of architecture and the stewardship of the environment.

Our curriculum, formed around parallel studio experiences of architectural design and studio art (visual studies) in each semester of the 3-year program, proposes that a life-long activity of cross-pollination between two closely allied disciplines is fundamental to innovation. This curricular idea is purposed to compel our students to find, for themselves, linkages between art and architecture, and to build unique identities within the art and design worlds and the practice of architecture rather than have identities thrust upon them.

Analysis/Review: The Program embraces the University’s Mission and Bicentennial Strategic Plan in developing a degree program that provides opportunities for students to participate in a “cultural of making”, and in addition to the School of Art, Architecture + Design that is focused on cross-pollination strategies of learning. The Program prepares students for leadership roles for the architecture profession by providing opportunities for involvement in innovative community-minded service projects along with establishing a curriculum that is formed around three (3) founding principles: 1. parallel studio experiences of architectural design and studio art (visual studies); 2. engagement and study with the local community of Columbus, IN, Community Coalition Building and the Stakeholder Engagement Strategies that have established strong relationships via a range of projects and service activities, and: 3. development of global educational experiences in the first year of curriculum with a Rome, Italy seminar abroad and in the last semester, a Nomadic Studio.

2—Shared Values of the Discipline and Profession

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.

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.

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.

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.

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.

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.

[X] In Progress

Analysis/Review:

Description of the shared values of the Discipline and Profession are in progress. Design is a centerpiece of this Program and there is a particular strong emphasis on exposure to cross-disciplinary design impact through the six visual studies general education courses SOAD Z-511, Z-512, Z-611, Z-612, Z-711, and Z-712. However, the architectural studios SOAD Z-501, Z-502, Z-601, Z-602, Z-701, and Z-702 lack sufficient focus to fully describe design synthesis and integration. Environmental Stewardship and Professional Responsibility are described in SOAD Z-641 Energy & Environmental Systems 1 and SOAD Z-642 Energy & Environmental Systems II. The integration of these values throughout other coursework, the lecture series, and community engagement initiatives are in progress, but they need to be more clearly defined. There is a commitment to advance equity, diversity, and inclusion in hiring and recruiting practices and special recognition of the Program's decision to retain a Diversity and Inclusion Coordinator. There is also evidence that describes the Program's commitment to advance principles of equity, diversity, and inclusion through the design of environments architects design. The creation and dissemination of unique knowledge in response to ever-changing conditions is listed as part of a long term commitment, but there is insufficient evidence of how this value is incorporated throughout the Program in current coursework. Knowledge and innovation are currently only described in SOAD Z-8xx Electives, which are not required courses for all students. Electives may be used but the Program must demonstrate that all students in the have this common experience; therefore, this criterion is not met. Leadership, collaboration, and community engagement has a strong emphasis within the Program and it is described in detail through the adjacency to CivicLab, ServeDesign Center, Envision Columbus, and the Arts Council Thrive Alliance and also through the Program's guest lecture program and visiting faculty and professional engagement. Also, lifelong learning is insufficiently described, although there is reference to long-term plans which will advance the exploration of this shared value.

3—Program and Student Criteria

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)

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.

[X] Met

Team Assessment: Evidence of program criteria was found in work prepared for the architecture design course SOAD-Z 661 Professional Practice. Students are exposed to a wide range of architectural practitioners and ideologies, representative of various types and scales of design practice.

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.

[X] Met

Team Assessment: Evidence of program criteria was found in work prepared for the architecture design courses: SOAD- Z 501 Architectural Studio 1; SOAD-Z 502 Architectural Studio 2; SOAD-Z 601 Architectural Studio 4 SOAD-Z 602 Architectural Studio 5; SOAD-Z 701 Architectural Studio 6 and SOAD-Z 702 Architectural Studio 7. SOAD-Z 600 Architectural Studio 3 (Rome) - was not offered in 20-21. The design courses provide varying kinds of sites and programmatic types of design problems (residential, commercial, cultural, etc.), along with exposing students to a full range of programmatic complexity throughout their three years in the curriculum.

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.

[X] Met

Team Assessment: Evidence of program criteria was found primarily in work prepared for SOAD Z-641 Energy & Environmental Systems 1 and SOAD Z-642 Energy & Environmental Systems II. The coursework explores the convergence and interrelated nature of building performance, occupancy, sustainability, and resilience. Some evidence was found on leveraging ecological responsibility, but only in the elective course SOAD-Z 805 Professional Practice: Innovations in Building (not listed in the course matrix). Elective courses lack evidence that all students in the Program have access to this content.

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.

[X] Not Yet Met

Team Assessment: Partial evidence of program criteria found in SOAD-Z 532 Tests & Context 2 and in SOAD-Z 631 Texts & Contexts 3. The evaluation of work and incorporation of non-western/indigenous traditions are unclear due to the laconic schedule and descriptions in SOAD-Z 532 Tests & Context 2

syllabus. There is substantial global content in SOAD-Z 631 Texts & Contexts 3 but the application of a grounding historical lens is not clear. The Program responded to questions about content in these areas but did not provide the necessary evidence in the supporting materials.

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.

[X] Not Yet Met

Team Assessment: Partial evidence of program criteria was found in work prepared for SOAD Z-806 Special Topics in Design or SOAD U-700 Advanced Studio Projects. These are elective courses and include introductions to research initiatives in areas of innovative design. However, these elective courses lack evidence of a consistent exploration in research topics and innovation in coursework for all students in the Program are exposed to.

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.

[X] Not Yet Met

Team Assessment: Partial evidence of program criteria was found in the students' interactions with the City of Columbus, but it is unclear if this is a unifying experience for all students within the program. This is also true for the variety of electives offered; it is unclear if the students have a flexible yet structured path that allows all to partake in these experiences to meet the Program Criteria.

As noted in meetings with the faculty and students, content from the SOAD-Z 651 Coalition and Community contributes to this program criteria but no supporting evidence was provided by the Program for team review. Although SOAD-Z 661 Professional Practice supports this criterion, much of the course content is in flux and the presented evidence does not address how students understand diverse stakeholder constituents or dynamic physical and social contexts.

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.

[X] Not Yet Met

Team Assessment: Partial evidence of program criteria was found in the Program's Learning and Teaching Culture Policy that outlines four (4) principal traits for all individuals when participating on campus and in the city of Columbus: 1. A collaborative and team-driven mindset; 2. An aptitude for healthy dialogue and critique; 3. Respect and care for the creative ideas and personal space of others, and 4. Understanding and knowledge through iterative making. Additionally, there is a diversity, equity and inclusion statement developed by the School and resources at the University level for reporting any acts of discrimination or sexual harassment. This visiting team is still puzzled by the disappearing link that seemed to provide additional feedback on "constructive-feedback-advice-for-giving-and-receiving",

<https://iuhealth.org/thrive/constructive-feedback-advice-for-giving-and-receiving>.

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.

[X] Met

Team Assessment: Evidence of program criteria was also found in work prepared for SOAD Z-532 Texts & Contexts 2 and SOAD Z-631 Texts & Contexts 3. The coursework covers topics which explore diverse

cultural and social contexts that range in scale from global perspectives to the unique culture of the Midwest, the physical context for the Program. The coursework also explores populations which are directly affected by and often excluded by the architectural profession.

Evidence of program criteria which shapes the development of curriculum was found in the School's strategic plan which includes equity, diversity, and inclusion goals and also the Equity Diversity and Inclusion Plan, which is available for review on the School's website. Two members of the Program (one staff member and one faculty member) have been appointed to one and two year terms on the Equity Diversity and Inclusion task force and the Program is required to have representation. The School also shares a dedicated College-level Diversity and Inclusion Coordinator with the Jacobs School of Music.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

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.

[X] Met

Team Assessment: Evidence of program criteria was found in SOAD Z-661 Professional Practice which introduces the regulatory environment, building codes, and the application of the building code to ensure the human health, safety, and welfare of the public at the scale of building design and cities. These materials include discussion on how codes impact design outcomes.

Evidence was also found of the exploration of the link between building design and health, safety, and welfare considerations in SOAD Z-602 Architectural Design Studio 5 and SOAD Z-641 Energy and Environmental Systems 1 and SOAD Z-642 Energy and Environmental Systems 2 (not listed in the course matrix).

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.

[X] Not Yet Met

Team Assessment: Partial evidence of program criteria was found in SOAD Z-661 covering professional ethics and the regulatory requirements, but remaining content of course is currently being taught fall 2021 in SOAD Z-651. The content for this linked course includes programming, project brief development, project and design methodology, stakeholder and public engagement, collaboration in practice, community, coalition and community building.

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.

[X] Not Yet Met

Team Assessment: Partial evidence of program criteria was found in SOAD Z-661 Professional Practice; however, the evidence provided in the syllabus, the final exam, and other assessments do not address life safety, land use, and the current laws and regulations that apply to buildings and sites in the US.

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.

[X] Met

Team Assessment: Evidence of program criteria was found in work prepared for SOAD-Z 521 Structures 1: Forces in Space and their Expression, SOAD-Z 522 Structures 2: Innovations in Building Technology and SOAD-Z 805 Professional Practice: Innovations in Building (not listed in the course matrix). These three courses cover theories of static equilibrium, structural material properties, and construction processes, understanding of materials and methods, envelopes, along with innovative and sustainable building technology solutions regarding budget, code and performance objectives.

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.

[X] Not Yet Met

Team Assessment: Evidence of student criteria with student work evidence was not found in work prepared for SOAD-Z 602, Architectural Studio 5. The three criterion: regulatory requirements, accessible design, and consideration of measurable environmental impacts of project design decisions, could not be found in projects submitted. In most cases, there was no narrative to introduce the project or discuss their findings. The visibility of the synthesis of user requirements varied from clear color-coded key plans for projects to nothing at all. The visibility of the design decisions also varied: some projects had clear sketches whereas other projects were presented without narratives or information about how design decisions were made.

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.

[X] Not Yet Met

Team Assessment: Evidence of student criteria with student work evidence was not found in work prepared for SOAD-Z 522 Structures 2 and SOAD-Z 642 Energy & Environmental Systems 2. The three criterion: integration of environmental control, life safety, and measurable outcomes of building performance, could not be found in the projects submitted. In the student work evidence reviewed there is mostly a focus on building performance calculations but with limited knowledge of what the architecture project is. A limited consistency of demonstrated integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and measurable outcomes of building performance.

4—Curricular Framework

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

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)

[X] Met

Team Assessment: Evidence provided by the Program included a copy of the Higher Learning Commission's accreditation through 2027-2028.

4.2 Professional Degrees and Curriculum

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.

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.

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.

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.

[X] Met

Team Assessment: The requirements for the professional degree (Master of Architecture) and a description of the curriculum are available and clearly outlined on the School's website. The curriculum is augmented with general education (visual studies courses) which reinforce the School's philosophy of a cross-disciplinary education.

4.3 Evaluation of Preparatory Education

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.

[X] Met

Team Assessment: Evidence is provided for the evaluation of preparatory education. As the Program develops, defining the range of program degree durations based on waived coursework within the required curriculum will be needed. This visiting team understands that there are Program courses (see below) that can be waived based on a prior degree program: PC.3 Ecological Knowledge & Responsibility (potential course waived: SOAD-Z 642 Energy & Environmental Systems 2) & SC.4 Technical Knowledge (potential courses waived: SOAD-Z 521/522 Structures 1 & 2 & SOAD-Z 805 Special Topics in Professional Practice).

5—Resources

5.1 Structure and Governance

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.

[X] In Progress

Team Assessment: Clear evidence is provided of an emerging administrative structure and faculty staff and student governance. As the Program grows, the positions shared between the Program, the School, and the College will need to be reevaluated to meet the demands of recruiting, financial support, and professional development. Hierarchies and reporting structures will need to be clarified. While the staff expressed appreciation for opportunities for professional growth and they feel valued by the faculty, students, and administration, there is a need for more attention to the challenges of developing a new program and understanding the changing workflows. Additional information will be needed to define what is meant by the School's "no department" structure as it relates to the way that the Program is organized and governed.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

- 5.2.1 The program's multi year 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.

[X] In Progress

Team Assessment: With respect to 5.2.1, there is a new president and an interim provost. These positions will be integral to continuing support for the growing program.

The program is central to the School's relationship with Columbus and the Program's goals for active community outreach. The Program Director noted that there is a developing contract between local leaders and the president of IU.

The Program Director and Dean worked together closely to evaluate the role of graduate education within the School and address DEI plans at both the school and program levels. Positions and working groups, however, operate between the program and school levels, meaning that participants have to connect remotely or travel to bridge the divides between Columbus and the main campus.

The program provided a student recruitment plan for 2020 and responded to the team's request for updates from 2021 that demonstrated a robust program for recruiting students in the midwest region, and beyond through their pursuit of Liberal Arts graduates from HBCUs. The program demonstrated its long-range plan for NAAB accreditation, as well as accompanying projections for student, faculty, and staff numbers through AY 2024-2025.

The Miller M.Arch Lecture Series reflects a unique blend of artists and architects. Outside of studio reviews and elective courses, it is unclear how the Program regularly engages input from practitioners and ensures all students have opportunities for interaction (5.2.5). The composition of the Program Advisory Board and its role in providing input into self-assessment needs to be clarified.

5.3 Curricular Development

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.

[X] Demonstrated

Team Assessment: The program clearly identifies the relationships between course assessment, course development and student criteria and this connection of the roles and responsibilities of committee and personnel involved in this process.

5.4 Human Resources and Human Resource Development

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.

[X] In Progress

Team Assessment: Evidence to demonstrate the balanced approach to assigned faculty workloads and a dedicated Architect Licensing Advisor was presented by the program coordinator and written descriptions of opportunities for faculty and staff professional development. Partial evidence to demonstrate the program's commitment to student support programs was provided through written descriptions. However, there was insufficient evidence that these student support services are accessible to students (per the requirements of 5.4.4 support of services available) since many of these services are offered on the Bloomington, IN main campus which is located 37 miles from the location of the Master of Architecture program in Columbus, IN.

5.5 Social Equity, Diversity, and Inclusion

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.

[X] In Progress

Team Assessment: The program demonstrates its commitment to diversity and inclusion among the current and prospective faculty, staff and students and provides evidence regarding Program's commitments. However, funding is needed to increase the number of DEI students that come into the Program. The current DEI Student Support, due to donor gifting restrictions, is limited to MFA and PhD students only. Funding strategies to support DEI goals should be evaluated.

5.6 Physical Resources

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.

[X] In Progress

Team Assessment: The comprehensive Matterport tour found on the website, with beneficial tags and highlights, was useful for understanding studio spaces, classrooms, and the auditorium as well as the overall layout of the historic Republic Building: <https://architecture.indiana.edu/learning-spaces/index.html>

The city of Columbus works as a didactic architecture campus and the Program's connection to the community is clear. However, as an off-campus location, there are larger elements of support infrastructure that are only available at the main campus in Bloomington, such as healthcare, career development for students, and auxiliary facilities. The Program's facilities are supported by IU Facilities located nearby at the IUPUC campus.

5.7 Financial Resources

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.

[X] In Progress

Team Assessment: The Interim Provost's annual \$2 million provides a significant contribution to support the Program's operating budget. However, the annual \$700,000 in student scholarships is important to the success and evolution of the Program, and it is not currently sustainable since these funds come directly from the Program's operating budget. Additional support from the University and College is needed to assist with a solution. The next Program visit may require meeting with College's administrators to understand the options for resolving these financial considerations since the presented Program budget only extends to AY 2023-2024; spring 2024 marks anticipated initial accreditation within the Program's timeline.

Funding is also needed to support DEI initiatives and the diverse students who enrich the Program. Outside of the Program's budget, the greater university's infrastructure for DEI Student Support is limited to only MFA and PhD students, due to existing gifting restrictions within an endowed donation. Many of the other travel and research grants noted on the College's graduate student funding website are limited to MFA and PhD students.

Funding strategies to support DEI goals should be evaluated that acknowledges the M.Arch as a terminal degree.

5.8 Information Resources

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.

[X] In Progress

Team Assessment: Evidence of resources for the Program are found within the School's collections, the Fine Arts Library, and the greater IU Bloomington Libraries collections and services. Students have access to online databases and can request physical materials and copies for delivery to the Republic Building, typically within 1-2 days. The subject librarian is located at the Fine Arts Library on the main campus in Bloomington, but online consultations and remote communications are available for the students in Columbus. Right now, the Assistant Director for the Program serves as the liaison between the main library and the Columbus on-site, reference library. Students have access to the onsite reference library at the Republic Building at all times.

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

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.

[X] Met

Team Assessment: Public information on accreditation activities are easily accessible on the University and School website and includes a complete collection of accurate information. The exact language found in the NAAB *Conditions for Accreditation, 2020 Edition* is provided on the website:

<https://architecture.indiana.edu/academics/accreditation.html>

6.2 Access to NAAB Conditions and Procedures

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)

[X] Met

Team Assessment: Evidence is available on the website:

<https://architecture.indiana.edu/academics/accreditation.html>

6.3 Access to Career Development Information

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.

[X] Not Yet Met

Team Assessment: It is unclear how tailored the College's Walter Center for Career Achievement, located at the main campus in Bloomington, is to support the Architecture Program and its needs as a professional program. Is there any role that the student's internship experience database connects to career center resources? Are there other activities that supplement this University Career Achievement Center?

While the NCARB Architecture Licensing Advisor (ALA) aids the Program students with job placement, internships, and the path to licensure, this does not seem to be a complete resource for providing information to all students interested in internships or permanent job placements after graduation.

6.4 Public Access to Accreditation Reports and Related Documents

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

[X] Met

Team Assessment: All of the required documents which can be produced are easily accessible on the University and School website: <https://architecture.indiana.edu/academics/accreditation.html>

Since the program is seeking initial accreditation, certain elements are not yet available or applicable, but these are noted on the website: interim progress reports and narratives of Program Annual Reports, optional responses to the VTR, plans to correct, and NCARB ARE pass rates.

6.5 Admissions and Advising

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

[X] Met

Team Assessment: The admissions information (forms and instructions, admissions requirements and student diversity goals and procedures) were found online: <https://architecture.indiana.edu/admissions-aid/index.html>.

As the Program emerges, more Information is needed once forms (available online) are filled out on the process for evaluating the content of non-accredited degree applicants.

6.6 Student Financial Information

- 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.

[X] Met

Team Assessment: The costs associated with applications and tuition for resident, non-resident, and international students are outline online: <https://architecture.indiana.edu/admissions-aid/index.html>

The current fellowship structure provides all students with $\frac{1}{2}$, $\frac{2}{3}$, or full tuition remission; but the sustainability of this support is unclear. Additional transparency regarding the information, program fees associated with courses and services on the main campus (Bloomington) and if differences in fees for the Columbus Campus along with anticipated rates of future program costs would be beneficial.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

N/A

Appendix 2. The Visiting Team

Team Chair, Educator

Professor Thomas Fowler IV, FAIA
Distinguished Professor of the ACSA
Director —
Graduate Program in Architecture
Community Interdisciplinary Design Studio (CIDS)
Cal Poly State University
ARCHITECTURE
San Luis Obispo, CA 93407
805.756.2981
tfowler@calpoly.edu

Practitioner

Timothy Hawk, FAIA
WSA
Principal
358A Hinman Research Building
982 S Front St
Columbus, OH 43206
o 614.824.1633
c 614.537.8078
thawk@wsastudio.com

NAAB Representative

Danielle S. Willkens, PhD
Assoc. AIA, FRSA, LEED AP BD+C
Assistant Professor, School of Architecture
Georgia Institute of TechnologyAtlanta, GA 30332
571.224.7793
danielle.willkens@design.gatech.edu

V. Report Signatures

Respectfully Submitted,

Thomas Fowler IV

**Thomas Fowler IV, FAIA
Team Chair**

Timothy C. Hawk

**Timothy Hawk, FAIA
Team Member**

Danielle Willkens

**Danielle Willkens, PhD
Team Member**