

Indiana University
Eskenazi School of Art, Architecture and Design
J. Irwin Miller Architecture Program

NAAB Visiting Team Report (VTR): J. Irwin Miller Architecture Program
January 16th, 2022

Commentary on the VTR:

- Pg. 4, reference “other essential services” that students cannot access from Columbus, we are not sure what those are since all services offered to students outside of healthcare, career, and transportation can be equitably accessed online utilizing tools like Zoom.
 - Pg. 10, PC.7; our Teaching and Learning Culture Policy is thorough and easily accessible by students and the public on our website (<https://architecture.indiana.edu/academics/learning-teaching-culture.html>). The sentence, “This visiting team is still puzzled by the disappearing link that seemed to provide additional feedback on “constructive-feedback-advice-for-giving-and-receiving” is one-sided, it was explained to the team, several times, that the link was removed by IU Health and was subsequently removed from our website. The visiting team seemed to get stuck on this link and ignored the rest of our policy.
 - Pg. 19, 5.7, The visiting team has misunderstood our budget, not realizing that the projections will continue after 2024. To make this clearer, in the future we will be providing a budget with a 5 year projection to demonstrate that we anticipate funding to continue. Our funding will not stop in 2024.
 - Pg. 20, 6.3, at some point NAAB read (or misinterpreted) that we have a student developed internship experience database. We have no knowledge of such a database, and if one does exist it would have been included with the APR as supporting documentation. We will clarify that we do not actually have a “student’s internship experience database” that we (as faculty/ staff) can access.
 - Regarding SC.5 and SC.6, we believe that there are not enough guidelines/ information on how to prepare SC.5 and SC.6 work evidence. We already pointed out as a correction of fact in the initial VTR Draft -- "The NAAB-Digital-Guideline provide information on best practices to highlight criterion within the evidence provided." -- is not true as there is no information in the current version. We only understand that SC.6 should provide students with evidence using the studio design work based on the conversation with the reviewers.
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- As part of the “supporting materials” evidence for PC.4, we submitted—as instructed by the NAAB guidelines—only the syllabus for each course that satisfies this PC. We did not upload the lecture slide decks for the courses, which is what we used to do for a visit under the 2014/2015 Conditions and Procedures, because our understanding is that we should no longer do that under the 2020 Conditions and Procedures. On October 28, we received a list of questions from the visiting team. Question #8 asked us to clarify where we teach about the histories of non-western and indigenous architecture. This was an easy question for us to answer, because, as we stated in our reply to the visiting team, “SOAD-Z 532 Texts & Contexts 2 is the course that provides our students with extensive insight into non-Western and indigenous architectures.” To better inform the visiting team, the rest of our answer listed the specific topics of eight SOAD-Z 532 lectures, all of which cover the history of non-Western and/or indigenous architectures. In fact, approximately half (50%) of the content covered in this architectural history course is non-Western and/or indigenous.
 - After sending our reply to this question, the visiting team did not ask any follow-up questions or for additional evidence. We therefore assumed that they had found our answer satisfactory. However, the final Visiting Team Report deemed PC.4 as “not yet met.” The reason that the report supplies for this decision is that “The evaluation of work and incorporation of non-western/indigenous traditions

are unclear due to the laconic schedule and descriptions in SOAD-Z 532 Texts & Context 2 syllabus.” They also wrote that “The Program responded to questions about content in these areas but did not provide the necessary evidence in the supporting materials.”

- One problem with this evaluation is that, with respect to the supporting material evidence of every PC, the 2020 NAAB Conditions and Procedures ask us to supply course syllabi, not the slide decks of every lecture. No part of the 2020 Conditions and Procedures state that the course syllabi should include a detailed description of everything that is taught each day in the course. Most importantly, no part of the 2020 Conditions and Procedures requires an architecture program to teach its students about the history of specific kinds of architecture, including non-Western and indigenous architecture. The 2020 Conditions and Procedures read, for PC.4, “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.” If the Conditions and Procedures asked us to submit evidence (such as lecture slides) that we teach specific kinds of architecture (such as non-Western and indigenous architecture) as part of our history/theory courses, we would have done so. Yet they do not.
- Please note that the 2014 Conditions, unlike the 2020 ones, have an explicit requirement that programs must teach histories of global architecture and indigenous architecture (SPC A.7). As stated above, the 2014 conditions, unlike the 2020 ones, allow programs to submit lecture slides to prove their compliance with this SPC requirement. As a result, the Visiting Team’s “not yet met” decision for PC.4 appears to be made under the assumption that we are using the 2014 Conditions for this visit, which we are not.
- In summary, even though we possess ample evidence that we extensively teach our students about the histories of non-Western and indigenous architecture, and we can supply that evidence if asked to do so, the visiting team’s reason for deeming PC.4 as “not yet met” is not justifiable under the 2020 Conditions and Procedures.