Morgan State University
Interim Progress Report for Year Five

Instructions and Template

November 30, 2022

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4. Requirements for the Use of Digital Content in Interim Progress Reports

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 previous Interim Progress 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. Evidence must be provided for each Condition and SPC "not met," including detailed descriptions of changes to the curriculum that have been made in response to not-met SPC that were identified in the review of the previous Interim Progress Report. Identify any specific outcomes expected to student performance. Attach new or revised annotated syllabi identifying changes for required courses that address unmet SPC.
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. Evidence of student work is required for SPCs 'not met' in the most recent VTR.
    - Provide three examples of minimum-pass work for each deficiency and submit student work evidence to NAAB in electronic format. (Refer to the "Guidelines for Submitting Digital Content in IPRs" for the required format and file organization.)
    - All student work evidence must be labeled and clearly annotated so that each example cross-references the specific SPC being evaluated and shows compliance with that 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 interim fifth-year report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR;

2. Reject the fifth-year interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one but not more than three calendar years. In such cases, the chief academic officer of the institution will be notified with copies to the program administrator and a schedule will be determined so that the program has at least six months to prepare an APR.

3. The annual statistical report (See Section 9 of the 2015 Procedures)) is still required in either case.

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.

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[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.

Instructions

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.
5. Remove the #4 "Requirements for the Use of Digital Content in Interim Progress Reports" pages before submitting the interim progress report.

2. EXECUTIVE SUMMARY OF 2017 NAAB VISIT

CONDITIONS NOT MET

2017 VTR
I.2.4 Information Resources
II.4.1 Statement on NAAB-Accredited Degrees*
II.4.2 Access to NAAB Conditions and Procedures
II.4.5 ARE Pass Rates

STUDENT PERFORMANCE CRITERIA NOT MET

2017 VTR
B.10 Financial Considerations
C.2 Evaluation and Decision Making
D.3 Business Practices

*Does not require IPR update per September 2020 IPR Response Letter.

3. TEMPLATE

Interim Progress Report
Morgan State University
School of Architecture and Planning
Master of Architecture
Track I: (non-preprofessional degree + 90 graduate credits)
Track II: (preprofessional degree + 60 graduate credits)
Track III: (preprofessional degree (SI) + 38 graduate credits)
(168 total credits: "3 + 2 Master of Architecture Program")
Year of the previous visit: 2017

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: Fred Scharmen
Title: Program Director (Associate Professor)
Email Address: frederick.scharmen@morgan.edu
Physical Address: School of Architecture and Planning / CBEIS 223
Morgan State University
1700 East Cold Spring Lane
Baltimore, MD, 21251

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. Siddhartha Sen
Title: Interim Dean
Email Address: siddhartha.sen@morgan.edu
Physical Address: School of Architecture and Planning / CBEIS 104
Morgan State University
1700 East Cold Spring Lane
Baltimore, MD, 21251

Text from the VTR and IPR Year Two review 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

    I.2.4 Information Resources

2017 Visiting Team Assessment: The students and faculty do not have "convenient, equitable access to literature and information." The students stated that the distance between the architecture facilities and the library was considered by them to be "a sufficient barrier" to resist working with Morgan's architecture books. The faculty indicated that they have inadequate information resources to support the graduate program in architecture. The APR states that the faculty "have traditionally not been active" in suggesting titles to be acquired by the library for the architecture collection. While the library building is new, the onsite architecture collection is not sufficient to support a professional curriculum in architecture.

Morgan State University, 2019 Response: The library houses approximately 400,000 volumes. Morgan's architecture collection consists of 5,235 volumes (covering 4,372 titles) under the NA designation. Related books include 6,476 volumes under N, NB, NC, ND, NE, NK, or NX (Fine and Decorative Arts); 164 under GE (Environmental Sciences); and 285 under GF (Human Ecology, including Urban Settlements). These books are held mostly on the 3rd floor in two separate sections: one for regular-sized books and one for oversized books. Very large, folio sized books are held on the first floor, in the reserve room; new books purchased within the last two years are located also on the first floor, in a locked room dedicated to new books. The library maintains also 56 journal titles, print and online. Morgan subscribes to 16 on-line databases of direct service to the SA+P; Among these is the Avery Index to Architectural Periodicals. In January 2015, a private donor expanded the collection of architecture and urban planning books by more than 700 volumes. Some of that donation has yet to be processed and cataloged. The Co-In Lab in CBEIS (School of Architecture and Planning) includes about one thousand architecture and planning books that are accessible to all students. In addition to books, students have access to online resources through the library website. They are able to receive any books from academic libraries in the State of Maryland through an interlibrary system. In most cases, this process does not take more than 2-3 days. The SA+P has to it designated a "liaison librarian," currently Bryan Fuller, for requests by students and faculty. In order to cultivate a relationship with the library, students are taken to library for projects in various classes, including Transitions in Architecture. In some other cases, including Thesis Seminar and Architectural History (1 and 2), expert librarians are invited to present lectures or to help students to take advantage of services provided by the library, including research and writing workshops.

Morgan State University, 2022 Response: In order to ensure that they have convenient and equitable access to literature and information, the students are introduced to the resources at the Earl S. Richardson Library early in the ARCH 501 class. This is a course about the role of the architect and architecture in global society and it is required in the first semester for all students in the graduate program in architecture, no matter their backgrounds. Typically, the class either visits the library itself, or receives a visit from a librarian, who walks the students through resource access. The university at large prefers to keep library services fairly centralized, and the overwhelming bulk of the collection, including our architecture volumes, are housed at the Richardson Library. The Liaison Librarian for the School of Architecture and Planning is Bryan Fuller.In addition to the information above in the 2019 response, the Earl S. Richardson Library now holds 5,557 volumes under the NA designation. Since the

start of the COVID 19 pandemic, library staff have greatly expanded the scope of resources available remotely to both students and faculty. Many of these remote services will be permanent. https://library.morgan.edu/home/coronavirus

Meanwhile, the School of Architecture and Planning is in the process of formalizing and organizing the informal collection of books and periodicals available to students and faculty onsite at our CBEIS Building. This collection, comprising roughly 1,000 mostly donated volumes, is currently in the Co-In (Collaboration – Innovation) Lab, where the students can request access. A library committee is being formed that will study the viability of three options: 1) integrating these books into the main collection at Richardson, 2) a closed stack system run with staff and software infrastructure from the fabrication shop (BEAR Lab), and 3) an open stack system with self-checkout in the Co-In Lab. There are challenges surrounding the question of how to use limited existing financial and staffing resources to best organize access.

> **II.4.2 Access to NAAB Conditions and Procedures**
>
> **2017 Visiting Team Assessment:** The links provided on the school's website to the 2014 NAAB Conditions for Accreditation, the Conditions for Accreditation in effect at the time of the last visit, and the NAAB Procedures for Accreditation do not link to the sources.
>
> **Morgan State University, 2019 Response:** All links are updated. Here is the link to the 2014 NAAB Conditions for Accreditation, the link to Conditions for Accreditation in effect at the time of the last visit, and the link to the NAAB Procedures for Accreditation do not link to the sources.

Morgan State University, 2022 Response: These links are now updated here: https://www.morgan.edu/graduate-built-environment-studies/architecture/accreditation

> **II.4.5 ARE Pass Rates**
>
> **2017 Visiting Team Assessment:** The document linked through the school's website does not provide ARE pass rates beyond the year 2008. Data for MSU's ARE pass rates from 2009-2016 is available on NCARB's website.
>
> **Morgan State University, 2019 Response:** The information is updated based on NCARB website. Here is the link. Please note that despite our follow up, NCAARB has not provided information on several items, including the number of applicants.

Morgan State University, 2022 Response: This information has been updated: https://www.morgan.edu/graduate-built-environment-studies/architecture/students

b. Progress in Addressing Not-Met Student Performance Criteria

> **B.10 Financial Considerations**
>
> **2017 Visiting Team Assessment:** In ARCH 540 - Architectural Design Studio 4 and ARCH 550 - Architectural Design Studio 5, there was little evidence of achievement in the fundamentals of building costs, including project financing methods and feasibility, construction scheduling, and operational and life-cycle costs at the prescribed level. The team requested additional evidence, which was provided by the department. The team was still unable to locate the appropriate material.

Morgan State University, 2019 Response: Course ARCH.550 Architectural Design Studio 5 was restructured in Fall 2018 to include distinctive learning modules in addition to the normal sequence of design studio process learning and student work. The modules are described as Design Focus Assignments (DFA's). Design Focus Assignment 05 (DFA 05) addresses "materiality" and requires students to complete a cost comparison of two different cladding systems with financial implications as a significant factor. Attached you will find the course syllabus. Additionally, Course ARCH.541 The Integrated Intelligent Detail includes an assignment that requires students to compare building systems based on financial cost. This financial evaluation is within a learning module (Module Four) which requires students to research materials, make a selection of material, and to decide what type of specification mode is most appropriate, and to write an outline specification. Together these assignments in two different required courses require students to use the fundamentals of building costs within their design decision making process. Attached you will find the syllabus. Moreover, in response to the feedback shared by the NAAB committee, the faculty in the program have approved changes in curriculum. According to the updated curriculum which is supposed to be submitted to the School of Graduate Studies by November 30, 2019, a new class is dedicated to business practices and financial considerations. This course is aligned with ARCH 561-Architectural Practice, Law, and Management. Attached you will find the proposal to these curriculum revisions.

Morgan State University, 2022 Response: In addition to the information above, which is still current, we have moved forward with the implementation of curriculum revisions in the attached documents, including a new required course, ARCH 562, on cost estimating, which is cross-listed with an existing course in the Construction Management program. These curriculum revisions were approved by the Maryland Higher Education Commission in December 2020. We decided as a program to delay implementation of these revisions during the 2020-21 academic year, in order to avoid adding new complications to remote teaching during the worst of the COVID 19 pandemic. As of Fall 2022, these revisions are moving forward, and we are currently waiting for the university Catalog office and Registrar to resume allowing changes. See 00 Supporting Documents -> 01 Changes to Curriculum -> 02 Syllabi -> Syllabus ARCH 562(CMGT 631) Construction Cost Estimating and Analysis.pdf

Currently, students work with financial considerations in several classes. In ARCH 523, Environmental Controls, for example, students compare the costs of various heating and energy systems, alongside looking at their environmental impacts. In ARCH 550, Studio V, students also compare the costs of building materials and construction. In ARCH 533 Materials, students perform case study analysis of contemporary domestic architecture projects. The student outcomes provided are from ARCH 533. See 00 Supporting Documents -> 03 Student Work -> B.10 Financial Considerations

C.2 Evaluation and Decision Making

2017 Visiting Team Assessment: This SPC challenges programs to document a deliberate design process with respect to the problems identified within a project. There was no clear documentation of evaluative criteria or predicting the effectiveness of various options in the student prepared work. The team requested additional evidence, which was provided by the department. The team was still unable to locate the appropriate material.

Morgan State University, 2019 Response: As you can see in the updated course syllabus, course ARCH.550 Architectural Design Studio 5 requires students to create a minimum of three different concepts and to evaluate those concepts during the investigative design stage of the

major studio design project. A deliberate design process is followed during which students select a final concept to work with. The design concepts are evaluated by the students on the basis of numerous criteria, including the following:1. Will the design proposal be able to meet the functional demands of the site, including solar orientation, existing topography, pedestrian and vehicular circulation patterns, urban design conditions, and other factors?2. Will the design proposal be able to meet the functional requirements of the building's program effectively?3. Does the design proposal convey a meaningful sense of place that is reflective of the essence of the program?

Morgan State University, 2022 Response: In addition to the above, evaluation and decision making is integrated into every design project and every studio. Students at all levels use iterative loops to generate multiple proposals, compare them based on internal and external criteria, and then again create new variations based on an understanding of what has been successfully addressed previously. The example student outcomes included are from ARCH 550 Studio V. See 00 Supporting Documents -> 03 Student Work -> C.2 Evaluation and Decision Making

D.3 Business Practices

2017 Visiting Team Assessment: A business plan referenced in the previous VTR was not presented for this review. In ARCH 561 - Architectural Practice, Law, and Management, limited evidence of student achievement at the prescribed level was found to meet this SPC. The team requested additional evidence, which was provided by the department. The team was still unable to locate the appropriate material.

Morgan State University, 2019 Response: Moreover, in response to the feedback shared by the NAAB committee, the faculty in the program have approved changes in curriculum. According to the updated curriculum which is supposed to be submitted to the School of Graduate Studies by November 30, 2019, a new class is dedicated to business practices and financial considerations. This course is aligned with ARCH 561-Architectural Practice, Law, and Management. Attached you will find the proposal to these curriculum revisions.

Morgan State University, 2022 Response: Our pending curriculum revisions discussed above involve upgrades to ARCH 561, Practice, Law, and Management. See 00 Supporting Documents -> 01 Changes to Curriculum -> 02 Syllabi -> Syllabus ARCH 561.pdf

Currently and more recently, students in ARCH 561 demonstrate understanding of basic business practices via online discussion, moderated and evaluated in this case by the instructor, Brian Grieb. See 00 Supporting Documents -> 03 Student Work -> D.3 Business Practices. This included example is one of several moderated and prompted discussions in which students demonstrate modes of understanding business practices in this course.

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).

Morgan State University, 2022 Response: In addition to the curricular changes already in process noted above, the program and university have adapted and changed in response to the COVID 19 pandemic. Some classes are still offered remotely, but all studio courses and most seminars are conducted in person again. We have had three tenured and tenure track faculty depart since 2019. Jeremy Kargon left the program to return to professional practice in 2020. Jason Charalambides did not earn tenure, and left in 2021. Ruth Connell retired in 2021. Mohammad Gharipour, who was Department Chair and Program Director, left for a position at another university in 2022. I (Fred Scharmen) took over the role of Program Director in August of 2022.

We have hired Coleman Jordan as a tenure track Assistant Professor in 2021. Jordan had previously been on our faculty as a Lecturer. Additionally, we hired two other tenure track faculty members who started in August 2022, Brent Sturlaugson and Carlos Reimers. We are currently conducting a national search to fill the remaining vacant tenure track position. In the meantime, Studio I teaching is being conducted by Andrew Bui, an alum of our program, and Graphics Workshop is taught by Kathleen Lechleiter, a longtime adjunct faculty member at the School of Architecture and Planning.

Among our newer full-time faculty, Coleman Jordan brings his work on "Spaces of the Black Atlantic" to our program at Morgan. This work includes an ongoing collaboration with designers and institutions in Ghana, where he has led two student trips, and at the Venice Architecture Biennale. He co-organized a show of student work from HBCUs at the Biennale in 2021, and is preparing a new project for the exhibition in 2023. Carlos Reimers is an historian with an international background, who does research on Modernism in Latin America. Brent Sturlaugson's work is about the relationship between the materials of architecture and cultural production, from the scale of the building to the scale of the region.

Also in 2022, Dean Maryanne Akers left for a position at another university. Our former Associate Dean Siddhartha Sen is currently serving as Interim Dean while the university conducts a national search for a new Dean.

Change as a result of this turnover has been productive, coming as it does at a time of return to in-person teaching, with a cohort of students (and faculty) who had been teaching and learning remotely for—in most cases—more than a year and a half. This is a time of renewal and reflection, and most open positions have been filled with people already within, or close to, the Graduate Architecture Program. We are looking forward to the new curriculum revisions, and to the new possibilities opened up by change.

For our pending curriculum updates, see 00 Supporting Documents -> 01 Changes to Curriculum -> 01 Curriculum, and 02 Syllabi.

For current one page CVs for faculty in Graduate Architecture, see 00 Supporting Documents -> 02 Changes in Leadership and Faculty

   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.

          Morgan State University, 2022 Response: We are currently engaged, as a faculty, in a regular series of meetings in which we are conducting a comprehensive audit of the curriculum and the

program at large, using the NAAB 2020 Conditions as a lens. We will use this evaluation of both Program and Student Criteria to identify the areas that we need to begin to address now in advance of our APR report submission in 2025. Additionally and in parallel with this process, we are also developing specific and general criteria, objectives, performance indicators, and assessment tools that we can integrate into our curriculum development in an ongoing basis. These tools will be especially valuable over the next several years as we align our program more directly with the 2020 Conditions.

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. Provide three examples of minimum-pass student work for each SPC 'not met' in the most recent VTR.)

Morgan State University, 2022 Response: See Supporting Documentation Attached

4. Requirements for the Use of Digital Content in Interim Progress Reports

File type
Files must be accessible on multiple operating systems and should not be in an editable form. All static documents, including text and images, must be presented as PDFs. If student work was presented in a video format, videos must be a file type that can be viewed on any machine and operating system.

File size
Individual PDF file size shall be limited to 5MB, per the 2015 *Procedures for Accreditation*. In limiting file size, programs should consider this simple concept: **speed of access is just as important as image quality**. Files and their embedded images should not be slow to load, and downsizing files and images should not be at the detriment of legibility.

Best practices for file size
- Photoshop files should be flattened.
- Vector line files should not be rasterized for legibility sake.

Legibility
Image legibility and file size go hand in hand. As evidence for accreditation, it is imperative that all images, and enlarged detail images, are legible. Original file format plays a part in this. If an original file is formatted for 8 ½" x 11" paper, a reviewer won't need to zoom in and out as frequently as an original file formatted for 34" x 44". Viewing hardware is also important, as the same file on a small laptop screen will need to be zoomed in and out more often than if it is viewed on two large desktop monitors.

Best practices for legibility
- Can you see the parts and pieces of an image when its blown up on the screen?
- Are large drawings legible if zoomed to see the individual parts?
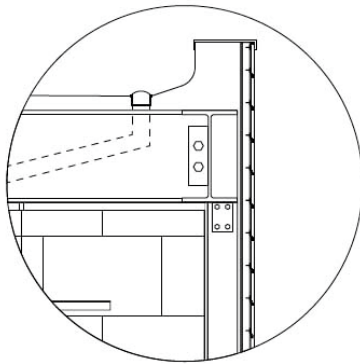
Vertigo wood plastic composite cladding
section assembly details
1/2" = 1'
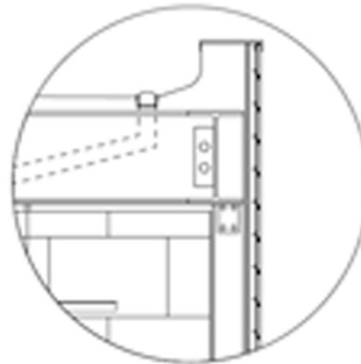
Vertigo wood plastic composite cladding
section assembly details
1/2" = 1'

Figure 1. Examples of legible and illegible JPEG details

Organizing Digital Content
1. A "base folder" titled "Student Work" will contain all evidence in support of the Student Performance Criteria required for the IPR (figure 2).
2. The base folder will contain one folder for each SPC, labeled "# - Name" (e.g., C.3 – Integrated Design)
3. Individual SPC folders will have three files inside, labeled as follows:

      a.   1_Course Number_Course Title.pdf
      b.   2_Course Number_Course Title.pdf
      c.   3_Course Number_Course Title.pdf
4. Each individual PDF should be organized with bookmarks and a table of contents. All evidence required to demonstrate an example of the SPC shall be combined into a single PDF.

Figure 2. Digital folder structure for an accreditation visit

The program must provide all student work to the NAAB by zipping the base folder and submitting it through the NAAB's Annual Report System, along with all other required IPR documentation.